Board of Trustees
Academics and Campus Environment Committee

Monday, February 17, 2025

Trustees: Chair Oscar Horton; Suryakanth Prasad Gottipati, Lauran Monbarren, Rick Piccolo, Melissa Seixas, David Simmons
USF Foundation Board Liaison: Debbie Sembler
Provost and Executive Vice President: Prasant Mohapatra

A G E N D A

I.	Call to Order and Opening Remarks	Chair Horton
II.	Public Comments Subject to USF Procedure	Chair Horton
III.	New Business – Action Items	
	a. Approval of Previous Minutes for November 25, 2024	Chair Horton
	b. Tenure as a Condition of Employment	Provost Prasant Mohapatra Senior Associate Vice President Javier Cuevas
	c. Degree Proposal i. B.S. Exercise Science & Kinesiology, 31.0505	Interim Dean Jenifer Jasinski Schneider
	d. Self-Supporting Proposal i. M.S. Fintech major, 30.7104	Dean David Blackwell
	e. Credit Hour Reduction i. B.S.C.H. in Chemical Engineering, 14.0701	Vice Provost Terry Chisolm
	f. . USF Regulation 3.029 Textbook & Instructional Materials Affordability & Transparency	Vice Provost Stephen Stark
IV.	New Business – Information Items	
	a. SACSCOC Reaffirmation Update	SACSCOC Accreditation Liaison Christopher Combie
V.	Adjournment	Chair Horton

USF Board of Trustees
ACE Committee
Microsoft Teams Meeting
November 25, 2024

MINUTES

ACE Committee Chair Oscar Horton welcomed everyone and convened the meeting.

Chair Horton asked Brittany Dix to call the Roll.

Trustee Suryakanth Gottipati
Trustee Oscar Horton
Trustee Lauran Monbarren
Trustee Fredrick Piccolo
Trustee Melissa Seixas
Trustee David Simmons

A quorum was confirmed for the committee meeting.

There were no public comments.

Chair Horton proceeded with the meeting.

New Business – Action Items

a. Approval of Minutes

August 20, 2024

Having no changes to the minutes Chair Horton requested a motion to approve the August 20, 2024 minutes. The motion was given by Trustee Seixas, seconded by Trustee Piccolo and approved.

b. Approval of Tenure as a Condition of Employment

Administrators such as the President, Provost, Deans and Chairs and senior faculty who are recruited to USF are normally awarded tenure as a condition of employment.

Provost Prasant Mohapatra presented:

Dr. Samuel Wu was recruited to the USF Morsani College of Medicine University on August 30, 2024 from the University of Florida as Professor with the Department of Internal Medicine/Health Informatics Institute. Dr. Wu is an accomplished and internationally recognized

researcher. His research focuses on neurological disorders and aging, statistical genetics, clinical trial design and simultaneous statistical inference and data privacy technologies. He meets all of our qualifications for tenure at the rank of Professor.
Chair Horton requested a motion to approve. The motion was given by Trustee Piccolo, seconded by Trustee Simmons and approved.

c. B.S.C.E. in Civil Engineering, CIP Code 14.0801 – Credit Hour Reduction

Vice Provost Terry Chisolm presented:

The State University System, Board of Governors Regulation 8.014 states that if we want to have a bachelor's degree that is more than 120 credit hours we need to bring this to the Board of Trustees. This can happen when we have specialized accreditation standards or state or federally mandated criteria for professional licensing. This can occur in some of the teaching areas which may be required in order to provide all the information, knowledge and skills which a student needs.

Vice Provost Chisolm explained that through a vigorous review of the curriculum it is possible that it is no longer needed to be at an approved level. This is the case with Civil Engineering where it is able to decrease the required credit hours from 131 to 128 after consultation with the faculty and advisory board members. The ABET standards were also reviewed before this decision was made.

There are 4 programs that are currently greater than 120 and they are all in the College of Engineering which makes sense since engineering programs are very intense. Making this change would also put us in alignment with undergraduate civil engineering programs in the SUS: FSU, UCF & UF.

Chair Horton commented that he was unaware of any other cases where we reduced the number of credit hours. Dean Sanjukta Bhanja shared that Mechanical Engineering and Computer Science and Engineering had their credit hours reduced some time back. Dr. Chisolm explained that this had been done prior to the change in the BOG regulation where our BOT had to approve the credit hour reduction.

Trustee Simmons commented on the importance of maintaining rigorous training for engineers and supported the change.

Chair Horton requested a motion to approve. The motion was given by Trustee Gottipati and seconded by Trustee Simmons and approved.

New Business – Information Items

University GIS/Mapping Applications

Vice President Carole Post and Program Director Daniel Gessman presented on the University GIS/Mapping Applications. This application is a roadmap for facilities management, and it

highlighted the use of GIS for campus planning and emergency management. Daniel Gessman then provided an overview of the GIS program, explaining that GIS stands for Geographic Information Systems and is used for collecting, analyzing, and visualizing spatial data across the university's campuses.

- GIS is a toolset used within facilities for collecting, analyzing, and visualizing spatial data. It helps with decision-making and planning for the university's future
- GIS is used for campus planning and construction, infrastructure management, campus safety, and emergency management. All buildings on campus have their building address and name included so that they are easy to find in an emergency and can be accessed on our interactive campus map.
- The tool helps manage and plan the university's needs across all campuses, including new buildings, infrastructure, and utilities. It was shared that we work with the utility partners across all three campuses.
- GIS is used for building-to-building wayfinding, room-to-room wayfinding, campus awareness, and utilities management
- GIS is crucial for campus awareness before, during, and after an event. It helps track storm inundation, tornado warnings, and other emergency situations
- The GIS program aims to expand its capabilities, including interactive floor plans, campus safety integration, and infrastructure projects for all campuses

Trustee Piccolo asked about the timeline for implementing GIS across all campuses. Daniel Gessman responded that the toolset supports all campuses and provided details on its current and future applications.

Trustee Seixas inquired about cybersecurity measures for the GIS system. Daniel Gessman and Carole Post explained the security protocols in place and the collaboration with Esri for additional protections.

Chair Horton asked about long-term planning for future infrastructure projects and how the GIS tool helps in avoiding future disruptions. Daniel Gessman and Carole Post provided insights into the collaborative planning efforts with local agencies.

Trustee Gottipati asked about how parking of scooters on campus can be included for those that need electrical charging stations. Daniel Gessman indicated that we can eventually get that on the road map. Currently bike racks are mapped all across the campus.

Carole Post asked Senior Vice President for University-Community Partnerships Eric Eisenberg to share what is being done

Degree Program Productivity Report

Vice Provost Theresa Chisolm provided an update on the New Degree Program Productivity. She thanked Cynthia Brown Hernandez and the Academic Planning and Operational Reporting Team in ODS for their extraordinary work on the annual report.

Annually the Office of Decision Support conducts a systematic, comprehensive review of degree productivity. The results of the 2024-degree productivity review was presented. A power point was provided which highlighted the following:

- Degree Productivity Annual Review
- Principles of Degree Program Review
- Curriculum Definitions
- Degree Program Productivity Review - Board of Governors Period Review – USF Bot Annual Review
- Result of Degree Productivity and Seven -Year Reviews
- Degree Productivity Report
- College Responses
- Summary of Results

Vice Provost Chisolm explained definitions of Degree Programs – major, concentration, minor, specialization.

Vice Provost Chisolm explained that during the process we look at the degree programs and see how they fit within the mission and purpose of USF and the BOGs strategic plan. She explained that productivity is looked at in relation to the level and type of degree program, how that degree program may be supporting general education needs, the research productivity of the faculty aligned with the degree program and most importantly how the degree program may fulfill workforce and industry needs.

Vice Provost Chisolm showed a chart which contained the thresholds which are used when preparing the Degrees Awarded and Enrollments for Academic Programs report. If a program does not meet BOG or BOT thresholds, the colleges are asked to provide information about what they are doing to either increase enrollment or if the program is enroute to another type of degree, we ask them for the rationale for continuing the program as is.

It was also explained how sometimes bachelors level programs may be terminated and then create one new CIP code.

Chair Horton thanked Vice Provost Chisolm for her presentation.

Having no other business Chair Horton adjourned the ACE Committee meeting.

Agenda Item:

USF Board of Trustees
March 11, 2025

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment

Executive Summary:
Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF are normally awarded tenure as a condition of employment. These highly qualified individuals usually have earned tenure at their previous institutions, which makes them attractive candidates to USF. In order to attract them, USF must provide a package that is competitive with other nationally and internationally ranked institutions. Tenure upon appointment for qualified candidates, among other things, is a term and condition of the employment package that makes USF an institution of choice.

Financial Impact:

Strategic Goal(s) Item Supports: Goal II
BOT Committee Review Date: 02/17/2025
Supporting Documentation Online (*please circle*): (**Yes**) **No**

- Memorandum to William Weatherford, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

Prepared by: Prasant Mohapatra, Provost and Executive Vice President

UNIVERSITY of SOUTH FLORIDA

MEMORANDUM

DATE: March 11, 2025

TO: William Weatherford, Chair

FROM: Rhea Law, President

SUBJECT: Tenure as a Condition of Employment Nominations

I am requesting approval by the USF Board of Trustees of the enclosed Tenure as a Condition of Employment Nominations at USF. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominee will make a significant professional contribution to USF and the academic community.

Enclosures

Faculty Nominations for Tenure as a Condition of Employment
USF Board of Trustees Meeting – March 11, 2025

College	Name	Rank	Department/ School	Degree of Effort*	Previous Institution	Tenure at Previous Institution
Morsani College of Medicine	Jinying Zhao, MD, PhD	Professor	Internal Medicine	1.0	University of Florida	Yes
Morsani College of Medicine	Satoru Eguchi, MD, PhD	Professor	Surgery	1.0	Temple University	Yes
Public Health	Sten Vermund, MD, PhD	Distinguished University Health Professor	N/A	1.0	Yale University	Yes

*If less than 1.0 FTE

University of South Florida – Tenure Nomination as a Condition of Employment

MORSANI COLLEGE OF MEDICINE

Jinying Zhao, MD, PhD

Dr. Zhao joined USF Health, Morsani College of Medicine (MCOM) on August 30, 2024, as Professor with the Department of Internal Medicine/Health Informatics Institute. Dr. Zhao is an accomplished researcher with expertise in genetic epidemiology, statistical genetics, multiomics, bioinformatics, computational biology and precision health for human aging and age-related diseases, such as cardiovascular disease, diabetes, obesity, mental illness, and Alzheimer's disease. She has demonstrated high productivity and has established a long track record for obtaining extramural funding serving as PI on 10 NIH funded R01s with combined funding of more than $31 million, as PI on six active R01s with total funding of $19.5 million. She has published more than 130 peer-reviewed articles and has received multiple prestigious awards. Dr. Zhao comes to USF from the University of Florida where she has served as a Deans Endowed Chair, Professor of Epidemiology and the Director of the Center for Genetic Epidemiology and Bioinformatics. She earned a PhD in Molecular Genetics at Peking Union Medical College and Chinese Academy of Medical Sciences in 1999, and a PhD in Genetic Epidemiology and Statistical Genetics at the University of Texas Health Science Center in 2005. Dr. Zhao is actively engaged in local, national and international service activities, serving on many NIH review panels, and peer-reviewed journals. She serves as a member of the Strong Heart Study Steering Committee and the National Heart, Lung, and Blood Advisory Council. Dr. Zhao has a strong teaching and mentoring background teaching several graduate courses, mentoring numerous graduate students, postdoctoral fellows, and junior faculty. The department APT Committee; Dr. Mark Moseley, Department Chair; the MCOM APT Committee; Dr. Javier Cuevas, MCOM Vice Dean; Dr. Charles Lockwood, Executive VP for USF Health; and President Rhea Law all concur to recommend Dr. Zhao for tenure at the rank of Professor.

University of South Florida – Tenure Nomination as a Condition of Employment

MORSANI COLLEGE OF MEDICINE

Satoru Eguchi, MD, PhD

Dr. Eguchi joined USF Health, Morsani College of Medicine (MCOM) on January 20, 2025, as Professor with the Department of Surgery, Division of Surgical Research. Dr. Eguchi is an internationally recognized senior investigator in the field of cardiovascular biology and hypertension research. His research focuses on cardiovascular endocrinology and has made groundbreaking discoveries of how the angiotensin receptor signaled and mediated disease and defining the role of the mitochondria in vascular health and disease. Dr. Eguchi has a long track record of extramural funding from the NIH and the American Heart Association (AHA) and currently holds two NIH R01 grants with an additional R01 with expected approval from the NIH, and another pending review. He has an outstanding record of published productivity in high impact journals, including more than 200 peer-reviewed papers as primary or senior author. Dr. Eguchi comes to USF from Temple University School of Medicine where he served as a tenured professor. He earned his MD degree from Tohoku University School of Medicine, and his PhD from Tokyo Medical and Dental University. Dr. Eguchi has been an invited speaker at numerous national and international conferences. He is involved in many academic and professional societies, organizing committees and peer-reviewed committees and several NIH study sections and AHA grant review panels. He is an associate editor for the journal *Clinical Science and* has served and currently serves on editorial boards for *Hypertension, ATVB, Circulation Research, and Am J Physiol.* Dr. Eguchi has a strong teaching background having mentored many graduate and undergraduate students and has successfully supervised numerous post-doctoral fellows, international students, and visiting professors. The department APT Committee; Dr. Murray Shames, Department Chair; the MCOM APT Committee; Dr. Javier Cuevas, MCOM Vice Dean; Dr. Charles Lockwood, Executive VP for USF Health; and President Rhea Law all concur to recommend Dr. Eguchi for tenure at the rank of Professor.

University of South Florida – Tenure Nomination as a Condition of Employment

COLLEGE OF PUBLIC HEALTH

Sten H. Vermund, MD, PhD

Dr. Vermund joined the USF Health College of Public Health and Office of the Executive Vice President on January 1, 2025, as the Dean of the College of Public Health; Distinguished University Health Professor Public Health and Medicine; Senior Associate Vice President, USF Health; Director, Cancer Control Prevention and Epidemiology Program, TGH; and, Chief Medical Officer, Global Virus Network. Dr. Vermund is an internationally recognized physician scientist in global infectious diseases and a member of the National Academy of Medicine. He has active Federal grants exceeding $2.8 million and over $2.3 million in research funding from international agencies. Dr. Vermund has over 500 publications in prestigious journals and presentations at international conferences. Since 1994, he served as an external reviewer for the NIH and on advisory committees to countless HIV/AIDS related organizations and foundations. He was on the Editorial Board for 13 prestigious journals and served as the co-editor or editor for 15 national or international journals. Dr. Vermund also served as a reviewer for 68 journals including the New England Journal of Medicine and the Journal of Global Infectious Diseases. Prior to joining USF, Dr. Vermund was a tenured Professor of Pediatrics and Public Health at Yale University School of Medicine from 2017 through December 2024. He served as the first Dean of the School of Public Health at Yale. Prior to Yale, Dr. Vermund was a tenured Professor at Vanderbilt University and the University of Alabama at Birmingham. He earned an MD from Albert Einstein College of Medicine and a PhD in Epidemiology at Columbia University. Dr. Vermund is an outstanding teacher. Since 2003, he has served on 82 doctoral committees, serving as Chair for over 40. Also, he managed the Fogarty Global Scholars program for Vanderbilt, Emory, Cornell and Duke Universities from 2012-2017 and the overseas mentored research experience of 401 International Clinical Research Scholars and Fellows. The College APT Committee; Dr. Charles Lockwood, Executive VP for USF Health; and President Rhea Law all concur to recommend Dr. Vermund for tenure at the rank of Professor.

Agenda Item: III.c.i

USF Board of Trustees
March 11, 2025

Issue: Bachelor of Science in Exercise Science and Kinesiology, CIP Code 31.0505

Proposed action: Approval

Executive Summary: The College of Education is proposing the creation of a Bachelor of Science in Exercise Science and Kinesiology. The proposed program is designed to equip future exercise professionals with the knowledge and skills needed to meet the diverse health and wellness needs of the population. Students will explore the science of human movement through curriculum in the biological, psychological and social sciences, including health, sports nutrition, exercise psychology, anatomy, physiology and biomechanics.

The proposed program is structured such that graduates qualify for professional certifications such as, the American College of Sports Medicine's Certified Exercise Physiologist, and the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist.

Financial Impact: There will be no financial impact because existing faculty and resources will be reallocated to this new degree program.

Strategic Goal(s) Item Supports:
- Goal 1: Student Success at USF and Beyond;

BOT Committee Review Date: February 17, 2025
Supporting Documentation Online (*please circle*): **Yes** **No**
Prepared by: Cynthia Brown Hernandez, Director, ODS-Academic Planning & Operational Reporting, Deputy Accreditation Officer, on behalf of the College of Engineering

EXERCISE SCIENCE NEW DEGREE PROPOSAL

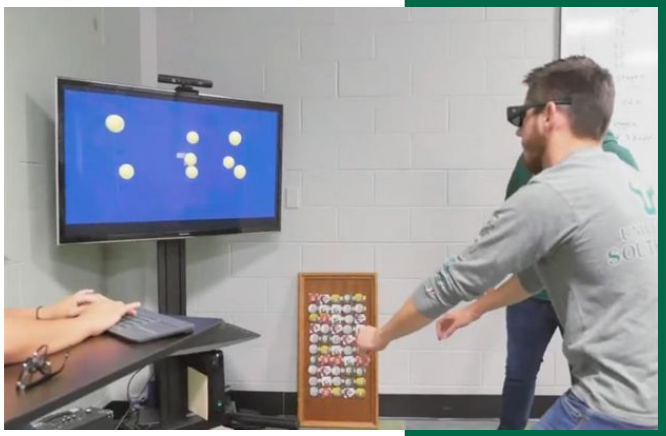
USF Board of Trustees
Academic and Campus Environment Committee
February 17, 2025

Jenifer Jasinski Schneider, Ph.D., Interim Dean, College of Education

UNIVERSITY of SOUTH FLORIDA
College of Education

Bachelor of Science in Exercise Science and Kinesiology

- Prepares students for professional certifications
  - American College of Sports Medicine's Certified Exercise Physiologist
  - National Strength and Conditioning Association's Certified Strength and Conditioning Specialist
- Prepares graduates for the health and wellness workforce
  - Corporate Fitness, Community Fitness, Strength and Conditioning, Cardiac Rehabilitation, and Sport Performance
- Prepares students for post-baccalaureate studies
  - Exercise Science and Kinesiology, Physical Therapy, Physician Assistant, Occupational Therapy, Chiropractic and Athletic Training.



Bachelor of Science in Exercise Science and Kinesiology

- According to the U. S Bureau of Labor Statistics
  - Employment of Exercise Physiologists is projected to grow 10% from 2022 to 2032.
- According to FloridaJobs.org, there will be a 13.2% increase statewide in Exercise Physiologists between 2023 and 2031.

Bachelor of Science in Exercise Science and Kinesiology

- Exercise Science (since 2006) under CIP 13.1314
  (Physical Education Teaching and Coaching)
- Core curriculum with three new concentrations
  - Sports Nutrition
  - Strength and Conditioning
  - Exercise and Wellness
- Experiential learning opportunities throughout the curriculum
- Enrollment is currently at 450. Project headcount of 700 in 5 years.
- Support from other SUS universities in CIP 31.0505
- Current Master of Science in Exercise Science is under CIP 31.0505 (Kinesiology and Exercise Science)

STATE UNIVERSITY SYSTEM OF FLORIDA

Request to Offer a New Degree Program

In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

University of South Florida (USF)
Institution Submitting Proposal

College of Education
Name of College(s) or School(s)

Exercise Science and Kinesiology
Academic Specialty or Field

31.0505
Proposed CIP Code (2020 CIP)

Fall 2025
Proposed Implementation Term

Department of Educational and Psychological Studies
Name of Department(s)/Division(s)

B.S. Exercise Science and Kinesiology
Complete Name of Degree

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.

Date Approved by the University Board of Trustees

President's Signature **Date**

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

Provost's Signature **Date**

STATE UNIVERSITY SYSTEM OF FLORIDA

I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	The proposed program is an undergraduate program leading to a Bachelor of Science in Exercise Science and Kinesiology. The proposed program is designed to equip future exercise professionals with the knowledge and skills to meet the diverse health and wellness needs of the population through the integration of coursework with laboratory-based and field-based experiential learning. Students will explore the science of human movement through curriculum in the biological, psychological and social sciences, including health, sports nutrition, exercise psychology, anatomy, physiology and biomechanics.
Degree Level(s):	B
Majors, Concentrations, Tracks, or Specializations	B.S. Exercise Science and Kinesiology Concentrations: 1. Sports Nutrition 2. Exercise and Wellness 3. Strength and Conditioning
Total Number of Credit Hours	120
Program Type	☒ **E&G Program** ☐ **Market Tuition Rate Program*** ☐ **Self-Supporting Program*** *Refer to Board Regulation 8.002, Self Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	The proposed program is structured such that graduates qualify for professional certifications such as, the American College of Sports Medicine's Certified Exercise Physiologist, and the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist. The program will prepare graduates to fill positions relating to corporate fitness, community fitness, strength and conditioning, cardiac rehabilitation, personal fitness training, and sport performance. In addition, it will prepare students for admission to post-baccalaureate studies in Exercise Science and Kinesiology, Physical Therapy, Physician Assistant,

	Occupational Therapy, Chiropractic and Athletic Training.

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?
Programs of Strategic Emphasis List

☐ Yes, it does qualify as a Program of Strategic Emphasis.
☒ No, it does not qualify as a Program of Strategic Emphasis.

C. Does the program fall under one of the CIP codes listed below that qualifies for the Programs of Strategic Emphasis Waiver? *(for baccalaureate programs only)*

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

☐ Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008 and the Programs of Strategic Emphasis Waiver Guidance.

☒ No

☐ Not Applicable

II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.
1. **The State University System's Strategic Plan goals.**
2. **The institution's strategic plan and goals the program will directly advance.**
3. **The university's mission.**
4. **The benefit to the university, the local community, and the state.**

The proposed B.S. in Exercise Science and Kinesiology program will support the State University System's (SUS) 2025 Strategic Plan by directly and indirectly supporting the following goals:

STATE UNIVERSITY SYSTEM OF FLORIDA

USF's proposed program will directly **strengthen the quality and reputation of academic programs and the University** within the State University System. The proposed curriculum includes challenging courses that integrate high-impact practices including internships, practicums, community-engaged learning, and other experiential learning opportunities in individual courses. The curriculum will contribute to student success by allowing students to tailor their internship according to their career goals, providing for a more seamless path to a future career. Further, it was developed to meet accreditation standards for the exercise science professional organizations—the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA).

The proposed undergraduate program will directly **increase degree productivity and program efficiency.** USF currently offers a B.S. in Exercise Science major in CIP Code 13.1314, which will be terminated when USF is approved to offer the new degree program, and its four-year graduation rate over the last three years has been approximately 83 percent. Once the new degree is launched, USF is expecting an increase in enrollment over the next five years. This, along with the faculty's and advisors' continued intentionality with students, will increase degree productivity.

Our program will indirectly **increase the number of degrees awarded within programs of strategic emphasis.** Approximately 25 percent of the students in our program have aspirations to attend post-baccalaureate studies in physical therapy, occupational therapy, physician assistant, and athletic training--all programs of strategic emphasis. Although many of the prerequisites for these programs are prerequisites for an Exercise Science and Kinesiology program, USF's proposed curriculum will allow students to complete additional prerequisites for their proposed post-graduate studies by embedding these competencies into the curriculum.

The program faculty are productive in basic and applied research and have published over 100 peer-reviewed publication in the past five years. Many faculty invite undergraduate students to join their research teams. An increase in undergraduate students will allow for greater research productivity. As such, the proposed program will directly **increase research activity** and has the potential to **attract external funding**. In doing so, it will indirectly **strengthen the quality and reputation of scholarship, research and innovation**.

The faculty and students are engaged with the USF community and the larger Tampa Bay community. USF's program has the potential to indirectly **strengthen the quality and recognition of our commitment to community and business engagement**. The curriculum includes two experiential learning courses where students work with faculty and staff within the USF community and senior adults in the Temple Terrace (Florida) community helping with their health and fitness goals. The faculty continually strengthen relationships with current community partnerships and establish new partnerships through the addition of new practicums and internships. In addition, program faculty engage with the community in addressing the health and well-being of older adults within the community. Finally, students in the current major are required to complete 15 volunteer hours in the community, which will be continued in the new degree program.

The expected increase in enrollment will allow for directly **increasing community and business engagement** through the embedded experiential learning opportunities, as well as the required internship and practicum opportunities.

The proposed program will directly contribute to an **increase in community and business workforce.** Per the U.S. Department of Labor's Bureau of Labor Statistics (BLS), the job outlook for Exercise Physiologists shows much faster than average growth at 10 percent.[1] Additionally, Florida is one of the highest employers of Exercise Physiologists, and the Tampa Bay area is second among the highest levels of employment of Exercise Physiologists.[2]

The mission of the University of South Florida is stated as follows:

> "Led by outstanding faculty and professional staff, the University of South Florida conducts innovative scholarship, creative activity and basic and translational research, and delivers a world-class educational experience promoting the success of our talented and diverse undergraduate, graduate, and professional students. As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future - regionally, nationally and globally."

The proposed program supports USF's mission and strategic goals as outlined below.

The proposed program aligns with USF's strategic area of focus in Health, Society, and Biomedical Science. It is well-established that exercise is linked to reductions in chronic disease and all-cause mortality and can improve overall health and well-being. Adding an undergraduate program in CIP Code 31.0505 Exercise Science and Kinesiology will add to the undergraduate research in this strategic area of focus.

The proposed program will support the following USF goals:

- Goal 1: Student Success at USF and Beyond;
- Goal 2: Faculty Excellence in Research and Innovation;
- Goal 3: Partnerships and Engagement with Local, National and Global impact; and
- Goal: 4: A Diverse and Inclusive Community for Learning and Discovery.

Goal 1: The program's curriculum includes challenging courses that integrate high-impact practices including internships, practicums, community-engaged learning, and other experiential learning opportunities in individual courses. The program will contribute to student success by allowing students to tailor their internship according to their career goals. The practicum course will enhance students' success in their internship and in employability. In addition, students are encouraged to become involved with faculty and their research in studying exercise psychology, muscle growth, sport nutrition, and heat stress in athletic and occupational settings. Further, students in the current major are introduced to the program's

[1] https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm#tab-6; url visited 12/29/2024
[2] https://www.bls.gov/oes/current/oes291128.htm#st; url visited 12/29/2024

community partners, Exercise Science alumni, and other potential employers early in the Exercise Science curriculum and are mentored by them in their practicum and internships. This practice will continue with the new degree in Exercise Science and Kinesiology.

Goal 2: The program's research faculty are involved in basic and applied research and have over 100 peer-reviewed publications over the past five years. Faculty in the current Exercise Science major have been active and successful in obtaining federal research funding from the National Institute for Occupational Safety and Health (NIOSH) in addressing heat stress and strain, which is more prevalent with global warming, and the National Cancer Institute (NCI). Many of our outstanding faculty are renowned internationally, having conducted research with international colleagues in Brazil and receiving invitations to speak at national conferences, as well as international conferences in Colombia, Italy and Singapore.

Goals 3 and 4: The faculty in the major continually strengthen current community partnerships and establish new partnerships through the experiential learning courses, where students work with senior adults in the Temple Terrace community in attaining their fitness goals and work with members of the USF community in helping them reach their fitness goals.

Further, the proposed degree will foster intellectual inquiry by supporting undergraduate research. Research faculty include undergraduate students on their research teams, professional presentations, and published manuscripts. In addition, many undergraduate students have presented research at regional and national conferences and have been first author on published manuscripts.

The proposed program will also support the mission of the College of Education in promoting transformative education. All of the courses in the curriculum promote critical thinking skills to encourage students to critically evaluate ideas. Further, the faculty foster the equality of all of its students in promoting student success, and equality of all in regard to access to exercise and physical activity.

Our program provides benefits to the local community and the state through outreach to the community. Significant increased healthcare costs have led to a national emphasis on physical activity as a prevention strategy. Less than 50 percent of adults 18 years of age and older meet the Physical Activity Guidelines for Adult Activity[3], and approximately 75 percent of adults 18 years of age and older do not meet the Physical Activity Guidelines for aerobic and muscle strengthening exercises.[4]

Further, to help improve health, Exercise is Medicine (EIM) began as a collaborative effort between the American Medical Association and the American College of Sports Medicine (ACSM) in 2007 and is now a large, global initiative.[5] USF's Exercise Science and Kinesiology faculty collaborate with USF's Recreation and Wellness staff in leading the University's EIM initiative.

[3] https://www.cdc.gov/physical-activity-basics/guidelines/adults.html; url visited 12/29/2024
[4] https://www.cdc.gov/nchs/data/databriefs/db443.pdf; url visited 12/29/2024
[5] https://www.exerciseismedicine.org/eim-in-action/eim-on-campus/; url visited 12/29/2024

STATE UNIVERSITY SYSTEM OF FLORIDA

B. 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 has been addressed in this proposal or will be addressed before the proposed program is implemented.

The B.S. in Exercise Science and Kinesiology pre-proposal was presented to the Council of Academic Vice Presidents' Academic Program Coordination group on February 14, 2024, and no concerns were expressed.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill.

According to the Florida Commerce's website[6], the 2024-2032 Occupational Employment Projections show a 2.2 percent growth rate for Exercise Physiologists, with 440 current openings in Florida and a median hourly salary of $29.25.

Per the U.S. Department of Labor's Bureau of Labor Statistics (BLS), the job outlook for Exercise Physiologists shows much faster than average growth at 10 percent.[7] Additionally, Florida is one of the highest employers of Exercise Physiologists, and the Tampa Bay area is second among the highest levels of employment of Exercise Physiologists.[8]

According to the BLS website, "Employment of Exercise Physiologists is projected to grow 10 percent from 2022 to 2032, much faster than the average for all occupations."[9] Demand for these workers may rise as hospitals emphasize exercise and preventive care to help people who have cardiovascular and pulmonary diseases to improve their health.

According to the BLS Occupational Employment and Wage Statistics website, Florida has one of the highest location quotients and ranks second among metropolitan areas with a location quotient of 4.67. Please see Image 1 for the states and areas with the highest published

[6] https://floridajobs.org/economic-data/employment-projections/occupational-data-search; url visited 12/29/2024
[7] https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm#tab-6; url visited 12/29/2024
[8] https://www.bls.gov/oes/current/oes291128.htm#st; url visited 12/29/2024
[9] https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm

employment and Image 2 for the location quotients for Exercise Physiologists. The location quotient is the ratio of the area concentration of occupational employment to the national average.[10]

Image 1: Employment of Exercise Physiologist by State

According to BLS data, the five metropolitan areas with the highest employment of exercise physiologists are as follows:

1. Los Angeles-Long Beach-Anaheim, California
2. Tampa-St. Petersburg-Clearwater, Florida
3. Dallas-Fort Worth-Arlington, Texas
4. Houston-The Woodlands-Sugar Land, Texas
5. Chicago-Naperville-Elgin, Illinois/Indiana/Wisconsin

[10] https://www.bls.gov/oes/current/oes291128.htm#st (url accessed July 2, 2024)

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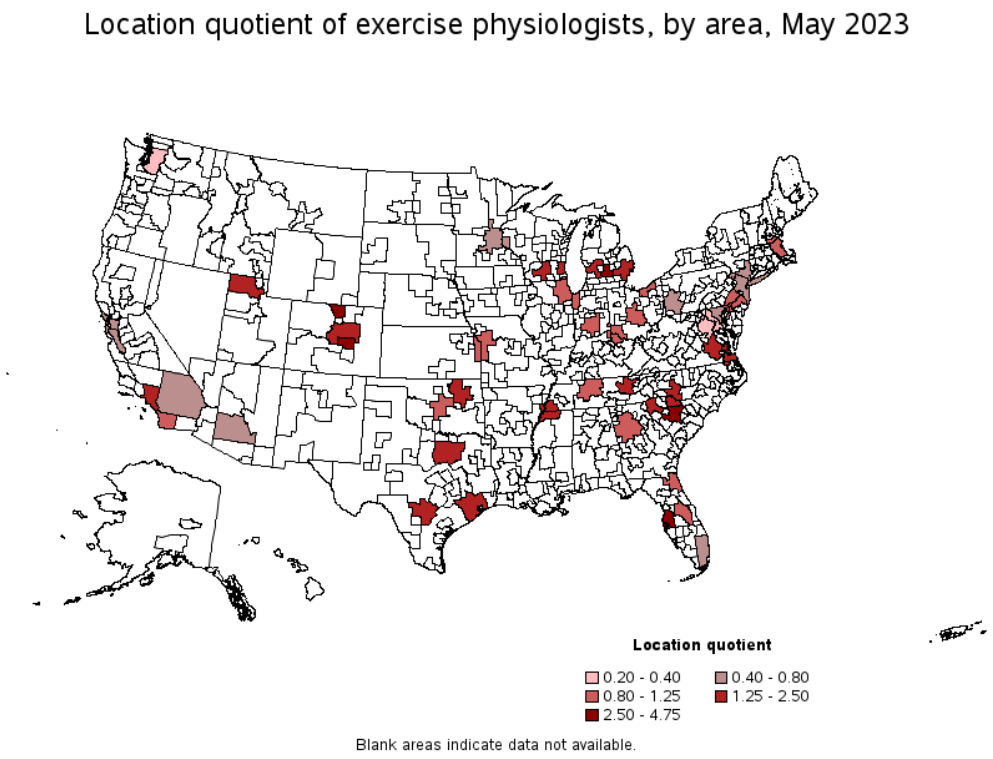

Image 2: Location Quotient of Exercise Physiologist by Area

According to the BLS data, the five metropolitan areas with the highest location quotient of exercise physiologists are as follows:

1. Fort Collins, Colorado
2. Tampa-St. Petersburg-Clearwater, Florida
3. Columbia, South Carolina
4. Lansing-East Lansing, Michigan
5. Colorado Springs, Colorado

As evidenced in Images 1 and 2 above, the Tampa Bay area is the second largest metropolitan area employing Exercise Physiologists and has the second largest area of concentration employing Exercise Physiologists.

According to Gray DI Data, student demand for exercise science is strong, with a Google Search Volume of 404,910 ranking in the 85th percentile and a positive Google Search YoY Unit Change at 29,980 (88th percentile). The Google Search YoY Percentage Change is also favorable at 8 percent, which places it in the 82nd percentile. New Student Enrollment Volume is exceptionally high at 25,015 (99th percentile), with a steady YoY Unit Change increase of 611 (98th percentile). Please see the following Images 3 and 4 for graphical depictions:

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Images 3 and 4: New Student Enrollment Volume and Google Search Volume

Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code: 31.0505/SOC: 29-1128

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2023-2031	U.S. 2022-2032	FL 2023-2031	U.S. 2022-2032	FL 2023-2031	U.S. 2022-2032	
Exercise Physiologist	15.5	10.2	126	1,200	218	1700	Bachelor's

Sources:

- Date Retrieved: 07/03/2024
- 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. **If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.**

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Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
Not applicable because the current CIP/SOC tool provides the appropriate occupational linkage		

C. Describe the student demand for the proposed program. The response should, at a minimum, include the following.

1. Projected headcount for Year 1 through Year 5.

2. Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.

Based on enrollment in USF's current undergraduate Exercise Science major, it is expected that the Year 1 enrollment will be approximately 450 students, with the Five Year enrollment increasing to 500 students. Approximately 50 percent of students are expected to be FTICs (First Time in College) or Florida College System transfers. Historically, the major has seen less than 2 percent of upper-level students transfer from existing USF majors.

Student interest in the current undergraduate Exercise Science major continues to grow. USF's current undergraduate Exercise Science major is a major within CIP Code 13.1314 Physical Education Teaching and Coaching, which is described as, "A program that prepares individuals to teach physical education and/or coach sports at various educational levels."

USF's is proposing a new degree program in CIP Code 31.0505 Exercise Science and Kinesiology, which is described as, "A scientific program that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. Includes instruction in biomechanics, motor behavior, motor development and coordination, motor neurophysiology, performance research, rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation." Offering an Exercise Science and Kinesiology program in CIP Code 31.0505 aligns USF's program with similar degree programs offered statewide and nationally and will greatly benefit students' post-graduation success as a degree in Exercise Science and Kinesiology.

USF's current program was developed in 1996 and was born out of the Physical Education program. In 2005, the curriculum was revised and the name was changed to Exercise Science to reflect the new curriculum. From 1996 until 2022, the program was a limited access program with a fall enrollment of 30 and then 36 students. In 2023, the limited access status was removed, and enrollment in the major increased greatly.

Over the past several years for which we have accurate data, our program has been stable with a large increase in enrollment in Fall 2023 with the removal of limited access status. Please see the following table for enrollment data:

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Enrollment	69	73	72	403	455

Data Source: USF' Degree Productivity Report

As evidenced in the above table, interest in the current B.S. in Exercise Science major has increased since the removal of limited access status.

The Undergraduate Program Coordinator receives multiple emails during the semester from potential students asking questions about the prerequisites for the program and seeking information regarding potential jobs upon graduation.

Note: The current major will be terminated when USF offers the new degree in CIP Code 31.0505.

IV. Duplication of Existing Programs

A. If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

The following public and private institutions in Florida offer a similar program at the four- or six-digit CIP Code or in another CIP Code:

Name of Institution	Geographic Location in Florida
Bethune-Cookman University	Daytona Beach
Florida Atlantic University (FAU)	Boca Raton
Florida Gulf Coast University (FGCU)	Fort Myers
Florida International University (FIU)	Miami
*Florida State University (FSU)	Tallahassee
Jacksonville University	Jacksonville
Keiser University	Fort Lauderdale
Nova Southeastern University	Fort Lauderdale
Palm Beach Atlantic University	West Palm Beach

Southeastern University	Lakeland
University of Central Florida (UCF)	Orlando
*University of Florida (UF)	Gainesville
University of West Florida (UWF)	Pensacola
Warner University	Lake Wales

*FSU's and UF's programs are offered in CIP Code 26.0908 Exercise Physiology and Kinesiology.

Support from Florida SUS institutions is included in Appendix I.

B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

Not applicable because Florida Agricultural and Mechanical University (FAMU) does not currently offer an undergraduate program in CIP Code 31.0505. However, FAMU's Department of Health, Physical Education and Recreation offers professional courses leading to the Bachelor of Science degree in Health, Physical Education/Fitness. This degree offers two track options as follows:

1. Physical Education Teacher Certification with endorsements in health education and driver and safety education.
2. Health, Leisure and Fitness Studies with concentrations in aquatics, dance, exercise science and coaching and/or health promotion.

V. Curriculum

A. If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.

☐ Not Applicable

Status	Yes	No	If yes, complete the following
Common Prerequisites	Yes		Appendix C
Exception to 120 Credits		No	Appendix D
Specialized Admissions		No	Appendix E

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B. Describe the admissions criteria and graduation requirements for the program.

University Admissions:
Students applying to the University of South Florida are expected to meet the University's admissions standards as follows:

First Time in College (FTIC) Requirements:

- A diploma from a public or accredited high school or the state-approved General Education Development (GED) diploma is required for freshman admission.
- For freshman applicants earning a high school diploma, the following college preparatory academic units (year-long courses or equivalents) normally offered in grades nine through twelve are required:
  - Four (4) units of English;
  - Four (4) units of Mathematics;
  - Three (3) units of Natural Sciences;
  - Three (3) units of Social Sciences;
  - Two (2) units of the same Foreign Language; and
  - Two (2) additional units of academic electives.

Transfer Requirements:
Lower-Level (LL) Transfer = 12-29 hours of transferable credit including in-progress

- Applicants are required to have successfully completed a minimum of 67 percent of all credit hours attempted at currently and previously enrolled institutions.
- Transfer post-secondary GPA ≥ 2.5
- High school GPA ≥ 2.5
- High school units:
  - Four (4) units of English;
  - Four (4) units of Mathematics;
  - Three (3) units of Natural Sciences;
  - Three (3) units of Social Sciences; and
  - Two (2) units of the same Foreign Language.
- Test score requirements:
  - SAT overall: 1100
  - SAT Reading ≥ 24, SAT Writing ≥ 25, SAT Math ≥ 24, OR
  - ACT overall: 22
  - ACT Reading ≥ 19, ACT English ≥ 17, ACT Math ≥ 19

Mid-Level (ML) Transfer = 30-59 hours of transferable credit including in-progress:

- Applicants are required to have successfully completed a minimum of 67 percent of all credit hours attempted at currently and previously enrolled institutions.
- Transfer GPA ≥ 2.5
- Two years of foreign language in high school and/or two semesters at the collegiate level
- C or better in college-level English composition course
- C or better in college-level math course

Upper-Level (UL) Transfer = 60+ hours of transferable credit including in-progress:

- Applicants are required to have successfully completed a minimum of 67% of all credit hours attempted at currently and previously enrolled institutions.
- With an Associate of Arts (AA) from a Florida College System institution
  - Transfer GPA ≥ 2.0
- Without an Associate of Arts (AA) from a Florida College System institution
  - Transfer GPA ≥ 2.3

All applications must submit the following items, based on the admission type:

Item	TC	L Transfer	ML Transfer	UL Transfer
SF Application	✓	✓	✓	✓
plication Fee	✓	✓	✓	✓
ficial High School Transcripts	✓	✓	✓	
ficial College Transcripts	✓	✓	✓	✓
ficial SAT or ACT Scores	✓	✓		

Graduation Requirements:
Satisfactory completion of the following requirements:

- General Education Program (36 credit hours), including State Core General Education Requirements;
- State Computation (6 credit hours)
- State Communication (6 credit hours, in addition to ENC 1101 and ENC 1102)
- Minimum of 120 unduplicated credit hours
- A minimum adjusted grade point average (GPA) of 2.0 on all coursework taken at USF and an overall 2.0 GPA average on all college-level coursework
- Major and college requirements in a chosen degree program
- Nine credit hours of coursework taken during the summer term(s) (if entered USF with less than 60 credit hours)
- Registration and successful completion at USF of at least thirty (30) of the last sixty (60) credit hours
- 42 credit hours of upper-level coursework
- Civics Literacy
- Career Readiness

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines for such programs, as outlined in State Board of Education Rule 6A-10.024. 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.

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D. Describe the curricular framework for the proposed program in the table below.

Course Prefix & #	Course Title	Required or Elective	Credit Hours	Course Description
General Education – 36 Credit Hours				
State General Education Core Coursework	--	Required	15	--
USF Enhanced General Education Coursework	--	Required	21	--
Common Course Prerequisites – 27 Credit Hours:				
CHM 2045	General Chemistry I	Required	3	Principles and applications of chemistry including properties of substances and reactions, thermochemistry, atomic-molecular structure and bonding, periodic properties of elements and compounds.
CHM 2045L	General Chemistry I Laboratory	Required	1	Laboratory portion of General Chemistry I. Introduction to laboratory techniques; study of properties of elements and compounds; synthesis and analysis of natural and commercial materials.
HUN 2201	Nutrition	Required	3	The study of fundamental principles of normal nutrition as they relate to human life and growth from conception through senescence, interpretation of current nutrition information, and application of nutrition knowledge in the establishment of good eating habits
BSC 2085	Anatomy and Physiology I for Health Professional	Required	3	Introduction to the normal structure, function and selected pathological conditions for physiologic systems. Focus on understanding how the body functions in preparing for careers in nursing or health-related

				professions.
BSC 2085L	Anatomy and Physiology Lab I for Nursing and other Healthcare Professional	Required	1	Laboratory exercises and virtual dissections linked to the basic content of Anatomy & Physiology I for Health Professionals.
BSC 2086	Anatomy and Physiology II for Nursing and other Healthcare Professionals	Required	3	Introduction of normal structure, function and selected pathological conditions for physiologic systems. Focus on understanding how the body functions in preparing for careers in nursing or health-related professions.
BSC 2086L	Anatomy and Physiology Lab II for Nursing and other Healthcare Professionals	Required	1	Laboratory exercises and virtual dissections linked to the basic content of Anatomy & Physiology II for Health Professionals.
STA 2023	Introductory Statistics I	Required	3	Descriptive and Inferential Statistics; Principles of Probability Theory, Discrete and Continuous Probability Distributions: Binomial Probability Distribution, Poisson Probability Distribution, Uniform Probability Distribution, Normal Distribution and more. (Statistical Mathematics Pathway requirement)
MAC 1105	College Algebra	Required	3	Concepts of the real number system, functions, graphs, and complex numbers. Analytic skills for solving linear, quadratic, polynomial, exponential, and logarithmic equations. Mathematical modeling of real life applications. College Algebra may be taken either for General Education credit or as preparation for a pre-calculus course. (Statistical Mathematics Pathway requirement)
SPC 2608	Public Speaking	Required	3	The nature and basic principles of human communication; emphasis on improving speaking and listening skills common to all

				forms of oral communication through a variety of experiences in public discourse.
PSY 2012	Introduction to Psychological Science	Required	3	This course is an introduction to psychology for majors and nonmajors. It presents psychological theory and methods in a survey of various areas of psychology including clinical, cognitive, developmental, health, industrial, social and biopsychology.
Major Required Courses – 42 Credit Hours:				
APK 2091 (course change)	Survey of Leadership and Professionalism in Exercise Science	Required	3	This course introduces students to professional standards and leadership skills needed to be successful in kinesiology-related professions such as work ethic, teamwork, and cultural competence. Emphasis will be on understanding the expectations and responsibilities of professionals including health coaching, teaching, research, and fitness program administration.
APK 3120	Exercise Physiology	Required	3	This course is designed to explore physiological adjustments and training adaptations that occur as a result of exercise. The main focus will be on exercise-induced changes in the metabolic, cardiovascular, respiratory, neuromuscular, and endocrine systems
APK 3226 (course change)	Biomechanics	Required	3	This course will focus on the structure/function of the skeletal & muscular systems & the mechanical principles related to motor performance. Topics of consideration will include directional terms, planes & axes, kinesiological analysis, levers, motion, and the musculoskeletal system of the human body.
APK 3163 (course change)	Nutrition for Fitness and Sport	Required	3	This course addresses the aspects of nutrition that are related to exercise performance. emphasis will be placed on the

				bioenergetic systems, the components of nutrients, nutritional and body composition assessments, ergogenic aids and diet modifications for physically active individuals and athletes.
APK 3511 (course change)	The Science of Weight Management	Required	3	This course provides current and future professionals with requisite knowledge of body composition and weight management research, theories and practice.
APK 3129 (course change)	Exercise Testing and Prescription	Required	3	A presentation of concepts related to aspects of fitness assessment and exercise programming, including aerobic capacity, muscular strength and endurance, body composition, flexibility and other parameters of physical fitness. Both healthy and clinical populations, such as those with cardiovascular disease, pulmonary disease, metabolic disease, arthritis, and geriatrics, will be discussed.
APK 3129L (course change)	Exercise Testing Lab	Required	3	This course is designed to help students gain skills in performing a variety of exercise tests and prescribe appropriate exercises for aerobic capacity, muscular strength and endurance, body composition, flexibility and other parameters of physical fitness in both the apparently healthy and clinical populations.
APK 3613 (course change)	Strength and Conditioning	Required	3	This course provides a comprehensive introduction to the principles and practices of strength and conditioning. Designed for students pursuing careers in exercise science and coaching, the course emphasizes the scientific foundations of strength training, conditioning, and performance enhancement. Students will explore topics such as exercise physiology, biomechanics, program design, and recovery strategies.

APK 3122 (course change)	Integrated Fitness Programming	Required	3	This hands-on experiential learning course provides students with the necessary knowledge and skills needed to assess, evaluate, and design safe and effective programs for individual clients to accommodate a variety of client needs using specific strategies for quality programming. This course will assist students in the preparation for a nationally recognized personal trainer certification.
PET 4413	Administration of Fitness and Wellness Centers	Required	3	An introduction to facility management concepts for fitness professionals. Included in the class is: human resource, fiscal, program, risk and facility management. Students will also develop, manage and evaluate a needs assessment for a community partner.
APK 3944 (course change)	Exercise Science Practicum	Required	3	This course will provide opportunities for field experiences and internships in community fitness/wellness centers serving general and clinical populations. Students will gain practical experience by training a client and continue to build their assessment and training skills through lecture and hands-on activities.
APK 3405 (course change)	Exercise Psychology	Required	3	A presentation of the basic concepts related to exercise behavior. The content will include topics related to the psychosocial dimensions of exercise behavior to include participation, motivation, and adherence. Theoretical models will also be presented.
APK 4941 (course change)	Internship in Exercise Science	Required	6	This course will provide internship placement in an appropriate organization related to the exercise science discipline for the purpose of a practical application of knowledge, skills, and abilities gained from the

				Exercise Science program.
Concentration –Students Choose One 9 Credit Hour Concentration				
Exercise and Wellness Concentration Core Courses – 9 Credit Hours:				
APK 4171 (course change)	Physical Activity in Diverse Populations	Elective	3	This course will focus on the physiological changes of physical activity in the general population including children, adolescents and the elderly. Restricted to majors. Cannot be repeated
APK 4431 (course change)	Stress, Health and Disease	Elective	3	This course will focus on the psychophysiological aspects of stress and its impact on health and disease. An overview of stress and its role in the development and progression of chronic diseases will include coronary artery disease, cerebrovascular disease, peripheral vascular disease, diabetes, metabolic syndrome and select musculoskeletal disorders.
APK 4320C (newly proposed)	Corrective Exercise	Elective	3	This course provides an overview of corrective exercise training as well as an in-depth understanding of how to assess, identify, and address movement dysfunctions. This course provides the knowledge and skills necessary to develop and implement personalized corrective exercise programs that enhance performance, reduce the risk of injury, and improve overall movement efficiency.
Strength and Conditioning Concentration Core Courses – 9 Credit Hours:				
APK 4138L (course change)	Applications of Strength and Conditioning	Elective	3	The Applications of Strength and Conditioning course is designed to provide hands-on experience and practical exposure to essential concepts and practices in the field. Emphasizing applied skills, this course will cover critical areas including: Testing and evaluation; Exercise Technique; Program Design; Aerobic Exercise Prescription; Resistance Exercise Principles; Organization

				and Administration.
APK 4400 (newly proposed)	Sport Psychology	Elective	3	This course provides evaluation and coverage of the science and practice of sport psychology from theoretical and applied perspectives. The primary emphasis is on performance enhancement and motivation
APK 4122C (newly proposed)	Exercise Program Design	Elective	3	This course provides a comprehensive exploration of evidence-based strength and conditioning programming tailored for various athletic populations. Students will learn to design and implement effective training programs that enhance performance while considering the unique needs of different sports and athletes.
Sport Nutrition Concentration Core Courses – 9 Credit Hours:				
APK 4166 (newly proposed)	Sports Supplements	Elective	3	Nutrition is critical to achieving optimal human performance. This course will provide an immersion into the theoretical and applied background for why nutritional supplements can positively, and negatively, impact health, performance, and many physiological processes. The regulation, marketing, and testing of nutritional supplements will also be covered.
APK 4167 (newly proposed)	Sports Metabolism	Elective	3	This course offers an extensive overview of micronutrient metabolism as it pertains to athletes. This class will focus on food sources, digestion, absorption, transportation, storage, function/mechanism of action, breakdown, and excretion of micronutrients. Special emphasis will be given to how micronutrient status (i.e., deficiency, adequacy, toxicity) impact health and sport performance.
APK 4415	Nutrition	Elective	3	This course will cover concepts of

(newly proposed)	Coaching for the Lifelong Athlete			behavioral medicine including behavior change theory, intervention, and motivational interviewing as it relates to athletes across the lifespan. Special attention will be given to the evolving nutritional needs of athletes across the lifespan.
Graduation Requirement – 3 Credit Hours:				
State Civics Literacy	--	Required	3	--
General (Non-Restrictive) Electives – 3 Credit Hours:				
General Elective	--	Required	3	Student take three credit hours of coursework to meet the 120-credit hour requirement

Note that some of the courses listed in the table above may count for more than one requirement, i.e., general education and common prerequisite, so the number of general, non-restrictive electives may change.

E. Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?

☒
Yes
☐
No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

F. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

The program's industry advisory committee and community partners were asked to review the curriculum for the new degree to ensure that employer-driven and industry-driven competencies were included. All industry advisory committee members and community partners believe that the curriculum does include industry-driven competencies. Also, as part of the proposed assessment of student learning outcomes and reviewing workforce alignment, all students must complete an internship. The internship site supervisor completes two evaluations (mid-term and final) of the student's knowledge and skills during their internship. Graduating students receive an exit survey that helps program faculty evaluate student learning.

Please see Appendix H for letters of support from businesses.

G. Does the proposed curriculum align with Section 1001.706 (5)(a), Florida Statutes?

☒ Yes
☐ No

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H. 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.

I. Select the anticipated mode of delivery for the proposed program.

☒ Face-to-Face
☐ Hybrid
☐ Distance Learning

If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

Not applicable.

J. 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 with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

The University of South Florida currently offers an undergraduate Exercise Science major in CIP Code 13.1314 with a Fall 2024 enrollment of 455 students. When the program is initially offered in CIP Code 31.0505, the College anticipates no impact on current major courses, or general education and prerequisite courses. However, with the increase in enrollment, there will be increased registration for all of these courses. The University and the College have the capacity to absorb the increased demand due to the enrollment increase.

Note: The current major will be terminated when USF offers the new degree in CIP Code 31.0505.

K. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.

☐ Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

Currently the internship and practicum sites utilized for the B.S. Exercise Science major (13.1314) are in physical therapy clinics, occupational therapy clinics, cardiac rehabilitation centers, corporate fitness locations, and strength and conditioning units of universities (USF and St. Leo). In addition, the current major offers internship and practicums with professional sports teams,

community fitness locations, MacDill Air Force Base, and private exercise facilities.

The College currently has approximately 90 contracted internship and practicum sites, some of which are listed below:

- Pro-Active Physical Therapy
- Pediatric Physical Therapy Services
- All People's Life Center
- Advent Health Cardiac Rehabilitation
- Sarasota Memorial Cardiac Rehabilitation
- Power Design
- TGH Employee Wellness
- USF Strength and Conditioning
- Dunedin Blue Jays
- Tampa Metropolitan Area YMCA (several locations)
- MacDill Air Force Base
- USF Recreation and Wellness Center

Most sites have the capacity to take more than one student each semester, and program faculty continue to seek additional sites.

The current major employees a dedicated Internship Coordinator who is responsible for contacting, visiting, and contracting with new internship sites.

The current internship and practicum practice will continue when USF is approved to offer the new degree and the current major is terminated.

L. 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 B.S. in Exercise Science and Kinesiology new degree program will be offered on USF's Tampa campus.

M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations.

If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix A.

The current major has not had any recent program reviews.

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VI. Faculty

A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty in the table below. Additionally, provide the curriculum vitae (CV) for each identified faculty member in Appendix G.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program	FTE Year 1	FTE Year 5
A	Candi D. Ashley, Ph.D., Human Performance Studies	Professor	Tenure	Fall 2025	.5	00.5
A	Samuel Louis Buckner, Ph.D., Health and Kinesiology	Associate Professor	Tenure	Fall 2025	0.25	0.25
A	Bill Campbell, Ph.D., Exercise, Nutrition, and Preventive Health M.S.Ed. Exercise Physiology	Professor	Tenure	Fall 2025	0.25	0.25
A	Maureen Chiodini, Dr.P.H., Public Health M.A. Adult Education with Exercise Science track	Assistant Professor of Instruction	Non-Tenure	Fall 2025	1.0	1.0
A	Marcus Kilpatrick, Ph.D., Health Education M.Ed. Kinesiology	Professor	Tenure	Fall 2025	0.25	0.25
A	Nicholas Martinez, Ph.D., Curriculum and Instruction M.S., Exercise Science	Associate Professor of Instruction	Non-Tenure	Fall 2025	0.375	0.375
A	Brandon D. Willingham, Ph.D., Exercise Physiology	Assistant Professor of Instruction	Non-Tenure	Fall 2025	1.0	1.0
C	New Faculty Member	Assistant Professor of Instruction	Non-Tenure	Fall 2026	0.0	1.0

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments
H	Existing or new faculty teaching overload in addition to assigned course load	Enterprise Auxiliary Funds

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, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

The current Exercise Science faculty is composed of three Professors, one Associate Professor, one Associate Professor of Instruction, and two Assistant Professors of Instruction. Average course loads for tenured faculty are 2:2, and average course load for Professors of Instruction are 4:4. All faculty teach one course in the summer. The program is currently recruiting for a third Assistant Professor of Instruction, with an anticipated hire term of Fall 2026.

Prior to Fall 2023, the B.S. in Exercise Science major offered in CIP code 13.1314 was approved for limited access status. However, USF chose to not pursue specialized admissions when the changes were made from limited access to specialized admissions. Prior to Fall 2023, the Exercise Science faculty offered one section of each undergraduate major course, with an average course size of 36 students. With the removal of limited access, Academic Year 2023-2024, saw a spike in enrollment, and instead of offering one section for each major course, the Department of Educational and Psychological Studies began offering three sections of each major course, with an average course enrollment of 43 students per section.

Over the last four years, USF's M.S. in Exercise Science (CIP Code 31.0505) program has had an average major course enrollment of 24 students per section.

In addition to Exercise Science courses, the program faculty teach prerequisite courses for majors offering curriculum that prepare students for advanced degrees in physical therapy, occupational therapy, and athletic training. The average enrollment in these sections is 69 students per section.

Program faculty are research-productive with over 100 publications in five years, two edited textbooks, and two book chapters over the past few years. Many of the program's outstanding faculty are renowned internationally having conducted research with international colleagues in

various parts of the world, such as Brazil. Faculty are invited to be speakers at national conferences, as well as international conferences in Colombia, Italy, and Singapore. Following is a listing of a few of the international conferences where program faculty have been invited to speak:

- The Strength Summit, Singapore, 2024
- Performance Nutrition and Strength and Conditioning Conference, University of Regina, Canada, 2022
- International Society of Sports Nutrition Colombia Conference, Medellin, Colombia, 2019
- Third Sport Nutrition International Conference, Bologna, Italy, 2018

Faculty encourage undergraduate and graduate students to become involved with research. Over the past five years, program faculty have mentored undergraduate and graduate students in research projects, which has resulted in 26 student-first author publications and an additional 20 publications with student authors, as well as numerous student presentations at university, regional, and national conferences.

The program's faculty are actively involved in college, university, professional, and community service. The recent faculty service activities are listed below:

- *Service to the Department of Educational and Psychological Studies*:
    - Chair, Annual Review Committee
    - Chair, Tenure and Promotion Committee
    - Reviewer, Institutional Research Board
    - Member, Instructor Annual Review Committee

- *Service to College of Education*:
    - Chair, Faculty Policy Council
    - Chair, College of Education Tenure and Promotion Committee
    - Member, College Constitution Committee
    - Member, Undergraduate Programs Committee
    - Chair, Reimagining Education at USF
    - Member, Awards Committee
    - Member, Committee to re-write College of Education's Instructor Guidelines
    - Member, College of Education's Coordinator Compensation Committee

- *Service to University of South Florida*:
    - Member, USF Institutional Research Board – Biomedical Board
    - Search Committee – Dean, College of Education
    - Member, Undergraduate Faculty Council
    - Member, General Education Faculty Council

- *Faculty Advisor:*
    - Exercise Science Club,
    - Golden Bulls Dance Club,
    - Olympic Weightlifting Club,
    - Powerlifting Club

- *Service to the Profession*:
  - Board of Directors, Southeast Regional Chapter of American College of Sports Medicine
  - Associate Editor, International Society of Sport Nutrition
  - Editorial Board, ACSM Health and Fitness Journal
  - Editorial Board, Journal of Trainology
  - Chair, Research Council of International Society of Sport Nutrition

- *Service to the Community*:
  - Appointed member, City of Temple Terrace Bicycle Pedestrian Advisory Committee
  - Board of Directors, Gasparilla Distance Classic Association
  - Team leader, Paint Your Heart Out (sponsored by USF Athletics)

In addition, current Exercise Science students are involved in service activities, such as working water stops at the annual Gasparilla Distance Classic, helping with operations for USF's College of Education's 5K, and performing health assessments at Bulls Family Fest.

Finally, faculty members mentor student groups. One such example is a faculty member who recently mentored a group of students in developing an Emergency Response Plan (ERP) for The Skills Center's new facility in Tampa. The Skills Center is a sports-based youth development organization that promotes sports intentionally infused with life skills and academics. The Skill's Center is using the ERP developed by USF's Exercise Science students.

VII. Estimate of Investment

A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour Fall 2024-Summer 2025	Non-Resident/Credit Hour Fall 2024-Summer 2025
$211.19	$575.01

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per Board of Governors Regulation 8.002, complete Appendix F, Self-Supporting & Market Rate Tuition.

B. Complete the summary table below.

1. Provide funding sources for Years 1 and 5 of program operation.
2. Provide headcount (HC) estimates of student enrollment for Years 1 through 5.

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Implementation Timeframe	HC	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	**425**	**$751,281**	**$0**	**$0**	**$751,281**
Year 2	**450**				
Year 3	**475**				
Year 4	**500**				
Year 5	**525**	**$933,603**	**$0**	**$0**	**$933,603**

C. Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, before enrollment of students to the program?

☒ Yes

☐ No. If not, is there a plan to establish the infrastructure to support the program? Please describe.

VIII. Institutional Resources

A. Describe any additional library resources needed to implement and/or sustain the program through Year 5.

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

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

The following is a list of the specialized equipment that is used for the current B.S. in Exercise Science major:

- Metabolic carts for assessment of oxygen analysis,
- Treadmills and cycle ergometers for exercise testing,
- Ultrasound for assessment of muscle size,
- Electrocardiograms for use in tests of aerobic capacity,
- Body composition assessment tools, such as skinfold calipers,
- Bioelectrical impedance analyzers,
- Air displacement plethysmography,
- Cardiovascular surveillance tools, such as heart rate monitors and sphygmomanometers,
- Weight training devices, such as benches, racks, dumbbells, barbells, weights, etc. for training and assessment of muscular strength, endurance, and power.

Specialized space required includes labs to house equipment and associated space for student lab activities, all of which are currently in place.

The above referenced equipment and space will be utilized when USF offers the new degree in CIP Code 31.0505.

C. Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII.D. below.

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

D. 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. 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 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.

E. 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.

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

F. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

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

The proposed program will require the allocation of graduate assistants to provide support to laboratory-specific instruction in Year 1, similar to the current undergraduate major in Exercise Science. Currently five teaching assistants are retained in the Exercise Science major.

Future program growth would result in the need for additional teaching assistants to accommodate an associated increase in the number of sections of laboratory-focused courses, increasing the Year 5 teaching assistants to a total of six.

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IX. Required Appendices

Table 1 outlines the required appendices by degree level. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Appendices

	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
A	Consultant's Report and Institutional Response	Doctoral or Professional		No
B	Letters of Support or MOUs from Other Academic Units	Any New Program	Only for programs offered in collaboration with other academic unit(s) within the institution	No
C	Common Prerequisite Request Form	Bachelor's		Yes
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	No
E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	No
F	Self-Supporting & Market Rate Tuition Programs	Graduate Programs	Only for self-supporting or market tuition rate programs	No
G	Faculty Curriculum Vitae	Any New Program		Yes

Table 2. Additional Appendices

Appendix	Appendix Title	Description
H	Letters of Support from Business	Letters of support from businesses
I	SUS Letters of Support	Letters of support from Florida SUS institutions offering an undergraduate Exercise Science program

Appendix C: Common Prerequisite Manual

Common Prerequisites Manual (CPM) Revision Request

Institution:	University of South Florida (USF)
Institution Liaison:	Allison Crume
Date of Submission:	March 13, 2025
Program/Degree Type:	Bachelor of Science
Program CIP Code:	31.0505
Program Credit Hours:	120

If applicable, please complete the following if you are notifying us of a change to:

Program Credit Hours:	Current Credit Hours: Click or tap here to enter text. New Credit Hours: Click or tap here to enter text. Effective Date: Click or tap here to enter text.
Limited Access Program Status:	☐ Change from open access to limited access ☐ Change from limited access to open access Effective Date: Click or tap here to enter text.
Program CIP Code:	Current CIP code: Click or tap here to enter text. New CIP Code: Click or tap here to enter text. Effective Date: Click or tap here to enter text.
Baccalaureate Program Status:	☐ Notification of a Program Termination – Term/Year Program Should be Removed from the CPM: Click or tap here to enter text. ☒ **Notification of New Program – Anticipated Program Implementation Date: Fall 2025** ☐ Notification of Program Name Change – Revised Program Name: Click or tap here to enter text.

Proposed Revisions(s) to the CPM (check all that apply)

The CIP Code Is Currently in the CPM:
☐ 1. Make curriculum changes to an existing track at proposing institution
☒ 2. **Add program to a current track without curriculum changes**

C-1

Pulled 09-28-2024

☐ 3. Add program to a current track with curriculum changes
☐ 4. Establish a new track without prerequisites
☐ 5. Establish a new track with prerequisites
6. For numbers 1-5, please provide track information below:
a. ☒ **Track 1** ☐ Track 2 ☐ Track 3 ☐ Track 4 ☐ Track 5 ☐ Track 6
b. Track Name: **Exercise Science/Kinesiology**
c. If this is a request to establish a new track, please provide justification as to why a new track is needed: **N/A**

The CIP Code Is Not Currently in the CPM:
☐ 7. Add program to the CPM without prerequisites
☐ 8. Add program to the CPM with prerequisites

Proposed Curriculum Actions:
☐ Add course(s) and/or course alternative(s)
☒ **Eliminate course(s) and/or course alternative(s) (delete course from the CPM)**

USF does not accept MAC 1147 as an equivalent for STA 2023 but does accept STA 2022 as the equivalent, as noted below. As of December 30, 2024, the CPM indicated that UNF accepts MAC 1147 as an alternative for STA 2023 and MAC 1105. I wonder if the MAC 1147 alternative for STA 2023 might be a typo.

☐ Exempt course(s) and/or course alternative(s) (request exception from course)
☐ Carry over prerequisites from previous CIP without changes (CIP Code change)
☐ Carry over prerequisites from previous CIP with changes (CIP Code change)
☒ **Other – please specify: Add USF as offering CIP Code 31.0505 to the BOG's Academic Program Inventory and the CPM.**

Please include the following supporting documentation with this proposal:

- The program page from the Common Prerequisite Manual, if applicable.
- The program requirements for the baccalaureate degree program at your institution.

If this request is for any of the following, do not complete anything further:

- Add program to a current track without curriculum changes
- Establish a new track without prerequisites
- Add program to the CPM without prerequisites

C-2

Pulled 09-28-2024

If this request is for any of the following, please complete 1-8, where applicable:

- Make curriculum changes to an existing track at proposing institution
- Carry over prerequisites from previous CIP with no changes
- Carry over prerequisites from previous CIP with changes
- Add program to a current track with curriculum changes
- Establish a new track with prerequisites
- Add program to the CPM with prerequisites

1. For required prerequisite course(s) and/or course alternative(s), please list the following information for each course (add rows if necessary).

Course Prefix and Number	Course Title	Course Alternative	Justification for Course(s)	Credits
SPC 2608 **Minimum grade of C**	Public Speaking	SPC X608	Public speaking is an essential component to the curriculum because students in their careers will need to communicate effectively and efficiently with clients.	3
BSC 2085 **Minimum grade of B**	Anatomy and Physiology I for Health Professionals	BSC X085C, BSC X093	A&P I and II is required because students need a foundational knowledge of the physiological basis of exercise.	3
BSC 2085L **Minimum grade of B**	Anatomy and Physiology Lab I for Nursing and other Healthcare Professionals	BSC X085C, BSC X093L	A&P I and II Lab is required because students need a foundational knowledge of the physiological basis of exercise.	1
BSC 2086 **Minimum grade of B**	Anatomy and Physiology II for Nursing and other Healthcare Professionals	BSC X086C, BSC X094	A&P I and II is required because students need a foundational knowledge of the physiological basis of exercise.	3
BSC 2086L **Minimum grade of B**	Anatomy and Physiology Lab II for Nursing and other Healthcare Professionals	BSCX086L, BSCX094L	A&P I and II Lab is required because students need a foundational knowledge of the physiological basis of exercise.	1

PSY 2012 **Minimum grade of C**	Introduction to Psychological Science	None	This course is required because students need a foundational knowledge of psychology in order to understand effective behavior modification and exercise adherence.	3
MAC 1105 **Minimum grade of B**	College Algebra	MAC X311, MAC X140, MAC X1147	College Algebra is required for students to be able to use algebraic functions in order to calculate metabolic equations to determine caloric expenditure during exercise.	3
STA 2023 **Minimum grade of C**	Introductory Statistics I	STA X122	Statistics is necessary so students can understand and apply research in exercise science and kinesiology.	3
HUN 2201 **Minimum grade of B**	Nutrition	HUN X001, HSC X577	A foundational knowledge in nutrition is necessary for students to be able to recommend to clients appropriate macronutrients.	3
CHM 2045 **Minimum grade of C**	General Chemistry I	CHM X045C, CHM X032, CHM X025C, CHM X025	Chemistry I and Lab is necessary in order for students to understand biochemical processes during exercise.	3
CHM 2045L **Minimum grade of C**	General Chemistry I Laboratory	CHM X045C, CHM X032L, CHM X025C, CHM X025L	Chemistry I and Lab is necessary in order for students to understand biochemical processes during exercise.	1
			Total Credits	**27**

2. If the course(s) above includes a course(s) that is offered currently at three or fewer FCS or SUS institutions, please provide justification as to why the course is critical for a student's success in the baccalaureate degree program. Please visit the Statewide Course Numbering System to determine the number of institutions that offer the course(s) (add rows if necessary). Click here for instructions on how to navigate the SCNS.

   a. N/A

Course(s) Offered at 3 or Less FCS/SUS Institutions	Number of FCS Institutions Currently Offering Course (out of 28)	Number of SUS Institutions Currently Offering Course (out of 12)	Justification for Course(s)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

3. If the request includes courses that are offered only at your institution, explain what options are available to students at other institutions for completing the required courses (add rows if necessary).

Course(s) Offered Only at Proposing Institution	Option(s) at Other Institutions	Explanation of Option(s)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

4. If the request includes exemption from or elimination of a prerequisite course(s) and/or course alternative(s), please list the following information for each course that you would like to be exempt from or eliminate (add rows if necessary).

Course Prefix and Number	Course Title	Justification for Course Elimination/Exemption
MAC 1147	**Precalculus**	☐ Exempt from Course ☒ **Elimination of Course** **Please see the "Proposed Curriculum Actions" section above re: UNF's alternative for STA 2023.**

5. Please provide the college level prerequisite(s) for the common prerequisite course(s) if applicable (add rows if necessary).

Course Prefix	College Level Prerequisites	Credits
BSC 2086	BSC 2085/L	4
CHM 2045	MAC 1105	3
	Total Credits	**7**

6. Please provide the information requested below for the review of common prerequisite completion within 60 credit hours.

Number of Credit Hours for AA degree	**60**
Subtract the number of credit hours required for common prerequisites	-27
Subtract the number of credit hours of college-level course prerequisites for common prerequisite courses (if known)	-7
Add the number of credit hours for common prerequisites that are also general education core requirements	+15
Total Credits remaining to complete the rest of the student's general education requirements	= 41

7. If a student does not have enough room in the "Total Credits" above to complete the rest of the general education requirements, please provide justification for requiring more common prerequisite course credit hours than can be accommodated by the student in 60 credit hours.

Click or tap here to enter text.

8. Other.

Click or tap here to enter text.

CPM Common Prerequisites Manual

2024-25 Manual

Return to Search Print

BACHELOR OF SCIENCE IN HEALTH, KINESIOLOGY

Kinesiology

University of North Florida - Bachelor of Science

CIP: 31.0505 **Track: 1** **Hours: 120** ~~Specialized Admissions~~

Requirement	
SPC2608 FUNDAMENTALS OF SPEECH	3.0 hours

Requirement	
BSC2086C HUMAN ANATOMY & PHYSIOLOGY II	4.0 hours

Requirement	
BSC2093C ANATOMY & PHYSIOLOGY (1 OF 2) (HS MAJ.) WITH PREREQ	4.0 hours
Or	
BSC2085C HUMAN ANATOMY & PHYSIOLOGY I	4.0 hours
Or	
APK2100C APPLIED HUMAN ANATOMY W/ LAB (L)	4.0 hours
Or	
BSC1093 ANATOMY & PHYSIOLOGY (1 OF 2) (HS MAJ.) WITH PREREQ	3.0 hours
BSC1093L ANATOMY & PHYSIOLOGY (1 OF 2) (HS MAJ.) WITH PREREQ	1.0 hours
Or	
PET3322 FUNCTIONAL ANATOMY AND PHYSIOLOGY I	3.0 hours
PET3322L FUNCTIONAL ANATOMY AND PHYSIOLOGY I	1.0 hours
Or	
BSC2085 ANATOMY & PHYSIOLOGY I (GE CORE)	3.0 hours
BSC2085L ANATOMY & PHYSIOLOGY I (GE CORE)	1.0 hours

Requirement	
PSY2012 INTRODUCTION TO PSYCHOLOGY	3.0 hours

Requirement	
MAC1105 COLLEGE ALGEBRA	3.0 hours
Or	
MAC1140 PRECALCULUS ALGEBRA	3.0 hours

Or	
MAC1147 PRECALCULUS	4.0 hours
Or	
MAC2311 (GM)INTRO TO CALCULUS I	4.0 hours

Requirement	
STA2023 ELEMENTARY STATISTICS FOR BUSINESS	3.0 hours
Or	
~~MAC1147 PRECALCULUS~~	~~4.0 hours~~

Requirement	
HSC2100 PERSONAL AND PUBLIC HEALTH	3.0 hours
Or	
HUN2201 BASIC PRINCIPLES OF HUMAN NUTRITION	3.0 hours

Requirement	
CHM1030 SCI ALLIED FIELDS-GEN/ORG/BIOCHM(1 OF 2)	3.0 hours
Or	
CHM2045C GENERAL CHEMISTRY I (GE CORE)	4.0 hours
Or	
CHM2045 GENERAL CHEMISTRY I	3.0 hours
CHM2045L GENERAL CHEMISTRY I LABORATORY	1.0 hours

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D. Describe the curricular framework for the proposed program in the table below.

Course Prefix & #	Course Title	Required or Elective	Credit Hours	Course Description
General Education – 36 Credit Hours				
State General Education Core Coursework	--	Required	15	--
USF Enhanced General Education Coursework	--	Required	21	--
Common Course Prerequisites – 27 Credit Hours:				
CHM 2045	General Chemistry I	Required	3	Principles and applications of chemistry including properties of substances and reactions, thermochemistry, atomic-molecular structure and bonding, periodic properties of elements and compounds.
CHM 2045L	General Chemistry I Laboratory	Required	1	Laboratory portion of General Chemistry I. Introduction to laboratory techniques; study of properties of elements and compounds; synthesis and analysis of natural and commercial materials.
HUN 2201	Nutrition	Required	3	The study of fundamental principles of normal nutrition as they relate to human life and growth from conception through senescence, interpretation of current nutrition information, and application of nutrition knowledge in the establishment of good eating habits
BSC 2085	Anatomy and Physiology I for Health Professional	Required	3	Introduction to the normal structure, function and selected pathological conditions for physiologic systems. Focus on understanding how the body functions in preparing for careers in nursing or health-related

				professions.
BSC 2085L	Anatomy and Physiology Lab I for Nursing and other Healthcare Professional	Required	1	Laboratory exercises and virtual dissections linked to the basic content of Anatomy & Physiology I for Health Professionals.
BSC 2086	Anatomy and Physiology II for Nursing and other Healthcare Professionals	Required	3	Introduction of normal structure, function and selected pathological conditions for physiologic systems. Focus on understanding how the body functions in preparing for careers in nursing or health-related professions.
BSC 2086L	Anatomy and Physiology Lab II for Nursing and other Healthcare Professionals	Required	1	Laboratory exercises and virtual dissections linked to the basic content of Anatomy & Physiology II for Health Professionals.
STA 2023	Introductory Statistics I	Required	3	Descriptive and Inferential Statistics; Principles of Probability Theory, Discrete and Continuous Probability Distributions: Binomial Probability Distribution, Poisson Probability Distribution, Uniform Probability Distribution, Normal Distribution and more. (Statistical Mathematics Pathway requirement)
MAC 1105	College Algebra	Required	3	Concepts of the real number system, functions, graphs, and complex numbers. Analytic skills for solving linear, quadratic, polynomial, exponential, and logarithmic equations. Mathematical modeling of real life applications. College Algebra may be taken either for General Education credit or as preparation for a pre-calculus course. (Statistical Mathematics Pathway requirement)
SPC 2608	Public Speaking	Required	3	The nature and basic principles of human communication; emphasis on improving speaking and listening skills common to all

				forms of oral communication through a variety of experiences in public discourse.
PSY 2012	Introduction to Psychological Science	Required	3	This course is an introduction to psychology for majors and nonmajors. It presents psychological theory and methods in a survey of various areas of psychology including clinical, cognitive, developmental, health, industrial, social and biopsychology.
Major Required Courses – 42 Credit Hours:				
APK 2091 (course change)	Survey of Leadership and Professionalism in Exercise Science	Required	3	This course introduces students to professional standards and leadership skills needed to be successful in kinesiology-related professions such as work ethic, teamwork, and cultural competence. Emphasis will be on understanding the expectations and responsibilities of professionals including health coaching, teaching, research, and fitness program administration.
APK 3120	Exercise Physiology	Required	3	This course is designed to explore physiological adjustments and training adaptations that occur as a result of exercise. The main focus will be on exercise-induced changes in the metabolic, cardiovascular, respiratory, neuromuscular, and endocrine systems
APK 3226 (course change)	Biomechanics	Required	3	This course will focus on the structure/function of the skeletal & muscular systems & the mechanical principles related to motor performance. Topics of consideration will include directional terms, planes & axes, kinesiological analysis, levers, motion, and the musculoskeletal system of the human body.
APK 3163 (course change)	Nutrition for Fitness and Sport	Required	3	This course addresses the aspects of nutrition that are related to exercise performance. emphasis will be placed on the

				bioenergetic systems, the components of nutrients, nutritional and body composition assessments, ergogenic aids and diet modifications for physically active individuals and athletes.
APK 3511 (course change)	The Science of Weight Management	Required	3	This course provides current and future professionals with requisite knowledge of body composition and weight management research, theories and practice.
APK 3129 (course change)	Exercise Testing and Prescription	Required	3	A presentation of concepts related to aspects of fitness assessment and exercise programming, including aerobic capacity, muscular strength and endurance, body composition, flexibility and other parameters of physical fitness. Both healthy and clinical populations, such as those with cardiovascular disease, pulmonary disease, metabolic disease, arthritis, and geriatrics, will be discussed.
APK 3129L (course change)	Exercise Testing Lab	Required	3	This course is designed to help students gain skills in performing a variety of exercise tests and prescribe appropriate exercises for aerobic capacity, muscular strength and endurance, body composition, flexibility and other parameters of physical fitness in both the apparently healthy and clinical populations.
APK 3613 (course change)	Strength and Conditioning	Required	3	This course provides a comprehensive introduction to the principles and practices of strength and conditioning. Designed for students pursuing careers in exercise science and coaching, the course emphasizes the scientific foundations of strength training, conditioning, and performance enhancement. Students will explore topics such as exercise physiology, biomechanics, program design, and recovery strategies.

APK 3122 (course change)	Integrated Fitness Programming	Required	3	This hands-on experiential learning course provides students with the necessary knowledge and skills needed to assess, evaluate, and design safe and effective programs for individual clients to accommodate a variety of client needs using specific strategies for quality programming. This course will assist students in the preparation for a nationally recognized personal trainer certification.
PET 4413	Administration of Fitness and Wellness Centers	Required	3	An introduction to facility management concepts for fitness professionals. Included in the class is: human resource, fiscal, program, risk and facility management. Students will also develop, manage and evaluate a needs assessment for a community partner.
APK 3944 (course change)	Exercise Science Practicum	Required	3	This course will provide opportunities for field experiences and internships in community fitness/wellness centers serving general and clinical populations. Students will gain practical experience by training a client and continue to build their assessment and training skills through lecture and hands-on activities.
APK 3405 (course change)	Exercise Psychology	Required	3	A presentation of the basic concepts related to exercise behavior. The content will include topics related to the psychosocial dimensions of exercise behavior to include participation, motivation, and adherence. Theoretical models will also be presented.
APK 4941 (course change)	Internship in Exercise Science	Required	6	This course will provide internship placement in an appropriate organization related to the exercise science discipline for the purpose of a practical application of knowledge, skills, and abilities gained from the

				Exercise Science program.
Concentration –Students Choose One 9 Credit Hour Concentration				
Exercise and Wellness Concentration Core Courses – 9 Credit Hours:				
APK 4171 (course change)	Physical Activity in Diverse Populations	Elective	3	This course will focus on the physiological changes of physical activity in the general population including children, adolescents and the elderly. Restricted to majors. Cannot be repeated
APK 4431 (course change)	Stress, Health and Disease	Elective	3	This course will focus on the psychophysiological aspects of stress and its impact on health and disease. An overview of stress and its role in the development and progression of chronic diseases will include coronary artery disease, cerebrovascular disease, peripheral vascular disease, diabetes, metabolic syndrome and select musculoskeletal disorders.
APK 4320C (newly proposed)	Corrective Exercise	Elective	3	This course provides an overview of corrective exercise training as well as an in-depth understanding of how to assess, identify, and address movement dysfunctions. This course provides the knowledge and skills necessary to develop and implement personalized corrective exercise programs that enhance performance, reduce the risk of injury, and improve overall movement efficiency.
Strength and Conditioning Concentration Core Courses – 9 Credit Hours:				
APK 4138L (course change)	Applications of Strength and Conditioning	Elective	3	The Applications of Strength and Conditioning course is designed to provide hands-on experience and practical exposure to essential concepts and practices in the field. Emphasizing applied skills, this course will cover critical areas including: Testing and evaluation; Exercise Technique; Program Design; Aerobic Exercise Prescription; Resistance Exercise Principles; Organization

				and Administration.
APK 4400 (newly proposed)	Sport Psychology	Elective	3	This course provides evaluation and coverage of the science and practice of sport psychology from theoretical and applied perspectives. The primary emphasis is on performance enhancement and motivation
APK 4122C (newly proposed)	Exercise Program Design	Elective	3	This course provides a comprehensive exploration of evidence-based strength and conditioning programming tailored for various athletic populations. Students will learn to design and implement effective training programs that enhance performance while considering the unique needs of different sports and athletes.
Sport Nutrition Concentration Core Courses – 9 Credit Hours:				
APK 4166 (newly proposed)	Sports Supplements	Elective	3	Nutrition is critical to achieving optimal human performance. This course will provide an immersion into the theoretical and applied background for why nutritional supplements can positively, and negatively, impact health, performance, and many physiological processes. The regulation, marketing, and testing of nutritional supplements will also be covered.
APK 4167 (newly proposed)	Sports Metabolism	Elective	3	This course offers an extensive overview of micronutrient metabolism as it pertains to athletes. This class will focus on food sources, digestion, absorption, transportation, storage, function/mechanism of action, breakdown, and excretion of micronutrients. Special emphasis will be given to how micronutrient status (i.e., deficiency, adequacy, toxicity) impact health and sport performance.
APK 4415	Nutrition	Elective	3	This course will cover concepts of

(newly proposed)	Coaching for the Lifelong Athlete			behavioral medicine including behavior change theory, intervention, and motivational interviewing as it relates to athletes across the lifespan. Special attention will be given to the evolving nutritional needs of athletes across the lifespan.
Graduation Requirement – 3 Credit Hours:				
State Civics Literacy	--	Required	3	--
General (Non-Restrictive) Electives – 3 Credit Hours:				
General Elective	--	Required	3	Student take three credit hours of coursework to meet the 120-credit hour requirement

Note that some of the courses listed in the table above may count for more than one requirement, i.e., general education and common prerequisite, so the number of general, non-restrictive electives may change.

Appendix G: Faculty Curriculum Vitae

Candi D. Ashley, Ph.D.
Department of Educational and Psychological Studies
University of South Florida
4202 East Fowler Avenue, PED 204
Tampa, Florida 33620-8600
cashley@ usf.edu

Education

August 1995	*Ph.D.*	*University of Alabama* Tuscaloosa, AL Specialization in Human Performance Studies
May 1991	M.S.	Memphis State University Memphis, TN Specialization in Fitness and Wellness
May 1985	B.B.A.	Millsaps College Jackson, MS Major in Accounting

Academic and Other Professional Positions

January2023 To present	Area Coordinator: Exercise Science, Department of Educational and Psychological Studies, University of South Florida, Tampa, Florida.
August 2015 To present	Undergraduate Program Coordinator: Exercise Science, Department of Educational and Psychological Studies, University of South Florida, Tampa, Florida.
October 2011 to present	Professor: Exercise Science, Department of Educational and Psychological Studies, University of South Florida, Tampa, Florida.
October 2003 to present	Professor: Affiliate Appointment, College of Public Health, University of South Florida, Tampa, Florida

Research

Published Articles

Bernard, T.B., Williams, K., **Ashley, C.D.** (2024).Estimating metabolic rate with two walking equations and ISO heart rate method. Industrial Health, published online ahead of print April 3, 2024.

Chavin, M., Ramos-Prado, R.C., **Ashley, C.D**., Kilpatrick, M.W. (2024).Psychophysiological responses to high-intensity interval training exercise over menstrual cycle phases: An exploratory study. Medicine and Science in Sports and Exercise, published online ahead of print April 1, 2024.

Ashley, CD, Lopez, RM, & Tritsch AJ**.** (2024). Football practices in hot environments impact subsequent days' hydration. Journal of Strength and Conditioning Research, 38(1): 90-96.

Bernard, T.E., **Ashley, C.D**., Wolf, S.T., Odera, A.M., Lopez, R.M. & Kenney, W.L. (2023). Distribution of the upper limit of the prescriptive zone for acclimatized and unacclimatized individuals. Journal of Applied Physiology, 135: 601-608.

Bernard, T.E., **Ashley, C.D**., Wolf, S.T. & Kenney, W.L. (2023). Core temperature and heart rate at the upper limit of the prescriptive zone. Physiological Reports, 11(17): e15182.

Flach, JW, **Ashley, CD**. & Bernard, TB. (2022). Descriptive Outcomes for Time-Weighted Averaging in WBGT-Based Heat Stress Exposure Assessment. Annals of Work Exposures and Health. Accepted, published Dec 1 2022 online ahead of print.

Bernard, TB, **Ashley, CD** & Kapanowski, D. (2022). Ability of the thermal work limit (TWL) to assess sustainable heat stress exposures. Annals of Work Exposure and Health, 66(8):1081-1085.

Lopez, RM, Tritsch, A, **Ashley, CD**, Zinder, SM. (2021). Thermoregulation and hydration in female American football players during practices Journal of Strength and Conditioning Research, 35(9): 2552-2557.

Ashley, CD, Lopez, RM, Garzon-Villalba, XP Bernard, TE. (2020). Thermal exposure limit for Mine refuge alternatives. Mining, Metallurgy & Exploration, 37, 179-186.

Fleming, AR, Martinez, N, Collins, LH, **Ashley, CD**, Chiodini, M, Waddell, BJ, Kilpatrick, MW. (2020). Psychological Responses to High-Intensity Interval Training: A Comparison of Graded Walking and Running at Equivalent Metabolic Loads, Journal of Sport and Exercise Psychology, 30 Jan 2020,: 1-12.

Garzon-Villalba, XP, **Ashley, CD**, Bernard, TE. (2019). Benchmarking Heat Index as an Occupational Exposure Limit for Heat Stress. Journal of Occupational and Environmental Hygiene, 16 (8), 557-563.

Grants and Contracts

Funding Procured

July 2023 Co-investigator, Heat Illness in Elite Athletes: Defining modifiable factors in heat stress physiology and the utility of a pre-season heat illness prevention acclimatization protocol. Submitted to American Athletic Conference, Direct costs: $15,000. Funding period: July 2023 – July 2024

February 2019 Co-principal investigator, Effects of a Statewide Heat Policy on Thermoregulation and Hydration in High School Football Players in the Southeast. Pre-proposal submitted to National Athletic Trainers Association Foundation. Direct costs requested: $50,000 Funding period: July 2019 – July 2020

Professional Presentations

June 2023 Ashley, C.D., Lopez, R.M., Tritsch, A.J. Football practices in hot environments impact subsequent days' hydration status. Presented at the Annual Meeting of ACSM, Denver. CO, June 2023.

June 2023 Chavin, M., Pado, R.C.R., Ashley, C.D., Barrows, A. Impact of menstrual cycle phase on acute psychophysiological responses during high-intensity interval training exercise. Presented at the Annual Meeting of ACSM, Denver, CO, June 2023.

July 2020 Lopez RM, **Ashley CD**, Tritsch AJ, Hall EA, DeGroat C, McGrath A, Fanti G, Bunton E. Hydration and physiological measures of heat stress in high school football preseason practice in the heat. Accepted for presentation at National Athletic Trainers Conference.

May 2020 Rebecca M. Lopez, Priscila Lamadrid, **Candi D. Ashley**, Amanda J. Tritsch, Erin M. Moore, Brock Ackerman, Jose Guzman-Ramos, Trey Johnson. University of South Florida, Tampa, FL. Body Mass And Urinary Hydration Measures During Preseason High School Football Practices In The Heat. Presented at Annual Meeting of ACSM, May 2020.

May 2020 **Ashley, C.D.,** Lamadrid, P., Lopez, R.M. Physiological changes during five days of heat acclimation. Accepted for presentation at annual meeting of ACSM, May 2020.

February 2020 Lamadrid, P., **Ashley, C.D**., Lopez, R.M., Ackerman, B., Guzman-Ramos, J., Johnson, T. Urinary hydration measures during preseason high school football practices in the heat. Presented at Southeastern ACSM meeting.

Service

Service to the University

August 2024 To present Member, Undergraduate Council

April 2015 To March 2024 Member, Biomedical Institutional Review Board

June 2022 to present — USF Emergency Management Call Center Volunteer

Service to the College of Education

August 2024 To present — Member, Undergraduate Program Committee

January to May 2023 — Member, Ad Hoc Coordinator Compensation Committee

September 2018 to April 2020 — Member, Undergraduate Program Committee

Service to Department of Educational and Psychological Studies

September 2019 to October 2023 — Member, Tenure and Promotion Committee and Mid-tenure Review Committee

August 2014 To 2022 — Member, IRB Review Panel

Service to the Exercise Science Program

December 2023 to April 2024 — Member, Search Committee, Assistant Professor of Instruction

May 2023 to August 2023 — Chair, Search Committee, Visiting Instructor (n=2) Exercise Science

January 2023 To present — Exercise Science Area Program Coordinator

August 2015 to present — Undergraduate Exercise Science Program Coordinator

June 2022 to present — Led efforts to manage removal of limited access

Professional Service

July 2023 to September — External reviewer for tenure and promotion of Dr. Thomas Andre, University of Mississippi

2023

October 2021 External reviewer for tenure and promotion of Dr. Paulette Yamada, University of Hawaii – Manoa

Community Service Activities

April 2022 to present Appointed member, Temple Terrace Bicycle/Pedestrian Advisory Committee

May 2015 to March 2022 Board of Directors, Gasparilla Distance Classic Association

Appendix G: Faculty Curriculum Vitae

Samuel Louis Buckner, PhD
Department of Educational and Psychological Studies Assistant Professor of Exercise Science
University of South Florida slbuckner@usf.edu
(954) 296-3146

Education:

University of Mississippi, Oxford, Mississippi
Doctorate of Philosophy in Health and Kinesiology January 2015 – May 2018

University of Nebraska- Lincoln, Nebraska August 2013 – May 2014
Doctorate of Philosophy in Nutrition and Health Sciences

Florida Atlantic University, Boca Raton, Florida January 2012 – August 2013
Master of Science in Exercise Science & Health Promotion

Temple University, Philadelphia, Pennsylvania August 2007-May 2011
Bachelor of Science in Kinesiology

Pompano Beach High School, Pompano Beach, Florida May 2007

Work Experience:

Assistant Professor of Exercise Science
University of South Florida, Tampa, Florida August 2018- Present
- Department of Educational and Psychological Studies
-Director of USF Muscle Laboratory

Graduate Research Assistant
University of Mississippi, University, Mississippi January 2015- May 2018
- Health, Exercise Science and Recreation Management
-Research in Skeletal Muscle Physiology Lab
-Teach lecture course: Behavioral Aspects of Weight Management

Adjunct Instructor
Florida Atlantic University, Boca Raton, Florida August 2014- December 2014
- Department of Exercise Science and Health Promotion
-Activity Courses

UN-L Doctoral Research Assistant August 2013 – May 2014
-Department of Nutrition and Health Science
-Teach Ex. Phys and Ex. Testing Labs
- Research

FAU Exercise Science Graduate Assistant January 2012- August 2013
-Teach *Health and Fitness for Life* courses
-Schedule and oversee fitness and body composition tests
-Assist in research
-Conduct Body composition analysis for FAU sports teams

Appendix G: Faculty Curriculum Vitae

Fitness Assistant
Bocaire Country Club, Boca Raton, Florida September 2011- Present
-Group fitness and personal training

Intern Strength Coach
Florida Atlantic University, Boca Raton, Florida January 2011- May 2011
-Assistant strength coach for Men's Basketball
-Strength coach for Men's Golf

Tumbling/Gymnastics Coach
Star Gym Gymnastics, Boca Raton, Florida January 2004-May 2007
-Teach gymnastics levels 4-6

Recent Publications in Peer Reviewed Journals:
*Denotes Graduate Student Author at the time of publication

1. Moreno, E. N*., Ayers-Creech W.A., Gonzalez, S.L., Baxter, H. T, & **Buckner, S. L**., (2024). Does Performing Resistance Exercise with a Partial Range of Motion at Long Muscle Lengths Maximize Muscle Hypertrophic Adaptations to Training?. *Journal of Science and Sport in Exercise*. Accepted

2. Moreno, E,N., Figueroa, E.C., Heath, A.W., & **Buckner, S.L.** An examination of acute psychophysiological responses following blood flow restriction exercise using a traditional research device or novel, automated system. *Physiological Measurement. (In press)*

DOI 10.1088/1361-6579/ad548c.

3. Moreno, E. N*., Hammert, W. B*., Montgomery Jr, T*. R., Abe, T., Loenneke, J. P., & **Buckner, S. L.** (2023). Skeletal muscle mass in competitive physique-based athletes (bodybuilding, 212 bodybuilding, bikini, and physique divisions): A case series. *American Journal of Human Biology*, e23978.

4. **Buckner, S. L**., Moreno, E. N., & Baxter, H. T. (2023). The dose-response relationship between resistance training volume and muscle hypertrophy: There are still doubts. *Journal of Trainology*, *12*(2), 29-36.

5. Moreno, E. N., Hammert, W. B., Martin, C. C., & **Buckner, S. L.** (2023). Acute muscular and cardiovascular responses to high load training with pre-exercise blood flow restriction. *Clinical Physiology and Functional Imaging*, *43*(2), 109-119.

6. Vasenina, E., Hammert*, W. B., Kataoka, R*., Dankel, S. J., & **Buckner, S. L**. (2022). Injuries and Strength Training Practices in Collegiate Tennis. *Sports*, *10*(10), 149.

7. Lewis, M. H*., Siedler, M. R*., Lamadrid, P*., Ford, S*., Smith, T*., SanFilippo, G*., ...**Buckner, S.L.**, & Campbell, B. I. (2022). Sex Differences May Exist for Performance Fatigue but Not Recovery After Single-Joint Upper-Body and Lower-Body Resistance Exercise. *The Journal of Strength & Conditioning Research*, *36*(6), 1498-1505.

8. Chatlaong, M. A*., Bentley, J. P., **Buckner, S. L**., Mattocks, K. T., Dankel, S. J., Loenneke, J. P., & Jessee, M. B. (2022). Mechanisms mediating increased endurance following high-and low-load training with and without blood flow restriction. *Journal of Trainology*, *11*(1), 7-11.

9. Kataoka, R*., Vasenina, E*., Hammert, W. B*., Ibrahim, A. H*., Dankel, S. J., & **Buckner, S. L**. (2022). Muscle growth adaptations to high-load training and low-load training with blood flow restriction in calf muscles. *European journal of applied physiology*, 1-12.

10. Vasenina, E*., Kataoka, R*., Hammert, W. B*., Ibrahim, A. H*., Dankel, S. J., & **Buckner, S. L**. (2022). Examination of Changes in Echo Intensity Following Resistance Exercise among Various Regions of Interest. *Clinical Physiology and Functional Imaging*, *42*(1), 23-28.

11. Martinez, N., O'Halloran, J., Kilpatrick, M. W., Campbell, B. I., & **Buckner, S. L.** (2021). An integrated application of practical blood flow restriction in resistance trained individuals. *Journal of Trainology*, *11*(1), 1-6.

12. Kataoka, R*., Vasenina, E*., Hammert, W. B*., Ibrahim, A. H*., Dankel, S. J., & **Buckner, S. L.** (2021). Is there Evidence for the Suggestion that Fatigue Accumulates Following Resistance Exercise?. *Sports Medicine*, 1-12.

13. Hammert, W. B*., Kataoka, R*., Vasenina, E*., Ibrahim, A. H*., & **Buckner, S. L**. (2021). Is "periodization programming" periodization or programming?. *Journal of Trainology*, *10*(2), 20-24.
14. Vasenina, E*., Kataoka, R*., Loenneke, J. P., & **Buckner, S. L**. (2021). Exercise science perspective. Comment on" Dynamic and thermodynamic models of adaptation" by Alexander N. Gorban et al. *Physics of Life Reviews*, *38*, 129-131.

15. **Buckner, S. L**., Yitzchaki, N*., Kataoka, R*., Vasenina, E*., Zhu, W. G*., Kuehne, T. E*., & Loenneke, J. P. (2021). Do exercise-induced increases in muscle size contribute to strength in resistance-trained individuals?. *Clinical Physiology and Functional Imaging*, *41*(4), 326-333.

Courses Developed/Taught

APK6109 – Cardiorespiratory Aspects of Exercise Physiology (graduate level)
APK6116 – Neuromuscular Aspects of Exercise Physiology (graduate level)
PET6098 – Principles of Strength and Conditioning (graduate level) PET4093 – Principles of Strength and Conditioning (undergraduate level) APK4138C – Applications of Strength and Conditioning (undergraduate level)

Appendix G: Faculty Curriculum Vitae

Grants/Funded Projects

Buckner SL., Principle Investigator (2024). College of Education Mini Grant: The Dose- Response Relationship between resistance training volume and skeletal muscle growth. – 10,000 (funded)

Buckner SL., Principle Investigator (2022). Pilot Study: A comparison of acute muscular responses between an automated blood flow restriction system and a manual blow flow restriction system. Donation of SmartCuff automated system by SmartTools LLC.

Kilpatrick, M., **Buckner SL**., CO-PI (2021). Endurance Athletes Performance Study Using RelieveIt, Formulated With Resin From The Caribbean Pine Tree - $2000 Summer B Session (Funded)

Buckner SL. Principal Investigator (2020) Neurological Fitness Equipment and Ed LL. "*Two studies testing the effect of the Neubie system on muscles and performance"* Funds Requested: $6,503. (Funded)

Buckner SL. Principal Investigator (2020) American College of Sports Medicine Foundation Grant. "*Does Skeletal Muscle Hypertrophy Increase Strength Potential Following Resistance Exercise?*" Funds Requested: $9,895.00 (Not Funded)

Buckner SL. Principal Investigator (2019) College of Education New Researcher Grant. "*Does Skeletal Muscle Growth Contribute to Strength Adaptation?*" Funds Requested: $4,850.00 (Funded)

Buckner SL. Principal Investigator (2019) American College of Sports Medicine Foundation Grant. "*Does Skeletal Muscle Hypertrophy Increase Strength Potential Following Resistance Exercise?*" Funds Requested: $9,940.00 (Not Funded)

Loenneke JP. Principal Investigator (2017). "Have improper analyses cost us millions: reassessing inter-individual responses to exercise." National Institutes of Aging. $300,000 (Not Funded).

Loenneke JP. Principal Investigator (2017). The muscular and vascular effects of very low loads with and without different levels blood flow restriction. American College of Sports Medicine $10,000 (Not Funded).

Loenneke JP. Principal Investigator (2016). Does low load exercise in combination with blood flow restriction attenuate muscle damage and/or confer a protective effect to a subsequent bout of high load exercise in statin users? National Institutes of Aging. $100,000 (Not Funded).

Loenneke JP. Principal Investigator (2015) Application Title: An Investigation into the Circadian rhythms of muscle function and balance in young and older adults? National Institutes of Aging. $100,000 (Not Funded).

Buckner SL. Principal Investigator. Application Title: "*Does Skeletal Muscle Hypertrophy Increase Strength Potential Following Resistance Exercise?*" Funds Requested: $9,940.00. American College of Sports Medicine Foundation Grant. (Not Funded)

Students Mentored

Noam Yitzchaki – Masters Student
Lead author/co-author on 5 manuscripts Abstract submitted to national conference Presentation at National conference

Tayla Kuehne – Masters Student
Lead author/co-author on 5 manuscripts Abstract presented at national conference

Wenyuan Zhu– Masters Student
Co-author on manuscript
Presentation submitted to conference

Ryo Kataoka– Masters Student
Lead/Co-author on 10 manuscripts Presentation submitted to conference

Ecaterina Vasenina– Masters Student
Lead/Co-author on 10 manuscripts
Presentation submitted to conference

William Hammert – Masters Student
Lead/Co-author on 7 manuscripts

Enrique Moreno – Masters Student
Lead/Co-author on 6 manuscripts

Mentorship

Jeremy Loenneke, PhD
The University of Mississippi (2014 – Present)

Barbara Sue Graves, PhD
Florida Atlantic University (2012-2016)

BIOGRAPHICAL SKETCH

Name: Bill Campbell, PhD, CSCS, FISSN Position Title: Professor of Exercise Science

Education/Training

Institution and Location	Degree	MM/YY	Field of Study
Baylor University	Doctor of Philosophy	08/2007	Exercise, Nutrition, & Preventive Health
Baylor University	Master of Science in Education	12/2004	Exercise Physiology
Messiah College	Bachelor of Science	05/1997	Marketing

Personal Statement

My laboratory and research collaborations have an extensive history of research into the study of resistance exercise, nutritional interventions, and body composition outcomes. My research experience has included investigations into women's health, nutrition, exercise performance, obesity, and sports performance. I have a broad background in exercise/physical activity, with specific training and expertise in key research areas related to weight loss, exercise and sports performance, and metabolic health. Since my arrival at the University of South Florida, I have served as the Director of the Performance and Physique Enhancement Laboratory and have published 89 studies, 150 scientific abstracts, wrote/edited 6 books, 20 book chapters, have an H-index of 44 with over 12,000 citations, and secured $331,885 as Principal Investigator and $362,745 as Co-Principal Investigator/Co-Investigator.

Positions and Honors

Positions and Employment

2019 – Present	Professor, Exercise Science – University of South Florida
2013 - 2019	Associate Professor, Exercise Science - University of South Florida
2007 - 2013	Assistant Professor, Exercise Science - University of South Florida
2007 -	PresentDirector, Performance & Physique Enhancement Laboratory –
2006 -2007	Exercise & Biochemical Nutrition Lab Coordinator - Baylor University

Other Experience and Professional Memberships

2008 - Present	Member, National Strength & Conditioning Association
2004 - Present	Member, International Society of Sports Nutrition
2008 - 2013	Member, American College of Sports Medicine
Present	Associate Editor, Journal of the International Society of Sports Nutrition

Honors

2015-2017	President of the International Society of Sports Nutrition
2014-2016	Nominated 'Educator of the Year' by the National Strength & Conditioning Association
2013	Recognized as 'Fellow' of the International Society of Sports Nutrition
2009	USF Outstanding Undergraduate Teaching Award Winner
2007	Outstanding Doctoral Student in Exercise, Nutrition, and Preventive Health

Selected Peer Reviewed Publications (selections highlight my work in female populations)

- Siedler MR, Lewis MH, Trexler ET, Lamadrid P, Waddell BJ, Bishop SF, SanFilippo G, Callahan K, Mathas D, Mastrofini GF, Henselmans M, Vårvik FT, **Campbell BI**. The Effects of Intermittent Diet Breaks during 25% Energy Restriction on Body Composition and Resting Metabolic Rate in Resistance-Trained Females: A Randomized Controlled Trial. J Hum Kinet. 2023 Jan 20;86:117-132. doi: 10.5114/jhk/159960. PMID: 37181269; PMCID: PMC10170537.
- Kerksick CM, Roberts MD, **Campbell B**, Galbreath MM, Taylor LW, Wilborn CD, Lee A, Dove J, Bunn JW, Rasmussen CJ, Kreider RB. *Differential impact of calcium and vitamin d on body composition changes in post-menopausal women following a restricted energy diet and exercise program*. Nutrients 12(3), March 2020 doi: 10.3390/nu12030713.
- Tinsley GM, Trexler ET, Smith-Ryan AE, Paoli A, Graybeal1 AJ, **Campbell B**, Schoenfeld BJ. *Changes in body composition and neuromuscular performance through preparation, two competitions, and a recovery period in an experienced female physique athlete*. Journal of Strength & Conditioning Research 33(7):1823-1839. July 2019. doi: 10.1519/JSC.0000000000002758.
- Galbreath M, **Campbell B**, Bunn J, Beckham-Dove J, Harvey T, Hudson G, et al. *Effects of Adherence to Higher Protein Diet on Weight Loss, Markers of Health, and Functional Capacity in Senior-Aged Women Participating in a Resistance-Based Exercise Program*. Nutrients 10(8), August 2018.
- Cholewa JM, Rossi FE, MacDonald C, Hewins A, Gallo S, Micenski A, Norton L, and **Campbell B**. *The effects of moderate- versus high-load resistance training on muscle growth, body composition, and performance in collegiate women*. Journal of Strength and Conditioning Research. 32(6): 1511-1524, June 2018.
- **Campbell B**, Aguilar D, Conlin L, et al. Effects of high vs. low protein intake on body composition and maximal strength in aspiring female physique athletes engaging in an 8-week resistance training program. Submitted to International Journal of Sports Nutrition and Exercise Metabolism, 6:1-21, February 2018.
- **Campbell B**, Zito G, Colquhoun R, Martinez N, et al. The effects of a single-dose thermogenic supplement on resting metabolic rate and hemodynamic variables in healthy females – a randomized, double-blind, placebo-controlled, cross-over trial. Journal of the International Society of Sports Nutrition 13:13, March 2016.
- Wilborn C, Taylor L, Outlaw J, Williams L, **Campbell B**, Foster CA, Smith-Ryan A, Urbina S, and Hayward S. The Effects of Pre- and Post-Exercise Whey vs. Casein Protein

Consumption on Body Composition and Performance Measures in Collegiate Female Athletes. Journal of Sports Science and Medicine. 12:74-79, March 2013.

- Kerksick C, Thomas A, **Campbell B**, et al. *Effects of a popular weight loss and exercise program on weight loss, body composition, energy expenditure and health in obese women*. Nutrition and Metabolism. 6:23, May 2009.
- Kerksick CM, Wismann-Bunn J, Fogt D, Thomas A, Taylor L, **Campbell B**, et al. *Changes in weight loss, body composition and cardiovascular disease risk after altering macronutrient distributions during a regular exercise program in obese women*. Nutrition Journal 9:59, November 2010.

Research Support (Selected from current and past funding)

- The acute effects of a commercially available caffeinated and caffeine-free thermogenic dietary supplement on resting metabolic rate. 2021–2023. Awarded $26,400 (total project budget). Funding Source: Legion Athletics, Inc. and Florida High Tech Corridor.

- The Effects of Moderate Intermittent vs. Continuous Energy Restriction on Body Composition and Metabolic Rate in Resistance-Trained Females. 2019-2020. Awarded $10,000. Funding Source: International Scientific Research Foundation for Fitness and Nutrition. Role: Principal Investigator.

- Bioequivalence of standard processed proteins vs. unique plasma processed proteins. Awarded $169,144.00. August 2017. Funding Source: Plasma Nutrition and Florida High Tech Corridor. Role: Principal Investigator.

- Inclusive Versus Exclusive Dieting and the Effects on Body Composition and Metabolism. 2015-2016. Awarded $10,585. Funding Source: The Biolayne Foundation. Role: Principal Investigator.

- Effects of Core Performance training and nutrition program on markers of cardiovascular health, nutrition behaviors, quality of life, and presenteeism. Awarded $345,000.00. Funding Source: Intel Corporation. Role: Co-Investigator (PI = Amanda Carlson-Phillips [EXOS]). Note: Funds not Allocated to USF Tampa Campus (Study was conducted off-site)

Curriculum Vitae

Name: Maureen Chiodini, DrPH, MPH, M.Ed.

Position: Assistant Professor of Instructor
Exercise Science Department
College of Education

Address: PED 202
University of South Florida
Tampa, FL 33612
Phone: 813 974-3443
Cell: 813 924-7528
Email: maureen10@health.usf.edu

Education:

UNIVERSITY of SOUTH FLORIDA, Tampa, Florida

- **Doctorate of Public Health** **2023**
  - Certificate in Social Marketing – focus Diabetes Prevention
- **Master of Public Health** – Public Health Education **1997**
- **Master of Arts**: Adult Education – Exercise Science **1989**
- **Bachelor of Arts** – Biology **1982**

Deliverables for dissertation:

1) Social marketing formative research determining key phrases and images potential participants must see to move through the stages of change to enroll in the YMCAs Diabetes Prevention Program (YDPP)
2) Journey map of patients entering the YDPP from the physician's office or a community health screening.
3) Presentations to the Pinellas County Diabetes Collaborative, BayCare leadership and YMCA leadership on the results of the marketing research and the journey maps.

Professional Experience:

University of South Florida – Tampa, FL **2017–Present**
Assistant Professor of Instruction – Exercise Science **Fall 2018 - Present**
Visiting Instructor Exercise Science **Fall 2017, SP 2017, Su 2017**
Undergraduate education including:
PET 3314 – Survey in Exercise Science - Professional Development
PET 3211 – Stress Management
PET 4550 – Clinical Exercise Testing and Prescription

PET 4088 – Individual Fitness/Wellness Program
PET 4413 – Administration of Fitness/Wellness Centers
PET 3384 – Exercise Testing/Prescription
PET 3364 – Epidemiology of Physical Activity
PET 3404 - Emergency Response and Planning
PET 4402 – Administration of Fitness and Wellness Centers
PET 4941 – Exercise Science Internship Program

SEER Analytics, Tampa, FL **2016-Present**
V.P: YMCA Support and Development
Gather, interpret and teach data results to YMCAs across the United States. The studies are measuring the impact of YMCA programs on members, staff and program members.

BayCare Health System, Clearwater, FL **2013-2016**
Government Relations Department: **Grants Manager**
Started the Grants Department and managed over $3million in Federal Grant money
Participated as the manager in a $6 million CMMI IHI Grant as one of 10 hospital partners.

TAMPA METROPOLITAN AREA YMCA, Tampa, FL **1997 - Present**
Lifestyle Coach and National Trainer – YMCA Diabetes Prevention Program
Facilitate groups learning how to adopt lifestyle changes resulting in decreases in weight and increases in physical activity. Blood glucose values are monitored. CDC regulated.
Train coaches across the country as needed.
Associate VP Membership and Programs –
Director of all YMCA Health and Wellness initiatives including, but not limited to, the Y Diabetes Prevention Program and LiveSTRONG at the Y Program (originally grant funded and driven to sustainability), Director of all Association Sports Programs
Health Initiatives Director - Activate America and Gulick Collaboratives. Oversee STEPS to a Healthier Hillsborough DOH Grant ($70,000 operating budget per year times 5 years to deliver health and fitness programs to socio-economically challenged neighborhoods), Speaker, writer, teacher, event planner, fundraiser, project manager.
Executive Director – Downtown YMCA Wellness Center. (1998 -2008). Progressed from an annual $50,000 deficit to a $50,000 reserve in two years. Raised more than $55,000 in annual support donations.
Wellness Educator, Faculty, and Trainer – YMCA of the USA. – (1998-Present)
State of Florida, Director of Alliance Services - (1997)

Current YMCA Instructor:

- YMCA Strength & Conditioning Instructor Certification
- HIPAA Privacy and Security Certification

- YMCA's Diabetes Prevention Program Lifestyle Coach Certification
- YMCA's Diabetes Prevention Program Lifestyle Coach Trainer Certification
- LIVESTRONG® at the YMCA Faculty Certification
- LIVESTRONG® at the YMCA Trainer Certification
- LIVESTRONG® at the YMCA Instructor Certification
- Y-USA Trainer Skills Certification
- Multi-Team or Branch Leader Certification

MARCUS KILPATRICK, Ph.D.

Curriculum Vitae
May 2024

PERSONAL

Full Name: Marcus Wayne Kilpatrick

Contact: College of Education
Exercise Science Program
4202 East Fowler Avenue, PED 214
University of South Florida
Tampa, FL 33620
Email: mkilpatrick@usf.edu

EDUCATION

University of Texas, Austin, TX
Ph.D. Health Education, August 1999
Advisor: John Bartholomew
University of Texas, Austin, TX
M.Ed. Kinesiology, May 1996
Advisor: Jack Wilmore
Florida State University, Tallahassee, FL
B.S. Food and Nutrition, April 1994
Advisor: Robert Moffatt
Okaloosa-Walton Community College, Niceville, FL
A.A. General Studies, August 1991

PROFESSIONAL EXPERIENCE

University of South Florida
Assistant Professor, Exercise Science, Fall 2004 to Summer 2009
Associate Professor, Exercise Science, Fall 2009 to Summer 2016
Professor, Exercise Science, Fall 2016 to present
Southeastern Louisiana University
Assistant Professor, Health Promotion and Exercise Science, Fall 1999 to Summer 2004
Department of Kinesiology and Health Studies
University of Texas at Austin
Graduate Assistant, Fall 1994 to Summer 1999

MANUSCRIPTS IN PUBLICATION (since 2019; 56 total)

1) Chavan, M, Prado, RCR, Ashley CD & **Kilpatrick, MW**. (2024). Psychophysiological responses to high-intensity interval training exercise over menstrual cycle phases: an exploratory study. *Medicine & Science in Sports and Exercise*.
2) Prado, RCR, Hackney, AC, Silveira, R, **Kilpatrick, MW**, Takito, MY & Asano, RY. (2024). Effect of menstrual cycle phase on perceived exertion during aerobic exercise in eumenorrheic women: a systematic review and meta-analysis. *The Journal of Women's & Pelvic Health Physical Therapy*. 48(2), 91-102.
3) Prado, RCR, Takito, MY, Asano, RY & **Kilpatrick, MW**. (2024). The menstrual cycle and exercise: a practitioner's guide to psychological assessment and programming. *ACSM's Health & Fitness Journal*. 28(3) 33-40.
4) **Kilpatrick, MW**, Mastrofini, GF, Sheriff, PP, McClugage, CL, Korte, S & Zenko Z. (2024). Examining the effects of increasing then decreasing exercise intensity within a session of aerobic exercise. *Psychology of Sport and Exercise. 73, 102637.*
5) Newsome, AM, **Kilpatrick**, MW & Dedrick, RF. (2024). Exercise prescription practices among mental health professionals on college campuses: testing the information-motivation-behavioral skills model. *International Journal of Behavioral Medicine.*
6) Prado, RCR, **Kilpatrick, MW**. (2023). Menstrual Cycle and Performance: What is Next? *Sports Health.* 10.1177/19417381231197609
7) Faries, MD, **Kilpatrick, MW** & Smith, M. (2023). Using strengths. In Empowering Behavior Change in Patients: Practical Strategies for the Healthcare Professional. CRC Press, Taylor & Francis.
8) **Kilpatrick, MW**, Fallon KM#, Kuczynski AT#, Mastrofini GF#, Korte S#, Campbell, BI. (2022). The impact of wearable weights on cardiopulmonary and perceptual responses to treadmill walking. **Science & Sports**, 37(4):318.e1-318.e7.
9) Garcia, L, Asano, RY, Silveira, R, Hackney, AC, Takito, MY, **Kilpatrick, MW**, Prado, RCR. (2022). Psychophysiological Responses to Self-Selected Exercise Intensity Over the Menstrual Cycle: A Randomized Crossover Trial. *Research Quarterly for Exercise and Sport*, 94:3, 646-654.
10) Mastrofini, GF#, Collins, RP*, Rosado, AP&, Tauran, RC*, Fleming, AR#, **Kilpatrick, MW**. (2022). The impact of variation and autonomy on psychological responses to high intensity interval training exercise. *Psychology of Sport and Exercise*, 60, 102141.
11) **Kilpatrick, MW**, Fallon, KM#, Kuczynski, AT#, Mastrofini#, GF, Korte#, S, Campbell, BI. (2022). The impact of wearable weights on cardiopulmonary and perceptual responses to treadmill walking. *Science & Sports*, https://doi.org/10.1016/j.scispo.2021.04.010.
12) **Kilpatrick, MW**, Schumacher, B#, Fleming, A#, Waddell, B#. (2021). Cardiometabolic and perceptual responses to maximal exercise: comparing graded walking to running. Accepted for publication in the *Journal of Human Sport and Exercise, 17(3).*
13) Newsome, A#, **Kilpatrick, MW**, Wilson, K. (2021). Personality traits and physical activity: helping exercise professionals maximize client outcomes. Accepted for publication in *ACSM's Health Fitness Journal, 25(4): 12-18.*
14) Fradley, MG, Alomar, M, **Kilpatrick, MW**, Shields, B, Tran, N, Best, A#, Bianco, E*, Armanious, M, Vautier, RA, Kip, K, Beckie, TM, Ismail-Khan, R. (2021). Patient reported physical and mental health changes associated with a comprehensive cardiovascular risk reduction program for women with breast cancer receiving potentially cardiotoxic chemotherapy. Cardiooncology, 7(1):1-8.

15) Prado, RCR, Silveira, R, **Kilpatrick, MW**, Pires, FO, Asano, RY. (2021). The effect of menstrual cycle and exercise intensity on psychological and physiological responses in healthy eumenorrheic women. *Physiology & Behavior*, 232, 113290.
16) Prado, RCR, Silveira, R, **Kilpatrick, MW**, Pires, FO, Asano RY. (2021). Menstrual cycle, psychological responses, and adherence to physical exercise: viewpoint of a possible barrier. *Frontiers in Psychology*, 18;12:525943.
17) Martinez, N, O'Halloran, J#, **Kilpatrick, MW**, Campbell, BI, Buckner, SL. (2021). An integrated application of practical blood flow restriction in resistance trained athletes. Trainology, 11(1):1-6.
18) **Kilpatrick, MW,** Newsome, A#, Foster, C, Robertson, R, Green, M. (2020). Scientific rationale for RPE use in fitness assessment and exercise prescription. *ACSM's Health and Fitness Journal.* 24, 24-30.
19) Fleming, AR#, Martinez, N, Collins, L, Waddell, B#, Chiodini, M, **Kilpatrick, MW**. (2020). Psychological responses to high-intensity interval training: a comparison of graded walking and running at equivalent metabolic loads. *Journal of Sport and Exercise Psychology*, 42, 70-81.
20) Lamadrid, P#, Williams, DK*, **Kilpatrick, MW**, Bickford, PC, & Sandberg, CD. (2019). The impact of dietary supplement NT-020 with rhodiola rosea on energy, fatigue, and perceived exertion. *Functional Foods in Health and Disease*, 9, 706-718.

* Denotes undergraduate student # Denotes graduate student

RESEARCH PRESENTATIONS (since 2019, 65 total)

1) Shoenberger, VE, Danvers, MA, Mardini, S, Sun, E, Tiwari, K, Barrows, AH, **Kilpatrick, MW**. (2024). Relationship between motivational states, boredom, energy, and fatigue during aerobic exercise. Paper presented at the annual meeting of the American College of Sports Medicine, Boston, MA.
2) Parbhoo, KJ, Bettle, G, Diaz Ortega, AJ, Shoenberger, VE, Barrows, AH, Stults-Kolehmainen, MA, **Kilpatrick, MW**. (2024). Reflective and hedonic motivation responses during easy, moderate, and vigorous aerobic exercise. Paper presented at the annual meeting of the American College of Sports Medicine, Boston, MA.
3) Barrows, AH, Prado, RCR, Takito, MY, Alejandro, B, Williams, EC, Shoenberger, VE, **Kilpatrick, MW**. The effect of menstrual cycle phase on psychological responses to a 6-km time trial: a preliminary study. Paper presented at the annual meeting of the American College of Sports Medicine, Boston, MA.
4) Chavan, MA, Prado, RCR, Ashley, C, Barrows, AH, McCluggage, CL, **Kilpatrick, MW**. (2023). Impact of menstrual cycle phase on acute psychological responses during high-intensity interval training exercise. Paper presented at the annual meeting of the American College of Sports Medicine, Denver, CO.
5) Stults-Kolehmainen, Conlee, MN, Morse, AR, Wegner, SB, Hensley, JW, **Kilpatrick, MW**. (2023). Impact of exercise intensity on motivation state before and after aerobic exercise. Paper presented at the annual meeting of the American College of Sports Medicine, Denver, CO.
6) Barrows, AH, Granholm, KM, Shoenberger, VE, Parbhoo, KJ, Stults-Kolehmainen, **Kilpatrick, MW**. (2023). Motivation to move and rest during aerobic exercise: impacts of

exercise intensity. Paper presented at the annual meeting of the American College of Sports Medicine, Denver, CO.

7) Prado, RCR, Chavan, MA, Granholm, KM, Rum, L, Patel, DP, **Kilpatrick, MW**. (2023). Psychological responses before and after high-intensity interval training exercise across menstrual cycle phases. Paper presented at the annual meeting of the American College of Sports Medicine, Denver, CO.
8) **Kilpatrick, MW**, Korte, S, Mastrofini, GF, Zenko Z. (2022). Impacts of exercise intensity changes during exercise on post-exercise perceptions. Paper presented at the annual meeting of the American College of Sports Medicine, San Diego, CA.
9) Schumacher, BJ, Martinez, N, Zenko, Z, **Kilpatrick, MW**. (2022). Perceptions and behaviors for warming up and cooling down. Paper presented at the annual meeting of the American College of Sports Medicine, San Diego, CA.
10) McClugage, C, Cox GM, Chapman SN, Gartner, RR, Patel, SJ, Chavan, MA, Bartholomew, JB, Kilpatrick, MW. (2022). Impacts of cool-down duration on perceptions of exertion and accomplishment. Paper presented at the annual meeting of the American College of Sports Medicine, San Diego, CA.
11) Chavan, MA, McClugage, CL, Zenko, Z, Saidy, RB, Chandrashekar, A, Granholm, KA, Barrows, AH, Stephenson, J, Kilpatrick, MW. (2022). Enjoyment and pleasure responses for varied cool-down durations. Paper presented at the annual meeting of the American College of Sports Medicine, Denver, CO.
12) Korte, S, Mastrofini, GF, Patel, SJ, Phillips, KG, Sheriff, PP, Hudson, LA, Richter, HE, & **Kilpatrick, MW.** (2021). Psychological responses to HIIT exercise of different intensity slopes. Paper presented virtually at the annual meeting of the American College of Sports Medicine, Washington, DC.
13) Mastrofini, GF, Korte, S, Zenko, Z, Collins, RP, Rosado, AP, Tauran, R, Jennings, D. & **Kilpatrick, MW**. (2021). The effects of the slope of exercise intensity on postexercise psychological responses: preliminary results. Paper presented virtually at the annual meeting of the Americann College of Sports Medicine, Washington, DC.
14) **Kilpatrick, MW**, Mastrofini, GF, Hudson, LA, Rosado, AP, Aggor, CM, Tauran, RC, & Fleming, AR. (2020). Impact of autonomy on enjoyment and affective valence during high-intensity interval training. Paper presented virtually at the annual meeting of the American College of Sports Medicine, San Francisco, CA.
15) Mastrofini, GF, Collins, RP, Rosa, JA, Sipos, KM, Waddell, B. & **Kilpatrick, MW**. (2020). Autonomy and variation in high-intensity interval training. Paper presented virtually at the annual meeting of the American College of Sports Medicine, San Francisco, CA.
16) **Kilpatrick, M**, Fleming, A, Smith, T, Schumacher, B, Waddell, B, Newsome, A, D'Oliviera, A. (2019). Cardiometabolic and perceptual responses to maximal exercise: comparing graded walking and ungraded running. Paper presented at the annual meeting of the American College of Sports Medicine, Orlando, FL.
17) Fleming, A, Martinez, N, Chiodini, M, Collins, L, Ashley, C, & **Kilpatrick, M**. (2019). Affective and perceptual responses to high-intensity interval training: comparing graded walking to ungraded jogging. Paper presented at the annual meeting of the American College of Sports Medicine, Orlando, FL.

* Denotes undergraduate student # Denotes graduate student

GRANT ACTIVITY (since 2019)

College of Education Mini-Grant
College of Education, submitted 2023, not funded
$9,540
Acute, Remembered, and Forecasted Psychological Responses to Intense Aerobic Exercise in Women With Varied Levels of Premenstrual Syndrome
Role: PI

Florida High Tech Corridor
USF Connect, received for 2021-2022
$37,015
Double-blind endurance athletes performance study using RelieveIt, formulated with resin from the Caribbean pine.
Role: PI

College of Education Mini-Grant
College of Education, received for 2020-2021
$5,000
The Effects of the Slope of Pleasure on Remembered & Forecasted Pleasure
Role: PI
Role: Co-Investigator (PI: Fradley, USF Health)

Florida High Tech Corridor
USF Connect, received for 2014-2015
$50,000

CONTRACTS (since 2019)

National Institutes of Health
~$12,500
Received for 2023-2024

Epidemiology of Diabetes Interventions and Complications
Role: Consultant (Site PI: Rodriguez)

Lexeo Therapeutics

Received for 2023-2027
~$17,500
Gene Therapy for Cardiomyopathy Associated With Friedreich's Ataxia
Role: Contractor (Site PI: Zesiewicz)

Retrotope Pharmaceuticals
Received for 2020-2021
~$5,000
A Randomized, Double-Blind, Controlled, Phase 2/3 Study to Assess Efficacy, Long Term Safety and Tolerability of RT001 in Subjects with Friedreich's Ataxia.
Role: Contractor (PI: Zesiewicz)

Reata Pharmaceuticals
Received for 2015-2019
$424,134

A Phase 2 Study of the Safety, Efficacy, and Pharmacodynamics of RTA408 in the Treatment of Friedreich's Ataxia
Role: Co-Investigator (PI: Zesiewicz)
f Sport and Physical Activity

CURRICULUM VITAE

NICHOLAS MARTINEZ, Ph.D
Associate Professor of Instruction – Exercise Science
University of South Florida
nmartinez@usf.edu

EDUCATION

DEGREES

Doctor of Philosophy – 2017
Curriculum & Instruction
Dissertation: Evaluation of a Verizon Worksite Wellness Program and the Impact of a Weight Loss Campaign on Employees' Dimensions of Wellness
University of South Florida

Master of Science – 2013
Exercise Science
Thesis: The Impact of High-Intensity Interval Training on Physiological and Psychological Variables in Overweight Individuals
University of South Florida

Master of Arts – 2013
Physical Education
University of South Florida

Bachelor of Arts – 2011
Psychology
University of South Florida

CERTIFICATES

Graduate Certificate – 2021
Health and Wellness Coaching
University of South Florida

Graduate Certificate – 2016
Evaluation
University of South Florida

TEACHING EXPERIENCE

UNDERGRADUATE COURSES

- Biomechanics (PET 3312), University of South Florida, 2014-2024
- Stress, Health, and Disease (PET 3211), University of South Florida, 2020-2024
- Exercise Physiology (APK 3120) University of South Florida, 2020-2023
- Nutrition for Fitness and Sport (PET 3361) University of South Florida, 2017-2018

- Strength & Conditioning (PET 4098) University of South Florida, 2018
- Physical Activity Epidemiology (PET 3364), University of South Florida, 2013-2017
- General Exercise Testing and Prescription (PET 3384), University of South Florida, 2014-2017, 2019
- Clinical Exercise Testing and Prescription (PET 4550), University of South Florida, 2013-2015, 2018
- Individualized Fitness/Wellness Programming (PET 4406), University of South Florida, 2013-2016
- Professional Development Seminar (PET 3314), University of South Florida, 2016
- Stress Management (PET 3211), University of South Florida, 2016, 2019
- Internships Fitness/Wellness (PET 4941), University of South Florida, 2015, 2019, 2020
- Personal Wellness (HLP 2081), University of South Florida, 2018
- Tennis I (PEL 1341), University of South Florida, 2012-2014
- Introduction to Nutrition (HUN 2201), University of South Florida, 2012-2013
- Laboratory Instructor for General Exercise Testing and Prescription (PET 3384), University of South Florida, 2012
- Laboratory Instructor for Clinical Exercise Testing and Prescription Laboratory (PET 4550), University of South Florida, 2011
- Weight Training (PEM 2131), University of South Florida, 2011-2012

GRADUATE COURSES

- Mental Performance and Stress Management (APK 6431) University of South Florida, 2018-2022
- Physical Activity, Health, and Disease (PET 6447) University of South Florida, 2019-2023
- Topics in Strength & Conditioning (PET 6098) University of South Florida, 2017
- Research Project in Exercise Science (PET 6910) University of South Florida, 2019-2021
- Independent Study in Exercise Science (PET 6906) University of South Florida, 2019-2021
- Internship in Exercise Science (PET 6947) University of South Florida, 2019-2021

FACULTY EXPERIENCE

Associate Professor of Instruction – Exercise Science
University of South Florida (2022-Present)

- Responsible for teaching 3000-6000 level undergraduate and graduate Exercise Science courses
- Contribution toward the reorganization of undergraduate course offerings due to expansion of program
- Development of new course curriculum for undergraduate Corrective Exercise course

Assistant Professor of Instruction – Exercise Science
University of South Florida (2018-2022)

- Responsible for teaching 3000-6000 level undergraduate and graduate Exercise Science courses
- Development and implementation of new course curriculum for graduate (APK 6431) and undergraduate (PET 3211) courses
- Development and implementation of online curriculum for PET 3312 Biomechanics
- Development and implementation of online curriculum for PEM 2930 Stress Management

Visiting Professor of Instructon – Exercise Science (Strength & Conditioning)
University of South Florida (2017-2018)

- Responsible for teaching 3000-6000 level undergraduate and graduate Exercise Science courses
- Active in research and the development of manuscripts for publication
- Served as a committee member for graduate student conducting thesis

Adjunct Instructor – Exercise Science
University of South Florida (Summer: 2013-2017)

- Responsible for teaching 3000-4000 level undergraduate Exercise Science courses during Summer semesters
- Mentored students from subsequent Exercise Science cohorts from 2013-2017

ACADEMIC SERVICE

Human Performance Laboratory Coordinator – Exercise Science
University of South Florida (2017-Present)
- Development of website for community testing services
- Responsible for facilitating the venture of community testing for the university
- Communication with clients and scheduling for testing
- Management of account for deposits and purchases related to lab services
- Supervision of lab technicians responsible for proctoring tests and assessments
- Inventory, purchasing of supplies and equipment
- Troubleshooting, tech support

Area Coordinator – Exercise Science
University of South Florida (2020-2022)
- Responsible for overseeing both undergraduate and graduate program operations
- Communication with faculty for scheduling, admissions, and assistantship processes
- Coordination of faculty meetings and development of agenda items
- Delegation and supervision of tasks for both the undergraduate and graduate program
- Attendance at monthly departmental meetings with departmental chair and coordinators

Graduate Program Coordinator – Exercise Science
University of South Florida (2019-2022)
- Development of website for community testing services
- Responsible for facilitating the venture of community testing for the university
- Supervision of all graduate assistants and trainings
- Management of comprehensive exams, subsequent grading, and data analysis for SAMS
- Review of graduate applications, email inquiries, and admissions decisions

Chair for Undergraduate Honors Theses – Honors College
University of South Florida (2019)
- An Examination of Mental Toughness in Recreational Athletes: Honors College Student and USF Exercise Science Student (Andres Rodriguez)
- Qualitative Analysis of the Effectiveness of Community Outreach Mentoring Programs for Youth Populations in the Tampa Area (Courtney Copeland)

Committee Member for Undergraduate Honors Theses – Honors College
University of South Florida (2013-2017)
- Responsible for guiding undergraduate students through the research process including the design, statistical analysis, and manuscript development of projects
- Impact of Continuous vs. Interval Exercise on Insulin Sensitivity in an Overweight, Insufficiently Active Population: Honors College Student and USF Medical Student
- Efficacy of FitMiss Burn™ as a Thermogenic Supplement and its Effect on Hemodynamic Variables Compared to other Thermogenic Supplements: Honors College Student and UF Medical Student
- The Impact of Pre-Workout supplementation on Strength and Power Production: Honors College Student and USF Exercise Science Student
- Female Resistance Training and the Effects on Body Composition and Strength Performance: Honors College Student and USF Exercise Science Student

Committee Member for Graduate Theses – Exercise Science
University of South Florida (2017-2021)
- Responsible for guiding graduate students through the research process including the design, statistical analysis, and manuscript development of projects
- The Effects of Music Choice on Perceptual and Physiological Responses to Treadmill Exercise: USF Exercise Science Graduate Student (Taylor Shimshock)
- Psychological Responses to High-Intensity Interval Training Exercise: A Comparison of Ungraded Jogging and Graded Walking: USF Exercise Science Graduate Student (Abby Fleming)

- An Examination of Changes in Muscle Thickness, Isometric Strength, and Body Water Throughout the Menstrual Cycle (Tayla Kuehne)
- A Warming Up and Cooling Down: Perceptions and Behaviors Associated with Aerobic Exercise (Balea Schumacher)

Course Development

- Responsible for the development of new course content at the graduate level. Designed and implemented a stress management and mental performance course to appeal to both health and wellness and strength and conditioning concentrations. (APK 6431)
- Responsible for the development of new course content at the undergraduate level. Designed and implemented a stress management, health, and disease course for undergraduate students. (PET 3211)
- Responsible for the co-development of new course content at the undergraduate level. Designed and implemented a weight management course, and a stress management course as an elective for all majors. (PEM 2930)

Peer Reviewer

- Journal of Sports Science and Medicine (November 2013)
- Journal of Strength and Conditioning Conference Abstracts (2012-2013)

PUBLICATIONS

1. **Martinez N,** O'Halloran J, Kilpatrick M, Campbell M, Buckner S. *An integrated application of practical blood flow restriction in resistance trained individuals.* Journal of Trainology. (11) 1-6. 2022.
2. Givens T, **Martinez N.** *Load carriage-programming for special operations forces.* Tactical Strength and Conditioning Report. 67. 2022.
3. **Martinez N,** Resinger T, Ellis C, Jacobsen A, Labrador M. *Functional firefighter high-intensity training – A case for optimizing performance and injury prevention.* Tactical Strength and Conditioning Report. 57. 2020.
4. Fleming A, **Martinez N,** Collins L, Ashley C, Chiodini M, Waddell B, Kilpatrick M. *Psychological responses to high-intensity interval training: A comparison of graded walking and ungraded running at equivalent metabolic loads.* Journal of Sport and Exercise Psychology. 42(1) 70-81. 2019.
5. **Martinez N,** Lilla C, Renteria M. *Considerations of blood flow restriction training – A case for injury prevention and maximizing strength for tactical personnel.* Tactical Strength and Conditioning Report. 53. 2019.
6. **Martinez N,** Campbell B, Franek M, Buchanan L, Colquhoun R. *The effect of acute pre-workout supplementation on power and strength performance.* Journal of the International Society of Sports Nutrition. 13:29. 2016.
7. Campbell B, Zito G, Colquhoun R, **Martinez N,** Kendall K, Buchanan L, Lehn M, Johnson M, St. Louis C, Smith Y, Cloer B, Pingel A. *The effects of a single-dose thermogenic supplement on resting metabolic rate and hemodynamic variables in healthy females – a randomized, double-blind, placebo-controlled, cross-over trial.* Journal of the International Society of Sports Nutrition. 13(13). 2016.
8. Campbell B, Colquhoun R, Zito G, **Martinez N,** Kendall K, Buchanan L, Lehn M, Johnson M, St. Louis C, Smith Y, Cloer B. *The effects of a fat loss supplement on resting metabolic rate and hemodynamic variables in resistance trained males: a randomized, double-blind, placebo-controlled, cross-over trial.* Journal of the International Society of Sports Nutrition. 13:14. 2016.
9. **Martinez N,** Kilpatrick M, Salomon K, Jung M, Little J. *Affective and enjoyment responses to high-intensity interval training in overweight-to-obese and insufficiently active adults.* Journal of Sport and Exercise Psychology. (37)2:138-149. 2015.
10. Kilpatrick M, **Martinez N,** Little J, Jung M, Jones A, Price N, Lende D. *Impact of high-intensity interval duration on perceived exertion.* Medicine and Science in Sports and Exercise. (47)5:1038-1045. 2015.
11. Durrer C, Robinson E, Zhongxiao W, **Martinez N,** Hummell M, Jenkins N, Kilpatrick M, Little J. *Differential impact of acute high-intensity exercise on circulating endothelial microparticles and insulin resistance between overweight/obese males and females.* PLoS One. DOI: 10.1371/journal.pone.0115860. 2015.

12. Greeley S, **Martinez N,** Campbell B. *The impact of high-intensity interval training on metabolic syndrome.* Strength and Conditioning Journal. (35)2:63-65. 2013.

CERTIFICATIONS

American College of Sports Medicine
- Certified Exercise Physiologist

Real Balance
- Certified Health and Wellness Coach

International Society of Sports Nutrition
- Certified Sports Nutritionist

National Posture Institute
- Certified Postural Specialist

HeartMath
- Certified HeartMath Practitioner

American Heart Association
- CPR/AED Healthcare Provider

TRAINING EXPERIENCE

Strength and Conditioning Coach – Professional Combat Sports
Top Rank Promotions, PBC, Banner Promotions, Titan Fighting Championships (2015-Present)
- Program design and implementation of strength and conditioning programming to optimize performance for world champion, Olympic medalist, and prospect athletes
- Sports nutrition, weight loss, and hydration strategies for contracted weight requirements
- Notable athletes: Robeisy Ramirez, Keith Thurman, Lenroy Thomas, Clarence Booth, Jaleik Bogle, Ivan Franco, Iron Alvarez

Strength and Conditioning Coach – ITF Junior and ATP Professional Tennis
Hans Gildemeister Tennis, Tampa, FL (2013-2015)
- Program design and training for world ranked international tennis athletes competing in high-level competition and Grand Slam tournaments (US Open, Wimbledon, French Open, FED Cup, Nanjing Olympics)
- Travel programming for elite athletes competing in a South American tennis circuit to improve world ranking
- Notable Athletes: Renata Zarazua, Maria Jo Portilo

Curriculum Vitae

Brandon D Willingham

July 1, 2024

General Information

University address: Exercise Science Program
Physical Education Building 208
University of South Florida
Tampa, FL 33620-8600

E-mail address: bwillingham@usf.edu

ORCID: 0000-0003-4445-2626

Professional Preparation

2024-Present	Assistant Professor of Instruction, University of South Florida, Tampa, FL.
2021-2024	Assistant Professor of Kinesiology, Coastal Carolina University, Conway, SC.
2021	Ph.D., Florida State University, Tallahassee, FL. Major: Exercise Physiology. Research Focus: Fluid Balance, Thermoregulation, and Human Performance Major Professor: Michael J. Ormsbee, PhD, FACSM
2014	M.S., Auburn University, Auburn, AL. Major: Nutrition. Research Focus: Vitamin D and Athletic Performance Major Professor: Kevin W. Huggins, PhD
2012	B.S., University of Florida, Gainesville, FL. Major: Food Sciences and Human Nutrition; Dietetics.

Professional Credentials

2024—Present	Licensed Dietitian in the State of Florida through Commission on Dietetic Registration (CDR); ND 13302.
2015—Present	Registered Dietitian through the Academy of Nutrition and Dietetics (AND).
2015—2021	Licensed Dietitian in the State of Florida through Commission on Dietetic Registration (CDR).

Grants and Fellowships (* Funding for Students)

1. * College of Health and Human Performance Research Fellows, Coastal Carolina University; 2023—$2,000 **(Funded)**
2. * Summer Research Fellows Program, Coastal Carolina University; 2023—$5,200 **(Funded)**
3. Industry Grant, NOW Foods; 2021—$10,000 **(Funded)**
4. Industry Grant, NOW Foods; 2019—$21,050 **(Funded)**
5. Florida State University, College of Human Sciences—Dissertation Award Program; 2019—$1,000 (**Funded**)
6. Industry Grant, DuPont; 2019—$80,000 (**Not Funded**)
7. Florida State University, Alumni Ambassadors Award; 2019—$5,000 (**Not Funded**)
8. National Strength and Conditioning Association (NSCA) Foundation; 2017-2018 Graduate Research Grant-Doctoral—$15,000 (**Not Funded**)

Honors, Awards, and Prizes

1. Nominated for Distinguished Professor of the Year at Coastal Carolina University (2024)
2. Honored for Outstanding Support and Service for International Students at the International Sash Ceremony at Coastal Carolina University (2024)
3. Honored for Outstanding Support and Service for International Students at the International Sash Ceremony at Coastal Carolina University (2023)
4. Nominated for the Outstanding Teaching Assistant Award (2020)
5. Nominated for the Florida State University Graduate Student Leadership Award (2020)
6. Nominated for the Research and Creativity Award (2020)
7. Awarded the Florida State University Dissertation Award Program (2019)
8. Inducted into Florida State University's Fellow's Society (2019)
9. Nominated for the Florida State University Graduate Student Leadership Award (2019)
10. Nominated for the Outstanding Teaching Assistant Award (2019)
11. Awarded the Pao-Sen Chi Memorial Scholarship Endowment (2018)
12. Invited to join Omicron Delta Kappa Academic Honor Society (2018-2020)
13. Invited to join Gamma Beta Phi Academic Honor Society (2014)
14. Invited to join Kappa Omicron Nu Academic Honor Society (2013-2019)

Current Membership in Professional Organizations

1. American College of Sports Medicine (ACSM)
2. Southeast Chapter of the American College of Sports Medicine (SEACSM)
3. Academy of Nutrition and Dietetics (AND)
4. International Society of Sports Nutrition (ISSN)

Teaching

Courses Taught

1. Nutrition for Fitness and Sport (PET 3361) — University of South Florida
2. Clinical Exercise Testing and Prescription (PET 4550) — University of South Florida
3. Exercise and Sport Nutrition (EXSS 310) —Coastal Carolina University
4. Exercise Physiology (EXSS 350)—Coastal Carolina University
5. Nutrition and Sport—Online (PET 3361) —Florida State University
6. Exercise Physiology Lab (APK 3110c) —Florida State University
7. Science of Nutrition (HUN 1201)—Florida State University

Additional Teaching Not Reported Elsewhere

Co-Instructor

2016

- Study Abroad: South African Sports Sciences. East Carolina University.

Guest Lecturer

2023

- Introduction to Exercise Science—Interview with a Professor. Pittsburg State University.
- Undergraduate Sports Nutrition—The Ketogenic Diet on Health and Human Performance. University of Alabama at Birmingham.

2020

- Graduate Strength and Conditioning—Everything the Athletic Support Staff needs to know about Hydration Status and Thermoregulation. Florida State University.

2019

- Gulf Winds Triathlon Club—Hydration and Fueling Endurance Sport. Tallahassee, Florida.

2018

- Gulf Winds Triathlon Club—Hydration Status, Core Temperature, and Aerobic Performance. Tallahassee, Florida.
- Gulf Winds Track Club—Hydration Status, Core Temperature, and Aerobic Performance. Tallahassee, Florida.
- Swimming Technology Research—Development of Power for the Swimming Athlete. Florida State University.
- Undergraduate Anatomy and Physiology—The Anatomy and Physiology of the Gastrointestinal Tract. Florida State University.

2017

- Undergraduate Metabolism--Vitamin D’s Role in the Human Body. Florida State University.

- Undergraduate Metabolism--Vitamin E's Role in the Human Body. Florida State University.
- Swimming Technology Research—Pre-, during-, and post-meet swimming nutrition. Florida State University.
- Applied Exercise Physiology--Endocrinology. Florida State University.
- Graduate Exercise Testing and Prescription-- Lactate Threshold, $VO_{2\ MAX,}$ and Glucose Kinetics during Exercise. Florida State University.

2016

- Applied Exercise Physiology--Endocrinology. Florida State University.
- Swimming Technology Research—Swimming Nutrition, Energetic Systems, and Supplements. Florida State University.

Research Publications

Refereed Journal Articles (* Research Students)

1. **Brandon D. Willingham**, Marcos Daou, Jake VanArsdale *, Meghan Thomas *, Patrick G. Saracino. Energy Availability in Female Collegiate Beach Volleyball Athletes (2024). *Journal of Strength and Conditioning Research*. Accepted, awaiting PMID.

2. Christopher W. Bach, Patrick G. Saracino, Daniel A. Baur, **Brandon D. Willingham**, Brent C. Ruby, Michael J. Ormsbee. Cold Ambient Temperature Does Not Alter Subcutaneous Abdominal Adipose Tissue Lipolysis and Blood Flow in Endurance-Trained Cyclists (2024). *International Journal of Sports Nutrition and Exercise Metabolism*. PMID: 38330938

3. **Willingham, B.D**., Renteria, L.I., Ragland, T.J., Ormsbee, M.J.
The Effects of Betaine Supplementation on Fluid Balance and Heat Tolerance During Passive Heat Stress in Men (2023). *Physiological Reports*. PMID: 37604644

4. Kisiolek, J.N., Smith, K.A., Baur, D.A., **Willingham, B.D**., Morrissey, M.C., Leyh, S.M., Saracino, P.G., Ormsbee, M.J.
Sleep Duration Correlates with Performance in Ultra-Endurance Triathlon (2022). *International Journal of Sports Physiology and Performance.* PMID: 34627130

5. **Willingham, B.D**., Ragland, T.J., Ormsbee, M.J.
Betaine Supplementation May Improve Heat Tolerance: Potential Mechanisms in Humans (2020). *Nutrients.* PMID: 32992781

6. Smith, K.A., Kisiolek, J.N., Morrissey, M.C., Saracino, P.G., **Willingham, B.D**., Leyh, S.M., Baur, D.A., Cook, M.D. Ormsbee, M.J.
Ultra-Endurance Triathlon Performance and Markers of Whole-Body and Gut-Specific Inflammation (2019). *European Journal of Applied Physiology.* PMID: 31828478

7. Morrissey, M.C., Kisiolek, J.N., Ragland T.J., **Willingham, B.D**., Hunt, R.L., Hickner, R.C., Ormsbee, M.J.
   The Effect of Cold Ambient Temperature and Preceding Active Warm-Up on Lactate Kinetics in Female Cyclists and Triathletes (2019). *Applied Physiology, Nutrition, and Metabolism.* PMID: 30785765

8. Leyh, S., **Willingham, B.D**., Baur, D.A., Panton, L.B., Ormsbee, M.J.
   Pre-Sleep Protein in Casein Supplement or Whole-Food Form has No Impact on Resting Energy Expenditure or Hunger in Women (2018). *British Journal of Nutrition.* PMID: 30249314

9. Ormsbee, M.J., **Willingham, B.D**., Marchant T, Binkley TL, Specker BL, Vukovich M.D.
   Protein Supplementation during a 6-Month Concurrent Training Program: Effect on Body Composition and Muscular Strength in Sedentary Individuals (2018). *International Journal of Sport Nutrition and Exercise Metabolism.* PMID: 29485324

10. Baur, D. A., **Willingham, B. D**., Smith, K. M., Kisiolek, J. N., Morrissey, M.C., Saracino, P.G., Ragland, T.J., Ormsbee, M.J.
    Adipose Lipolysis Unchanged by Pre-Exercise Carbohydrate Regardless of Glycemic Index (2018). *Medicine and Science in Sports and Exercise*. PMID: 29166321

Appendix H: Letters of Support from Businesses

SARASOTA MEMORIAL
HEALTH CARE SYSTEM

June 24, 2024

To Whom It May Concern:

The USF Exercise Science program is currently seeking the addition of a new BS degree under CIP code 31.0505 (Kinesiology and Exercise Science). I am writing in support of their new degree.

I currently work closely with exercise science students each year, and the students are well-prepared for their internships, and ultimately for the work force. Since 2011 we have hosted around 20 students and have hired approximately half of them. Many of them are still employed with our organization or have moved on to fulfill high education. With the increase in health care costs, there is a national emphasis on physical activity as a prevention strategy. More than half of adults do not meet the minimal physical activity guidelines for Americans. As such, the work force demand for the knowledge and skills of exercise science graduates will continue to grow. Sarasota Memorial Health Care System fully supports the addition of this new undergraduate degree in Exercise Science.

Sincerely,

Meredith Cleveland, BS, CCRP, ACSM/NPAS
Supervisor, Cardiopulmonary Rehabilitation Services
Program Director – Ornish Intensive Cardiac Rehabilitation
Sarasota Memorial Health Care Systems

1700 South Tamiami Trail Sarasota, Florida 34239-3555
941-917-9000 www.smh.com

Appendix H: Letters of Support from Businesses

September 9, 2024

To whom it may concern,

The USF Exercise Science program is currently seeking the addition of a new BS degree under CIP code 31.0505 (Kinesiology and Exercise Science). I am writing in support of their new degree.

I currently work closely with exercise science students each year, and the students are well-prepared for their internships, and ultimately for the work force. With the increase in health care costs, there is a national emphasis on physical activity as a prevention strategy. More than half of adults do not meet the minimal physical activity guidelines for Americans. As such, the work force demand for the knowledge and skills of exercise science graduates will continue to grow. Power Design fully supports the addition of this new undergraduate degree in Exercise Science.

Thank you,
Shelly Scamardo

POWER DESIGN
THE SOURCE
glassdoor 2020 BEST PLACES TO WORK
Inc. BEST WORKPLACES
Inc. 5000
Great Place To Work. Certified

Shelly Scamardo
WELLNESS MANAGER, CHES

T: 727.497.1957
M: 813.777.5471
E: sscamardo@powerdesigninc.us

powerdesigninc.us

ELECTRICAL MECHANICAL PLUMBING SYSTEMS TECHNOLOGIES

Appendix I: SUS Letters of Support

Outlook

Re: USF Undergraduate Exercise Science

From Michael Zourdos <mzourdos@fau.edu>
Date Thu 6/13/2024 9:56 AM
To Candi Ashley <cashley@usf.edu>

Hi Candi,
Thank you so much for reaching out. No questions from us, we support your change.

All the best with your proposal. Take Care. --Mike Z.

Michael C. Zourdos, Ph.D., CSCS
Professor and Chair
Dept. of Exercise Science and Health Promotion
Director: Muscle Physiology Research Laboratory
Florida Atlantic University

From: Candi Ashley <cashley@usf.edu>
Sent: Friday, June 7, 2024 11:28 AM
To: Michael Zourdos <mzourdos@fau.edu>
Subject: USF Undergraduate Exercise Science

Good afternoon Micheal,

I hope you are well. I am writing to inform you that the exercise science faculty at USF are preparing to submit a new degree proposal under CIP 31.0505. Our current exercise science program was born out of the physical education program over 30 years ago and has existed under CIP 13.1314 which is a teacher preparation CIP. That is not the purpose of our program. The proposed change will align our undergraduate and graduate programs under the same CIP and provide us with greater visibility for students seeking an exercise science degree at USF. The proposed new degree will not change any other aspects of our program – only the CIP code.

I am requesting a response from you as a representative of your Exercise Science program indicating whether or not you support the change we are proposing.

Please let me know if you have any questions or concerns about this proposal. We are always interested in collaborative instructional and research activities.

Candi D. Ashley

Candi D. Ashley, PhD
Professor and Undergraduate Program Coordinator
Exercise Science Program
University of South Florida
4202 E Fowler Ave - PED 214
Tampa FL 33620-8600

Appendix I: SUS Letters of Support

Friday, June 7, 2024 at 12:24:24 Eastern Daylight Time

Subject: RE: USF Undergraduate Exercise Science
Date: Friday, June 7, 2024 at 12:07:20 PM Eastern Daylight Time
From: Tymczyszyn, Barbara
To: Candi Ashley
Attachments: image001.jpg

Hello Dr. Ashley,

Yes, we support your change.

Regards,
Barbara

Barbara Hess Tymczyszyn, MA, C-HWC | *Program Director, Clinical Coordinator, and Instructor III*
Department of Rehabilitation Sciences / Exercise Science Program
https://www.fgcu.edu/mariebcollege/rehabilitationsciences/exercisescience

Florida Gulf Coast University
10501 FGCU Boulevard South, Fort Myers, FL 33965 | fgcu.edu
P: **239.590.7539** | E: btymczyszyn@fgcu.edu

From: Candi Ashley <cashley@usf.edu>
Sent: Friday, June 7, 2024 11:32 AM
To: Tymczyszyn, Barbara <btymczyszyn@fgcu.edu>
Subject: USF Undergraduate Exercise Science

Good afternoon Barbara,

I hope you are well. I am writing to inform you that the exercise science faculty at USF are preparing to submit a new degree proposal under CIP 31.0505. Our current exercise science program was born out of the physical education program over 30 years ago and has existed

under CIP 13.1314 which is a teacher preparation CIP. That is not the purpose of our program. The proposed change will align our undergraduate and graduate programs under the same CIP and provide us with greater visibility for students seeking an exercise science degree at USF. The proposed new degree will not change any other aspects of our program – only the CIP code.

I am requesting a response from you as a representative of your Exercise Science program indicating whether or not you support the change we are proposing.

Please let me know if you have any questions or concerns about this proposal. We are always interested in collaborative instructional and research activities.

Thank you.

Candi D. Ashley

Candi D. Ashley, PhD
Professor and Undergraduate Program Coordinator
Exercise Science Program
University of South Florida
4202 E Fowler Ave - PED 214
Tampa FL 33620-8600

Appendix I: SUS Letters of Support

Tuesday, September 17, 2024 at 09:02:20 Eastern Daylight Time

Subject: RE: USF Undergraduate Exercise Science CIP code change
Date: Tuesday, September 17, 2024 at 8:11:01 AM Eastern Daylight Time
From: Lisa Griffiths
To: Candi Ashley, Jahlgren@ufl.edu
Attachments: image001.png

Hi Dr. Ashley,

Thank you for letting me know about the upcoming proposal for the new degree under CIP 31.0505. I appreciate the update and rationale behind aligning your program's CIP code with your actual focus.

All the best with the program.

Best wishes,

Lisa

Lisa Griffiths, Ph.D.
Department Chair
Department of Health, Nutrition, and Food Sciences
Florida State University

120 Convocation Way
Tallahassee, FL 32306
O: 850-644-2501
lgriffiths@fsu.edu
cehhs.fsu.edu

FSU | FLORIDA STATE UNIVERSITY

From: Candi Ashley <cashley@usf.edu>
Sent: Sunday, September 15, 2024 2:20 PM
To: Jahlgren@ufl.edu; Lisa Griffiths <Lgriffiths@fsu.edu>
Subject: USF Undergraduate Exercise Science CIP code change

Good afternoon,

I hope your semester is off to a great start. I am writing to inform you that the exercise science faculty at USF are preparing to submit a new degree proposal under CIP 31.0505. Our current exercise science program was born out of the physical education program over 30 years ago and has existed under CIP13.1314 which is a teacher-preparation CIP. That is not the purpose of our program. The proposed change will align our undergraduate and graduate programs under the

Appendix I: SUS Letters of Support

same CIP and provide us with greater visibility for students seeking an exercise science degree at USF. The proposed new degree will not change any other aspects of our program – only the CIP code. I know that your CIP code is not 31.0505, but is 26.0908. However, we just wanted to let you know of our plans.

Please let me know if you have any questions or concerns about this proposal. We are always interested in collaborative instructional and research activities.

Thank you.

Candi

Candi D. Ashley, PhD
Professor and Undergraduate Program Coordinator
Exercise Science Program
University of South Florida
4202 E Fowler Ave - PED 214
Tampa FL 33620-8600

Appendix I: SUS Letters of Support

Outlook

Re: USF Undergraduate Exercise Science

From Alison Redd <Alison.Redd@ucf.edu>
Date Wed 6/12/2024 12:34 PM
To Candi Ashley <cashley@usf.edu>

Good Afternoon Candi,

I apologize for the delayed response. Updating CIP codes to align with exercise science makes sense. It seems exercise science and kinesiology programs commonly need to update CIP codes since so many degree programs were first created out of teaching and physical education programs. Thank you for touching base, and all the best!

Ali

Alison Redd, Ed.D, CES, USAW-L1
Kinesiology Undergraduate Program Coordinator
Lecturer
College of Health Professions and Sciences
University of Central Florida
Office: ED 320K / 321-270-7944
alison.redd@ucf.edu

From: Candi Ashley <cashley@usf.edu>
Sent: Friday, June 7, 2024 11:32 AM
To: Alison Redd <Alison.Redd@ucf.edu>
Subject: USF Undergraduate Exercise Science

Good afternoon Alison,

I hope you are well. I am writing to inform you that the exercise science faculty at USF are preparing to submit a new degree proposal under CIP 31.0505. Our current exercise science program was born out of the physical education program over 30 years ago and has existed under CIP 13.1314 which is a teacher preparation CIP. That is not the purpose of our program. The proposed change will align our undergraduate and graduate programs under the same CIP and provide us with greater visibility for students seeking an exercise science degree at USF. The proposed new degree will not change any other aspects of our program – only the CIP code.

I am requesting a response from you as a representative of your Exercise Science program indicating whether or not you support the change we are proposing.

Appendix I: SUS Letters of Support

Please let me know if you have any questions or concerns about this proposal. We are always interested in collaborative instructional and research activities.

Thank you.

Candi D. Ashley

Candi D. Ashley, PhD
Professor and Undergraduate Program Coordinator
Exercise Science Program
University of South Florida
4202 E Fowler Ave - PED 214
Tampa FL 33620-8600

ca

Candi D. Ashley, PhD
Professor and Undergraduate Program Coordinator
Exercise Science Program
University of South Florida
4202 E Fowler Ave - PED 214
Tampa FL 33620-8600

Appendix I: SUS Letters of Support

Friday, June 7, 2024 at 12:27:12 Eastern Daylight Time

Subject: Re: USF Exercise Science program
Date: Tuesday, February 20, 2024 at 1:38:46 PM Eastern Standard Time
From: Ludmila Cosio Lima
To: Candi Ashley

> You don't often get email from lcosiolima@uwf.edu. Learn why this is important

Yes, I am in support of your new program proposal.

We have been accredited by ACSM since 2017 and endorsed by NSCA. We are not sure if we will get accredited by NSCA yet.

Dr. Ludmila Cosio-Lima, FACSM, CSCS *D, ACSM-EP, ACSM-CEP

Registered Clinical Exercise Physiologist

Exercise is Medicine® Credential

Professor Exercise Science
Exercise Science Program Coordinator
University of West Florida
11000 University Parkway #72/220
Pensacola, FL 32514
W (850) 473-7350

uwf.edu/msh

On Tue, Feb 20, 2024 at 12:23PM Candi Ashley <cashley@usf.edu> wrote:

> Hi,
>
> When you say you are accredited, are you accredited through ACSM or NSCA? We hope to do the same thing, but there is a debate whether we go for ACSM or NSCA.
>
> As for the program proposal, I was told I need "letters of support" from other universities with CIP 31.0505. If you could send a response saying that you are in support of our new program proposal, we would so appreciate it.

Agenda Item:

USF Board of Trustees
March 11, 2025

Issue: Master of Science in Fintech, CIP Code 30.7104 – Self-Supporting Program

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Proposed action: Approval

Executive Summary: SUS BOG Regulation 8.002 Self-supporting and Market Rate Program and Course Offerings delineates that "graduate-level degree programs that address clearly identified post-professional workforce demand may be implemented" and "must go through the same program approval processed defined in Board of Governors 8.011 for E&G-funded programs". In alignment with BOG Regulation 8.011, USF Regulation 3.038 specifies that the BOT approves master's degree programs. The Muma College of Business is proposing the creation of a Master of Science in Fintech major as a self-supporting program. The proposed major will meet the increasing demand for skilled professionals in the rapidly growing financial technology field. The proposed major will produce graduates with the skills to drive innovation, efficiency, and growth in the local financial services sector, enhancing Florida's competitiveness globally.

Financial Impact: Projected program revenue and expenses for Years 1 and 5 are included in the proposal.

Strategic Goal(s) Item Supports:

- Goal 1: Student Success at USF and Beyond;

BOT Committee Review Date: February 17, 2025
Supporting Documentation Online (*please circle*): **Yes** **No**
Prepared by: Cynthia Brown Hernandez, Director, ODS-Academic Planning & Operational Reporting, Deputy Accreditation Officer, on behalf of the Muma College of Business.

USF MS Fintech Program

Name: David Blackwell
Contact: muma-deansoffice@usf.edu
Office: BSN 201

UNIVERSITY of SOUTH FLORIDA
Muma College of Business

USF MS Fintech (STEM)

- Fintech integrates financial services with technology, **transforming all aspects of the financial industry**.
- USF's M.S. Fintech program responds to the **industry's strong demand** for professionals skilled in financial technologies, including blockchain, AI, machine learning, quantitative analysis, and payment technologies.
- Designed for both **seasoned professionals** seeking advanced technical expertise in financial markets and **newcomers** eager to enter the fintech industry.

USF Muma College of Business
UNIVERSITY of SOUTH FLORIDA

Industry Demand & Salaries

- Florida's financial sector is evolving as **fintech startups and established firms embrace new technologies**.
- In Florida, the number of jobs in financial activities is 676,900,[1] and the demand for fintech professionals is projected to grow by 23.5%.[2]
- Average fintech salary in Tampa: $114,396 and in Florida: $98,376.[3]
  - Middle 40% in Florida: $77,668 - $114,709.
- USF's MS Financial Analytics program, which includes the Fintech Concentration, has seen a **32% increase in enrollment**, reflecting strong industry interest.

[1] https://lmsresources.labormarketinfo.com/library/press/release.pdf; url last visited 12/10/2024
[2] http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections, url last visited: 12/10/2024
[3] https://www.ziprecruiter.com/Salaries/Fintech-Salary--in-Florida, url last visited: 12/10/2024

USF Muma College of Business
UNIVERSITY of SOUTH FLORIDA

Why is self-supporting essential?

- **Reflects need for a Flexible, Adaptive Program Model**
  - Provides the **flexibility to swiftly modify** resources and support for students and faculty that align with rapidly evolving industry trends.
- **Addresses Enrollment Growth & Market Demand**
  - Allows for **scalable infrastructure** to accommodate increasing student numbers.
  - Supports industry-driven partnerships and executive education programs, generating **additional revenue streams**.
- **Supports Students & Faculty More Effectively**
  - Enables dedicated program administrators, ensuring **better student support,** such as career services and networking opportunities.
  - Facilitates **responsive resource allocation**, such as specialized software, data platforms, and certifications based on employer needs.

USF Muma College of Business
UNIVERSITY of SOUTH FLORIDA

STATE UNIVERSITY SYSTEM OF FLORIDA

-

Request to Offer a College-Credit Self-Supporting of Market Tuition Rate Education Course or Program When Offered as Part of an Existing Approved Program (Short Form)
In accordance with Board of Governors Regulations 8.011 & 8.002

University of South Florida (USF)
Institution Submitting Proposal

Muma College of Business
Name of College(s) or School(s)

Financial Analytics
Academic Specialty or Field

30.7104
Proposed CIP Code

Fall 2025
Proposed Implementation Term

Kate Tiedemann School of Business and Finance
Name of Department(s)/Division(s)

M.S. Fintech
Complete Name of Degree

Proposed Program Type
☐ **Market Tuition Rate Program**
- ☐ **Online**
- ☐ **Continuing Education**

☒ **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.

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

Provide headcount (HC) and full-time equivalent (FTE) student estimates for Years 1 through 5.

Implementation Timeframe	HC
Year 1	38
Year 2	48
Year 3	59
Year 4	71
Year 5	85

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 the following:

Purpose	The University of South Florida proposes offering an M.S. in Fintech to meet the increasing demand for skilled professionals in the rapidly growing financial technology field. The proposed major will produce graduates with the skills to drive innovation, efficiency, and growth in the local financial services sector, enhancing Florida's competitiveness globally.
Approved Program under which it will Operate	Master's in CIP Code 30.7104
Degree Level(s):	M
Majors, Concentrations, Tracks, or Specializations	M.S. in Fintech No concentrations, tracks, or specializations will be offered.
Total Number of Credit Hours	30
Possible Career Outcomes	Completion of the proposed M.S. in Fintech will provide opportunities for students to pursue the following careers, just to name a few: • Blockchain Developer, • Cybersecurity Analyst, • Quantitative Analyst, • Risk and Compliance expert, and • Data Specialist, • Financial and Investment Analysts, • Financial Risk Specialists.

B. **Does the program qualify as a Program of Strategic Emphasis? If the program qualifies as a Program of Strategic Emphasis, provide a justification for charging higher tuition for this program.**

Currently, master's programs in CIP Code 30.7104 do not qualify as a Program of Strategic Emphasis.

Institutional and State-Level Accountability

If the proposed program is a master's degree on the Programs of Strategic Emphasis list, skip II-A.

II. 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**

The University of South Florida proposes an M.S. in Fintech to meet the increasing demand for skilled professionals in the rapidly growing financial technology field. With the global Fintech market expected to reach $305 billion by 2025, addressing this demand is crucial.[1] A PwC survey revealed that 42 percent of financial services companies face challenges in finding suitable talent, despite 75 percent planning increased Fintech-related investments in the next two years.[2]

At the national level, industries related to the CIP Code 30.7104 are projected to see a significant 15.4 percent increase in job opportunities, as per the National Center for Education Statistics.[3] The Bureau of Labor Statistics' website[4] indicates that Financial Analysts in 2023 earned a median annual salary of $99,890, or $48.02 per hour. In 2023, there were 404,800 Financial Analyst positions, and employment in this field is projected to grow by 9 percent from 2023 to 2033, significantly faster than the average for all occupations. This growth is expected to add 37,900 new jobs over the decade.

The Bureau of Labor Statistics reports that Florida had 524,160 individuals employed in Business and Financial Operations Occupations (Occupation Major Group: 13-

[1] https://www.marketdataforecast.com/market-reports/Fintech-market; url last visited 11/06/2024
[2] https://www.pwc.com/gx/en/news-room/press-releases/2019/global-fintech-report-2019.html; url last visited 11/06/2024
[3] https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56; url last visited 11/06/2024
[4] https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm; url last visited: 12/10/2024

0000) in 2023. These roles, which include positions such as Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, earned an average annual salary of $71,080.[5] According to the Florida's Department of Economic Opportunity's website, the number of jobs in October 2024 in Financial Activities is 676,800.[6] Furthermore, ZipRecruiter.com documents that the average annual salary for fintech positions in Florida is $98,376.[7] This figure highlights the premium that the rapidly evolving fintech industry places on specialized skills and expertise, reflecting both the growing demand for fintech professionals and the competitive landscape of this emerging sector.

Locally, the introduction of the Fintech major at USF will address workforce needs in Florida, contributing to the state's goal of establishing itself as a Fintech hub. The proposed major will produce graduates with the skills to drive innovation, efficiency, and growth in the local financial services sector, enhancing Florida's competitiveness globally. Through collaboration with USF's Fintech Center at the Kate Tiedemann School of Business and Finance in the Muma College of Business, the proposed major will empower students, faculty, businesses, and entrepreneurs to thrive in the rapidly evolving fintech landscape and advance research in the field.

In summary, the proposed major is designed to adapt to the changing landscape of professional credentials in Fintech, ensuring graduates exceed current market demands.

National and Florida Workforce Demand

Complete the table below, providing the labor market demand in Florida and nationally. 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 in the Academic Review Tracking System.

Labor Market Demand, CIP Code 30.7104

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL Current 2023-2031	U.S. Current 2022-2032	FL Current 2023-2031	U.S. Current 2022-2032	FL Current 2023-2031	U.S. Current 2022-2032	
15-1221	23.5	22.7	244	3,400	537	8,300	Master's

Sources:
Date Retrieved: 11/06/2024
U.S. Bureau of Labor Statistics - https://data.bls.gov/projections/occupationProj
Florida Department of Economic Opportunity - http://www.floridajobs.org/labor-market-

[5] https://www.bls.gov/oes/2020/may/oes_fl.htm#13-0000; url last visited: 12/10/2024
[6] https://lmsresources.labormarketinfo.com/library/press/release.pdf; url last visited 12/10/2024
[7] https://www.ziprecruiter.com/Salaries/Fintech-Salary--in-Florida, url last visited: 12/10/2024

information/data-center/statistical-programs/employment-projections

B. If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source*/Reason for Inclusion
15-1299.07	Blockchain Engineer	Blockchain technology underpins many fintech solutions, especially in areas like payments, decentralized finance (DeFi), and digital identity verification. Blockchain developers are critical in creating secure, transparent, and efficient financial applications that rely on distributed ledger technology.
15-1212	Information Security Analyst	With the increase in digital financial transactions, fintech faces significant cybersecurity threats. Cybersecurity analysts ensure the protection of sensitive data, compliance with regulations, and the trustworthiness of fintech applications. They are essential for safeguarding user information and maintaining the integrity of fintech platforms.
13-2099.01	Financial Quantitative Analyst	Also known as "quants," these experts apply mathematical and statistical models to financial data, which is crucial in fintech for risk management, algorithmic trading, and predictive analytics. Quantitative analysts bring deep expertise in data modeling, essential for building innovative financial solutions.
13-1041.00	Compliance Officer	Fintech companies must navigate a complex regulatory environment. Risk and compliance experts help these firms understand and adhere to regulations, assess potential risks, and implement effective compliance practices. This ensures fintech companies operate within legal boundaries and maintain consumer trust.
13-1131.00	Fundraiser (Crowdfunding)	Crowdfunding has become an alternative financing method within fintech, helping startups and projects raise capital through online platforms. Crowdfunding specialists understand how to design and market crowdfunding campaigns and navigate the unique regulations around this funding model, making them

		valuable for fintech initiatives focused on capital formation.
15-2051.00	Data Scientist	Data is at the core of fintech, as companies rely on vast amounts of information to make decisions, understand customer behavior, and enhance products. Data specialists manage, analyze, and interpret data, which is essential for creating data-driven fintech solutions and personalized financial services.
13-1082.00	(Business) Project Management Specialist	Business development managers are crucial for establishing partnerships, expanding market presence, and identifying new opportunities. In fintech, they play a key role in growing user bases, forming strategic alliances, and driving revenue by aligning fintech offerings with market demand.

* Sources:

- https://bootcamp.cvn.columbia.edu/blog/fintech-careers/; url last visited 11/07/2024
- https://fintech.business.uconn.edu/career-path/; url last visited 11/07/2024
- https://pe.gatech.edu/programs/FinancialTechnology; url last visited 11/07/2024

III. Self-Supporting and Market Tuition Rate Programs

A. Provide supporting documentation in a separate attachment that serves as evidence that the proposed 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.*

The proposed self-supporting M.S. in Fintech major will not supplant any existing similar or equivalent E&G program offering at the University of South Florida. While USF's current M.S. in Financial Analytics major is offered under the same CIP code (30.7104) within the Muma College of Business, both majors are distinct in focus and intent.

The existing M.S. in Financial Analytics major, though it includes significant technical content, it primarily focuses on traditional finance areas such as financial analysis, financial planning, and finance research, which are broader in scope.

In contrast, the proposed self-supporting M.S. in Fintech major is designed specifically to address the evolving needs of the financial technology sector, emphasizing the integration of technology with finance through areas such as blockchain, machine learning, artificial intelligence, digital payments, cybersecurity, and other advanced technological issues in finance. This major highlights the innovative and technical aspects of finance that are not covered within the existing E&G-funded M.S. Financial Analytics curriculum.

Furthermore, the M.S. in Fintech major is emerging in response to the rapid growth of the industry and the increasing demand for professionals with specialized skills in

financial technology, ensuring it addresses a unique and growing segment of the market. As a result, the creation of this major will complement, rather than compete with, any existing E&G degree offerings at USF. Supporting documentation is provided in a Appendix C.

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
	E&G Track or Program M.S. Financial Analytics (CIP Code: 30.7104)	**Proposed Program M.S. Fintech (CIP Code: 30.7104)**
Tuition cost per credit	FL Resident - $467.34 x 30 credits Non-Resident - $913.08 x 30 credits	FL Resident - $467.34 x 30 credits Non-Resident - $913.08 x 30 credits

**Total program cost estimates do not include application fees, late fees, registration fees, educational resources (e.g., textbooks, etc.) or the one-time new graduate student fee.*
Note: Tuition and fee rates listed in the table above are for the terms Fall 2024-Summer 2025.

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 M.S. in Fintech does not lead to initial licensing or certification.

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

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.

Not applicable, because this is not a request for a market-rate program.

E. Explain how offering the proposed program at a market tuition rate is aligned with the university's mission.

Not applicable, because this is not a request for a market-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.

Not applicable, because this is not a request for a market-rate program.

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

Not applicable, because this is not a request for a market-rate program.

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

Not applicable, because this is not a request for a market-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.

Not applicable, because this is not a request for a market-rate program.

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

Not applicable, because this is not a request for a market-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.

Not applicable, because this is not a request for a market-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 F, which is required as a part of this proposal.

Not applicable, because this is not a request for a market-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.

Not applicable, because this is not a request for a market-rate program.

IV. Estimate of Investment

Use Appendix F 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.

Based on anticipated enrollment figures, total tuition revenue is projected to amount to $486,948 in the first year and grow significantly to $1,034,936 by the fifth year as given in Appendix F. Faculty salaries and associated benefits are estimated at $328,848 in Year 1, rising to $370,121 by Year 5. The costs for staff and administrative support are expected to start at $160,557 in the initial year, eventually reaching $263,875 in the fifth year. Programmatic expenditures, encompassing online course software, travel, marketing, and administrative activities, are calculated to be $37,403 in Year 1 and increase to $47,529 by Year 5. Additionally, overhead expenses are forecasted at $136,147 in the first year, escalating to $238,343 in Year 5.

Overall, the total cost of running the major is projected to increase from $662,955 in the first year to $919,867 in the fifth year, reflecting a growth of 39 percent across all expense categories. In contrast, tuition revenue is expected to more than double, with a 112 percent increase over the same period. This financial trajectory results in an initial shortfall of $176,007.09 in Year 1 but shifts to a net positive margin of $115,068.28 by Year 5.

V. 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. Appendices

Appendix	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
B	Letters of Support or MOUs from Other Academic Units	Any new program	Only for programs offered in collaboration with other academic unit(s) within the institution	Yes
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	Yes

Table 2. Additional Appendices

Appendix	Appendix Title	Description
C	Supporting Documentation	Appendix C is supporting documentation that serves as evidence that the proposed self-supporting major will not supplant any existing similar or equivalent E&G degree offering

Appendix B: Letters of Support

Letter of Support

DATE: October 4, 2024

FROM: Dr. Gary Patterson, Director, Kate Tiedemann School of Business and Finance
Dr. Gabriel Picone, Chair, Department of Economics

SUBJECT: *Letter of Support from Academic Units outside the Kate Tiedemann School of Business and Finance providing course offerings for the Proposed M.S. Fintech degree program 30.7104*

Table I – Section D
Letters of Support or MOU from Other Academic Units

During a conversation on October 4, 2024, between Dr. Gary Patterson, Director of the Kate Tiedemann School of Business and Finance, and Dr. Gabriel Picone, Chair of the Department of Economics, Dr. Picone expressed his support for the proposed M.S. in Fintech by offering course availability in the following areas for students in the M.S. Fintech program.

College	Department	Prefix & Number	Course Title	Credit Hours
College of Arts and Sciences	Department of Economics	ECO 6115	Microeconomics I	3
College of Arts and Sciences	Department of Economics	ECO 6405	Mathematical Economics I	3
College of Arts and Sciences	Department of Economics	ECO 6424	Econometrics I	3

DocuSigned by:
Gary A. Patterson
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Dr. Gary Patterson, Director
Kate Tidemann School of Business and Finance

DocuSigned by:
Gabriel Picone
8630E11EBDAA4DC...

Dr. Gabriel Picone, Chair
Department of Economics

Appendix B: Letters of Support

Letter of Support

DATE: October 7, 2024

FROM: Dr. Gary Patterson, Director, Kate Tiedemann School of Business and Finance
Dr. Kaushik Dutta, Director, School of Information Systems and Management

SUBJECT: *Letter of Support from Academic Units outside the Kate Tiedemann School of Business and Finance providing course offerings for the Proposed M.S. Fintech degree program 30.7104*

Table I – Section D
Letters of Support or MOU from Other Academic Units

During a conversation on October 4, 2024, between Dr. Gary Patterson, Director of the Kate Tiedemann School of Business and Finance, and Dr. Kaushik Dutta, Director of the School of Information Systems and Management, Dr. Dutta expressed his support for the proposed M.S. in Fintech by offering course availability in the following areas for students in the M.S. Fintech program.

College	School	Prefix & Number	Course Title	Credit Hours
Muma College of Business	School of Information Systems and Management	QMB 6305	Managerial Decision Analysis	2
Muma College of Business	School of Information Systems and Management	QMB 6304	Foundations of Business Statistics	3

DocuSigned by:
Gary A. Patterson
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Dr. Gary Patterson, Director
Kate Tidemann School of Business and Finance

DocuSigned by:
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Dr. Kaushik Dutta, Director
School of Information Systems and Management

Appendix C Supporting Documentation

The following comparison is provided for "Part A of III. Self-Supporting and Market Tuition Rate Programs" and demonstrates that the proposed program is distinct and will not replace any existing similar or equivalent E&G degree offering.

	Proposed Self-Supporting Funded Major	E&G-Funded Major
Major Title	M.S. Fintech	M.S. Financial Analytics
CIP Code	30.7014	30.7104
Target Demographic/Peer Group	Targeted toward working professionals and recent graduates with a strong interest in the intersection of finance and technology, seeking full-time enrollment. Peer group typically includes individuals with experience or interest in blockchain, digital payments, cybersecurity, and data analytics, as well as those transitioning into fintech-specific roles.	Designed for working professionals and recent graduates pursuing careers in financial analysis, financial planning, or finance research. The program attracts junior professionals with a few years of experience in traditional finance or recent graduates with strong analytical skills. This major allows students to be full time or part time.
Coursework Structure	The M.S. Fintech major emphasizes financial technology, requiring more fintech-focused core courses. Students must also complete at least 6 credit hours of fintech-specific electives as part of the 15-credit hour major elective requirement. This structure ensures a deep understanding of fintech topics such as blockchain, digital payments, cybersecurity, and machine learning in finance.	The M.S. Financial Analytics major provides a broader focus on general finance topics. Students are required to complete 9–12 credits of major elective courses, depending on the chosen concentration (Financial Analysis, Financial Planning, or Finance Research). The coursework combines fundamental financial theories with analytical techniques, tailored to the selected concentration.
Content of Courses	The M.S. Fintech major focuses on the integration of technology with finance. Courses emphasize topics such as blockchain, machine learning, digital payments, artificial intelligence, and cybersecurity. The curriculum is designed to provide technical skills and knowledge essential for driving	The M.S. Financial Analytics major offers a broader curriculum that combines financial theories with analytical techniques. Courses cover topics such as financial modeling, investment analysis, risk management, and data analytics, providing a comprehensive foundation for traditional and analytical finance roles.

Appendix C Supporting Documentation

	innovation in the fintech industry.	
Target Job after Graduation	Graduates of the M.S. Fintech major are prepared for roles at the intersection of finance and technology. Target jobs include blockchain developer, cybersecurity analyst, quantitative analyst, risk and compliance expert, and data specialist. These positions align with the program's emphasis on technological innovation and advanced financial solutions.	Graduates of the M.S. Financial Analytics major pursue careers in traditional and analytical finance roles. Target jobs include financial analyst, investment advisor, security analyst, financial planner, finance researcher, and data analyst. The program equips students with strong analytical and quantitative skills tailored to general finance and specific concentrations.

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Appendix F
Self-Supporting or Market Tuition Rate Programs

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.***

Appendix C: Supporting Documentation has been included in the proposal to serve as evidence that the new major will not supplant an existing similar or equivalent E&G offering.

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
Major Title	M.S. Financial Analytics	M.S. Fintech
CIP Code	30.7104	30.7104
Tuition Cost Per Credit	FL Resident - $467.34 x 30 credits Non-Resident - $913.08 x 30 credits	FL Resident - $467.34 x 30 credits Non-Resident - $913.08 x 30 credits

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 M.S. in Fintech does not lead to initial licensing or certification.

Note: Questions D – M pertain only to market tuition rate programs.

STATE UNIVERSITY SYSTEM OF FLORIDA

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.**

Not applicable, because this is not a request for a market-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.**

Not applicable, because this is not a request for a market-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.**

Not applicable, because this is not a request for a market-rate program.

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

Not applicable, because this is not a request for a market-rate program.

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

Not applicable, because this is not a request for a market-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.**

Not applicable, because this is not a request for a market-rate program.

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

Not applicable, because this is not a request for a market-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.**

Not applicable, because this is not a request for a market-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.

Not applicable, because this is not a request for a market-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.**

Not applicable, because this is not a request for a market-rate program.

STATE UNIVERSITY SYSTEM OF FLORIDA

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.

STATE UNIVERSITY SYSTEM OF FLORIDA

APPENDIX F

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) – In-State	$ 14,020	$ 14,020	
Program Tuition (Full Cost to the Student) – Out-of-State	$ 27,392	$ 27,392	
Program Tuition (Per Credit Hour) – In-State	$ 467	$ 467	
Program Tuition (Per Credit Hour) – Out-of-State	$ 913	$ 913	
Headcount	38.00	64.00	
Total Net Tuition Revenue	**$ 486,948**	**$ 1,034,936**	
Faculty Salaries and Benefits			
Faculty Salaries	$ 236,308	$ 265,966	
Program Director/Director of School	$ 92,540	$ 104,155	
Total Faculty Salaries	**$ 328,848**	**$ 370,121**	
Staff and Administrative Support			
USPS Staff	$ 14,861	$ 16,726	
A&P Staff	$ 89,505	$ 100,739	
OPS Staff / Teaching Assistants	$ 34,955	$ 120,213	
Self Supporting Finance, Administration, & Student Billing Support	$ 21,236	$ 26,197	
Total Staff and Administrative Support Costs	**$ 160,557**	**$ 263,875**	
Programmatic Expenses			
Online Course Software	$ 2,403	$ 4,986	
Travel	$ 10,000	$ 12,155	
Marketing & Administration	$ 25,000	$ 30,388	
Total Programmatic Expenses	**$ 37,403**	**$ 47,529**	
Overhead Costs			
Auxiliary OH	$ 48,319	$ 62,357	
Academic Affairs OH	$ 12,015	$ 24,930	
College OH	$ 75,813	$ 151,056	
Total Overhead Costs	**$ 136,147**	**$ 238,343**	
Total Program Costs	**$ 662,955**	**$ 919,867**	

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.

Agenda Item: III.e.i

USF Board of Trustees
March 11, 2025

Issue: B.S.C.H. in Chemical Engineering, CIP Code 14.0701 – Credit Hour Reduction

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Proposed action: Approval

Executive Summary:

Currently, the University of South Florida is approved to offer its undergraduate program in Chemical Engineering (CIP Code 14.0701) at 131 total credit hours. This request aligns with Reason 1.a. of BOG Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours requirement that states, "Additional courses are required to meet specialized accreditation standards for program content, and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared."

The faculty have reviewed the curriculum, advisory board recommendations, and ABET requirements and were able to include some of the ABET-required competencies in multiple courses, which allowed for a reduction in the number of courses required for the major. The reduction of total credit hours is from 131 to 125.

Financial Impact: None

Strategic Goal(s) Item Supports: Goal One: Student Success and Beyond
BOT Committee Review Date: February 17, 2025
Supporting Documentation Online (*please circle*): (**Yes**) **No**
Prepared by: Cynthia Brown Hernandez, Director, ODS-APOR, Deputy Accreditation Liaison on behalf of the College of Engineering.

Bachelor of Science in Chemical Engineering– CIP 14.0701
Credit Hour Reduction

USF Board of Trustees

Academic and Campus Environment Committee

February 17, 2025

Theresa Chisolm, Ph.D., Vice Provost, Strategic Planning, Performance & Accountability

On behalf of the College of Engineering, Interim Dean Sanjukta Bhanja and the Faculty

UNIVERSITY of SOUTH FLORIDA

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SUS BOG Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirement

- Bachelor's Degree Programs are typically 120 credit hours
- BOG may approve Bachelor's Degree Programs to be >120 credit hours if:
  - Additional courses required to meet
    - Specialized accreditation standards (e.g., ABET)
    - State or Federally-mandated criteria for professional licensing (e.g., teaching credentials)
  - Program offers a unique and innovative learning experience
- USF's BOT has the authority to approve a reduction of credit hours in programs approved to be >120 credit hours

UNIVERSITY of SOUTH FLORIDA

USF Current Bachelor's Programs >120 credit hours

- CIP 14.1001 Electrical Engineering (128 credit hours)
- CIP 14.0501 Biomedical Engineering (126 credit hours)
- CIP 14.1701 Chemical Engineering (131 credit hours)
- CIP 14.0801 Civil Engineering (128 credit hours)*

* Approved to decrease from 131 to 128 credits by USF BOT 12/10/2024

UNIVERSITY of SOUTH FLORIDA

Request Approval to Decrease Credit Hours

- CIP 14.1701 Chemical Engineering (131 credit hours)
  - Curriculum reviewed by faculty, with consideration of ABET standards, recommend decreasing required credit hours from 131 to 125.

Exception to the 120 Credit Hours Requirement for Baccalaureate Programs Request
In accordance with Board of Governors Regulation 8.014,
Bachelors' Degree Exceptions to 120 Credit Hours Requirement

Institution: University of South Florida (USF)

Program Name: Chemical Engineering

CIP Code: **14.0701**

Effective Term: Fall 2025

1. **Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?**

Programs of Strategic Emphasis List
☐ Yes, it does qualify as a Program of Strategic Emphasis.
☒ No, it does not qualify as a Program of Strategic Emphasis.

Does the program fall under one of the CIP codes listed below that qualifies for the Programs of Strategic Emphasis Waiver? ***(for baccalaureate programs only)***

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

☐ Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008 and the Programs of Strategic Emphasis Waiver Guidance.
☒ No

2. List all the majors associated with this program and the desired program length for each.

Major Name (add rows as needed)	**Current Number of Credit Hours**	**Requested Number of Credit Hours**
B.S. in Chemical Engineering	131	125

3. **Provide a narrative regarding the reason an exception to the 120 credit hours requirement is needed for the major(s) above. A program may be approved for one or more reasons outlined in Regulation 8.014.**

Currently, the University of South Florida is approved to offer its undergraduate program in Chemical Engineering (CIP Code 14.0701) at 131 total credit hours. This request aligns with Reason 1.a. of BOG Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours requirement that states, "Additional courses are required to meet specialized accreditation standards for program content, and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared."

The faculty have reviewed the curriculum, advisory board recommendations, and ABET requirements and were able to include some of the ABET-required competencies in multiple courses, which allows for a reduction in total credit hours from 131 to 125.

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____

Agenda Item: III.f.i

USF Board of Trustees
March 11, 2025

Issue: Amendment to USF Regulation 3.029, Textbook and Instructional Materials Affordability and Transparency

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Proposed action: Approve Amended University Regulation 3.029

Executive Summary:

An amendment to Board of Governors Regulation 8.003, Textbook and Instructional Materials Affordability and Transparency, requires each university board of trustees to outline a process for textbook and instructional materials approval and adoption in a university regulation. The amendment includes the requirement to submit textbook order forms for all courses, and these order forms will incorporate a statement by the course instructor (or other individual responsible for selecting the materials) that all required course materials are appropriate for the course and will be reviewed by the individual before being presented or assigned to the students.

At the ACE meeting, we will present an outline of the process, including the attestation requirement. University Regulation 3.029 will be amended to include this process.

Financial Impact:

Strategic Goal(s) Item Supports: Goal 1: Student Success at USF and Beyond
BOT Committee Review Date: Academic and Campus Environment Work Group 2/17/25
Supporting Documentation Online (*please circle*): (**Yes**) **No**

- Process including steps for attestation in a university regulation

Prepared by: Stephen Stark, PhD, Vice Provost; Steven Tauber, PhD, Vice Provost

USF BOG Regulation 3.029 Textbook & Instructional Materials Affordability & Transparency

USF Board of Trustees

Academic and Campus Environment Committee

February 17, 2025

Stephen Stark, Ph.D., Vice Provost, Faculty Development

UNIVERSITY of SOUTH FLORIDA

UNIVERSITY of SOUTH FLORIDA

Background

- Florida Statutes §1004.085 Textbook and Instructional Materials Affordability and Transparency and Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability and Transparency, establish required procedures for USF to minimize the cost of required or recommended textbooks and instructional materials to students while maintaining the quality of their educational experience and continuing to ensure academic freedom and to outline a process for textbook and instructional materials approval and adoption.
- Proposed amendments to USF Regulation 3.029 to be in compliance

UNIVERSITY of SOUTH FLORIDA

Key New Language:

B.3. Textbook order forms are required to be submitted for all courses including those that do not require textbooks or other instructional materials for purchase.

B.6. Textbook order forms will incorporate a statement by the course instructor (or other individual responsible for selecting the materials for that course) that all required course materials will be reviewed by the individual and are appropriate for the course. Materials include but are not limited to textbooks, test and assignment questions, assigned and supplemental readings, and any other instructional material the faculty member plans to assign to students to read and review in the course.

UNIVERSITY of SOUTH FLORIDA

Affirmation of Materials Review by Faculty: Process

- Faculty are currently required to submit book orders through the USF Bookstore for each semester (see USF Policy 5-019 Textbook and Supply Ordering)
  - Orders are made electronically through a web interface
- As a part of the submission process faculty will affirm, they have reviewed all course materials
  - *As the instructor responsible for the course material, I affirm that after review and to the best of my knowledge: a) required materials will be used, including each individual item sold as part of a bundled package; and b) course materials have been evaluated and confirmed significant value of changing to a new edition (if applicable) due to substantial and substantive changes from the prior edition. I also affirm that: a) I will review the textbook and instructional materials before the materials are presented or assigned to the students; and b) to the best of my knowledge, the materials are appropriate for this course.*

UNIVERSITY of SOUTH FLORIDA

BOT ACE Action

- Approval of revisions to USF BOG Regulation 3.029 Textbook & Instructional Materials Affordability & Transparency

UNIVERSITY OF SOUTH FLORIDA

REGULATION

Number: USF 3.029
Title: Textbook and Instructional Materials Affordability and Transparency
Responsible Office: Academic Affairs

Date of Origin: 12-15-09 **Date Last Amended:** ~~6-13-23~~ **Date Last Reviewed:** ~~6-13-23~~

I. PURPOSE AND INTENT

The University of South Florida (USF) will adhere to the Board of Governors (BOG) regulation(s) and continue to work to manage the escalation of costs of textbooks and instructional materials and outline the approval and adoption process for textbooks and instructional materials.

II. APPLICABILITY AND/OR AUTHORITY

Florida Statutes §1004.085 Textbook and Instructional Materials Affordability and Transparency and Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability and Transparency, establish required procedures for USF to minimize the cost of required or recommended textbooks and instructional materials to students while maintaining the quality of their educational experience and continuing to ensure academic freedom and to outline a process for textbook and instructional materials approval and adoption. For additional information regarding deadlines for instructors or administrators to place textbook orders, see USF Policy 5-019 Textbook and Supply Ordering (link provided below).

III. PROCESS STEPS/SPECIFIC PROVISIONS

In accordance with the Authority set forth in Section II above, the Board of Trustees of the University of South Florida (BOT) establishes the following procedures for USF to outline a process for textbook and instructional materials approval and adoption and to minimize the cost of required or recommended textbooks and instructional materials to students while maintaining the quality of their educational experience and continuing to ensure academic freedom:

A. The University academic units and offices responsible for reviewing textbook and instructional materials for courses continue to work toward maximizing cost affordability by considering cost-benefit analyses that enable students to obtain the

highest-quality products at the lowest available price by considering initiatives including but not limited to the following:

- Purchasing digital textbooks in bulk,
- Expanding the use of open-access textbooks and instructional materials,
- Providing rental options for textbooks and instructional materials,
- Increasing the availability and use of affordable digital textbooks and learning objects,
- Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials,
- Determining the feasibility of extending the length of time that textbooks and instructional materials remain in use recognizing the variance in disciplinary demands and pace of currency changes, and
- Evaluating the cost savings for textbooks and instructional materials, which may be realized by opt-in provisions for the purchase of materials.

B. The University academic units and/or offices responsible for determining transparency compliance and pricing of textbooks and instructional materials will remain cognizant of, and will implement when feasible, innovative pricing techniques and payment options to include an opt-in provision for students in consultation with providers including bookstores.

1. Each Academic Unit (department or college as defined by USF) shall notify its faculty of the requirements of the USF Regulation on Textbook and Instructional Materials Affordability and Transparency.

2. Textbook and instructional material selection deadlines for each term shall normally be set in agreement with the posting of the course schedule for that term, but no later than forty-five (45) days prior to the first day of classes for each term. Any request for an exception to the textbook and instructional material selection deadline shall be submitted in writing to the office of the Dean of the College where the exception is proposed prior to the deadline and shall provide a reasonable justification for the exception. A course or section added after the notification deadline is exempt from this notification requirement.

3. Textbook order forms are required to be submitted for all courses including those that do not require textbooks or other instructional materials for purchase.

~~1.~~4. Textbook order forms will incorporate a statement about the intent of the course instructor or the academic unit offering the course to use all items ordered, including each individual item sold as part of a bundled package.~~,~~

5. Textbook order forms will incorporate a statement by the course instructor or academic unit offering the course of the extent to which a new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which an open-access textbook or instructional material is available.~~,~~

~~2.~~6. Textbook order forms will incorporate a statement by the course instructor (or other individual responsible for selecting the materials for that course) that all required course materials are appropriate for the course and will be reviewed by the individual before the materials are presented or assigned to the students. Materials include but are not limited to textbooks, test and assignment questions, assigned and supplemental readings, and any other instructional material the faculty member plans to assign to students to read and review in the course.

~~3.~~7. Lists of required and recommended textbooks and instructional materials for at least 95% of all courses and course sections offered at USF during the upcoming term can be found at Official University of South Florida Bookstore.

These are also posted in the USF course registration system and on the USF website, at least forty-five (45) days before the first day of class for each term.

~~4.~~8. The posted textbook and instructional materials list shall include the International Standard Book Number (ISBN) for each required and recommended textbook and instructional material, or other identifying information, such as the name(s) of the author(s) or editor(s), the title, the publisher, the edition number, the copyright and publication dates, or other relevant information that will identify the specific textbook or instructional materials required and recommended for each course. Items other than books shall be appropriately described to clarify what the students are required to purchase.

~~5.~~9. Academic unit heads will monitor the posted textbook and instructional materials listings, ensuring that each instructor complies with the requirements for timely submission of the information required by students and the designated bookstore.

~~6.~~10. Determination of student ability to pay for textbooks and instructional materials will be made through standard student financial aid eligibility assessment.

~~7.~~11. Students with confirmed financial aid eligibility may opt into the advance purchase program to purchase textbooks and instructional materials up to the approved purchase limit at the designated bookstore prior to receipt of their financial aid distribution, when necessary.

~~8.~~12. Students who cannot afford textbooks or instructional materials should access the Textbook Affordability Project website for options to make the textbook or instructional material accessible. Course instructors will be made aware of this resource prior to each semester and be encouraged, where appropriate and feasible, to contribute to the options available (i.e., utilizing e-texts or open access textbooks, or contributing to the library's textbooks on reserve).

~~9.~~13. Recognizing that several of the legal provisions regarding reporting related to textbooks may expire or be established, the University will comply with current law with regard to cost and accessibility comparisons between courses and the required reporting to the Chancellor of the State University System.

~~10.~~14. All the provisions of this ~~Policy~~ Regulation apply to dual enrollment courses and related textbooks and instructional materials.

C. No employee of USF may demand or receive any payment, loan subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional material for coursework or instruction. However, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and both the outside activity requirements and conflict of interest restrictions set forth in USF regulations and in collective bargaining agreements, an employee may receive:

- Sample or instructor copies of textbooks or other instructional resources that cannot be sold if they are identified as samples and not for sale
- Royalties or other compensation from the sales of textbooks or instructional materials of which he or she is the author or creator
- Honoraria for academic peer review of course materials
- Fees resulting from activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials
- Training in the use of course materials and learning technologies

D. The USF Board of Trustees shall provide to the Chancellor of the State University System any required reports including the report due on September 30 of each year, which must include:

1. The selection process for high enrollment courses,

2. Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials,

3. Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections forty-five (45) days before the first day of class,

4. The number of courses and course sections that were not able to meet the posting deadline for the previous academic year,

~~4.~~5. Attestation that all required materials have been reviewed each semester,

~~5.~~6. Any additional information determined by the Chancellor.

IV. LINKS FOR REFERENCE

- Florida Statute, §1004.085
- BOG Regulation 8.003 Textbook and Instructional Materials Affordability
- USF Policy 5-019 Textbook and Supply Ordering
- Official University of South Florida Bookstore
- Textbook Affordability Project website

HISTORY

Date Approved: Dec. 15, 2009
Substantively Amended: Jun. 13, 2023, Mar. 9, 2017
Technically Amended: Oct. 19, 2020, Mar. 9, 2020, Sept. 17, 2019, Dec. 23, 2016, Aug. 18, 2016, May 16, 2016
Biennial Review: Jan. 30, 2023
Other: Jul. 1, 2020 (Consolidation)

Certification: *USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries, and responses as required.*

Agenda Item: IV.a

USF Board of Trustees
March 11, 2025

Issue: SACSCOC Reaffirmation Update

Proposed action: Informational

Executive Summary: SACSCOC completed the first of three reviews of USF's accreditation compliance on November 8, 2024. Although the Off-Site Review committee cited seven areas, only three were substantive:

1. Missing faculty credentials
2. Missing program coordinator credentials
3. Missing leadership annual performance evaluations for two years

Due to USF's stringent compliance with/adherence to the Principles of Accreditation, SACSCOC is sending a six-member committee in lieu of an eight-member committee to meet with USF constituents across the main campus, two branch campuses, and the USF Health in South Tampa Off-Campus Instructional Site (OCIS). The on-site visit is scheduled for Feb. 18-20. The third and final review will occur on December 9 in Nashville, TN where the SACSCOC Board of Trustees Executive Council reaffirms USF's accreditation through 2035.

Financial Impact: Institutional accreditors, such as SACSCOC, serve as gatekeepers for the federal government. SACSCOC accreditation affords USF the ability to distribute about $462 million annually in federal financial aid (~$242 million) and federal contracts and grants (~$220 million).

Strategic Goal(s) Item Supports: Goals 1, 2, 4, 5
BOT Committee Review Date: February 17, 2025
Supporting Documentation Online (*please circle*): Yes No
Prepared by: Christopher C. Combie, Ph.D., USF Accreditation Liaison Officer

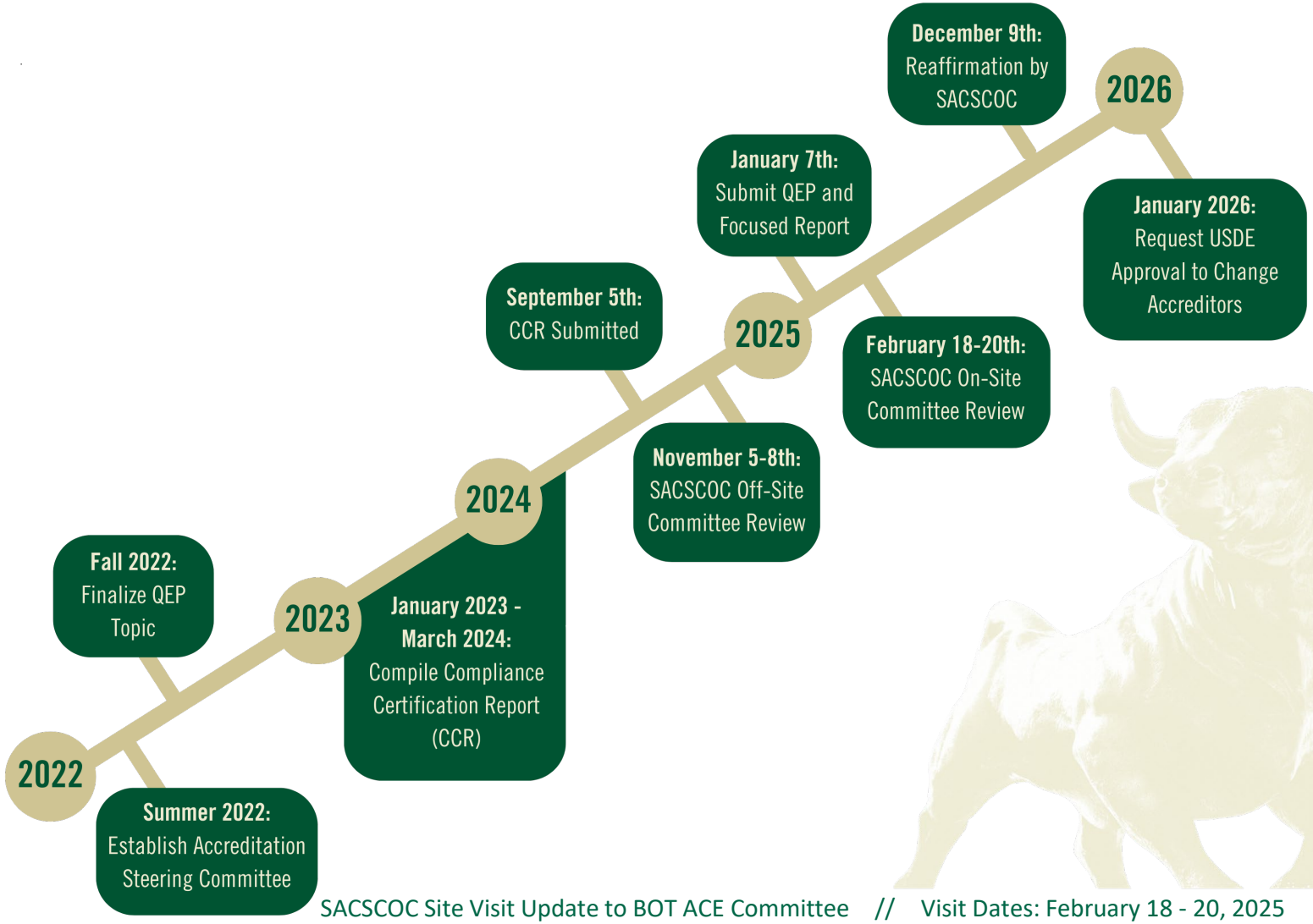
SACSCOC Reaffirmation and Site Visit Update

February 18 - 20, 2025

Christopher C. Combie, Ph.D.
University Accreditation Liaison Officer

UNIVERSITY of SOUTH FLORIDA

Timeline


2022
Fall 2022: Finalize QEP Topic
Summer 2022: Establish Accreditation Steering Committee
2023
2024
January 2023 - March 2024: Compile Compliance Certification Report (CCR)
September 5th: CCR Submitted
November 5-8th: SACSCOC Off-Site Committee Review
2025
January 7th: Submit QEP and Focused Report
February 18-20th: SACSCOC On-Site Committee Review
December 9th: Reaffirmation by SACSCOC
2026
January 2026: Request USDE Approval to Change Accreditors

Site Visit Overview

2025	Site Visit Activities
Feb. 17 - Day 0	Travel Day Visit to S-M Branch Campus Visit to USF Health in South Tampa OCIS
Feb. 18 – Day 1	Meeting with Institutional Leadership Main Campus Tour Compliance Interviews QEP Interviews Visit to St. Petersburg Branch Campus
Feb. 19 – Day 2	QEP In-depth & Focused Group Discussions Compliance Interviews
Feb. 20 – Day 3	Exit Conference with Pres. Law and invitees Travel Day

40 SACSCOC Standards

2.1	Institutional mission
3.1	Degree-granting authority
4.1	Governing board characteristics
4.2d	Board conflict of interest
4.2f	Undue external influence
4.2g	Board self-evaluation
4.3	Multi-level governance
5.1	Chief executive officer
5.2a	CEO control
5.2b	Control of Intercollegiate Athletics
5.2c	Control of fundraising activities
5.4	Qualified administrative/academic officers
6.1	Adequate full-time faculty
6.2a	Faculty qualifications
6.2b	Program faculty
6.2c	Program coordination
7.1	Institutional planning
7.2	Quality Enhancement Plan
8.1	Student Achievement
8.2a	Student outcomes: educational programs

9.1	Program content
9.2	Program Length
9.3	General education requirements
10.2	Public information
10.5	Admissions policies and practices
10.6	Distance and correspondence education
10.7	Policies for awarding credit
11.1	Library and learning/information resources
12.1	Student support services
12.4	Student complaints
12.6	Student debt
13.1	Financial resources
13.2	Financial documents
13.3	Financial responsibility
13.6	Federal and state responsibilities
13.7	Physical resources
14.1	Publication of accreditation status
14.3	Comprehensive institutional reviews
14.4	Representation to other agencies
14.5	Policy compliance

Descriptive Statistics

Most Frequently Cited *Principles of Accreditation* in Decennial Reaffirmation Reviews: Class of *2023*

Review Stage *I*: *OFF*-Site Committee
[n=80 institutions]

Rank	Core Requirement / Standard	% of Institutions in Non-Compliance
1.	**6.2.a** (Faculty Qualifications)	91%
2.	**8.1** (Student Achievement)	51%
3.	**8.2.a** (Student Outcomes: Ed Programs)	48%
4.	**13.2** (Financial Documents)	
5.	**6.2.c** (Program Coordination)	41%
6.	**6.2.b** (Program Faculty)	40%
7.	**5.4** (Qualified Officers)	38%
8.	**10.7** (Policies for Awarding Credit)	35%
9.	**4.2.g** (Board Self-Evaluation)	34%
10.	**13.6** (Federal and State Responsibilities)	30%

Selected Descriptive Statistics
(Number of *Principles* Cited Per Institution)

Mean=12.4 (SD=7.5) | *Median*=11 | *Modes*= 9\10\11
Min=2 | *Max*=36

Selected *General Areas* of Non-Compliance	% of the Total Number of Findings of Non-Compliance
Sections 1-5, 14 (26 standards-36% of all *Principles*): Integrity; Mission; Basic Eligibility; Governing Board; Admin. & Org.; Transparency & Inst. Representation	26%
Section 6 (7 standards-10% of all *Principles*): Faculty	18%
Sections 7-8 (6 standards-8% of all *Principles*): Institutional Planning & Effectiveness; Student Achievement	16%
Sections 9-10 (16 standards-22% of all *Principles*): Ed Program Structure & Content; Ed Policies, Procedures, & Practices	15%
Section 13 (8 standards-11% of all *Principles*): Financial & Physical Resources	15%
Sections 11-12 (9 standards-12% of all *Principles*): Library & Learning/ Info Resources; Acad. & Student Support Services	9%

INSTITUTIONAL *FOCUSED* REPORT

Review Stage *II*: *ON*-Site Committee
[n=78 institutions]

Rank	Core Requirement / Standard	% of Institutions in Non-Compliance
1.	**7.2** (Quality Enhancement Plan)	35%
2.	**6.2.a** (Faculty Qualifications)	15%
3.	**8.2.a** (Student Outcomes: Ed Programs)	12%
4.	**6.3** (Faculty Appointment and Evaluation)	5%
5.	**7.3** (Administrative Effectiveness)	
6.	**6.2.c** (Program Coordination)	4%
7.	**8.1** (Student Achievement)	
8.	**8.2.b** (Student Outcomes: General Ed)	
9.	**8.2.c** (Student Outcomes: Student Services)	
10.	**13.3** (Financial Responsibility)	

Selected Descriptive Statistics
(Number of *Principles* Cited Per Institution)

Mean=1.2 (SD=1.5) | *Median*=1 | *Mode*=0
Min=0 | *Max*=8

Selected *General Areas* of Non-Compliance	% of the Total Number of Findings of Non-Compliance
Sections 7-8 (7 standards-10% of all *Principles*): Institutional Planning & Effectiveness; Student Achievement	53%
Section 6 (7 standards-10% of all *Principles*): Faculty	23%
Section 13 (8 standards-11% of all *Principles*): Financial & Physical Resources	11%
Sections 9-10 (16 standards-22% of all *Principles*): Ed Program Structure & Content; Ed Policies, Procedures, & Practices	5%
Sections 11-12 (9 standards-12% of all *Principles*): Library & Learning/ Info Resources; Acad. & Student Support Services	4%
Sections 1-5, 14 (26 standards-36% of all *Principles*): Integrity; Mission; Basic Eligibility; Governing Board; Admin. & Org.; Transparency & Inst. Rep.	3%

INSTITUTIONAL *RESPONSE* REPORT

Review Stage *III*: Board of Trustees
[n=78 institutions]

Rank	Core Requirement / Standard	% of Institutions in Non-Compliance
1.	**8.2.a** (Student Outcomes: Ed Programs)	6%
2.	**13.3** (Financial Responsibility)	4%
3.	**6.2.a** (Faculty Qualifications)	3%
4.	**6.3** (Faculty Appointment & Evaluation)	
	<3%	

Selected Descriptive Statistics
(Number of *Principles* Cited Per Institution)

Mean=0.2 (SD=0.4) | *Median*=0 | *Mode*=0
Min=0 | *Max*=2

Selected *General Areas* of Non-Compliance	% of the Total Number of Findings of Non-Compliance
Sections 7-8 (7 standards-10% of all *Principles*): Institutional Planning & Effectiveness; Student Achievement	40%
Section 6 (7 standards-10% of all *Principles*): Faculty	33%
Section 13 (8 standards-11% of all *Principles*): Financial & Physical Resources	20%
Sections 11-12 (9 standards-12% of all *Principles*): Library & Learning/ Info Resources; Acad. & Student Support Services	7%
Sections 1-5, 14 (26 standards-36% of all *Principles*): Integrity; Mission; Basic Eligibility; Governing Board; Admin. & Org.; Transparency & Inst. Rep.	0%
Sections 9-10 (16 standards-22% of all *Principles*): Ed Program Structure & Content; Ed Policies, Procedures, & Practices	0%

March 2024 || For more information, please contact Alexei Matveev, Director of Training and Research, at amatveev@sacscoc.org

PRELIMINARY DATA

February 18-20, 2025

SACSCOC

Site Visit – Important Points

UNIVERSITY of SOUTH FLORIDA

Purpose

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) will conduct an in-person site visit on all three USF campuses on February 18 - 20, 2025, to assess USF's compliance with SACSCOC's Principles of Accreditation.

- **What is a SACSCOC Site Visit?**
- **Why are we having a SACSCOC Site Visit?**
- **Who was invited to participate in the SACSCOC Site Visit?**

Federal Requirements

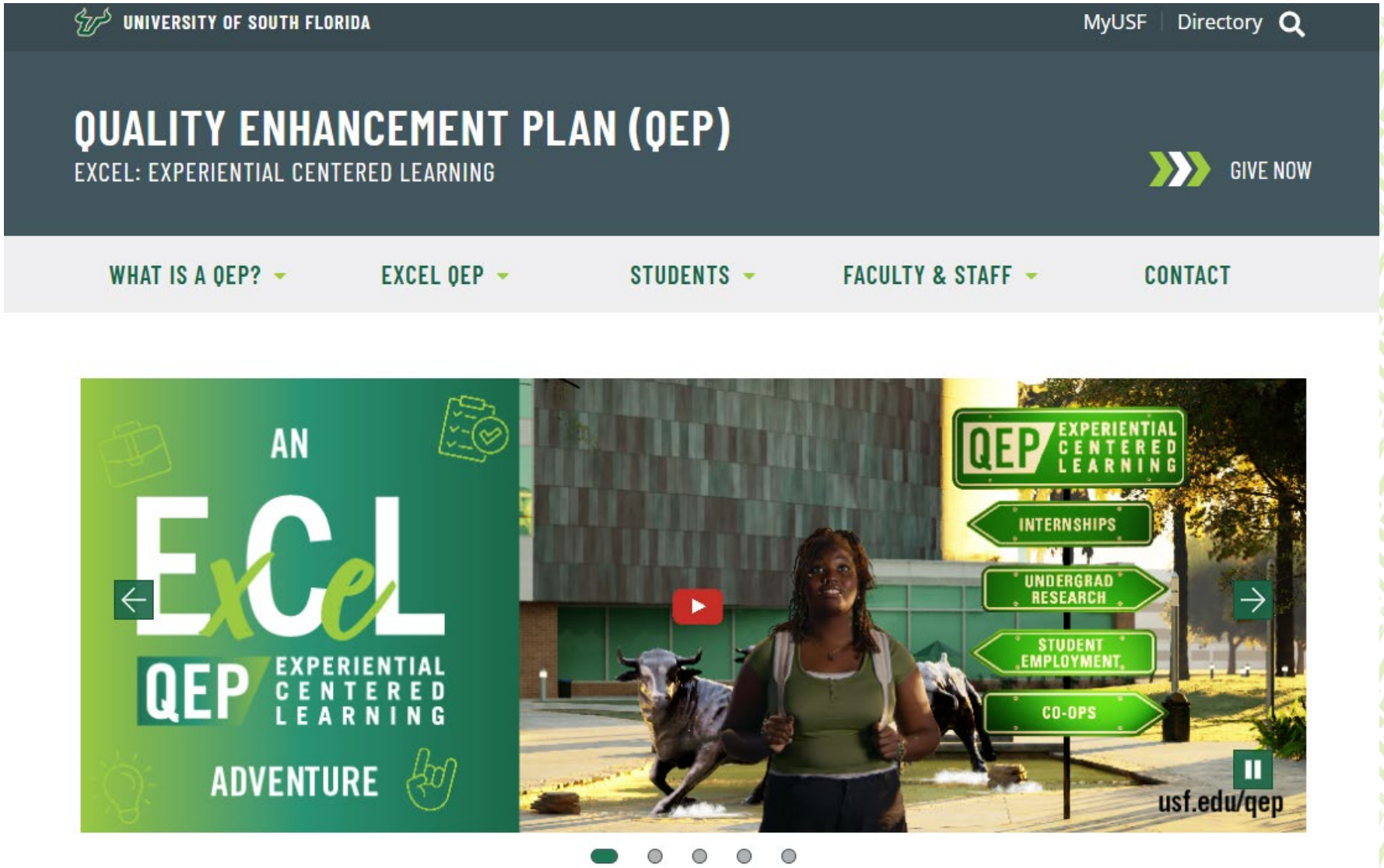
Code of Federal Regulations (CFR) 602.16

1. Student achievement
2. Curricula
3. Faculty
4. Facilities, equipment, and supplies
5. Fiscal and administrative capacity
6. Student support services
7. Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising
8. Program length
9. Record of student complaints

With Whom will SACSCOC meet?

- Students from each campus
- Faculty from each campus
- Administrators from each campus
- President Law
- President's Cabinet
- Student Success staff from each campus
- Library leadership
- Student Government leaders
- Faculty Senate leaders
- A Board of Trustees member
- Academic Affairs leadership
- Financial officers
- Institutional effectiveness and planning leadership
- QEP Leadership
- QEP Focused Group

Quality Enhancement Plan



Members of the Committee

Mr. Clayton Gibson - Chair
Vice President for Finance & Administration, CFO
University of North Texas

Dr. Jeremy Baham
Associate Vice President, Student Affairs
Mississippi State University

Dr. Richard Utz
Interim Dean
Georgia Institute of Technology

Dr. Eva W. Lewis
Vice Provost, IE & Academic Planning
The University of Alabama at Birmingham

Dr. Joseph P. Mazer
Dean, College of Communication & Information
The University of Tennessee, Knoxville

Dr. O'Neil B. Burton – QEP Evaluator
Associate Dean & Executive Director, Career Services
Clemson University

Members of the Committee

Dr. Jennifer G. Christner - OBSERVER
Senior Dean, School of Medicine and Health Professions
Baylor College of Medicine

Dr. Crystal Baird
SACSCOC Vice President

The SACSCOC staff member assigned to the institution will be available as a resource for the committee. The primary role of the staff member is to facilitate the work of the committee. They do not participate in the final decisions of committees regarding compliance or recommendations.

UNIVERSITY of
SOUTH FLORIDA