



Board of Trustees

Tuesday, March 11, 2024
10:30 AM
A G E N D A

I. Call to Order and Comments Chair Will Weatherford

II. Student Presentation Julio Blanco III

III. President's Report President Law

IV. New Business – Action Items (Minutes and Consent)

a. [FL 101 – Approval of Minutes](#) Chair Weatherford

1. December 10, 2024

b. Consent Agenda (FL 102 – FL 110) Chair Weatherford

(BOT committee representatives may address approved items listed below.)

Board members should notify the Assistant Corporate Secretary of any items they wish to be pulled from the Consent Agenda 48 hours prior to the meeting. Items pulled will be discussed and voted on separately after the remainder of the consent agenda is approved.

GOVERNANCE Committee Approved Items

FL 102 – [USF Foundation, Inc. Board of Directors](#)

FL 103 – [USF Management Corporation Board of Directors](#)

FINANCE Committee Approved Items

FL 104 – [Approve Sublease](#)

AUDIT & COMPLIANCE Committee Approved Items

FL 105 – [Approval of Revised Compliance & Ethics Charter](#)

ACE Committee Approved Items

FL 106 - [Tenure as a Condition of Employment](#)

FL 107 - [Degree Proposal - B.S. Exercise Science & Kinesiology, 31.0505](#)

FL 108 - [Self-Supporting Proposal – M.S. Fintech major, 30.7104](#)

FL 109 - [Credit Hour Reduction, B.S.C.H. in Chemical Engineering, 14.0701](#)

FL 110 - [USF Regulation 3.029 Textbook & Instructional Materials Affordability & Transparency](#)

V. New Business – Action Items

FL 111 – [Naming Resolution](#)

Chair Weatherford

FL 112 – [Amendment to USF President’s Contract](#)

Sr. Assoc. General Counsel, Brittany Dix

FL 113 – [Approval of Regional Chancellor Emerita Title
for Dr. Karen A. Holbrook](#)

President Law

VI. BOT Roundtable Discussion

Chair Weatherford

VII. Adjournment

Chair Weatherford



**USF Board of Trustees Meeting
December 10, 2024
Marshall Student Center – 9:30 am**

Chair Will Weatherford welcomed everyone to the Board of Trustees meeting and called the meeting to order.

Chair Weatherford recognized and thanked Trustee Horton and his wife for their generosity of the 1-million-dollar donation to the stadium. He also recognized and thanked the Gonzmart family for their generosity and their significant financial investment in the new stadium.

Chair Weatherford commented about the Women's Volleyball team and how they won the AAC and won their conference. It was an incredible season, and we are excited to see where they go in the future.

Chair Weatherford commented on the recent storms that impacted all our campuses and thanked the leadership, the security team, and campus police for being there for us and our students and keeping us safe.

Chair Weatherford asked Brittany Dix to call the Roll.

Trustee Sandra Callahan – not in attendance
Trustee Mike Carrere
Trustee Rogan Donelly
Trustee Suryakanth Gottipati
Trustee Michael Griffin
Trustee Oscar Horton
Trustee Lauran Monbarren
Trustee Shilen Patel
Trustee Rick Piccolo
Trustee Melissa Seixas
Trustee David Simmons
Trustee Will Weatherford

A quorum was established.

Student Presentation

Third-year resident, Zayn Mohamed spoke about his journey at USF where he graduated at the age of eighteen. He is currently in the Interventional Integrated Radiology Program at USF and has also earned a law degree from Stetson. He, his mom and three brothers all graduated from USF. He spoke about all the opportunities the University has given him such as being in the School of Music, Honors College, student council, community service and studying abroad.

Chair Weatherford thanked Zayn for his presentation.

President's Report

President Law provided an update which highlighted the following:

- Research grants for 2024 total 738 million which is 37% higher than the last two years.
- Commencement this week consists of five different ceremonies with almost 4,000 students, representing 42 states and 93 countries. The youngest graduate is 16 years old, and the most experienced graduate is 70 years old. At commencement USF will honor the legacy of the basketball coach, Amir Abdur-Rahim who passed away recently.
- President Law, Vice Chair Griffin, and Don Mullins represented USF in Italy along with the Governor to focus on economic growth opportunities in Florida and to sign a contract for new equipment for reconstructive oncology care. There are only four of these machines available in the United States. USF will be the only one in the Southeast with this machine. They also met with students studying abroad during their time there.
- A new program has just been launched called Leadership USF. Their focus is specifically on USF and its connection with our community. It is a six-month long program where participants will visit all our locations (except for Key West) to see the different types of research, connections and partnerships that we have across the University.
- For the second year straight, the USF football team is eligible for a bowl game and will be playing against San Jose State in Hawaii. President Law will attend the Bowl game on December 24, 2024.
- The Campus Stadium groundbreaking last month was a success and an exciting time.
- USF's student athletes are excelling in academics. The graduation rate has been increasing each year and is currently at 88%, which is an all-time high.
- Regional Chancellor Karen Holbrook will be retiring this month and was recognized and thanked for her history at USF through multiple leadership positions as well as her current tenure at Sarasota Manatee Campus.

- Fell Stubbs was recognized and thanked for his accomplishments over his career at USF beginning in 2005. He has served as the Treasurer and Executive Director of the Financing Corporation and the Property Corporation. He assisted in many projects such as USF Village, Marshall Center, Research Park, Morsani, South Tampa Health Clinics, CAMLS and the On-Campus Stadium. President Law thanked him for everything he has done and wishes him in well in his retirement. Dawn Rodriguez has been training with Fell and will now be the permanent USF Treasurer.

New Business – Action Items (Minutes and Consent)

FL 101 – Approval of Minutes

1. September 10, 2024, BOT Meeting

There were no questions or revisions to the minutes. Chair Weatherford requested a motion to approve. The motion was given by Trustee Piccolo and seconded by Trustee Patel and was approved.

Consent Agenda (FL 102 – FL 108)

Governance Committee Approved Items

FL 102 – USF Direct-Support Organizations – Sun Dome, Inc.

- a. Name Change
- b. Amendments to Bylaws
- c. Amendments to Articles of Incorporation

Finance Committee Approved Items

FL 103 – 2025-26 USF Parking System Budget

Audit & Compliance Committee Approved Items

FL 104 – Approval of Revised Audit & Compliance Committee Charter

FL 105 – Approval of Revised Internal Audit Charter

FL 106 – Acceptance of Audit & Compliance Committee (ACC) Performance Assessment

ACE Committee Approved Items

FL 107 – Tenure as a Condition of Employment

FL 108 – B.S.C.E. In Civil Engineering, CIP Code 14.0801

Chair Weatherford reported on behalf of the Governance Committee. After a thorough review of the items, the Committee recommended approval.

Trustee Griffin reported on behalf of the Finance Committee. After a thorough review of the items, the Committee recommended approval.

Trustee Horton reported on behalf of the Audit and Compliance Committee. After a thorough review of the items, the Committee recommended approval.

Trustee Horton reported on behalf of the ACE Committee. After a thorough review of the items, the Committee recommended approval.

UFF Representative

UFF President Steve Lang provided an update and highlighted the following:

- Master Plan Amendment New Stadium
- USF Sailing Team hosted the Nationals and one of our students came in 13th Nationally. The Sailing team has been invited to the Rainbow Invitational in Hawaii.
- Student athletes
- Collective Bargaining Agreement

President Law commented that we had 300 new faculty members this year and about 38% of them are from other AAU institutions. We are continuing to attract high quality faculty to USF, and we are on a trajectory to reach excellence.

Chair Weatherford thanked Steve Lang for his report.

Public Remarks

There were no public comments.

The Chair requested a motion to approve the Consent Agenda items. The motion was given by Trustee Piccolo and seconded by Trustee Simmons. The Consent Agenda items FL102– FL108 were approved.

New Business – Action Items

FL 109 – Tampa Campus Master Plan Amendment

Vice President Carole Post presented the agenda item requesting approval of the USF 2020-2030 Tampa Campus Master Plan Amendment.

The Statutory procedures/requirements were shown on the PowerPoint presentation as follows:

- Newspaper notice for first public hearing on August 11, 2024
- Public “informal” information session held on August 15, 2024
- Campus Master Plan Amendment document sent out to Agencies for the Statutory 90-day review period on August 21, 2024

- Newspaper notice for second public hearing on December 1, 2024
- Campus Master Plan Amendment presented to BOT for second public hearing on December 10, 2024.

USF has now complied with all Statutory requirements, which includes an informal public information session, published notices and submittal of the draft amendment to the applicable governmental agencies for comment and is seeking the Board's approval.

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

BOT Roundtable Discussion

Trustee Carrere commented on the research funding and thanked the Board for their aggressive direction in reaching our goals.

Trustee Simmons echoed Trustee Carrere's comments and added that it requires strict investments to achieve faculty research success.

Trustee Piccolo recognized and congratulated Chancellor Holbrook on her retirement and commended her for the outstanding job she has done at the Sarasota Manatee Campus.

Trustee Gottipati thanked everyone for the support and the funds which are growing in research and how the University is taking care of the international students and its new global center.

Chair Weatherford made additional comments about the research funding and the direction that USF is headed.

Having no further business, Chair Weatherford thanked everyone for their participation and adjourned the meeting.

Agenda Item: FL 102

USF Board of Trustees

March 11, 2025

Issue: Direct Support Organization (DSO) submission of new, renewed and ex-officio USF Foundation Board of Directors for terms starting January 1, 2025, or upon approval by the USF Board of Trustees.

Proposed action: Approval of the appointment of an ex-officio member of USF Foundation Board of Directors to commence upon approval by the USF Board of Trustees.

Executive Summary:

The following has been selected in accordance with the Foundation's bylaws and is now being presented to the USF Board of Trustees' Governance Committee for consideration and approval:

- **Brett Kemker, Phd**, Interim Chancellor, University of South Florida Sarasota-Manatee Campus

Financial Impact: None

Strategic Goal(s) Item Supports:

BOT Committee Review Date: 2/24/2025

Supporting Documentation Online (*please circle*): Yes

No

Prepared by: Pam Prado, Chief of Staff and Director of Board Relations

Agenda Item: FL 103

USF Board of Trustees Governance Committee March 11, 2025

Issue: USF Management Corporation Board of Directors

Proposed action: Approve appointment of a new Director to serve on the USF Management Corporation Board of Directors

Executive Summary:

Pursuant to Florida Statute Section 1004.28 and USF System Regulation 13.002, the USF Board of Trustees must approve members of Direct Support Organizations' Boards of Directors.

The following individual has been nominated in accordance with the bylaws to serve on the USF Management Corporation's Board of Directors and is being presented to the USF Board of Trustees' Governance Committee for consideration and approval:

- **Jay Stroman – Director**
 - USF Senior Vice President for Advancement & Alumni Affairs and CEO of the USF Foundation

This appointment will be effective upon BOT approval.

Financial Impact: None.

Strategic Goal(s) Item Supports:

BOT Committee Review Date: Governance Committee, February 24, 2025

Supporting Documentation Online (please circle): Yes **No**

Prepared by: Dawn M. Rodriguez, University Treasurer, (813) 974-7297

Biography of Jay Stroman



Jay Stroman has served as the University of South Florida's Senior Vice President for Advancement & Alumni Affairs and CEO of the USF Foundation since June of 2020. In this dual capacity, Stroman is ultimately responsible for the USF Foundation's coordinated fundraising activities on behalf of the university as well as the operations of the USF Alumni Association.

The USF Foundation connects the university with donors who want to expand their positive impact on the world by providing private, philanthropic support to promote student success, academic initiatives, research and other institutional priorities. Under Stroman's leadership, the Foundation has set new fundraising records for each of the past three years.



Stroman arrived at the University of South Florida with more than two decades of highly successful institutional advancement experience. Previously, Stroman served as Senior Associate Vice President for Development and Alumni Relations at the University of Georgia (UGA). At UGA, he helped coordinate and lead a capital campaign that exceeded its \$1.2 billion goal more than a year earlier than the original target date. He also played a key role in securing a \$30 million gift, the largest in the 200-plus year history of the state's flagship university, which aided in the creation of over 500 endowed need-based scholarships. During his tenure, UGA increased its annual fundraising from \$95 million to over \$200 million and increased the alumni participation rate from 9% to 14%. Stroman worked closely with UGA Athletics to implement new fundraising initiatives that resulted in raising more than \$120 million for new athletic facilities in four years.

Prior to his time at UGA, Stroman spent six years as Vice President for Advancement at Young Harris College, a private, liberal arts college located in northeast Georgia. While at Young Harris, the college completed its largest capital campaign and secured its largest single gift in the institution's history.

From 1999 to 2008, Stroman served in a variety of development and advancement leadership roles at Mercer University during a period when the university completed a \$350 million capital campaign. Stroman earned a bachelor's degree in business management from Mercer in 1991. He and his wife, Tonya, have two daughters, Allie and Holly.

Agenda Item: FL 104

USF Board of Trustees

March 11, 2025

Issue: Approve Research & Innovation Sublease in the USF Research Park Building.

Proposed action: Authorize USF to enter into a 10-year sublease for Research & Innovation Space in USF Research Park 3702 Spectrum Blvd exceeding \$5 million.

Executive Summary:

[USF Board of Trustees Real Property Policy 09-001](#) is intended to guide the real property management program for the real property of the University and Direct Support Organizations to attain maximum benefit with an acceptable degree of risk and at an acceptable cost.

According to the policy, the Board of Trustees reserves for itself the right to review and approve material real property transactions, which are defined as transactions with a cumulative cost over the term of the lease exceeding \$5,000,000. The policy also sets the initial term of USF space lease as not to exceed 10 years.

Given the materiality of the proposed lease which is estimated at a maximum of \$9.7 million over a 10-year life, we are requesting BOT approval to enter the lease, which will commence on April 1, 2025, should approval be received at this meeting.

This lease anticipates the consolidation of the Research & Innovation footprint that is ultimately expected to achieve lease savings of nearly \$500,000 per year. The renovation was approved in August 2024. The space no longer being used by Research & Innovation will be leased to others which will reduce the exposure of this lease to below the maximum of \$9.7 million.

The sublease terms are \$28.00 per square foot of base rent plus the pro-rata share of operating expenses for the building which are estimated at \$5 per square foot, accelerating 2% per year. There is a provision for \$296,000 of tenant improvements to be amortized over the life of the sublease at a rate of 6%.

	10-Year Life	Annual Avg
Base Rent	8,868,432.00	886,843.00
Operating Expenses	473,225.00	47,322.50
Amortized Tenant Improvement	394,589.00	39,459.00
Estimated Total	9,736,246.00	973,624.50

(This schedule includes the reduction enabled by leasing 8,865sf to USF Innovative Education. That project was approved and is underway.)

Financial Impact:

This lease is to be funded from Research & Innovation RIA funds.

The space freed up by the USF Research & Innovation (R&I) consolidation will be leased to other users to ensure the building is productively occupied. At the completion of the consolidation and lease process, R&I is expected to achieve lease savings of nearly \$500,000 per year.

At its highest level of office space, Research & Innovation was responsible for 41,560sf in UTA/3702 Spectrum within the USF Research Park. In 2022, 2,982sf was leased to the USF Foundation for its Digital Engagement Center and approximately 9,000sf is currently in leasing and renovation for the Innovative Education "Innovative Co-Lab". Approximately 10,000sf will remain available to support the USF CONNECT incubator companies and others.

The reduced footprint is expected to achieve nearly \$500,000 in annual lease payment savings for Research & Innovation while also allowing others who are seeking office space to utilize the space most productively.

Strategic Goal(s) Item Supports:

Strategic Goal 2: Faculty excellence in research and innovation.

This project will facilitate faculty success through reallocation of funds currently used to support office space.

Strategic Goal 5: A strong, sustainable, and adaptable financial base

Ability to reallocate funds used to support office space along with the ability to support other units need for office space.

BOT Committee Review Date: Finance Committee – February 27, 2025

Supporting Documentation Online (please circle): Yes

No

Prepared by: Jennifer Condon, Vice President & CFO



Agenda Item: FL 105

USF Board of Trustees
March 11, 2025

Issue: Compliance & Ethics Charter Revision

Proposed action: Approval of Revised Compliance & Ethics Charter

Executive Summary:

Florida Board of Governors (BOG) Regulation 4.003 requires "The office of the chief compliance officer [to] be governed by a charter approved by the board of trustees and reviewed at least every three (3) years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices." A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors.

In compliance with these regulatory requirements, the current Charter for the Office of Compliance & Ethics (OCE) has been reviewed and one technical change was made to ensure alignment of the Charter with the BOG regulations, professional standards, and best practices.

The current OCE Charter was approved on August 22, 2023.

Financial Impact: N/A

Strategic Goal(s) Item Supports: Goal 5: To practice continuous visionary planning and sound stewardship throughout USF to ensure a strong and sustainable financial base and adapt proactively to emerging opportunities in a dynamic environment.

BOT Committee Review Date: 2/24/2025

Supporting Documentation Online (*please circle*): **Yes**
Proposed Revised Compliance & Ethics Charter

No

Prepared by: Dr. Caroline Fultz-Carver, Chief Compliance Officer



Charter

This charter identifies the purpose, authority, and responsibilities of the University of South Florida Office of Compliance & Ethics.

I. Purpose

The University of South Florida (USF) Office of Compliance & Ethics ("Compliance & Ethics") is responsible for the coordination and management of all university compliance and ethics activities. Compliance & Ethics provides assurance to the USF Board of Trustees that such activities are reasonably designed, implemented, enforced, and effective in preventing and detecting violations of law, regulations, and policies, as well as violations of ethical principles of conduct. The mission of Compliance & Ethics is to create, support, and promote a university-wide culture of compliance, ethics, and accountability consistent with the Florida Code of Ethics for Public Officers and Employees (FCOE) contained in Part III, Chapter 112, Florida Statutes; Chapter 8, Part B, Section 2.1(b) of the Federal Sentencing Guidelines Manual ("FSG Manual"); and Florida Board of Governors (BOG) Regulation 4.003.

II. Authority and Governance

Compliance & Ethics reports functionally to the Board of Trustees Audit and Compliance Committee and administratively to the USF President. This reporting relationship ensures the independence of Compliance & Ethics and assures adequate consideration of its compliance and ethics recommendations. The Chief Compliance Officer (CCO) has primary responsibility for managing and coordinating Compliance & Ethics. The CCO and Compliance & Ethics staff have organizational independence and objectivity to perform their responsibilities free from influence.

Compliance & Ethics has full and unrestricted access to all USF functions, including its direct support organizations and practice plans, activities, records, property, information systems, and personnel, including those records or activities exempt from the Public Records laws, needed to fulfill its responsibilities.

Compliance & Ethics is responsible for ensuring confidential records obtained during the course of its activities are adequately secured and are not disclosed without established authority.

III. Responsibilities

Compliance & Ethics is responsible for fulfilling the requirements of an effective compliance program as outlined by the FSG Manual and BOG Regulation 4.003. The CCO and Compliance & Ethics staff shall:

- Develop and implement a program plan. This plan and any subsequent changes shall be approved by the Board of Trustees and a copy provided to the Board of Governors Office, through the Office of the Inspector General and Director of Compliance (OIGC).
- Provide training to USF employees and Board of Trustee members regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures.
- Facilitate an external review of the program's design and effectiveness at least once every five (5) years. The first external review shall be initiated within five (5) years from the effective date of BOG Regulation 4.003. The review and any recommendations for improvement will be provided to the Board of Trustees and USF President. The assessment shall be approved by the Board of Trustees with a copy provided to the Board of Governors Office, through the OIGC.
- Administer and publicize, in a manner which promotes visibility, an anonymous "hotline" for individuals to report potential or actual misconduct and violations of university policy, regulations, or law, and ensure that no individual faces retaliation for reporting a potential or actual violation when such report is made in good faith. If the CCO determines the reporting process is being abused by an individual, he or she may recommend actions to prevent such abuse.
- Support and communicate USF policies articulating steps for reporting misconduct and protection from retaliation, including the escalation of alleged misconduct, including criminal conduct, when there are reasonable grounds to believe such conduct has occurred.
- Communicate routinely to the Board of Trustees and USF President regarding program activities and provide an annual report on the effectiveness of the program. Any program plan revisions, based on the CCO's annual report, shall be approved by the Board of Trustees. A copy of the annual report and any program plan revisions shall be provided to the Board of Governors Office, through the OIGC.
- Assist USF in its responsibility to use reasonable efforts to exclude within the university and its affiliated organizations individuals whom it knew or should have known through the exercise of due diligence to have engaged in conduct inconsistent with an effective Program.

- Designate compliance officers for various program areas throughout the university, as either direct reports or accountable reports to the CCO. Such designations will be based on an assessment of risk in any particular program or area. If so designated, the individual shall coordinate and communicate with the CCO on matters relating to the program.
- Promote and enforce the program, in consultation with the Board of Trustees and USF President, consistently through appropriate incentives and disciplinary measures to encourage a culture of compliance and ethics. Failures in compliance or ethics shall be addressed through appropriate measures, including education or disciplinary action.
- Initiate, conduct, supervise, coordinate, or refer to other appropriate offices (such as Human Resources, the Office of Internal Audit, Title IX-VAWA Compliance, or the Office of the General Counsel) such inquiries, investigations, or reviews deemed appropriate; and in accordance with university regulations and policies, state law, or federal regulations, submit final reports to appropriate action officials.
- Timely notify the Board of Governors Office, through the OIGC, of any significant issues of noncompliance.

To ensure Compliance & Ethics has the capabilities to perform the responsibilities and duties described herein, the CCO will:

- Maintain a professional staff with sufficient size, knowledge, skills, and experience to ensure an effective compliance and ethics program.
- Utilize approved third-party resources as appropriate to supplement programmatic efforts.
- Communicate routinely with the Board of Trustees and USF President regarding Compliance & Ethics activities and perform assessments of programmatic changes and improvements where necessary.

IV. Professional Standards

Compliance & Ethics adheres to the *Florida Code of Ethics for Public Officers and Employees* and the *Code of Professional Ethics for Compliance and Ethics Professionals* adopted by the membership of the Society of Corporate Compliance and Ethics.

V. Charter Review and Approval

The Board of Trustees-approved Compliance & Ethics Charter shall be reviewed at least every three (3) years for consistency with applicable Board of Governors and USF regulations, professional standards, and best practices.

A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors through the OIGC.

William Weatherford, Chair, USF Board of Trustees

Approved on: _____

Rhea F. Law, USF President

Approved on: _____

Caroline B. Fultz-Carver, Chief Compliance Officer

Approved on: _____

Agenda Item: FL 106

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



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	<u>Department/ School</u>	<u>Degree of Effort*</u>	<u>Previous Institution</u>	<u>Tenure at Previous Institution</u>
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: FL 107

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. Projected headcount to increase over 5 years given market analysis.
- 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)





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 **Date**
Signature

Provost's Signature **Date**



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	<input checked="" type="checkbox"/> E&G Program <input type="checkbox"/> Market Tuition Rate Program* <input type="checkbox"/> Self-Supporting Program* <small>*Refer to Board Regulation 8.002, Self Supporting and Market Tuition Rate Program and Course Offerings, for additional details.</small>
Possible Career Outcomes	<p>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.</p> <p>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,</p>



	Occupational Therapy, Chiropractic and Athletic Training.
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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:



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 Activity³, 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



- 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 website⁶, 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

Employment of exercise physiologists, by state, May 2023

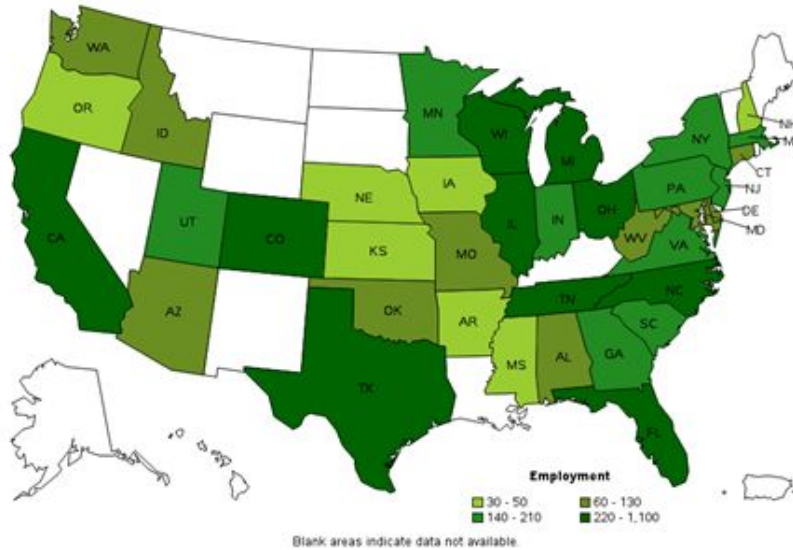


Image 1: Employment of Exercise Physiologist by State

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)



Location quotient of exercise physiologists, by area, May 2023

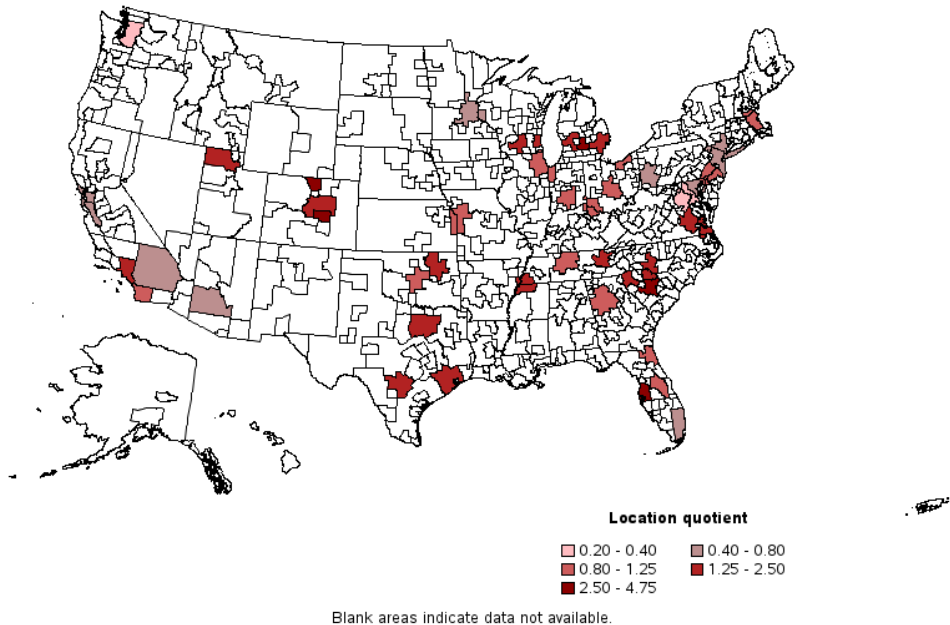


Image 2: Location Quotient of Exercise Physiologist by Area

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:



New Student Enrollment Volume (12 Mo.)



3%

YoY

25.0k

Value

Google Search Volume (12 Months)*



8%

YoY

405k

Value

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.



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 425 students, with the Five Year enrollment increasing to 525 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. 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	170	295	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



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 \geq 2.0
- Without an Associate of Arts (AA) from a Florida College System institution
 - Transfer GPA \geq 2.3

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

Item	TC	Transfer	ML Transfer	UL Transfer
USF Application	✓	✓	✓	✓
Application Fee	✓	✓	✓	✓
Official High School Transcripts	✓	✓	✓	
Official College Transcripts	✓	✓	✓	✓
Official 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.



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



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.



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.



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.



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:	<input type="checkbox"/> Change from open access to limited access <input type="checkbox"/> 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:	<input type="checkbox"/> Notification of a Program Termination – Term/Year Program Should be Removed from the CPM: Click or tap here to enter text. <input checked="" type="checkbox"/> Notification of New Program – Anticipated Program Implementation Date: Fall 2025 <input type="checkbox"/> 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: <input type="checkbox"/> 1. Make curriculum changes to an existing track at proposing institution <input checked="" type="checkbox"/> 2. Add program to a current track without curriculum changes

C-1

Appendix C: Common Prerequisite Manual



- ☐ 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

Appendix C: Common Prerequisite Manual



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

Appendix C: Common Prerequisite Manual



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

Appendix C: Common Prerequisite Manual



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	<input type="checkbox"/> Exempt from Course <input checked="" type="checkbox"/> Elimination of Course Please see the "Proposed Curriculum Actions" section above re: UNF's alternative for STA 2023.

Appendix C: Common Prerequisite Manual



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.



Common
Prerequisites
Manual

2024-25 Manual

[← Return to Search](#)
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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

Board of Trustees - New Business - Action Items (Consent Agenda)

12/31/24, 5:22 AM

Appendix C: Common Prerequisite Manual

Common Prerequisites Manual

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

**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

Appendix C: Common Prerequisite Manual



				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.

Appendix C: Common Prerequisite Manual



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

- January 2023 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.

Appendix G: Faculty Curriculum Vitae

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

Appendix G: Faculty Curriculum Vitae

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 Lamadrid, P., **Ashley, C.D.**, Lopez, R.M., Ackerman, B., Guzman-Ramos, J., 2020 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 Member, Undergraduate Council
To present

April 2015 Member, Biomedical Institutional Review Board
To March
2024

Appendix G: Faculty Curriculum Vitae

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

Appendix G: Faculty Curriculum Vitae

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 | |
| Doctorate of Philosophy in Nutrition and Health Sciences | August 2013 – May 2014 |
| Florida Atlantic University, Boca Raton, Florida | |
| Master of Science in Exercise Science & Health Promotion | January 2012 – August 2013 |
| Temple University, Philadelphia, Pennsylvania | |
| Bachelor of Science in Kinesiology | August 2007-May 2011 |
| Pompano Beach High School, Pompano Beach, Florida | May 2007 |

**Work
Experience:**

- | | |
|--|----------------------------|
| Assistant Professor of Exercise Science | |
| <i>University of South Florida, Tampa, Florida</i> | August 2018- Present |
| - Department of Educational and Psychological Studies | |
| -Director of USF Muscle Laboratory | |
| Graduate Research Assistant | |
| <i>University of Mississippi, University, Mississippi</i> | 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 | |
| <i>Florida Atlantic University, Boca Raton, Florida</i> | 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 <i>Health and Fitness for Life</i> 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
-Group fitness and personal training

September 2011- Present

Intern Strength Coach

Florida Atlantic University, Boca Raton, Florida
-Assistant strength coach for Men's Basketball
-Strength coach for Men's Golf

January 2011- May 2011

Tumbling/Gymnastics Coach

Star Gym Gymnastics, Boca Raton, Florida
-Teach gymnastics levels 4-6

January 2004-May 2007

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.

Appendix G: Faculty Curriculum Vitae

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)

Appendix G: Faculty Curriculum Vitae

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 -	Present Director, 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, Graybeal 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.

- Kerkick 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.
- Kerkick 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](https://doi.org/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, Bettel, 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 American 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 Instruction – 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



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,

A handwritten signature in blue ink that reads "Meredith Cleveland". The signature is written in a cursive, flowing style.

Meredith Cleveland, BS, CCRP, ACSM/NPAS

Supervisor, Cardiopulmonary Rehabilitation Services

Program Director – Ornish Intensive Cardiac Rehabilitation

Sarasota Memorial Health Care Systems

H-1

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



THE SOURCE



Shelly Scamardo

WELLNESS MANAGER, CHES

T: 727.497.1957

M: 813.777.5471

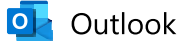
E: sscamardo@powerdesigninc.us

powerdesigninc.us



ELECTRICAL MECHANICAL PLUMBING SYSTEMS TECHNOLOGIES

Appendix I: SUS Letters of Support



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

You don't often get email from cashley@usf.edu. [Learn why this is important](#)

EXTERNAL EMAIL : Exercise caution when responding, opening links, or opening attachments.

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

[EXTERNAL EMAIL] DO NOT CLICK links or attachments unless you recognize the sender and know the content is safe.

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

External Email: Do not click links or attachments unless you recognize the sender and know the content is safe.

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

Appendix I: SUS Letters of Support

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

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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



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

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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

[EXTERNAL EMAIL] DO NOT CLICK links or attachments unless you recognize the sender and know the content is safe.

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: FL 108

USF Board of Trustees March 11, 2025

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

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



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.

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

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.



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 Date
Signature

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: <ul style="list-style-type: none"> • 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' website⁴ 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/qx/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?v=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

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Gary D. Patterson
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Dr. Gary Patterson, Director
Kate Tidemann School of Business
and Finance

DocuSigned by:
Gabriel Picone
8630E11EBDA44DC...

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

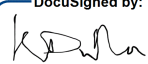
During a conversation on October 4, 2024, between Dr. Gary Patterson, Director of the Kate Tiedemann School of Business and Finance, and Dr. Kaushik Dutta, Director of the School of Information Systems and Management, Dr. Dutta expressed his support for the proposed M.S. in Fintech by offering course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

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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.



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.



- 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.



Attestations for Self-Supporting or Market Tuition Rate Programs

Instructions: Please attest to the items below for the proposed self-supporting or market tuition rate programs.

Please check one of the options below.

- ☒ The proposed program will be similar to or a track under an existing E&G program.
- ☐ The proposed program is not intended to be a track under an existing E&G program or similar to an existing E&G program.

For a program that will be a track under an existing E&G program or similar to an existing E&G program, the institution attests to the following:

- ☒ The institution will provide students with a side-by-side tuition and fee comparison and publicize this information on the institution's public-facing website and any non-public websites or applications that provide information about the program.
- ☒ The institution will provide students with information about financial assistance and obligations for repayment of loans for these programs.
- ☒ Admissions, graduation criteria, and academic standards for the proposed self-supporting or market tuition rate program align with the criteria and standards for similar or equivalent existing E&G programs.
- ☒ Similar or equivalent existing E&G programs will not be closed as a result of the new program unless prior approval is obtained from the Board of Governors.

For a proposed self-supporting program, the institution attests to the following:

- ☒ Tuition and fees charged for the proposed self-supporting program will be sufficient to offset the full instructional cost of serving the student and shall not exceed the existing approved tuition and out-of-state fees for similar-level courses.

For a proposed market tuition rate program, the institution attests to the following:

- ☐ Offering the proposed program at a market tuition rate will not increase the state's fiscal liability or obligation.



APPENDIX 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: FL 109

USF Board of Trustees
March 11, 2025

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

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



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

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

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: FL 110

USF Board of Trustees

March 11, 2025

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

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 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



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

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.

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.*

BOT ACE Action

- Approval of revisions to USF 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

~~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.⁵

~~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: FL 112

USF Board of Trustees March 11, 2025

Issue: Approve the extension of the Presidential contract

Proposed action: Approve material contractual terms for the extension of the Presidential contract until a successor is selected, subject to BOG approval

Executive Summary: On February 17, 2025, President Law announced her plans to step down after a national search is conducted and a successor is selected.

President Law's current contract ends on March 31, 2025; therefore, the Board of Trustees is being asked to approve the extension of her contract until the first day of employment of the permanent University president. The contract may not be extended beyond one year of the effective date of the extension, without prior approval by the Board of Governors, pursuant to Board of Governors Regulation 1.001(5)(d).

The contract extension also provides for the USF Foundation to continue contributing to a deferred compensation plan established for the President's benefit equal to 25% (twenty-five) of the then current annual Base Salary for year 2025. This percentage of base compensation was approved by the Board of Trustees on September 10, 2024 for President Law's current contract.

If approved by the Board of Trustees, President Law's contract extension will be subject to approval by the Board of Governors.

Financial Impact:

Strategic Goal(s) Item Supports:

BOT Committee Review Date:

Supporting Documentation Online (*please circle*): **Yes** **No**

Prepared by: Gerard Solis, Senior Vice President for Legal Affairs & General Counsel

**UNIVERSITY OF SOUTH FLORIDA
EXTENSION OF THE AMENDED PRESIDENTIAL CONTRACT**

This Extension (“Extension”) to the Amended Presidential Contract (“Contract”) executed this 25th day of March 2025, and effective March 30, 2025, is entered into by and between the University of South Florida Board of Trustees, a public body corporate of the State of Florida, (the "Board," or the "Board of Trustees"), 4202 East Fowler Avenue, CGS 401, Tampa, Florida 33620, and Rhea F. Law (the “President”), as President of the University of South Florida (“University” or “USF”). The Board and President are collectively referred to herein as the Parties.

WHEREAS, the Board of Trustees has the current legal authority to determine the terms and conditions of employment of the President of the University;

WHEREAS, the Parties entered into the Contract effective March 31, 2022 for a term of three years, ending on March 31, 2025;

WHEREAS, the Parties amended the Contract on September 10, 2024 to increase the President’s compensation and altered no other material terms;

WHEREAS, both the University and the President mutually desire to extend the President’s employment as set forth in more detail below. All other material terms of the President’s employment and Contract are unchanged by this Extension;

WHEREAS, both the University and the President intend this Extension to become effective March 30, 2025;

WHEREAS, this Extension has been duly approved and its execution has been duly authorized by the Board of Trustees; and

NOW, THEREFORE, in consideration of the mutual promises, covenants, and conditions contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, it is agreed as follows:

1. The above recitals are accurate and are hereby incorporated herein. Terms used herein but not otherwise defined shall have the meanings ascribed to them in the Agreement.
2. Section 3.1 of the Contract is amended to extend the term until the first day of employment of the permanent University president. The Contract may not be extended beyond one year of the effective date of this Extension, without prior approval by the Board of Governors, pursuant to Board of Governors Regulation 1.001(5)(d).
3. Section 6.0 of the Contract shall be amended to include year 2025 in the deferred compensation plan. Nothing in this Extension shall alter or void any vested deferred compensation earned by the President under the terms of the Contract, as amended in September 2024 and attached hereto as Exhibit 1.

4. Except as modified hereby, all other terms and conditions contained in the Contract are hereby confirmed, renewed, and shall remain in full force and effect during the term of the Contract.

IN WITNESS WHEREOF, the President and the authorized representative of the University of South Florida Board of Trustees have executed this Extension on this 25th day of March 2025.

PRESIDENT

**UNIVERSITY OF SOUTH FLORIDA
BOARD OF TRUSTEES**

By: _____
Rhea F. Law
USF President & CEO

By: _____
Will Weatherford
Chair, USF Board of Trustees

DRAFT

Exhibit 1

**UNIVERSITY OF SOUTH FLORIDA
AMENDED PRESIDENTIAL CONTRACT**

This Amended Employment Agreement ("Amended Agreement"), executed this 10th day of September 2024, and effective August, 16 2024, is entered into by and between the University of South Florida Board of Trustees, a public body corporate of the State of Florida, (the "Board," or the "Board of Trustees"), 4202 East Fowler Avenue, CGS 401, Tampa, Florida 33620, and Rhea F. Law (the "President"), for the position of President of the University of South Florida ("University" or "USF"). The Board and President are collectively referred to herein as the Parties.

WHEREAS, the Board of Trustees has the current legal authority to determine the terms and conditions of employment of the President of the University;

WHEREAS, the Board of Trustees desires to amend certain substantive terms and conditions of the President's employment related to compensation below in section IV. All other material terms of the President's employment are unchanged by this Amended Agreement;

WHEREAS, both the University and the President desire to set forth their respective rights and obligations in this Amended Agreement;

WHEREAS, both the University and the President intend this Amended Agreement to become effective August 16, 2024;

WHEREAS, this Amended Agreement has been duly approved and its execution has been duly authorized by the Board of Trustees; and

NOW, THEREFORE, in consideration of the mutual promises, covenants, and conditions contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, it is agreed as follows:

I. Appointment and Duties

1.0 Appointment as President: Consistent with the confirmation by the Florida Board of Governors as of March 22, 2022, the University, on the terms specified in this Amended Agreement, appoints the President to serve as the President and Chief Executive Officer of the University subject to the rules, regulations, policies of the University, and the supervision of the Board of Trustees. The President accepts and agrees to such terms of employment. The President's authority and responsibilities, as delegated by the Board and stated herein, shall extend to all the University's campuses located in Tampa, St. Petersburg, and Sarasota-Manatee, and at such other places as either the Board or the President deem appropriate for the interests, needs, business, or opportunities of the University.

1.1 Presidential Duties and Responsibilities: The President shall perform all duties required by law, by this Amended Agreement, and customarily performed by presidents of public colleges and universities comparable in size to the University and consistent with the applicable rules, regulations and policies of the University and the Florida Board of Governors. Those duties include, but are not limited, to:

- a. Operating and managing the University;
- b. Providing institutional, faculty, and educational leadership;
- c. Strategic planning and visioning;
- d. Fundraising;
- e. Acting as corporate secretary to the Board;
- f. Preparing a budget request and operating budget;

- g.** Establishing and implementing policies and procedures to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, and remove personnel;
- h.** Governing admissions;
- i.** Approving, executing, and administering contracts for the acquisition of commodities, goods, equipment, services, lease of real and personal property, and planning and construction;
- j.** Acting as custodian of all University property, including the authority to prioritize the use of University space, property, equipment, and resources;
- k.** Implementing approved programs for the University;
- l.** Establishing the internal academic calendar of the University;
- m.** Administering the University's program of intercollegiate athletics;
- n.** Recommending the establishment and termination of undergraduate and master's level degree programs within the approved role and scope of the University;
- o.** Awarding degrees;
- p.** Administering the schedule of tuition and fees to be charged by the University;
- q.** Entering into agreements for student exchange programs;
- r.** Approving the internal procedures of student government organizations and providing purchasing, contracting, and budgetary review processes for those organizations;
- s.** Adjusting property records and disposing of state-owned tangible property;

- t. Maintaining all data and information pertaining to the operation of the University and reporting on the attainment by the University of institutional and statewide performance accountability goals;
- u. Ensuring compliance with federal and state laws, regulations, and other requirements applicable to the University;
- v. Reviewing periodically the operations of the University to determine how effectively and efficiently the University is being administered and whether it is meeting the goals of its strategic plan;
- w. Organizing the University to achieve the goals of the University efficiently and effectively; and
- x. Recommending the adoption of rules, regulations, and policies to successfully implement provisions of law governing the operation and administration of the University and the items listed above.

2.0 Best Efforts as President: President agrees to faithfully, industriously, and with maximum application of experience, ability, talent, devote President's full-time attention and energies to the duties of President of the University. Those duties shall be performed for the University at all campuses of the University located in Tampa, St. Petersburg, and Sarasota-Manatee, and at such other places as the either the Board or the President deem appropriate for the interests, needs, business, or opportunities of the University.

2.1 Outside Activities: The Board recognizes that it is both appropriate and beneficial for the President to engage in outside activities, such as serving on for-profit and non-profit boards of directors, consulting, delivering speeches, and writing. The

expenditure of reasonable amounts of time for personal or outside activities, as well as charitable and professional development activities, are permitted provided such activities do not interfere with the services required under the provisions of this Amended Agreement and as otherwise determined by the Board.

2.2 Conflict of Interest Prohibited: The President shall not engage in any activity that may be competitive with and adverse to the best interests of the University or that interferes with the President's duties and responsibilities under this Amended Agreement.

2.3 Approval of Outside Activities: The President shall seek approval from the Board Chair, who may confer with the Governance Committee, prior to agreeing to serve on any board of directors of any entity or to engage in any substantial outside business activity, including authorship of books. All income or other compensation earned by the President in connection with approved outside business activities shall be paid to and retained by the President, and such income or other compensation shall have no effect on the amount of compensation and benefits the President is entitled to receive under this Amended Agreement. The President shall be solely responsible for President's tax reporting of any such external compensation described in this paragraph.

II. Term

3.0. Prior Service as Interim President: The Board recognizes and gratefully acknowledges President's prior service as Interim President from August 2, 2021 to March 30, 2022 ("Prior Service").

- 3.1 **Term:** This Amended Agreement does not alter the original Term of the Presidential Contract, which was entered into on March 31, 2022, and is effective for a period of 3 (three) years from March 31, 2022, to commence immediately upon the conclusion of the Prior Service. The Term shall commence on March 31, 2022 (the “Effective Date”) and end on March 31, 2025. This Term may be extended by mutual agreement of the parties following review of the President’s performance by the Board and confirmation of reappointment of the President by the Florida Board of Governors in accordance with applicable laws and regulations. Notwithstanding the foregoing, this appointment shall be subject to prior termination as provided in this Amended Agreement.

III. Presidential Goals and Evaluation

- 4.0 **Submission of Goals for Annual Evaluation:** On or before August 15 of each contract year the President shall provide the Board Chair with a list of proposed goals and objectives based upon the University's strategic plan. Once approved by the Board Chair the proposed list of goals and objectives shall be submitted by the President to the Governance Committee of the Board of Trustees for consideration. Following consideration and comment by the Governance Committee, the proposed goals and objectives shall be presented for review and approval by the Board in a special or regularly scheduled Board meeting.
- 4.1 **Evaluation Process:** On or before September 30 of each contract year, President shall initiate the evaluation process for the period that began on July 1 of the previous contract year and ended on June 30 of the same by submitting to the Board

Chair and Governance Committee a self-appraisal of the President's performance during said period. This appraisal shall address performance related to each of the goals and objectives determined for July 1 through June 30 of the previous contract year. At a special or regularly scheduled Board meeting after the President has submitted this self-appraisal the Board shall evaluate President's performance for the previous contract year (July 1 through June 30) based on achievement of the mutually agreed upon specified goals and objectives and other mutually agreed criteria. To aid the Board in its performance review, the President agrees to furnish such oral and written reports as may be requested by the Board Chair or Governance Committee Chair.

IV. Compensation

- 5.0 Base Salary:** As compensation for the services to be performed by President pursuant to this Amended Agreement the Board shall pay the President a Base Salary of \$825,000.00. No more of this amount than is allowed by Florida Statutes shall be paid from public funds (e.g., amounts greater than \$200,000.00 per sec. 1012.976, Florida Statutes). This amount shall be payable according to the University's executive service category with appropriate deductions for taxes and benefits.
- 5.1 Review of Base Salary:** The President's Base Salary shall be reviewed annually and may be increased, but not decreased, by the Board. Such annual salary review will be accomplished in conjunction with the Board's evaluation of job performance, as set forth in this Amended Agreement.

- 5.2 **Tax Treatment of Base Salary:** The President shall be responsible for any personal income tax liability incurred because of this Amended Agreement or any provision herein.
- 5.3 **Base Benefits:** The Board authorizes all standard executive service benefits for the President, based on the current annual Base Salary.
- 6.0 **Deferred Compensation:** The Board authorizes and requests that the USF Foundation contribute to a deferred compensation plan established for the President's benefit equal to 25% (twenty five) of the then current annual Base Salary for plan years 2023 and 2024. This additional compensation shall be treated as deferred compensation in accordance with and to the extent allowed by applicable tax laws and regulations and shall be payable only as provided in the separate plan document ("Plan Document"). The material terms of the Plan Document shall provide for accrued deferred compensation to be payable: (a) at the end of the initial contract term or as otherwise specified in Plan Document; or (b) upon the President's involuntary termination without cause; or (c) the President's death or permanent disability while in office; that (d) any non-vested, accrued deferred compensation would be entirely forfeited if the President were to voluntarily resign prior to the end of the contract term or in the event the President were terminated for cause, except as modified in Section 8.4, and (e) that any accrued amounts that vest shall be become taxable. The President is encouraged to consult with independent tax advisers regarding the treatment of any deferred compensation under this Amended Agreement.

6.1 Performance Based Compensation: The President shall be eligible to receive discretionary annual Performance Based Compensation for the period from July 1 to June 30 of each contract year. The President is eligible to be awarded up to \$412,500.00 per year in Performance Based Compensation in every year the President is evaluated under the Amended Agreement (i.e., the full \$412,500.00 can earned in each year of the Amended Agreement and does not reflect a total amount that can be earned under the full term of Amended Agreement). Performance Based Compensation shall be determined and awarded by the Board of Trustees in a special or regularly scheduled meeting no later than December 15 of each contract year. The President's entitlement to Performance Based Compensation, if and to the extent awarded by the Board, shall survive the termination of this Amended Agreement.

- a. Evaluation of Performance by the Board:** 70% (seventy) of the Performance Based Compensation shall be awarded by the Board based upon the President's performance with respect to the goals and objectives determined and fixed pursuant to the provisions of Section 4.0 of this Amended Agreement after considering the Governance Committee's assessment.
- b. Evaluation of Performance by the Board Chair:** 30% (thirty) of the Performance Based Compensation shall be within the sole discretion of the Board Chair. The Board Chair, upon consultation with the Governance Committee Chair, shall also determine the weight to be accorded to each goal and objective for the purposes of evaluating the President's

performance and determining the annual Performance Based Compensation amount, if any.

V. Other Benefits

- 7.0 **Use of State-owned Facility:** The Board will authorize and provide facilities to the President to carry out the duties under this Amended Agreement, including the use of facilities for official University functions, meetings with faculty, staff, students, and community leaders, and for official entertainment.
- 7.1 **Automobile Stipend:** The University shall provide the President with a monthly automobile stipend of \$1000.00 suitable for the University President. The President is responsible for payment of tax associated with receipt of the automobile stipend that is deemed to be gross income to President. The Board will authorize and provide insurance for the President's automobile in an amount not to be less than current property and casualty insurance package limits to the President. The President and other approved drivers shall be named insureds.
- 7.2 **Professional Dues, Conferences, and Memberships in Service Organizations:** The Board will authorize and provide annually for reasonable expenses incurred by the President to attend University-related events, educational conferences, conventions, courses, seminars, and other similar professional growth activities, including membership in professional organizations. The Board authorizes and will provide the President with membership dues and fees for organizations that would further the interests of the University.
- 7.3 **Entertainment, Travel, and University Advancement Activities:** The Board will authorize and provide for reasonable expenses incurred by the President for

University-related entertainment and travel, including travel for the President's spouse or partner where attendance of same is in the best interests of the University.

- a. **Memberships:** To further enable the President to carry out required duties, the Board shall provide the cost of annual dues and membership fees in mutually agreed to private clubs that will facilitate the performance of President's duties and advance the interests of the University.
- b. **Compliance with Applicable Laws:** The expenses described in this Section travel shall conform to the laws of the State of Florida, University regulations and policies.

7.4 **Housing Stipend:** The President shall receive a monthly housing stipend in the amount of \$7000.00 for the duration of the Amended Agreement. The President is responsible for payment of taxes associated with receipt of the housing stipend deemed to be gross income to the President. The housing stipend shall not be subject to increase during the term of the Amended Agreement.

7.5 **Expense Receipts and Documentation:** The President agrees to maintain and furnish upon request to the Board Chair or the Chair's designee an accounting of expenses provided for in this Amended Agreement in reasonable detail within 7 (seven) business days of a request for same.

VI. Termination of the Amended Agreement

8.0 **Termination of the Amended Agreement for Cause:** Notwithstanding anything in this Amended Agreement to the contrary, the parties agree that the Board may terminate this Amended Agreement at any time for Cause. For purposes of this

Amended Agreement, "Cause" shall mean conduct reasonably determined by a majority of the Board of Trustees to be: (a) malfeasance or gross negligence by the President in the performance of assigned duties; or (b) actions or omissions by the President that are undertaken or omitted and are criminal or fraudulent or involve material dishonesty or moral turpitude; or (c) the indictment of the President in a court of law for any felony, or any other crime involving misuse or misappropriation of University resources; or (d) misconduct connected with work; or (e) a material breach of this Amended Agreement that damages the University. In the event this Amended Agreement is terminated for Cause, President's employment as President shall cease immediately, and President shall not be entitled to any further employment. In addition, President shall not be entitled to any further compensation or benefits under this Amended Agreement, except as provided by law (i.e., COBRA), as set forth in the University's benefit plans with respect to vested rights and rights after termination of employment.

- 8.1 Termination of the Amended Agreement Without Cause:** Notwithstanding anything herein to the contrary, the parties agree that the Board may terminate this Amended Agreement without cause at any time upon the lesser of: (a) 90 (ninety) days; or (b) the number of days remaining in the then current term of the President's employment prior written notice ("Notice Period") to the President. The President shall be entitled to a one-time payment equal to 20 (twenty) weeks of Base Salary in the event of a termination without cause, which shall be payable at the end of the Notice Period. Termination of this Amended Agreement by virtue of the President's permanent disability or death shall not be construed as termination

without cause. During the Notice Period the Board shall have the discretion to determine whether the President shall continue to serve as President or to appoint an interim president.

- a. **Termination Without Cause with Continuing Service:** If the Board terminates this Amended Agreement without cause and the President continues to serve as President during the Notice Period, then the Amended Agreement will continue to govern the rights and obligations of the Parties during the Notice Period. The President shall remain entitled to compensation and benefits that survive the termination of this Amended Agreement.
- b. **Termination Without Cause and No Continuing Service:** If the Board terminates this Amended Agreement without cause and the President does not continue to serve as President during the Notice Period, then the President shall be relieved of all Presidential duties and responsibilities. The President shall continue to receive compensation and benefits as provided in the Amended Agreement during the Notice Period as well as those that survive the termination of this Amended Agreement, except for the Automobile Stipend and any memberships paid for by the University, which shall cease upon the Board's notice of termination without cause.
- c. **No Loss of Opportunity:** In no event shall the Board be liable for the loss of any business opportunities or any other benefits or income from any sources that may result from the Board's termination of this Amended Agreement without cause.

d. **Effect of Alternate Employment During the Notice Period:** If the President accepts full-time employment with an employer other than the University during the Notice Period, the Board's financial obligations under this Amended Agreement other than those that survive the termination of this Amended Agreement.

8.2 **Termination of the Amended Agreement due to the President's Death:** In the event of the President's death during the term of this Amended Agreement, the Amended Agreement shall terminate effective on the date of death. The President's estate shall be entitled to receive all benefits entitled under the University's various insurance plans, as applicable, Deferred Compensation as provided in the Plan Document; and for 60 (sixty) days from the date of death the President's estate shall exclusively receive Base Salary, Base Benefits provided to eligible beneficiaries, and the Housing Stipend. At its sole discretion, the Board may elect to pay any amounts under this paragraph as a lump sum payment.

8.3 **Termination of the Amended Agreement due to President's Permanent Disability:** If President becomes permanently disabled during the term of this Amended Agreement, the Amended Agreement shall terminate on the date of the determination of permanent disability and President shall receive all benefits to which President is entitled pursuant to the University's disability insurance plans, as applicable. President's Base Salary, Base Benefits and Housing Stipend shall continue until such time as the long term disability insurance policy begins according to the applicable policy. For purposes of this Amended Agreement, "Permanent Disability" shall mean the inability of the President to perform the

essential functions of the job, including but not limited to the duties contained in Section 1.1, for a period of six (6) months in any one (1) year (12 month) period, with or without "reasonable accommodations" as such term is defined in 42 U.S.C. §12111 (9) as amended and interpreted by courts of competent jurisdiction.

8.4 Succession Planning: Within 120 (one hundred and twenty) days of the execution of this Amended Agreement, the President shall prepare a succession plan for Board approval for continuity of operations and organizational stability in the event of the President's permanent or unexpected absence, disability, incapacity, or death. Provided an approved succession plan is in place, this Amended Agreement may be ended by the mutual Amended Agreement of the Parties if deemed to be in the best interests of the University, in which case the President and Board shall have the same rights as contained in Section 8.1 and the President shall not be deemed to have forfeited benefits under Section 6.0.

8.5 Unilateral Resignation by the President: The President may unilaterally terminate this Amended Agreement by giving the Board the lesser of: (a) 90 (ninety) days' notice; or (b) notice equal to the number of days remaining under the term of this Amended Agreement. Such notice shall be in writing and delivered as provided in this Amended Agreement. By mutual written Amended Agreement, the President and the Board may modify the length of the President's notice of unilateral resignation if it is deemed in the best interests of the University.

8.6 Effect of President's Unilateral Resignation: In the event of the President's unilateral resignation, the President's employment shall cease on the effective date of the President's unilateral resignation. All Presidential salary and benefits

contained in this Amended Agreement shall also cease on the unilateral resignation date except those accrued and vested prior to the unilateral resignation date.

VII. Conflict Resolution

- 9.0 Dispute Resolution:** The Board and President agree that if any dispute arises concerning this Amended Agreement that they will first attempt in good faith to resolve the dispute to their mutual satisfaction. If they are unable to do so, the parties agree that any controversy or claim that either party may have against the other arising out of or relating to the construction, application, or enforcement of this Amended Agreement, as well as any controversy or claim based upon the alleged breach of any legal right relating to or arising from the President's employment and/or termination of employment shall be submitted to non-binding mediation. Within fifteen (15) days after delivery of a written notice of request for mediation from one party to the other, the dispute shall be submitted to a single mediator chosen by the parties in Tampa, Florida. The costs and fees associated with mediation shall be borne by the University. The parties agree to pay their own attorney's fees and costs. Subject to the requirements of law, the University and President will use their best efforts to keep any disputes and any efforts to resolve disputes confidential, informing only their respective legal counsel and other persons who have a good faith need to know basis to receive the disclosed information and will use their best efforts to ensure that such persons do not further disclose any such information. The Board and President agree the mediator may

not be a University faculty member or have any material, ongoing relationship with the University.

- 9.1 Arbitration:** If mediation is unsuccessful, any controversy between the Board and President involving the construction, application or enforcement of this Amended Agreement, as well as any controversy or claim based upon the alleged breach of any legal right relating to or arising from President's employment and/or termination of President's employment shall, on the written request of either party served on the other, be submitted to binding arbitration before a single arbitrator from JAMS Panel of Neutrals. JAMS shall provide a list of three arbitrators who are qualified to hear the dispute as determined by the JAMS National Arbitration Committee. Within ten (10) days of receipt thereof, each party shall strike one name from the list, The President shall strike first and notify the Board of such choice and the Board shall strike last. Notwithstanding the foregoing the parties may mutually agree upon a qualified arbitrator or upon a mutually agreed upon neutral to select the arbitrator for them. President and the Board stipulate and agree that any arbitration will be held in Tampa, Florida, pursuant to the *Comprehensive Arbitration Rules and Procedures* (or any comparable rules then in existence) (the "Rules"). Pursuant to the Rules, discovery may include depositions, interrogatories, and document production. In any controversy between the Board and President involving the construction, application or enforcement of this Amended Agreement, the arbitrator must base his/her decision upon this Amended Agreement, and he/she shall not have power to modify, add to or ignore the terms of the Amended Agreement. The written decision of the arbitrator shall be final

and binding upon both Parties and may be entered in any court having jurisdiction thereof. Arbitrator compensation and administrative fees shall be borne equally by the parties. The Parties agree to pay their own attorney's fees and costs. The Parties may mutually agree to extend any deadlines specified in this Section.

- 9.2 Effect of ADR on Other Processes:** The pendency of any matter arising under this Amended Agreement shall not operate to impede, preclude, or delay the Board from taking the action complained of or otherwise exercising its rights under this Amended Agreement.

VIII. Notice Provisions

- 10.0 Notice:** Unless and until changed by a party giving written notice to the other, the addresses below shall be the addresses to which all notices required or allowed by this Amended Agreement shall be sent:

If to the University:

Chair, USF Board of Trustees
4202 East Fowler Avenue, CGS 301
Tampa, Florida 33620

With a copy to:

General Counsel
Office of the General Counsel
4202 E. Fowler Avenue, CGS 351
Tampa, Florida 33620

If to the President:

President Rhea F. Law
Office of the President
4202 East Fowler Avenue, CGS 401
Tampa, Florida 33620

With a copy to President's Personal Representative:

IX. General Terms and Conditions

- 11.0 Entire Amended Agreement; Modification:** This Amended Agreement constitutes the entire understanding of the parties and supersedes all prior or contemporaneous representations or Amended Agreements as of the Effective Date, whether written or oral, between the parties. There are no other promises, understandings, obligations, inducements, undertakings, or considerations between the parties or owed by either party to the other that are not set forth in this Amended Agreement or explicitly referenced herein. This Amended Agreement cannot be amended, modified, or changed other than by express written Amended Agreement by the parties hereto.
- 12.0 Severability:** The terms of this Amended Agreement are severable, meaning that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable to the extent possible.
- 13.0 Governing Law and Venue:** This Amended Agreement shall be interpreted and construed in accordance with the laws of the State of Florida. Venue for any action arising under this Amended Agreement, including but not limited to an action seeking enforcement of an order pursuant to Section 9 of this Amended Agreement, shall be in Hillsborough County, Florida.
- 14.0 Understanding of the Amended Agreement:** Both the President and the Board represent that they have thoroughly read this Amended Agreement, that they have

had full opportunity to consult with legal counsel of their choice and that they understand it to be a binding contract, that they understand each provision, term, and condition of this Amended Agreement as well as its legal effect, and that they have signed the Amended Agreement voluntarily and of their own free will with the intention to comply with its terms.

15.0 Public Disclosure of the Amended Agreement: Both parties agree and acknowledge that this Amended Agreement may be subject to the Florida public records law, Chapter 119, or other provisions, and may, therefore, be subject to disclosure by and in the manner provided for by law.

16.0 Waiver: No delay or failure to enforce any provision of this Amended Agreement shall constitute a waiver or limitation of rights enforceable under this Amended Agreement.

17.0 Assignability: This Amended Agreement is not assignable, but shall be binding upon the heirs, administrators, personal representatives, successors, and assigns of both parties.

18.0 Counterparts and E-Signatures: This Amended Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument. This Amended Agreement may digitally executed.

19.0 Insurance and Indemnification: The President shall be indemnified by the University on the same terms and conditions enjoyed by the Board and University employees operating within the course and scope of their employment. Said

coverage shall survive termination of this Amended Agreement as to matters relating to actions while serving as President.

20.0 No Trust Fund: Nothing contained in this Amended Agreement and no action taken pursuant to the provisions of this Amended Agreement shall create or be construed to create a trust of any kind. To the extent that the President acquires a right to receive payments from the University hereunder, such rights shall be no greater than the right of any unsecured, general creditor of the University.

21.0 Statement of NCAA Compliance: The National Collegiate Athletic Association (“NCAA”) Bylaws require that certain language be included in the employment Amended Agreements of specified employees of Division I member institutions, including presidents. Accordingly, without limitation of the other obligations in the Amended Agreement and University regulations, policies and procedures, the President (a) agrees to cooperate fully (within the meaning of NCAA Bylaws) in the NCAA infractions process, including the investigation and adjudication of potential infractions of any NCAA requirement, and (b) acknowledges that any individual found to be in violation of any NCAA requirement may be subject to disciplinary or corrective action, including possible suspension without pay or termination of employment.

22.0 General Cooperation Covenant: Without limitation of the obligations specified in the Amended Agreement and/or this Amendment and applicable University regulations, policies and procedures, The President agrees to cooperate fully in any review or investigation involving University matters in which the President may

possess pertinent information. This obligation shall survive the expiration or earlier termination of this Amended Agreement.

23.0 Miscellaneous: The headings in this Amended Agreement are for convenience only and shall not be used in construing or interpreting this Amended Agreement. The terms "Board," "Board of Trustees" and "University" as used herein, where applicable or appropriate, shall be deemed to include or refer to any duly authorized board, committee, officer, or employee of said entity. Whenever the context requires, the masculine shall include the feminine and neuter, the singular shall include the plural, and conversely. The Term "Section" as used in this Amended Agreement refers to the entire like numbered series of paragraphs. For example Section 8 refers to paragraphs 8.0 through 8.6.

X. Authorized Signatures

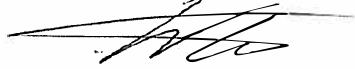
IN WITNESS WHEREOF, the President and the authorized representative of the University of South Florida Board of Trustees have executed this Amended Agreement on this 30th day of March 2022.

PRESIDENT

By: 

Rhea F. Law
USF President & CEO

**UNIVERSITY OF SOUTH FLORIDA
BOARD OF TRUSTEES**

By: 

Will Weatherford
Chair, USF Board of Trustees

Agenda Item: FL 113

USF Board of Trustees March 11, 2025

Issue: Regional Chancellor Emerita

Proposed action: Approval of Regional Chancellor Emerita Title for Dr. Karen A. Holbrook

Executive Summary:

On October 31, 2024, Dr. Holbrook announced her retirement from the University of South Florida, ending a 15+ year career with the institution, culminating as the regional chancellor of the Sarasota-Manatee campus. Dr. Holbrook served the university in a variety of leadership roles including senior vice president for global affairs and international research and senior vice president for research and innovation.

Since her appointment as regional chancellor in 2018, Dr. Holbrook has led the campus through its most transformative period – the campus became a residential one with the opening of the new Student Center and Atala Residence Hall in the fall of 2024. Additional accomplishments include:

- Receiving the largest gift in campus history, \$5.2 million, with the naming of the Baldwin Group School of Risk Management and Insurance in 2022
- Establishing the presence of the Judy Genshaft Honors College on the campus in 2020
- Since 2018 the campus has raised \$14.5 million in philanthropic support

With Board approval, Dr. Holbrook will carry the title Regional Chancellor Emerita for life.

Prepared by: Office of the President