



## Board of Trustees

Monday, March 18, 2024

1:00 PM

### A G E N D A

**I. Call to Order and Comments** Chair Will Weatherford

**II. Student Presentation** Georgia Brown

**III. President's Report** President Law

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

**a. FL 101 – Approval of Minutes** Chair Weatherford

1. [December 5, 2023](#)

2. [January 19, 2024](#)

**b. Consent Agenda (FL 102 – FL )** 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.*

*ACE Committee Approved Items*

**FL 102 – [New Degree Proposal: Ed.S. School Psychology](#)**

**FL 103 – [Florida Statewide Mutual Aid Agreement](#)**

**FL 104 – [Regulation 6.0021 – Student Code of Conduct](#)**

**V. New Business – Action Items**

**FL 105 – [Expenditure Authorization Requests](#)** Vice President and CFO Jennifer Condon

**FL 106 – [2023-24 Fixed Capital Outlay Budget Update & 2023-24 University E&G Carryforward Spending Plan Update](#)** Vice President and CFO  
Jennifer Condon

**VI. BOT Roundtable Discussion**

Chair Weatherford

**VII. Adjournment**

Chair Weatherford



## **Board of Trustees**

Tuesday, December 5, 2023

9:30 AM

### **MINUTES**

Chair Will Weatherford welcomed everyone and convened the December meeting of the Board of Trustees.

#### **Chair Weatherford's Comments**

The Chair commented that it's an exciting time of the year. One of the great pleasures of serving as a Board member is having the opportunity to work with other incredible members of the Board.

Chair Weatherford reported that Trustee Rick Piccolo was announced by the FAA as the Airport Administrator of the year. We are honored to have such a distinguished member with credibility on our Board.

Chair Weatherford attended an event at the Academy Prep Center of Tampa in honor of Trustee Oscar Horton, who was awarded the 2023 Fred Ridley Grand Oak Award. Not only does Trustee Horton run a successful business, he and his family have given back to the community and to USF for many years. The Chair commended Trustee Horton for giving back to education, caring about this community and for serving on the USF Board of Trustees.

Chair Weatherford and President Law made comments regarding the attacks in Israel on October 7<sup>th</sup>. A full transcript of the remarks can be found [here](#).

Chair Weatherford asked Kiara Gayle to call the roll.

#### **Kiara Gayle called the roll.**

Trustee Sandy Callahan- Not in attendance

Trustee Mike Carrere

Trustee Rogan Donnelly

Trustee Cesar Esmeraldi

Trustee Mike Griffin

Trustee Oscar Horton  
Trustee Jenifer Jasinski Schneider  
Trustee Lauran Monbarren  
Trustee Shilen Patel  
Trustee Fredrick Piccolo  
Trustee Melissa Seixas  
Trustee Will Weatherford

#### Student Presentation –Julio Figueroa

Julio provided a power point presentation and shared his story.

Julio Figueroa, a senior majoring in [business analytics and information systems](#) in the Muma College of Business. While working as a bartender in Key West in 2011, he met Special Operations Forces soldiers who inspired him to take the unexpected path of joining the U.S. Army and serve as a “night stalker,” a role nicknamed for its dedication to nighttime operations. He was deployed to Afghanistan, Iraq and Guatemala as an avionics technician and leader of the downed aircraft recovery team. Figueroa is now giving back to the veteran community by volunteering in the USF Office of Veteran Success. He also interns at SOFWERX, where he conducts market research to find resources or experts to collaborate on innovative solutions serving U.S. Special Operations Command, headquartered at MacDill Air Force base.

Chair Weatherford thanked Julio for serving our country with honor and distinction. He also commended him for being an ambassador for the 1400 plus veterans who attend USF. The veteran community and the University of South Florida are intricately linked more so than any other university in the country. Chair Weatherford commented that Julio is a great representation of what it means to be a Bull and USF is honored to have him.

Chair Weatherford moved on to the next agenda item.

### **President’s Report**

President Law thanked Julio for his sacrifices and for everything he does for the University of South Florida.

President Law reported on the following:

Fall Commencement – Over 4400 students will receive degrees. 43 were named King O’Neill Scholars. These are students who have achieved a perfect 4.0 GPA. The youngest graduate is 18 years old earning a bachelor’s degree in biomedical science. The most experienced student is 72 years old earning a bachelor’s degree in history. President Law encouraged everyone to come out and participate in the ceremonies.

The USF Bulls – The USF football team has qualified to play in a bowl game. The bowl game will be held December 21<sup>st</sup> in Boca Raton against Syracuse. The President commended Coach Golesh on doing a fantastic job this season and making it the to a bowl game during his first year coaching at USF. Coach Golesh was recently recognized by the College Football Network as one of the season’s top performing first year coaches. He’s also a finalist for the annual Coach of the Year Award.

The men and women’s basketball season is underway. Last week the women’s basketball team broke their all-time attendance record during Education Day. There was a sellout crowd of over 8500 people in attendance from 85 local schools.

The women’s volleyball team won the American Athletic Conference East Division title. Last week the USF women soccer team welcomed longtime associate head coach Chris Brown as the third head coach in the programs history.

Earlier this fall we received the Florida Board of Governors approval for our financing plan for the on-campus stadium, which signals the state support for this transformational facility. Vice Presidents Jay Stroman and Michael Kelly will address this later in today’s meeting.

Last month the APLU had their annual meeting. USF was honored to receive the 2023 International Impact Award for Global Teaching and Learning from the Association of Public and Land Grant Universities. This is quite a recognition by our peers that shows that they are looking at our innovative opportunities for our students, faculty and staff. The award was received at the annual APLU meeting in Seattle. The President participated in the sessions and led a session on women in leadership.

President Law also attended the AAU Annual meeting in DC. This meeting was attended by Presidents and Chancellors from around the country. The discussions centered on very important timely issues associated with us and our peer institutions. There were discussions on ways to increase our federal support for research, the opportunities and challenges associated with artificial intelligence and the constantly evolving landscape of athletics.

While in DC the President announced that we hosted a donor and alumni event which was well attended by those who were really excited to hear of the good things that are happening at USF.

The USF Innovative Education program won an Emmy Award. The 2023 Suncoast Regional Emmy Awards were awarded for the best magazine program series and Best Directing for their Portraits on Patriotism video.

The Director of Students Accessibility Services, Deb McArthy, accepted the Joe Sanchez Junior Leadership Award on behalf of USF. This award is presented to individuals or organizations that demonstrate systematic change and progress in the areas of advocacy and support for persons with disabilities.

US News and World Report and Best Colleges Rankings - For the 5<sup>th</sup> consecutive year USF is in the top 50.

President Law announced that we've been recognized as a best value among all public universities in Florida; we hold the distinction of being ranked #1 and we're #16 nationally for social mobility which is a metric that US News and World measure when they look at an institution's success in graduating Pell Grant recipients.

The USF Morsani College of Medicine is now the fastest rising medical school in two metrics for medical research. Our rankings not only help attract the best and brightest students but also scholars and people who want to be part of a great university.

Last week the President and several members of her team traveled to The Florida Institute for Oceanography's Keys Marine Laboratory. It was a great opportunity to see what they're doing in oceanographic research.

President Law reported that the residence halls at Sarasota Manatee Campus are going up. This will accommodate 200 students' next fall. This will also allow us to raise academic performance support, student retention and create a stronger sense of community.

Brunch on the Bay – The President reported that this was the best ever; we raised \$465,000 for student scholarships, campus expansion and other initiatives. We're grateful to the USF Credit Union for serving as the title sponsor and made the first pledge. This was a sold-out event. Since Brunch on the Bay was founded, it has provided over \$6.5 million in scholarships and has helped over 2000 students.

The President commented on the ceremony held in honor of long time USF supporter Sam Bell. We were proud to announce the naming of the College of Public Health Building in his honor, The Samuel B. Bell College of Public Health. Mr. Bell was the father of USF College of Public Health. His legacy included service on many advisory boards over the years. Sam and his wife, former USF President Betty Castor, had a major impact on our university in so many ways.

President Law announced that College of Public Health Dean Donna Petersen has decided to step down from her leadership role as Sr. Associate Vice President of USF Health and Dean of the College of Public Health in January. Dean Petersen led the College of Public Health for nearly 20 years. She elevated it to the highest ranked public health program in the state of Florida. She will continue to serve in a roll as professor in the USF College of Public Health.

We're assembling a search committee chaired by the Dean of the Taneja College of Pharmacy, Dr. Kevin Sneed. Dr. Jay Wolfson, a distinguished service professor of public health, pharmacy, medicine and industrial engineering has agreed to serve as interim during this transition. President Law commented that the entire university community is incredibly grateful for her many contributions and look forward to her continued presence at USF.

President Law commented that USF is at a critical point in our remarkable trajectory to grow and compete with the top research universities in the country. We have continued to retain and develop our top talent and leverage our perspectives and proven experiences of incoming leadership. President Law was delighted to announce that Provost Mohapatra has appointed Dr.

Sylvia Thomas as the next Vice President for Research and Innovation. Dr. Thomas has served in the position as interim vice president for 2 years and has excelled in that leadership role. Her appointment will give us the ability to move forward quickly. This appointment follows a shift made earlier in the year transitioning the office of Research and Innovation to move under the Provost and Executive Vice President.

The BOT Chair Will Weatherford thanked President Law for a full and robust report. Having no questions or comments from the Board members, Chair Weatherford proceeded with the meeting.

**New Business – Action Items (Minutes and Consent)**

**FL 101 - Approval of the Minutes**

- 1. August 22, 2023*
- 2. October 10, 2023*

Having no changes to the minutes, Chair Weatherford requested a motion to approve. The Motion was given by Trustee Horton, seconded by Trustee Carrere and approved.

**Consent Agenda (FL 102 – FL 110)**

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

**FL 102 – USF Direct-Support Organizations Board of Directors**

- a. USF Research Foundation, Inc.
- b. USF Foundation, Inc.
- c. USF Financing Corporation and USF Property Corporation
- d. USF Institute of Applied Engineering

Trustee Horton reported on behalf of Trustee Sandy Callahan and the Audit and Compliance committee. After a thorough review of the item, the committee recommended approval.

**FL 103 – Office of Internal Audit FY24 Work Plan Revisions**

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

**FL 104 – T-Mobile EBS Licenses Sale**

**FL 105 – 2024-25 USF Parking System Budget**

**FL 106 – Institutes & Centers (I&C) Report**

**FL 107 – Approve Sublease and Real Property Policy Exception**

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

**FL 108** – Tenure as a Condition of Employment

**FL 109** – Institutes & Centers 7-Year Reviews

**FL 110** – USF Regulation 10.114 – Morsani College of Medicine Faculty Restrictive Covenants

Chair Weatherford requested comments from UFF President Steve Lang.

Dr. Lang commented on the following:

- The USF Sailing team – Women’s varsity team won the South Atlantic Intercollegiate Association Championship
- 3 members of the sailing team were named Academic All American
- USF won the Sloop Championship
- Florida legislative and mandated regulations

### **Public Comments**

James Ransom of the Tampa Organization of Black Affairs (TOBA) had comments concerning the recruitment and retention of black students, faculty and staff, the on-campus stadium and continued partnerships as it relates to people of color.

Chair Weatherford commented that USF is 100% committed to diversity and will continue to be a place of opportunity for everyone. He thanked Mr. Ransom for attending and voicing his concerns then proceeded on with the meeting.

Having no items pulled from the consent agenda, Chair Weatherford requested a motion to approve. The motion was given by Trustee Horton, seconded by Trustee Carrere and the consent agenda was approved.

### **New Business – Action Items**

**FL 111** – USF President’s 2022-2023 Evaluation

Chair Weatherford explained the process of the President’s evaluation. A summary of President Law’s goals and accomplishments as well as a more detailed goal tracking document, was included in the Trustees’ materials for review.

Section 4.1 of the Contract outlines the evaluation process and provides that the President shall initiate the evaluation process by providing the Board Chair and Governance Committee a self-appraisal of the President’s performance from July 1 of the previous contract year and ended on June 30<sup>th</sup>.

To aid the Board in its performance review, the President may furnish oral and written reports. These materials are attached.

Under section 6.1 of the Contract, the Governance Committee may recommend to the full Board up to seventy (70)% of the total possible performance based compensation.

During the November 16, 2023, Governance Committee Meeting, the committee recommended the full seventy percent (70) % of the total possible performance-based compensation.

Chair Weatherford reported that President Law has accomplished a considerable amount during this evaluation period. She continues to demonstrate high levels of leadership and successfully delivers actionable outcomes on each of the six goals.

Under President Law's leadership, USF was invited into the most prestigious organization in higher education, the AAU. USF has also had a historic year in both fundraising and legislative support as well as national recognition for being an incredible place to work.

After the Chair's comments concerning President Law's goals and accomplishments, he recommended she receive 100% of the bonus based upon her performance. Vice Chair Griffin agrees with Chair Weatherford's recommendation and is in full support of the decision to award 100% of the bonus. Having no other questions or concerns from the Board members the Chair requested a motion to approve. The motion was given by Trustee Vice Chair Griffin, seconded by Trustee Horton and approved.

President Law's comments surrounded the fact that this would not be possible had it not been for the incredible team at USF, not only the leadership team but the faculty and staff as well. She is honored to be a part of this extraordinary team.

**FL 112 – Linking Industry to Nursing Education  
(LINE) Fund Proposal**

Associate Vice President Javier Cuevas presented on behalf of Dean Usha Menon.

This is the third round of funding this year. So far, USF has received over \$2,000,000. Half of this funding is from the state and the other half is from our industry partners which include the All Children's Hospital, Tampa General Hospital, HCA and Baycare. In this proposal, we are seeking \$400,000. Half of it will come from Baycare and Advent Health. This will be their first time participating in it.

The Linking Industry to Nursing Education (LINE) fund provides an opportunity for each state university to receive dollar-for-dollar matching funds to match contributions from a healthcare partner. Gift funds and matching funds may be used for any of the following priorities: student scholarships, recruitment of additional faculty, purchasing or repairing equipment to support the delivery of nursing education, and/or updating nursing simulation centers.

1. The University of South Florida College of Nursing, in collaboration with Advent Health will use funds to reduce financial need by providing 10 students with \$5000 in scholarship in each of the students' final two semesters plus salary support for one year. This partnership will also support the salary of a dedicated Student Success Educator and salary support for one year, the salary of a dedicated Simulation Educator.
2. The University of South Florida College of Nursing, in collaboration with BayCare Health System will use funds to Provide full tuition support for 10 Baycare Scholars for one year.

Vice President Cuevas requested approval from the Board to submit a proposal of \$400,000 to the Board of Governors in order to receive funding for the College of Nursing LINE program.

Having no questions from the Board members Chair Weatherford requested a motion to approve. The motion was given by Trustee Piccolo, seconded by Trustee Seixas and approved.

## **New Business – Information Items**

### Stadium Update

Sr. Vice President for Alumni Jay Stroman and Vice President for Athletics Michael Kelly provided an update on the on-campus stadium.

Sr. Vice President Stroman and Vice President Kelly gave special thanks to President Law, Chair Weatherford and Vice Chair Griffin for their support and leadership on the challenging process as it relates to the on-campus stadium. They also gave Special thanks to Fred Haynes and the Owners Rep team at Barr and Barr, the steering committee, and USF Leadership for their ongoing support.

Vice President Stroman reported that the BOG has approved the financial model and today we're closing on the last of the Truist loan. He congratulated USF Treasurer Fell Stubbs, Vice President for Business and Finance Jennifer Condon and their teams as well as the USF Foundation team on their accomplishments.

Vice President Stroman congratulated the USF athletic fund-raising team, President Law and others who have supported financially or otherwise.

Vice President Stroman provided a power point and update on the on-campus stadium. He highlighted following:

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- Timeline
- The early design phase
- Delivery method
- Strong philanthropic – There was a special thanks to partner and CEO John Couris and his leadership team at TGH for their gift of \$25 million.

- The USF Federal Credit Union gift of \$6 million to rename the credit union Champion's Way -Special thanks to Rich Skaggs for his support.
- Champions Walkway
- \$43 million raised

Mr. Fred Haynes, leader of the ownership rep team provided information on the following:

- The ability to provide a stadium that will provide the best experience for the athletes, students and fans.
- Fiscal responsibility
- Global supply chain
- Football training facility to open in 2026
- Timeline -The on-campus stadium to open by 2027
- DNI Process

Vice President Kelly thanked the Board members, the steering committee, the university staff and others, for their support in getting us to this point. This is tremendous progress that he was delighted to share.

Vice President Kelly provided an update on the vision of what will happen during the days and months ahead. He highlighted the following:

- An overall sight plan
- Location – The stadium will be located where the first USF football team practiced 27 years ago.
- East west orientation of the field- maximizing shade and comfort for our fans and team
- A parking lot with 200 spaces located between Morsani practice fields and the stadium. This will be used by students and staff, but will be converted into a highest donor lot on game days.
- The tremendous gift from the USF Federal Credit Union will help make the stadium unique. There will be a walkway coming into the stadium, a wooded nature path from the north west corner and an entry off of Sycamore Drive on the East side.
- A view from the South side shows the TGH Center for Academic Excellence. This will be a two story building that and will house a wide range of rooms and meeting spaces.
- 6000 ft. of space to the immediate north will give our student athletes premier mental health and sports services on a daily basis. TGH will be able to expand these services to the Tampa Bay community.
- Club lounge for faculty and staff

- Premium space and vision – A rooftop patio
- Incorporate classroom and lab space
- Conceptual blimp view from the North East
- Pre cast concrete concept for stability
- Enhance our ability to have future expansion for facilities
- 35,000 seat vision – The ability to add 10,000 – 12,000 more seats
- Unique and exclusive student section with a standing room lounge
- Open air concourse
- A tailgate and interactive area on the North side of the stadium
- Premium seating tower and the dedicated entrance into that tower from Sycamore Dr.
- East end zone - exploring conceptual ideas for a field club similar to modern stadiums that can create a special experience
- A 365 Team store ticket office
- Looking forward

Vice President Kelly's comments concerned the campus stadium addition at USF will help create one of the finest athletic districts in the country. He's looking forward to the development and design phase. He commented that we have one chance to make a first impression and we're going to make a great one!

Vice President Kelly opened the floor for questions or concerns from the Board members.

Chair Weatherford thanked both Michael Kelly and Jay Stroman for their presentation and for their leadership. He commented on the process and the work that was put in to this project. The renderings look incredible! The Chair also commented on the importance of doing things the correct way instead of the fastest way. USF will be able to host more than just football and lacrosse. This will be a world class facility and will help activate this campus like never before. We are looking forward to seeing future renderings before the spring game.

Trustee Carrere had a couple of questions. One was concerning the turf in which the stadium will be built on. Natural or artificial turf? The second question was concerning naming rights.

Vice President Stroman commented that the plan is to use natural turf however, synthetic is not ruled out. The naming rights fit into the financial model displayed earlier in the presentation.

Trustee Esmeraldi had comments concerning how exciting it is to be here today to see the renderings and anticipate the completion of the USF on campus stadium. Not only are the students excited, but the nation as well. Trustee Esmeraldi congratulated Michael Kelly and Jay Stroman on their hard work and accomplishments.

Trustee Piccolo commended Michael Kelly and Jay Stroman for their work and the wise choice to use CMAR. This allows you to do work packages ahead of time as the supply chain has been a real issue. CMAR also allows you to get better cost control.

Vice Chair Griffin commended Michael Kelly and Jay Stroman for their work and on the renderings that were presented today. This is a very exciting time for USF. The team has taken the right approach to doing things the correct way. Vice President Griffin voiced concerns from an operation standpoint. How will things flow on game day and how will this affect the neighbors who live in the surrounding area? Not only games but other events as well.

The Vice Chair also recognized the great work and leadership of Trustee and Student Body President Cesar Esmeraldi.

Trustee Horton reflected on the past when the USF football program first started. His comments were also concerning future community growth in the surrounding area of the stadium.

Chair Weatherford is confident the new stadium will have a positive effect in the future as it relates to businesses in the surrounding area. There are ways to activate things around our campus through partnerships and property that we own.

President Law commented that the Sr. Vice President for University Partnerships Eric Eisenberg has been working on how USF interfaces with all of the surrounding communities. A report on it will be presented to the Board soon.

Trustee Schneider commented that the new stadium will be transformative for everyone. There were cost concerns from faculty members and the fact that it could be more economical. Trustee Schneider discussed leveraging the academic resources that we have across campus. She commented on the Green Bay stadium having an art museum in it. We are an AAU institution building an on-campus stadium; we have an opportunity to showcase research in ways that no one else can. She's willing to work with the Board and faculty members on ideas.

Trustee Patel congratulated the team on doing well against the philanthropy goals. He is confident that we will far exceed the goal of \$50 million. He had questions on fundraising and debt principle. Will the money go into debt repayment or a reserve for other purposes?

Chair Weatherford's comments concerned USF being recognized as a world-class academic institution. We want to be world-class in everything we do. Our stadium will be a nice and unique facility. It will be more modern than anything constructed in the State of Florida.

Chair Weatherford thanked the donors who have already committed tremendous resources towards the on-campus stadium, and he encouraged those who may want to consider giving a gift towards it. This will transform the University of South Florida.

### **Round Table Discussion**

Chair Weatherford opened the floor for the round table discussion.

Trustee Schneider's comments were on issues pertaining to the passing of Senate Bill 266. On behalf of the USF faculty and the Advisory Council Faculty Senate, Trustee Schneider submitted feedback to the BOG concerning the regulations and corresponding laws. Her comments were specific to DEI prohibited expenses and the removal of a Sociology Course.

Chair Weatherford thanked Trustee Schneider for her comments and her commitment to the USF faculty. We appreciate the faculty members and the important roles that they play. The Board has no control of the policies that are set forth by Tallahassee and Washington DC. USF remains and will always be committed to diversity for everyone.

Chair Weatherford announced that after today's meeting former BOT Chair John Ramil and his family will be honored by naming the courtyard at the Alumni building the Naida and John Ramil Courtyard. John was the longest standing BOT member in USF history. The Ramil family has been friends and supporters of USF for a very long time and are most deserving of this prestigious honor.

Chair Weatherford encouraged everyone to attend the USF Bowl game in Boca Raton. Having no further business the Chair wished everyone a safe and happy holiday and adjourned the meeting.



## **USF Board of Trustees**

Friday, January 19, 2024  
Special Microsoft Teams Meeting

### **M I N U T E S**

#### **Call to Order**

Chair Will Weatherford welcomed everyone and called the special meeting to order.

The Chair asked Kiara Gayle to call the roll.

Trustee Sandy Callahan  
Trustee Mike Carrere  
Trustee Rogan Donnelly – Did not participate.  
Trustee Cesar Esmeraldi – Did not participate.  
Trustee Mike Griffin  
Trustee Oscar Horton  
Trustee Jenifer Jasinski Schneider  
Trustee Lauran Monbarren  
Trustee Shilen Patel- Did not participate.  
Trustee Fredrick Piccolo – Did not participate.  
Trustee Melissa Seixas  
Trustee Will Weatherford

#### **New Business Action Items**

##### **Linking Industry to Nursing Education**

Chair Weatherford wished everyone a Happy New Year and moved on to the first Action item - LINE Fund Proposal. He asked Dean Usha Menon to present the item.

Dean Usha Menon provided an update on the LINE Fund Proposal.

The Linking Industry to Nursing Education (LINE) program was created by the Florida Legislature and Gov. DeSantis in Section 1009.8962, Florida Statutes, in 2022. The LINE program is intended to incentivize collaboration between nursing education programs and healthcare partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter Florida's workforce.

Dean Menon reported that the USF College of Nursing has received just under \$2.1 million from the LINE Funding this year. There is still \$500,000.00 left on the table. Dean Menon requested the Board's support to apply for the \$500,000 with a match for the \$500,000 from Tampa General as part of their larger gift agreement to develop our new simulation center and name it after Tampa General. The Tampa General funds will be used for building support of course design etc., the new simulation center, the match to \$500,000 from the Board of Governors will be used for student success.

Dean Menon commented that the USF College of Nursing will be the largest nursing school in the state. They will have to hire more student success facilitators, advisors etc. Dean Menon ended her presentation and was open to questions from the Board members.

Chair Weatherford commended Dean Menon and her team for their outstanding work and asked if there were questions or concerns from the Board members. Having none, Chair Weatherford requested a motion to approve. The motion was given by Trustee Horton, seconded by Trustee Carrere, and approved.

Chair Weatherford continued with the meeting and asked Sr. Associate General Counsel Hilary Black to present the next item.

Senior Associate General Counsel, Hilary Black presented.

### **Affiliation Agreement**

The Henry is a 23-story mixed-use, private student housing building with structured parking located in downtown Tampa at 100 E. Tyler Street. The building opened in Fall 2021 and has 537 beds (188 units).

USF would enter into an Affiliation Agreement requiring USF Health to market the building to USF Health downtown students as "preferred off-campus housing." USF will not guarantee any unit rentals. The term of the Affiliation Agreement would be 40 years (maximum) and at the end of the term, the Property would revert to ownership by USF, at USF's election. Additionally, USF would receive 50% of all net revenues from operations of the Project. The remaining 50% of the net revenues would be used primarily to preserve the project and, secondarily, to fund scholarships.

A power point was provided which highlighted the following:

- Description and location of The Henry student housing development  
In Town Group developed and opened in 2021
- Affiliation Agreement terms – (included in the Trustees materials)
- The Benefits to USF
- Risks Mitigated
- Action Item

Sr. Associate General Counsel Black explained that the action item is to request approval to enter into the affiliation agreement in materially the same terms that were included in the term sheet in your packet in consultation with both general counsel and our CFO. She was open to questions from the Board.

Chair Weatherford asked the Board members if they had any questions or concerns relating to the item.

Chair Weatherford thanked Hilary Black for the overview. He had a question concerning USF having full transparencies to the financials. The Chair also had a question concerning the interest level for students and the number of slots that will be available for them.

Hilary Black confirmed that USF will have full transparency as well as the ability to sit in and have input at all board meetings. The building is heavily populated by the University of Tampa students which isn't a surprise given the proximity. They opened 100% leasing and are currently at 92% as of yesterday. We're marketing to USF Health and believe that this will be of interest to students.

Trustee Jasinski Schneider asked if USF students will have leasing priority at the Henry? Hilary Black commented that USF students do not have priority as the leasing is on a first come first serve basis in order to maximize profits.

Trustee Sandy Callahan asked how does the owner recover property costs? Hilary Black had comments concerning the recovery costs being built into the business model. She plans to research the calculations and follow up with Trustee Callahan.

Trustee Monbarren had a question concerning the net revenue. Do we only get 50% of it from USF students? Hilary Black replied that we get 50% of the total.

Trustee Carrere had a question concerning USF students who lease at the Henry. Would USF have a financial obligation if our students can't fulfill their lease agreement? Hilary Black replied that we have no financial liability. It's a private transaction between the owner and the student.

Vice Chair Mike Griffin commented that he toured the Henry building and was highly impressed with the facility. The amenities and options provided to students are unique and like no other that he has seen in student housing. Vice Chair Griffin supports the affiliation agreement.

The Vice Chair made a motion to approve, it was seconded by Trustee Seixas and approved.

Chair Weatherford asked Vice President Condon to present the last item.

### **Expenditure Authorization Request**

The Vice President for Business and Finance Jennifer Condon provided an overview. She reported that this expenditure authorization would normally go to the Finance Committee.

This is to request an approval of a contract for the following expenditure over \$3,000,000: It's for the development of a Cyber Attack and Simulation Range of \$11,864,00.

In the 2022 Florida Legislative Session, funds were appropriated to establish a cyber attack range at the Florida Center for Cyber Security. The range will provide a virtual training environment and meet the needs of county and local governments, law enforcement and other agencies.

Trustee Seixas asked if there were other similar ranges in the country? Mr. Bruce Caulkins of Cyber Florida Cyber Range replied that there are several. An extensive study was done on it last year.

Having no other questions or concerns from the Board, Chair Weatherford requested a motion to approve. The motion was given by Trustee Horton and seconded by Trustee Callahan. The item was approved.

The Chair opened the floor for announcements or discussion. President Law replied that everything is going well with all our wins. Go Bulls!

Having no other business to discuss Chair Weatherford wished everyone a great weekend and adjourned the meeting.

**Agenda Item: FL 102**

**USF Board of Trustees**  
March 18, 2024

**Issue:** Education Specialist in School Psychology, CIP Code 42.2805

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**Proposed action:** Approval

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**Executive Summary:** The College of Education is proposing the creation of an Ed.S. in School Psychology in CIP Code 42.2805. The proposed new degree program will allow graduates to become credentialed as School Psychologists by the Florida Department of Education and become Nationally Certified School Psychologists, a credential regulated by the National Association of School Psychologists (NASP). The program is also approved as a BOG Program of Strategic Emphasis.

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

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**Strategic Goal(s) Item Supports:**

- Goal One: Student Success at USF and Beyond;
- Goal Two Faculty Excellence in Research and Innovation;
- Goal Three: Partnerships and Engagement with Local, National, and Global Impact

**BOT Committee Review Date:** February 20, 2024

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

**Prepared by:** Cynthia Brown Hernandez, Director, ODS-Academic Planning and Operational Reporting

# Presentation for the BOT ACE Committee

February 27, 2024

Dean Anthony Rolle

## USF College of Education Three Campuses – Saint Pete/Sarasota Manatee/Tampa One College



## REQUEST TO OFFER A NEW DEGREE PROGRAM

- ▶ The National Association of School Psychologists (NASP) has identified a national shortage of School Psychologists, suggesting that they are in high demand (<https://www.nasponline.org/research-and-policy/policy-priorities/critical-policy-issues/shortage-of-schoolpsychologists>; URL visited 10/22/2023)
- ▶ As a result, the University of South Florida (USF) College of Education is ***proposing the creation of an Ed.S. in School Psychology in CIP Code 42.2805.***
- ▶ Currently, USF offers a concentration in School Psychology in the Ed.S. in Curriculum and Instruction (CIP Code 13.0301). This concentration will be terminated when the University is approved to offer the Ed.S. in School Psychology in CIP Code 42.2805.
- ▶ The proposed Ed.S. in School Psychology will allow graduates to become credentialed as School Psychologists by the Florida Department of Education and become Nationally Certified School Psychologists (NCSP) who typically are employed by public school districts, charter schools, and private schools.

**REQUEST TO OFFER A NEW DEGREE PROGRAM  
Ed.S. in SCHOOL PSYCHOLOGY**

- ▶ The National Association of School Psychologists (NASP) recommends a ratio of 1 School Psychologist for every 500 students for a school district to be considered adequately staffed.
- ▶ The current average ratio in the United States is 1 School Psychologist to every 1,127 students.
- ▶ State-by-state data document a higher ratio in Florida (1:1,856), which has worsened since the last survey.

## **REQUEST TO OFFER A NEW DEGREE PROGRAM Ed.S. in SCHOOL PSYCHOLOGY**

- ▶ With the noted demand for School Psychologists, the proposed program will contribute to the goal of increasing community and business workforce and contributing to the strategic priorities for a knowledge economy in community and business engagement.
- ▶ Historically, the program has partnered with local public school districts (e.g., Hillsborough, Pinellas, and Pasco) and community agencies. These partnerships are mutually beneficial, providing School Psychology students with rich practicum and internship experiences and the districts and agencies with high-quality school psychological services.
- ▶ And, as a program on the Programs of Strategic Emphasis (PSE) list, the program will contribute to the number of degrees awarded as PSE.

## REQUEST TO OFFER A NEW DEGREE PROGRAM Ed.S. in SCHOOL PSYCHOLOGY

- ▶ The proposed Ed.S. in School Psychology contributes to the mission and strategic plan of the University of South Florida:
- ▶ ***Supporting USF's Goal 1:*** Student success at USF and beyond by ensuring graduates are eligible for certification and eventual practice as School Psychologists.
- ▶ ***Supporting USF's Goal 2B:*** Foster strategic collaborative research and innovation that is highly impactful and transformative
- ▶ ***Supporting USF's Goal 2C:*** Increase impact and recognition of research and innovation by providing a platform through which program faculty can continue to produce high quality and innovative research in collaboration with local school districts and the Florida Department of Education.
- ▶ ***Supporting USF's Goal 3A:*** Strengthen and grow existing partnerships and/or establish new mutually beneficial partnerships and collaborative relationships with local public school districts.



State University System of Florida Board of Governors
REQUEST TO OFFER A NEW DEGREE PROGRAM
In accordance with Board of Governors Regulation 8.011
(Please do not revise this proposal format without prior approval from Board staff)

University of South Florida
Institution Submitting Proposal
College of Education
Name of College(s) or School(s)
School Psychology
Academic Specialty or Field
42.2805
Proposed CIP Code (2020 CIP)

Fall 2024
Proposed Implementation Term
Department of Educational & Psychological Studies
Name of Department(s)/Division(s)
Ed.S. School Psychology
Complete Name of Degree
Proposed Program Type
[X] E&G Program
[ ] Market Tuition Rate Program
[ ] Self-Supporting Program

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

Date Approved by the University Board of Trustees

President's Signature Date

Board of Trustees Chair's Signature Date

Provost's Signature Date

**Projected Enrollments and Program Costs**

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

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	8	8	\$50,013	\$306,659	\$93,444	\$0	\$400,103
Year 2	16	17					
Year 3	25	26					
Year 4	26	27					
Year 5	27	28	\$17,360	\$352,161	\$133,914	\$0	\$486,075

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

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

Yes

No

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

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

**Additional Required Signatures**

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

Digitally signed by:



1/26/2024 | 09:51 EST

**Signature of Equal Opportunity Officer      Date of Signature**

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

**Todd Chavez**

1/26/2024 | 11:06 EST

**Signature of Library Dean/Director      Date of Signature**

## Introduction

### I. Program Description and Relationship to System-Level Goals

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

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

The University of South Florida (USF) is proposing the creation of an Ed.S. in School Psychology in CIP Code 42.2805. Currently, USF offers a concentration in School Psychology in the Ed.S. in Curriculum and Instruction (CIP Code 13.0301), which will be terminated when the University is approved to offer the Ed.S. in School Psychology in CIP Code 42.2805. By closing the concentration in CIP Code 13.0301 and offering the program in the School Psychology CIP Code (42.2805). USF will be better able to track the contribution of the program to workforce needs and will be in alignment with Florida International University (FIU), the University of Central Florida (UCF), and the University of Florida (UF), who offer School Psychology Educational Specialist degrees in CIP 42.2805.

The total credit hours required to complete the proposed Ed.S. in School Psychology will be 74, and will offer no concentrations, specializations, tracks, etc. As a separate degree program, USF's program credit hours will be more aligned with that of UCF's program (74 credit hours), instead of FIU's (75 credit hours) or UF's (72 credit hours) programs. Once the new degree program is approved, USF will request that the National Association of School Psychologists' (NASP) website be updated to reflect the correct program credit hours.

As is the case with the current program offered in CIP 13.0301, the proposed Ed.S. in School Psychology will allow graduates to become credentialed as School Psychologists by the Florida Department of Education and become Nationally Certified School Psychologists (NCSP), a credential regulated by the National Association of School Psychologists (NASP). School Psychologists are typically employed by public school districts, charter schools, and private schools.

NASP has identified a national shortage of School Psychologists, suggesting that they are in high demand<sup>1</sup>.

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

- **Critical Workforce**
  - Education

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<sup>1</sup> <https://www.nasponline.org/research-and-policy/policy-priorities/critical-policy-issues/shortage-of-school-psychologists>; URL visited 10/22/2023

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

Please note that the master's and doctoral degrees in CIP Code 42.2805 are on the 2024 PSE list that was approved during the November 8, 2023, Board of Governor's meeting.

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

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

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

The proposed Ed.S. in School Psychology directly supports a number of the State University System's strategic planning goals. First, as a program on the Programs of Strategic Emphasis (PSE) list, the program will contribute to the number of degrees awarded as PSE. This will directly contribute to the strategic priorities for a knowledge economy in teaching and learning. Second, the program has historically partnered with local public school districts (e.g., Hillsborough, Pinellas, and Pasco) and community agencies. These partnerships are mutually beneficial, providing School Psychology students with rich practicum and internship experiences and the districts and agencies with high-quality school psychological services. In this way, the School Psychology program directly increases the level of community engagement contributing toward the goal of productivity in community and business engagement. Finally, because of the continuous demand for School Psychologists, the program will contribute to the goal of increasing community and business workforce and contributing to the strategic priorities for a knowledge economy in community and business engagement.

The proposed Ed.S. in School Psychology contributes to the mission and strategic plan of the University of South Florida by supporting USF's Goal 1: Student success at USF and beyond by ensuring graduates are eligible for certification and eventual practice as School Psychologists. The program supports USF's Goal 2B: Foster strategic collaborative research and innovation that is highly impactful and transformative and 2C: Increase impact and recognition of research and innovation by providing a platform through which program faculty can continue to produce high-quality and innovative research in collaboration with local school districts and the Florida Department of Education. Additionally, the program supports USF's Goal 3A: Strengthen and grow existing partnerships and/or establish new mutually beneficial partnerships and collaborative relationships with local public school districts.

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

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

USF has offered the School Psychology concentration in the Ed.S. in Curriculum and Instruction in CIP Code 13.0301 for several years. It operates as an efficient, effective, and high-quality program that has been continuously accredited by NASP. Further, it has operated concurrently alongside a Ph.D. in School Psychology that is accredited by the American Psychological Association. USF also offers a master's degree in CIP Code 42.2805, which is awarded to students after their first year in both the Ed.S. and Ph.D. programs. (Students do not apply, nor are they directly admitted into the master's program.) The Ph.D. and master's degree in School Psychology (CIP Code 42.2805) are on the Fall 2024 PSE list.

Furthermore, this program aligns with the College of Education's mission to promote locally engaged partnerships. School Psychology students have historically completed their practicums and internships in nearby school districts (e.g., Hillsborough, Pinellas, and Pasco), requiring coordination and collaboration between the College of Education, the School Psychology faculty, school district leaders, and district supervisors who supervise School Psychologists. The proposed program will maintain these collaborative relationships.

Within the College of Education there are two research centers directed by School Psychology faculty--the Institute for School-Community Partnerships, Integrated Services, and Child Mental Health and Educational Policy (Dr. José Castillo, Director) and the School Mental Health Collaborative: Research, Training, and Technical Assistance Center (Drs. Evan Dart, Shannon Suldo, and Nate von der Embse, co-Directors). These Centers have built strong relationships with local school districts and the Florida Department of Education to provide training and technical assistance to educators statewide. Both of the Centers offer a wealth of experiential opportunities for students in the School Psychology program, positioning them to be leaders in their school or district upon graduation.

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

The pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination group on February 15, 2023, and no concerns were expressed.

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

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

### Planning Process:

Date	Participants	Planning Activity Description
Summer and Fall 2022	College of Education and ODS-Academic Planning	Discussion of Ed.S. School Psychology pre-proposal
Fall 2022	College of Education and ODS-Academic Planning	Development of Ed.S. School Psychology pre-proposal
January 9, 2023	College of Education Graduate Program Committee Approval	Approval of the Ed.S. School Psychology pre-proposal
January 19, 2023	University Faculty Council	Approval of the Ed.S. School Psychology pre-proposal
February 7, 2023	USF's Academic Campus Environment Advisory Council (ACEAC)	Approval of the Ed.S. School Psychology pre-proposal
February 15, 2023	SUS CAVP Academic Coordinating Group	Presented the Ed.S. School Psychology pre-proposal and no concerns were expressed
March 2023	ODS-Academic Planning	Added to USF's 2023 Accountability Plan
May 23, 2022	USF BOT	Approval of USF's 2023 Accountability Plan
June 16, 2023	FL BOG	Approval of USF's 2023 Accountability Plan
Summer and Fall 2023	College of Education and ODS-Academic Planning	Discussion of Ed.S. School Psychology proposal
Fall 2023	College of Education and ODS-Academic Planning	Development of Ed.S. School Psychology proposal
October 13, 2023	College of Education Graduate Program Committee Approval	Approval of the Ed.S. School Psychology proposal
December 11, 2023	University Faculty Council	Approval of the Ed.S. School Psychology proposal
January 30, 2024	ACEAC	Approval of the Ed.S. School Psychology proposal
February 27, 2024	BOT ACE Committee	Approval of the Ed.S. School Psychology proposal
March 12, 2024	USF's Board of Trustees	Approval of the Ed.S. School Psychology proposal
March 2024	BOG Staff	Submission of proposal to BOG staff

**E. In the table below, provide a timetable of key events necessary for implementing the proposed program following approval of the program by the Board office or**

**the Board of Governors through to the addition of the program to the State University System Academic Degree Program Inventory.**

Following review of the program by the Board of Governors’ staff (and addition to the Florida State University System Academic Program Inventory), University personnel will take the following actions to implement the new degree:

**Events Leading to Implementation:**

<b>Date</b>	<b>Implementation Activity</b>
Summer 2024	Add to USF’s Degree Inventory
Summer 2024	Add to USF’s Student Information System
Summer 2024	Add to the 2024-2025 Graduate Catalog
Summer 2024	Add to the Graduate Admissions Application
Summer 2024	Market and Recruit for the Program
Fall 2024	Launch Program, including allowing for current and newly admitted students to declare the Ed.S. in 42.2805
Spring 2025	Accept new applicants to the Ed.S. in School Psychology in CIP Code 42.2805.

**Institutional and State-Level Accountability**

**III. Need and Demand**

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

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

The National Association of School Psychologists (NASP) recommends a ratio of 1 School Psychologist for every 500 students for a school district to be considered adequately staffed. The current average ratio in the United States is 1 School Psychologist to every 1,127 students. State-by-state data document a higher ratio in Florida (1:1,856), which has worsened since the last survey<sup>2</sup>.

The Florida Department of Economic Opportunity does not provide specific employment data for School Psychologists. However, according to its website<sup>3</sup>, Florida’s total nonagricultural employment increased 3.2 percent since the previous year (October, 2022) (See Image 1). Additionally, state educational services jobs

<sup>2</sup> <https://www.nasponline.org/about-school-psychology/state-shortages-data-dashboard>; URL visited 10/22/2023

<sup>3</sup> <https://lmsresources.labormarketinfo.com/library/press/fl-us.pdf>; URL visited 10/22/203

increased 3.4 percent since the previous year<sup>4</sup>. These data suggest that educational services positions, likely including those such as School Psychologists, have increased since last year.

Image 1:

NOT SEASONALLY ADJUSTED							
	Current Month	Month Ago	Year Ago	Over-the-Month Change		Over-the-Year Change	
	September 2023	August 2023	September 2022	Level	Percent	Level	Percent
STATE OF FLORIDA							
Civilian Noninstitutional Population 16+	18,654,000	18,614,000	18,220,000	40,000	0.2	434,000	2.4
Civilian Labor Force	11,258,000	11,226,000	10,871,000	32,000	0.3	387,000	3.6
<b>Employment</b>	<b>10,918,000</b>	<b>10,876,000</b>	<b>10,575,000</b>	<b>42,000</b>	<b>0.4</b>	<b>343,000</b>	<b>3.2</b>
Unemployment	340,000	351,000	296,000	-11,000	-3.1	44,000	14.9
Unemployment Rate (%)	3.0	3.1	2.7	-0.1	--	0.3	--

The Bureau of Labor Statistics' (BLS) Occupational Employment and Wage Statistics data<sup>5</sup>, indicates that there are 60,250 individuals employed as School Psychologists in the United States and an estimated 1.5 percent increase in employment for School Psychologists (See Image 2).

Image 2:

**National estimates for School Psychologists:**

Employment estimate and mean wage estimates for School Psychologists:

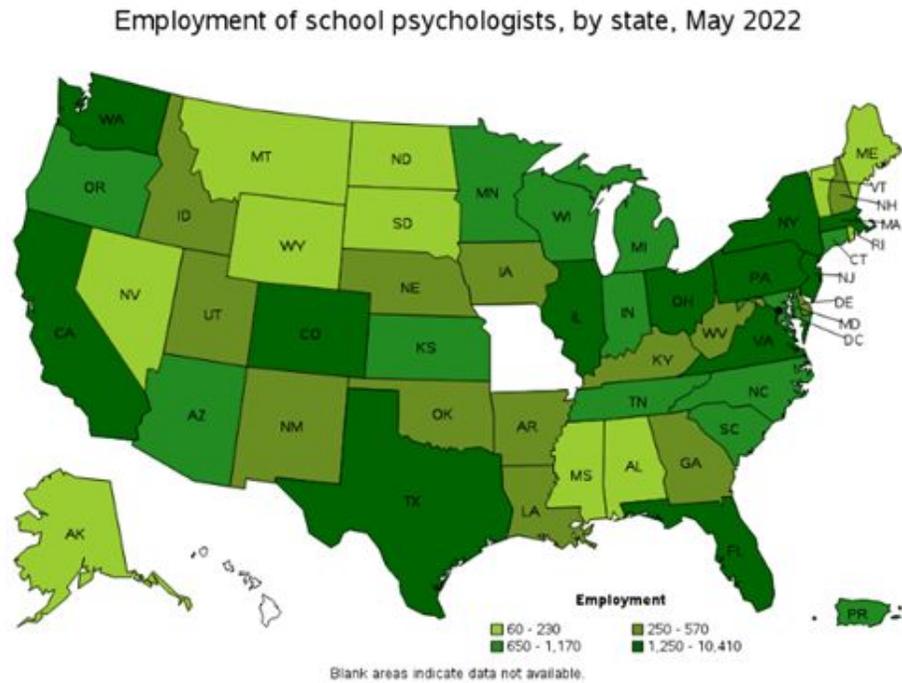
Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
60,250	1.5 %	\$ 42.09	\$ 87,550	0.8 %

In addition, BLS data lists Florida as the fifth highest state that employs School Psychologists (2,610), behind #1-California (10,410) #2-New York (6,410) #3-Texas (5,520) and #4-Illinois (3,820) (See Image 3).

<sup>4</sup> <https://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/current-employment-statistics>; last visited September 2022

<sup>5</sup> <https://www.bls.gov/oes/current/oes193034.htm#ind>; URL visited 10/22/2023

Image 3:



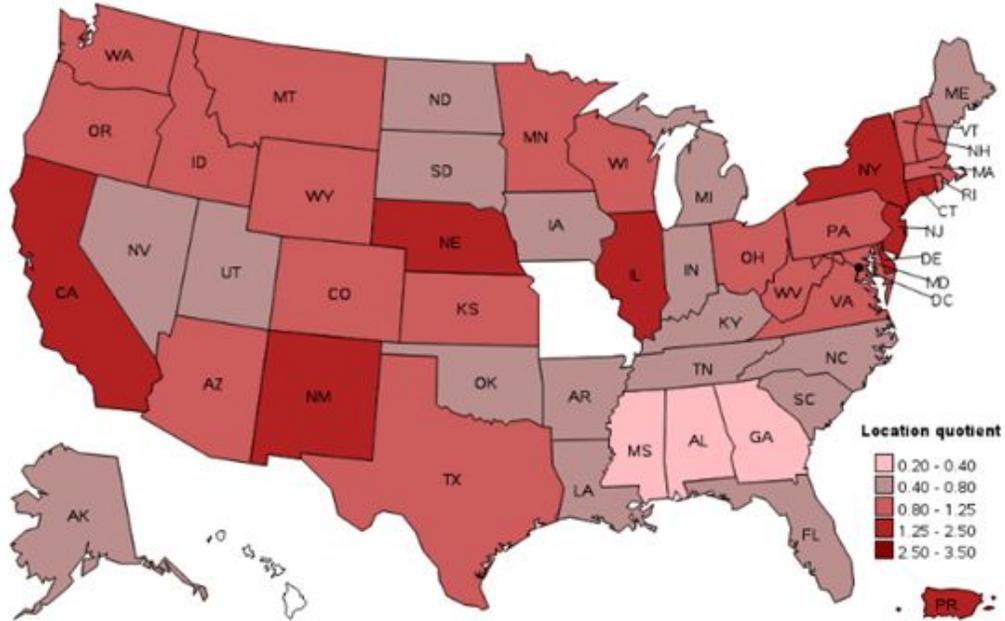
States with the highest employment level in School Psychologists:

State	Employment <sup>(1)</sup>	Employment per thousand jobs	Location quotient <sup>(9)</sup>	Hourly mean wage	Annual mean wage <sup>(2)</sup>
<a href="#">California</a>	10,410	0.59	1.45	\$ 51.39	\$ 106,890
<a href="#">New York</a>	6,410	0.70	1.73	\$ 47.96	\$ 99,750
<a href="#">Texas</a>	5,520	0.42	1.04	\$ 36.27	\$ 75,440
<a href="#">Illinois</a>	3,820	0.65	1.59	\$ 36.62	\$ 76,170
<a href="#">Florida</a>	2,610	0.28	0.70	\$ 35.72	\$ 74,290

Florida had a low location quotient (.70). The location quotient is the ratio of the area concentration of occupational employment to the national average. While the four states with greater employment than Florida all have location quotient above 1, indicating that their share of employment is greater than the average of the U.S., Florida's ratio of .70 indicates it is on the lower end of employers of School Psychologists in the country which indicates the job market is not saturated in Florida and there are ample employment opportunities (See Image 4).

Image 4:

Location quotient of school psychologists, by state, May 2022



Blank areas indicate data not available.

States with the highest concentration of jobs and location quotients in School Psychologists:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<a href="#">Delaware</a>	370	0.82	2.02	\$ 38.57	\$ 80,230
<a href="#">New York</a>	6,410	0.70	1.73	\$ 47.96	\$ 99,750
<a href="#">Illinois</a>	3,820	0.65	1.59	\$ 36.62	\$ 76,170
<a href="#">New Mexico</a>	520	0.63	1.56	\$ 45.22	\$ 94,050
<a href="#">New Jersey</a>	2,550	0.62	1.52	\$ 45.20	\$ 94,010

The need for programs in School Psychology in the State of Florida is strong, as exemplified by the vacant School Psychologist positions. For example, Hillsborough County Public Schools, the seventh largest school district in the country<sup>6</sup> and the largest in the Tampa Bay area has had continuous job postings for School Psychologists since October 20, 2020.<sup>7</sup> Similarly, Pinellas County Schools<sup>8</sup> and Pasco County Schools<sup>9</sup> both have current job openings for School Psychologists.

<sup>6</sup> [https://nces.ed.gov/programs/digest/d22/tables/dt22\\_215.30.asp](https://nces.ed.gov/programs/digest/d22/tables/dt22_215.30.asp); URL visited 10/22/2023

<sup>7</sup> <https://www.applitrack.com/sdhc/onlineapp/default.aspx?AppliTrackJobID=16357&ref;> URL visited 10/22/2023

<sup>8</sup> [https://ats3.atenterprise.powerschool.com/ats/job\\_board\\_form?op=view&JOB\\_ID=3700227446&COMPANY\\_ID=OA002067&redirect\\_qs=&redirect\\_qs=softsort%3DCOMPANY\\_ID%26APPLICANT\\_TYPE\\_ID%3D00000001%26COMPANY\\_ID%3DOA002067](https://ats3.atenterprise.powerschool.com/ats/job_board_form?op=view&JOB_ID=3700227446&COMPANY_ID=OA002067&redirect_qs=&redirect_qs=softsort%3DCOMPANY_ID%26APPLICANT_TYPE_ID%3D00000001%26COMPANY_ID%3DOA002067); URL visited 10/22/2023

<sup>9</sup> <https://pasco.tedk12.com/hire/ViewJob.aspx?JobID=25758> full visited 10/22/2023

The proposed Ed.S. in School Psychology program would continue to address the national shortage and increasing demand for School Psychologists by offering students a high-quality training program that prepares them to secure and maintain employment as a School Psychologist. The proposed program is particularly focused on preparing graduates to work in public school systems as School Psychologists. Due to the proposed change in CIP code, the Ed.S. in School Psychology will also provide prospective employers with more clarity and transparency regarding graduates' training and allow for more accurate tracking of graduation and employment data.

**National and Florida Workforce Demand**

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

**Occupational Linkages for the Proposed Program**

SOC Code	Occupation Title	Source / Reason for Inclusion
N/A	N/A	N/A

The current CIP-SOC crosswalk provided by the Florida Department of Education and Florida Board of Governors lists the following SOC codes associated with a master's degree in CIP Code 42.2805, which is a comprehensive list. Consequently, the above table was intentionally left blank.

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

**Labor Market Demand, CIP Code 42.2805**

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2021-31	U.S. 2021-31	FL 2021-31	U.S. 2021-31	FL 2021-31	U.S. 2021-31	
School Psychologist	"Not Available"	5.5	"Not Available"	4,800	"Not Available"	3,200	Master's
Educational, Guidance, and Career	14.2	9.6	2,392	32,000	2,930	32,400	Master's

Counselors and Advisors							
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Sources:

Date Retrieved: 10/22/2023

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>

As evidenced above, with data taken from the BOG’s Search by CIP-SOC Employment Projections Data tool, the national demand for School Psychologists is expected to rise 5.5 percent over the next ten years as efforts to address the national shortage continue. Note that these data are not available separately for the Ed.S. degree and instead reflect a master’s as the entry-level degree. State-level data were not available. Instead, state-level data on a related occupation—SOC 21-1012 Educational, Guidance, and Career Counselors and Advisors—were included due to their similarity in role, function, and entry level education. These data project a 9.6 percent increase nationally and a 14.2 percent increase in Florida by 2031, which correspond to nearly 3,000 annual average job openings statewide and total number of new jobs by 2031.

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

USF’s current Ed.S. in School Psychology concentration accepts eight to nine students each fall semester, far fewer than the number of qualified students applying for admittance. This is due, in part, to the fact that there are limited practicum and internship supervisors available within the districts. The numbers of Ed.S. applicants over the last five-year period are listed below. The most recent admissions cycle saw the largest number of applicants over this period of time. During this period of time, approximately 15-30 percent of applicants were admitted into the program, highlighting a demand over time.

Cohort	Number of Applicants for the Ed.S. School Psychology Concentration	Accepted	Enrolled
Fall 2019	37	9	6
Fall 2020	30	8	7
Fall 2021	44	5	5
Fall 2022	27	7	3
Fall 2023	36	9	8

**C. Complete Appendix A – Table 1 (1-A for undergraduate and 1-B for graduate) with projected student headcount (HC) and full-time equivalents (FTE).**

- Undergraduate FTE must be calculated based on 30 credit hours per year
- Graduate FTE must be calculated based on 24 credit hours per year

**In the space below, explain the enrollment projections. If students within the institution are expected to change academic programs to enroll in the proposed**

**program, describe the anticipated enrollment shifts and impact on enrollment in other programs.**

The Ed.S. School Psychology concentration admits eight to nine new students each fall semester, of which 80 to 90 percent enroll. A continuation of this pattern would potentially lead to a five-year headcount of 27 total students. Beginning in Year 4 of the program the number of students graduating will be roughly the same as the number of students admitted, resulting in a stabilized headcount for each consecutive year. Admitted students typically enter having completed an undergraduate degree from an accredited institution. The current Ed.S. in Curriculum and Instruction (13.0301) may experience an enrollment shift when the Ed.S. in School Psychology degree program is in place and the School Psychology concentration is closed. However, the Ed.S. in Curriculum and Instruction program has enough current enrollment to absorb the enrollment shift.

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

The proposed program offers many benefits to the University, local community, and state. At the university level, students in the current Ed.S. in School Psychology concentration are actively engaged in research, teaching, and service within the program and across the department, college, and university often through assistantships on externally funded research projects. Over the last five academic years (2018 – 2023), the School Psychology faculty secured over \$108,926,461 in external funding through grants and contracts, creating many research assistantship opportunities for program students. The efforts to secure and maintain these funds are often supported by students in the current Ed.S. concentration.

During the 2022-23 academic year, Ed.S. in School Psychology students were funded on five federal research grants (two within the College of Education, three within the College of Behavioral and Community Sciences), a College of Education research center, and as instructor of record for an undergraduate course. In doing so, they contribute to USF's scholarly production.

Benefits to the local community are evidenced by the strong research to practice partnerships that have been established between the existing program and local public school districts (e.g., Hillsborough, Pasco, and Pinellas) and community organizations (e.g., Children's Home Society of Florida). These partnerships serve two primary purposes. The first is to provide a platform for USF faculty and students to conduct high-quality research to identify ways to improve the academic and behavioral health of students in Florida schools. These research studies benefit the community in turn through continued consultation and partnership to implement sustainable, evidence-based practices. Second, the partnerships provide a platform for the program's students to gain valuable practical experiences in schools. These practicum experiences allow schools to provide additional school psychological services under the supervision of program faculty and supervising School Psychologists. During the 2022-23 academic year, ten Ed.S. School Psychology students completed their practicum work in three different school districts (Hillsborough, Pinellas, and Pasco). Furthermore, six Ed.S. students completed their

internship in Florida school districts during that year (i.e., Marion, and Charlotte)

Additionally, USF’s School Psychology faculty maintain contracts and grants in excess of \$25,000,000 with the Florida Department of Education, providing technical assistance and conducting research to inform state policy and practices. Students in the program are often involved in these contracts and grants, giving them hands on opportunities to have a positive impact on state-level work that improves the lives of Florida students.

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

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:

<b>Institution</b>	<b>Geographic Location</b>
Barry University	Miami
Florida International University (FIU)	Miami
*Florida State University (FSU)	Tallahassee
Nova Southeastern University	Ft. Lauderdale
University of Central Florida (UCF)	Orlando
University of Florida (UF)	Gainesville

\*FSU’s program is offered in CIP Code 13.1101.

Program directors of these six School Psychology programs were contacted via email on August 17, 2023 to alert them to USF’s intent to establish a new Ed.S. in School Psychology program in CIP Code 42.2805. Drs. Kathleen Krach, FSU, John Kranzler, UF, and Andy Pharm, FIU, replied to express their support of the proposal. Please see Appendix K for the communication that includes their support. The remaining program directors were contacted again on January 26, 2024.

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

This program does not substantially duplicate a program at Florida Agricultural and Mechanical University because they do not offer an Ed.S. in School Psychology in CIP Code 42.2805 or an Ed.S. degree in the 4-digit 42.28 CIP.

#### IV. Curriculum

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

University Admissions Minimum Requirements:

1. A bachelor's degree satisfying at least one of the following criteria:
  - i) "B" average (3.00 on a 4.00 scale) or better in all work attempted while registered as an undergraduate student working toward a bachelor's degree.
  - ii) "B" average (3.00 on a 4.00 scale) or better in all work attempted while registered as a graduate student working toward a graduate degree.
2. The equivalent bachelor's and/or graduate degrees from a foreign institution.
3. Applicants from countries where English is not the official language must meet minimum the following test scores required to demonstrate proficiency:
  - i) IELTS - 6.5
  - ii) PTE-A - 53
  - iii) TOEFL (iBT - 79; PBT - 550)
  - iv) GRE Verbal - 153
  - v) Duolingo - 110

Additional Program-Specific Minimum Admissions Requirements:

1. Submission of a resume or curriculum vitae.
2. Statement of professional goals. In a 3-page double-spaced statement, explain your immediate, intermediate, and long-term professional goals, research interests, and alignment with the program's mission and vision.
3. Three letters of recommendation from professionals who are familiar with your scholarship and work history.
4. Participate in an oral interview with two or more faculty members.

Graduation Requirements:

Successful completion of the following:

1. All required coursework for the program, including practicum and internship courses;
2. First- and second-year comprehensive portfolios;
3. Comprehensive exam through a thesis or research project;
4. FTCE Professional Education Test, FTCE Subject Area Examination (School Psychologist PK-12), and the PRAXIS School Psychologist (5403) exam.

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

Students in the Ed.S. in School Psychology will be expected to demonstrate knowledge in the core areas in the field of School Psychology. Students' knowledge

will be assessed during their third year of the school-based internship experience using the Clinical Evaluation of School Psychological Services Form. This is a 50-item evaluation completed by the student's internship site supervisor at two time points within the semester--mid-year and end-of-year. The tool has four sections, and they are as follows:

1. Section I (31 items) focuses on the development of knowledge and specific skills aligned with standards for school psychology practice;
2. Section II (17 items) addresses the student's development with respect to interpersonal/professional skills;
3. Section III (1 item) provides an overall rating of school psychology internship competencies and interpersonal/professional skills; and
4. Section IV (1 item) reflects the supervisor's summative judgement as to whether the student is making sufficient progress at mid-year or whether the student is ready for independent practice as a School Psychologist at the end of the year.

The following performance targets have been set to determine whether learning objectives have been achieved:

- Receive a rating of 2 or higher on most items in Section 1 of the end-of-year evaluation
- Receive a rating of 2 or higher on all items in Section 2 of the end-of-year evaluation
- Receive a rating of 2 or higher on the item in Section 3 of the end-of-year evaluation
- Receive a rating of "Yes" on the item in Section 4 of the end-of-year evaluation

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

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

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

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

The proposed Ed.S. in School Psychology requires 74 total credit hours. The following is the curricular framework for the proposed Ed.S. in School Psychology that includes the credit hours listed in parenthesis:

School Psychology Major Core – 74 credit hours:

- EDF 6166 Consulting Skills for Staff Development (3)
- EDF 6213 Biological Bases for Learning Behavior (3)
- EDF 6217 Behavior Theory and Classroom Learning (3)
- EDF 6288 Instructional Design I (3)
- EDF 6407 Statistical Analysis for Educational Research (4)
- EDF 6412 Cognitive and Affective Bases of Behavior (3) (newly proposed)
- EDF 6883 Sociopolitical Foundations of Multicultural Education (3)
- EDF 7118 Lifespan Development (3)
- EDF 7410 Design of Systematic Studies in Education (3)
- EDG 6975 Project: Master's/Specialist (2) or EDG 6971 Thesis: Master's/Education Specialist (2)
- SPS 6101 Child and Adolescent Behavior Disorders (3)
- SPS 6196 Assessment of Child and Adolescent Personality (4)
- SPS 6197 Psychoeducational Diagnosis and Prescription I (4)
- SPS 6198 Psychoeducational Diagnosis and Prescription II (4)
- SPS 6700C Psychoeducational Interventions with Children & Adolescents I (4)
- SPS 6701C Psychoeducational Interventions with Children & Adolescents II (4)
- SPS 6702C Psychoeducational Interventions with Children & Adolescents III (4)
- SPS 6936 Graduate Seminar in School Psychology (3)
- SPS 6940 Practicum in Psychoeducational Interventions (2)
- SPS 6945 Introduction to School Psychology Practicum (2)
- SPS 6947 Internship (4)
- SPS 7700 Advanced Psychoeducational Interventions (3)
- TSL 6700 ESOL for School Psychologists and School Counselors (3)

The Ed.S. program is fixed in sequence and does not offer students different concentrations or areas of emphasis. Please see Appendix J for the program's course sequence.

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

EDF 6166 Consulting Skills for Staff Development

Knowledge and skill training for consulting with organizational clients to solve educational problems and design learning environments or programs.

EDF 6213 Biological Bases for Learning Behavior

Human biological development and its influence upon learning and behavior.

EDF 6217 Behavior Theory and Classroom Learning

Theory and practical applications of behavior modification; introduction to experimental methods for behavior modification; operant methods in behavior and development; analysis and field work.

EDF 6288 Instructional Design I

Instructional design models/theories and their systematic application to instructional goals.

EDF 6407 Statistical Analysis for Educational Research

Theory and application of statistical procedures to problems in education: (1) descriptive statistics, (2) Probability-sampling distributions, (3) Inferential statistics-interval estimation, tests of significance (z, t, F-one way ANOVA). Coordinated use of computer included.

EDF 6412 Cognitive and Affective Bases of Behavior

This course focuses on cognitive and affective/emotional processes and their influences on behavior, the implications of cognition and affect/emotion interaction in applied psychology. It examines such topics as attention, memory, executive functioning, motivation, emotional regulation, and positive affect. Contextual factors associated with cognition, emotion, and behavior are also examined.

EDF 6883 Sociopolitical Foundations of Multicultural Education

This course addresses both fundamental concepts and timely issues in multicultural education and working with culturally diverse students.

EDF 7118 Lifespan Development

Multidisciplinary overview of contemporary lifespan development theory and research, focusing on physical, cognitive, social, emotional, and psychological factors influencing the developing individual, and issues facing educational research and practice.

EDF 7410 Design of Systematic Studies in Education

Theory and application of major design models to systematic inquiry, from experimental to naturalistic models. Nature and role of sampling in systematic studies.

EDG 6971 Thesis: Masters/Education Specialist

Individual scholarly project planned and completed with the approval of the advisor and program committee.

EDG 6975 Project: Master's Specialist

Individual scholarly project planned and completed with the approval of the advisor and program committee.

SPS 6101 Child and Adolescent Behavior Disorders

Theoretical and empirical identification and understanding of children and adolescents with behavior disorders. Treatment issues as they relate to school psychological services.

SPS 6196 Assessment of Child and Adolescent Personality

Conceptualizations of personality and personality assessment; perspectives of disturbed and disturbing behavior, and personality assessment measures.

SPS 6197 Psychoeducational Diagnosis and Prescription I

Content covers comprehensive diagnosis and prescription in school psychology, including critical reviews of relevant research literatures, the professional-client relationship, interviewing, client histories, pluralistic psychoeducational assessment, assessment of educational environments, synthesis and dissemination of diagnostic

data, and referral procedures. Appropriate field experiences will be provided. This course must be taken during two consecutive semesters, and the grade will be awarded at the end of the sequence.

SPS 6198 Psychoeducational Diagnosis and Prescription II

Content covers comprehensive diagnosis and prescription in school psychology, including critical reviews of relevant research literatures, the professional-client relationship, interviewing, client histories, pluralistic psychoeducational assessment, assessment of educational environments, synthesis and dissemination of diagnostic data, and referral procedures. Appropriate field experiences will be provided. This course must be taken during two consecutive semesters, and the grade will be awarded at the end of the sequence.

SPS 6700C Psychoeducational Interventions with Children and Adolescents I

Content covers psychoeducational interventions for school-referred children and adolescents specific to school psychological services. This is an integrated sequence of courses addressing educational and psychological (direct and indirect) interventions with topics also including consultative service delivery, the acceptability of classroom strategies, classroom and behavior management, and the synthesis of assessment data into effective interventions all within the referral context. Appropriate field experiences will be required for Intervention I and Intervention II; therefore, concurrent enrollment in the Intervention Practicum course for these two courses only is required.

SPS 6701C Psychoeducational Interventions with Children and Adolescents II

Content covers psychoeducational interventions for school-referred children and adolescents specific to school psychological services. This is an integrated sequence of courses addressing educational and psychological (direct and indirect) interventions with topics also including consultative service delivery, the acceptability of classroom strategies, classroom and behavior management, and the synthesis of assessment data into effective interventions all within the referral context. Appropriate field experiences will be required for Intervention I and Intervention II; therefore, concurrent enrollment in the Intervention Practicum course for these two courses only is required.

SPS 6702C Psychoeducational Interventions with Children and Adolescents III

Content covers psychoeducational interventions for school-referred children and adolescents specific to school psychological services. This is an integrated sequence of courses addressing educational and psychological (direct and indirect) interventions with topics also including consultative service delivery, the acceptability of classroom strategies, classroom and behavior management, and the synthesis of assessment data into effective interventions all within the referral context. Appropriate field experiences will be required for Intervention I and Intervention II; therefore, concurrent enrollment in the Intervention Practicum course for these two courses only is required.

SPS 6936 Graduate Seminar in School Psychology

Seminars to explore current matters of professional concern in school psychology, such as trends, problems, legal and ethical issues, and empirical bases of techniques.

SPS 6940 Practicum in Psychoeducational Interventions

Course provides practical experiences and implementation of skills discussed and acquired in the intervention courses within settings relevant to school psychology.

SPS 6945 Introduction to School Psychology Practicum

Supports the development of independent and competent service delivery for first-year school psychology graduate students. Students will gain early exposure to the practice of school psychology while receiving both field and university supervision. Throughout this course, students will become increasingly knowledgeable about the school psychologist's role within a variety of educational settings.

SPS 6947 Internship

Involves field-based, supervised experience of 1,500 (minimum) clock hours at the Educational Specialist level and 2,000 (minimum) clock hours at the Doctoral level.

SPS 7700 Advanced Psychoeducational Interventions

Advanced topics and techniques in psychoeducational interventions for children and adolescents referred for school psychological services.

TSL 6700 ESOL for School Psychologists and School Counselors

This course prepares School Psychologists and School Counselors to provide services for English learners in their schools. The course provides students with current research and guidance in the areas of program development, legislative mandates, and learner characteristics.

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

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

- G. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort between multiple academic departments, colleges, or schools within the institution, provide letters of support or MOUs from each department, college, or school in Appendix D.**

There are no anticipated impacts on related academic programs. The courses required as part of the proposed program have been offered continuously through the current School Psychology concentration (Ed.S. in Curriculum and Instruction) and the Ph.D. in School Psychology. All of the required program courses are offered through the Department of Educational and Psychological Studies within the College of Education, and the enrollment increase over the projected five-year period can be absorbed by the School Psychology faculty.

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

The proposed Ed.S. School Psychology program will be offered face-to-face on USF's Tampa campus.

- I. Describe the anticipated mode of delivery for the proposed program (e.g., face-to-face, distance learning, hybrid). If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below and discuss how they are reflected in Appendix A – Table 3A or 3B.**

The proposed Ed.S. School Psychology program will be offered face-to-face. No additional financial support or specialized services are anticipated.

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

There are no plans to deliver the proposed program through collaboration with other institutions at this time.

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

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

Practicum Experience:

Students complete their practicum experience during their first and second years of the program. USF's program has strong relationships with the regional public school districts--Hillsborough County Public Schools, Pasco County Schools, and Pinellas County Schools--and have historically arranged practicum placements for students at schools in one of these three counties.

Each year, district contacts and program faculty work together to identify schools and supervisors so that USF's students receive an enriching practicum experience to supplement their coursework and other training opportunities. Although we remain open to new district partnerships, these three districts have historically met the program's practicum needs and are relatively close to USF.

Internship Experience:

The Ed.S. in School Psychology program requires students to complete a 1500 hour-school-based internship in their third year. USF's program has a long history of placing students in nearby school districts to complete this internship. These placements are made possible by a strong state organization (i.e., Florida Association of School

Psychologists) that has created a standardized process<sup>10</sup> for students pursuing School Psychology programs in the state of Florida to identify and secure internship positions in school districts. Many school districts across the state accept School Psychology interns using this standardization process.

The Institute for School Community Partnerships (ISCP), which is directed by School Psychology faculty, aims to build and enhance research-practice partnerships between the program and local school districts. The ISCP will enable the program to increase its capacity to place students in practicum and internship positions.

## V. Program Quality Indicators - Reviews and Accreditation

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

The National Association of School Psychologists approves and accredits Ed.S. School Psychology programs in the United States. USF's current School Psychology concentration in the Ed.S. Curriculum and Instruction program (CIP Code 13.0301) has been continuously accredited by NASP since 1988.

From NASP's website, "NASP is one of the specialized professional associations (SPAs) of the Council for Accreditation of Educator Preparation (CAEP) and conducts program reviews as a part of the CAEP educator preparation provider accreditation process. CAEP accredits such "providers" (e.g., Schools of Education), not programs, yet provides "national recognition" status (full or with conditions) to NASP-approved programs in CAEP-accredited institutions<sup>11</sup>."

USF has been granted initial-licensure and advance-level accreditation by CAEP as recently as April 2021, with the next site visit scheduled for Spring 2027. Copies of those accreditation reports can be found by visiting the following url:

<http://caepnet.org/provider-details/caep?i=University+of+South+Florida&c=Tampa&s=FL> (URL visited 10/22/2023).

No additional accreditations will be sought for the proposed Ed.S. in School Psychology program; rather, the faculty intend to maintain NASP approval and assist the University in maintaining CAEP accreditation.

- B. Identify all internal or external academic program reviews and/or accreditation visits for any degree programs related to the proposed program at the institution, including but not limited to programs within the academic unit(s)**

<sup>10</sup><https://fasp.memberclicks.net/assets/docs/FASP%20Internship%20Standardization%20Process%202023.pdf>; URL visited 10/22/2023

<sup>11</sup> <https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-approval>; URL visited 10/22/2023

**associated with the proposed degree program. List all recommendations from the reviews and summarize the institution's progress in implementing those recommendations.**

USF's Ph.D. in School Psychology program maintains accreditation by the American Psychological Association (APA), which currently only accredits doctoral psychology programs. Thus, the proposed Ed.S. in School Psychology program is not currently eligible for APA accreditation. However, the Ph.D. in School Psychology program completed a self-study and site visit with APA in 2017 and was one of the first programs in the United States to receive a ten-year accreditation following APA's decision to extend the maximum accreditation period from seven to ten years. That decision is copied below:

“At its April 4-7, 2019 meeting, the APA Commission on Accreditation (CoA) voted to approve continued accreditation of the doctoral School Psychology program at University of South Florida, with its next site visit scheduled 10 years from the date of the program's last site visit. This decision is based on the CoA's professional judgement that the program has demonstrated that it adheres to the Standards of Accreditation in Health Service Psychology (SoA). The current record indicates that a full review of the program is warranted within ten years of its last site visit, including interim reporting, to ensure continued adherence to the Standards.”

USF's Ph.D. in School Psychology program is one of just two APA-accredited programs in the State, and it was initially accredited in 1998.

USF's School Psychology Ed.S. and Ph.D. programs are considered initial preparation and advanced preparation programs, respectively, by the Council for the Accreditation of Education Preparation (CAEP). In April 2021, CAEP accredited the College of Education (which houses both programs) stating “Accreditation is granted at the initial-licensure level. This accreditation status is effective between Spring 2021 and Fall 2027” and “Accreditation is granted at the advanced-level. The Accreditation status is effective between Spring 2021 and Fall 2027.” No stipulations were noted in the report.

USF's Ed.S. and Ph.D. programs in School Psychology have been approved by the National Association of School Psychologists continuously since 1998.

No additional accreditations will be sought for the proposed Ed.S. in School Psychology program; rather, the faculty intend to maintain NASP approval and assist the University in maintaining CAEP accreditation.

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

The Ed.S. in School Psychology is recognized by the Florida Department of Education as an initial certification program, allowing graduates to apply for and obtain their state

credential to practice as School Psychologists upon graduation. Additionally, as a NASP-approved program, graduates are eligible for certification as Nationally Certified School Psychologist, which streamlines the credentialing process across jurisdictions. According to the National Association of School Psychologists, “34 states explicitly acknowledge, recognize, or accept the NCSP credential as either meeting or partially meeting requirements for the state School Psychologist credential. In addition, nine states consider maintenance of the NCSP as satisfying renewal requirements for the state credential<sup>12</sup>.” Although each state maintains its own licensure/certification process, typically through the state department of education, the NCSP credential facilitates the credentialing process. Graduates of the proposed Ed.S. in School Psychology program will have no difficulty gaining employment as School Psychologists in Florida and other states.

Although there is no advisory council currently in place, the College of Education will seek to create an advisory council with local school districts to ensure that the program’s curriculum aligns with national, state, and district standards.

## **VI. Faculty Participation**

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

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

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

All eight faculty members listed in Appendix A-Table 2, have terminal degrees, Ph.D.s in School Psychology. They are all currently funded through E&G or grant funds and are full-time faculty members in both tenure track and non-tenure track positions. No additional funds will be needed to meet the salaries and costs of these faculty members. Seven of the faculty are on nine-month contracts, and one faculty member has a twelve-month appointment. Four of the faculty will devote at least 20 percent of their effort toward the program in the form of teaching, advising, and research in Year 1 (Fall 2024). An additional two faculty will devote less than 15 percent of their effort each in Year 1. By Year 5 (Fall 2028), six faculty will devote at least 20 percent of their

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<sup>12</sup> <https://www.nasponline.org/standards-and-certification/national-certification/why-become-an-ncsp>, URL visited 10/22/2023)

effort towards the proposed new degree program with most devoting 50 percent effort. Additionally, the school psychology program has been approved to hire a new assistant professor of instruction who will devote 100 percent of their effort to the program beginning in Year 1.

Faculty CVs are included in Appendix I.

**B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, and other qualitative indicators of excellence (e.g., thesis, dissertation, or research supervision).**

The academic unit associated with the proposed program is the School Psychology unit, which is housed within the Department of Educational and Psychological Studies in USF's College of Education. There are currently seven core faculty members in this unit, three tenured professors, three tenured associate professors, and one assistant professor of instruction. The School Psychology faculty have been very productive in the areas of teaching, research, and service as evidenced by trends over time for average course load, student headcount, degrees granted, and external funding attracted.

Teaching:

In regards to teaching, each of the current seven faculty are responsible for teaching all core courses within the School Psychology programs, averaging a 2:2 course load over the last five academic years. The program headcount has remained relatively stable over the last five years, with an average of 13 students enrolled in the three-year Ed.S. concentration and 32 students enrolled in the five-year Ph.D. program. Over the last five years, the School Psychology programs granted 41 doctoral degrees and 53 specialist degrees (concentrations). School Psychology faculty have also been successful in attracting external funding to support their specialist and doctoral training efforts. The following are two examples of external funding secured by School Psychology faculty:

- U.S. Office of Special Education Programs – Project STARS (Scholars in Teaching, Applied Research, and Service; PI, \$1,960,426)
- U.S. Department of Education – Project TIERS (Targeted and Intensive Emotional and Relational Supports; PI, \$4,092,846)

Research:

The School Psychology faculty members are productive scholars who have been extremely successful in obtaining external funding to support their work. In the last three years, School Psychology faculty were awarded as PIs and Co-PIs on various grants. The following are a couple of examples:

- Institute of Educational Sciences – Improving Deliver of Tiered Intervention Through the Development of Multi-Informant Rating Systems (PI, \$2,000,010)
- Institute of Educational Sciences – Efficacy of a Selective Intervention to Improve Middle School Students' Subjective Well-Being (PI, \$3,300,000)

- Florida Department of Education – Resiliency Resources Project (PI, \$1,200,000)

The School Psychology faculty's research is published in high quality peer-reviewed journals such as *Journal of School Psychology*, *School Psychology Review*, *School Psychology*, *Psychology in the Schools*, *School Mental Health*, *Journal of Educational and Psychological Consultation*, *Journal of Behavioral Education*, *Child and Adolescent Mental Health*, *Prevention Science*, *Educational and Psychological Measurement*, *Journal of Psychopathology and Behavioral Assessment*, *Administration and Policy in Mental Health and Mental Health Services Research*, *Journal of Emotional and Behavioral Disorders*, *Assessment for Effective Intervention*, and *Behavioral Disorders*.

School Psychology faculty have also won numerous awards for their research contributions. Specifically, four of the six tenure-track School Psychology faculty have received the Lightner Witmer Award<sup>13</sup>, given annually by Division 16 of the American Psychological Association to an early career researcher who has made a considerable impact on the field.

Service:

The School Psychology faculty are active members of the University and professional community and routinely contribute to both through leadership and service. All School Psychology faculty have served on a variety of departmental, college, and university committees including: Annual Evaluation Review Committee, Institutional Review Board, and Faculty Policy Council. Further, many of the faculty serve as associate editors for journals such as *Assessment for Effective Intervention*, *School Psychology Review*, *School Mental Health*, and *Journal of School Psychology*.

Finally, School Psychology faculty were recently awarded a federal grant to establish a technical assistance center to support recipients of mental health demonstration grants:

- Office of Elementary and Secondary Education – Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS; Co-PI, \$10,000,000)

## VII. Estimate of Investment

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

Salary and benefits are computed based on participant faculty members and their percentage of effort toward the program for Years 1 and 5 (Year 1=\$318,935; Year 5=\$390,551) as provided in Appendix A-Table 3A. As noted in this proposal, some of

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<sup>13</sup> (<https://apadivision16.org/awards-and-grants/lightner-witmer-award/>; URL visited 10/22/203

the faculty are funded on grants and others through E&G funding. Year 1 of the budget includes E&G faculty salaries and benefits of \$225,491 and those faculty salaries and benefits funded under grants is \$93,444. Year 5 includes \$256,637 of salaries and benefits funded under E&G funds and \$133,914 under contracts.

Row 4 "Salaries and Benefits (A&P and USPS)" includes the portion of salaries and benefits of an Academic Program Specialist who will support the proposed Ed.S. in School Psychology (Year 1=\$15,733; Year 5=\$19,666) .25 FTE.

The OPS category (Row 5) includes the cost of the two Graduate Assistants to support the program (Year 1=\$51,845; Year 5=\$60,103), who are funded under E&G funds. The budget allocation is for GA salaries, tuition, and health insurance.

The programmatic expenses (Year 1=\$13,590 and Year 5=\$15,755) include the following expenses: conference travel, copier costs, office supplies and professional dues.

A fifteen percent increase over five years (three percent/year) in the cost of all line items in Table 3A is reflected in the table. This is to account for annual salary increases.

The program will be fully supported through E&G and grant funds (faculty salaries and benefits). Thus, Table 3B has not been completed.

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

The College will shift the existing expenditures of \$180,990 (salaries and benefits and GAs) from the current Ed.S. concentration to the Ed.S. in School Psychology new degree program.

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

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

- D. Provide the expected resident and non-resident tuition rate for the proposed program for both resident and non-resident students. The tuition rates should be reported per credit hour unless the institution has received approval for a different tuition structure. If the proposed program will operate as a continuing education program per [Board of Governors Regulation 8.002](#), describe how the**

**tuition amount was calculated and how it is reflected in Appendix A – Table 3B.**

For the 2023-2024 academic year, the total graduate tuition rate and fees per credit hour is \$431.43 for Florida residents and \$877.17 for non-residents<sup>14</sup>.

There is no plan to operate this graduate program through continuing education.

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

The proposed Ed.S. in School Psychology degree program will be supported fully with existing E&G funds.

**VIII. Self-Supporting and Market Tuition Rate Programs**

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

**Proposed Program Type**

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

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

**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**

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<sup>14</sup> [https://www.usf.edu/business-finance/controller/documents/student-services/graduate\\_tuition\\_rates\\_2023\\_2024.pdf](https://www.usf.edu/business-finance/controller/documents/student-services/graduate_tuition_rates_2023_2024.pdf) - URL visited on 10/22/2023

E&G Track or Program	Proposed Program

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

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

This question is not applicable because the proposed program will not operate as a self-supporting or a market tuition rate program.

## **IX. Non-Faculty Resources**

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

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

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

### **Part I – Overview of USF Libraries, Mission, and Program/Discipline Strengths**

The University of South Florida Libraries consist of the Tampa campus library, the Nelson Poynter Memorial Library on USF's St. Petersburg campus, and the Information Commons on USF's Sarasota-Manatee campus. USF Health Libraries include the Shimberg Health Sciences Library and the Florida Blue Health Knowledge Exchange.

The USF Libraries inspire research, creativity, and learning by connecting the USF community to relevant and high-quality information. Our vision is to become the center of a highly engaged university community, driven to produce high-impact research and to nourish creativity. Together, the USF Libraries provide access to more than 3 million volumes and an extensive collection of electronic resources, including approximately 73,237 e-journal subscriptions and over 946 aggregator databases containing another 28,108 unique e-journal titles, 1,110,584 e-books, and 30,799,915 digital images. In addition, students have access to over 210,038 audio/visual materials including electronic media, music scores, audiobooks, CDs, and DVDs.

The USF Libraries endeavor to develop and maintain a research collection that satisfies the resource needs of graduate curriculum in the proposed Ed.S. in School Psychology degree program in the College of Education and also meets the specialized needs of the faculty for advanced research materials.

## Part II - USF Libraries' Collections

### **MONOGRAPHS (Print and Ebooks)**

The USF Library contains extensive holdings of books in both print and e-book format that support student and faculty instruction and research needs in the program. To identify the scope of relevant books, titles were derived from searching the library's catalog by Library of Congress Subject Headings relevant to an Ed.S. degree program in School Psychology.

### **School Psychology book holdings**

<b>Library of Congress Subject Headings</b>	<b>Relevant LC Call Number Range</b>	<b>Book Holdings (both print and electronic)</b>
Child psychology	BF712-724.85	5,293
Cognitive learning theory	BF 311, LB 1060	137
Consciousness- Cognition-Learning	BF309-499	3,405
Educational psychology	LB1050.9-1091	2,307
Elementary or public-school education	LB1555-1602	3,240
Higher education	LB2300-2430	9,975
Language acquisition	P118-118.75	1,863
Learning, psychology	BF309-499	2,368
Psychological tests and testing	BF176-176.5	671
Reading (General)	LB1049.9-1050.75	6,949

Secondary education. High schools	LB1603-1696.6	2,728
Social aspects of education	LC65-245	3,528

Total Number of Monographs in both print and e-book formats.

- 42,464

### E-book Collections

- APA PsycBooks on PsycNet
- Brill's E-books
- Cambridge Core E-books
- E-book Central [formerly EBL Ebook Library]
- Oxford Academic E-books Psychology
- Project Muse E-books
- Springer eBook Collection in Behavioral Sciences
- Taylor & Francis eBooks

### MAJOR SERIAL TITLES (JOURNALS)

The USF Libraries subscribe to several scholarly and professional journals that have an editorial scope and content which support curriculum and research activities associated with an Ed.S. in School Psychology program. Journal titles were derived by searching the library's online catalog and identifying titles possessing relevant Library of Congress Subject Headings (LCSH) to topics in School Psychology, Educational Psychology.

Serial Title Subscriptions

- 50 Journal Titles (electronic format)

Title	Clarivate - Journal Citation Reports Impact Factor (Current 22')	USF Libraries Holdings (Online)
American Psychologist	16.4 - Q1	01/01/1946 - present
Annual Review of Psychology	24.8 - Q1	01/01/1950 - present
Adolescent Research Review	4.7 - Q1	03/01/2016 - present
Applied Developmental Science	3.8 - Q1	03/01/1997 - present
British Journal of Developmental Psychology	2.3 - Q3	03/01/1983 - present
British Journal of Educational Psychology	3.7 - Q1	02/01/1931 - present
Canadian Journal of School Psychology	2.2 - Q3	07/01/1989 - present
Child Development	4.6 - Q1	03/01/1930 - present
Child Development Perspectives	6.4 - Q1	07/01/2007 - present
Child Psychiatry & Human Development	2.9 - Q3	09/01/1993 - present
Clinical Psychology Review	12.8 - Q1	01/01/1981 - present
Cognitive Development	1.8 - Q4	01/01/1986 - present
Contemporary Educational Psychology	10.3 - Q1	01/01/1976 - present

Counseling Outcome Research and Evaluation	0.454 - Q2	06/01/2010 - present
Counseling Psychologist	3.4 - Q2	03/01/1969 - present
Cultural Diversity & Ethnic Minority Psychology	3.3 - Q2	01/01/1995 - present
Development and Psychopathology	3.3 - Q2	01/01/1989 - present
Developmental Child Welfare	0.769 - Q2	03/01/2019 - present
Developmental Psychology	4 - Q1	01/01/1969 - present
Early Childhood Research Quarterly	3.7 - Q1	03/01/1986 - present
Educational & Child Psychology	0.49 - Q3	03/01/2009 - present
Educational Psychology	3.2 - Q2	01/01/1981 - present
Educational Psychology in Practice	0.8 - Q4	01/01/1985 - present
Educational Psychologist	8.8 - Q1	01/01/1973 - present
Educational Psychology Review	10.1 - Q1	03/01/1989 - present
International Journal of Educational Psychology	1 - Q4	02/01/2012 - present
Journal of the American Academy of Child & Adolescent Psychiatry	13.3 - Q1	01/01/1987 - present
Journal of Applied Developmental Psychology	3 - Q2	01/01/1980 - present
Journal of Applied School Psychology	1 - Q3	01/01/1984 - present
Journal of Child Psychology and Psychiatry	7.6 - Q1	01/01/1960 - present
Journal of Counseling & Development	2.3 - Q3	09/01/1984 - present
Journal of Early Adolescence	2.1 - Q3	01/01/1981 - present
Journal of Educational and Psychological Consultation	1.7 - Q4	01/01/1990 - present
Journal of Educational Psychology	4.9 - Q1	01/01/1910 - present
Journal of Family Violence	3.8 - Q2	03/01/1986 - present
Journal of LGBT Issues in Counseling	1.1	01/01/2006 - present
Journal of Mental Health Counseling	1	01/01/1994 - present
Journal of Research on Adolescence	3.6 - Q2	01/01/1991 - present
Journal of School Psychology	5 - Q1	01/01/1963 - present
Learning Disabilities Research & Practice	1.8 - Q3	01/01/1999 - present
Learning and Instruction	6.2 - Q1	01/01/1991 - present
Mind, Brain and Education	1.8 - Q1	01/01/2007 - present
Psychology in the Schools	2 - Q3	01/01/1964 - present
Research in Developmental Disabilities	3.1 - Q1	01/01/1987 - present
School Mental Health	2.6 - Q2	03/01/2009 - present
School Psychology	3 - Q2	01/01/1986 - present
School Psychology International	2.3 - Q3	07/01/1979 - present
School Psychology Quarterly	4.333 - Q1	01/01/1986 - present
School Psychology Review	3 - Q2	01/01/1983 - present
Trends in Cognitive Science	5.615 - Q1	01/01/1997 - present

### E-Journal Collections

- Cambridge Journals
- Journals@OVID
- JSTOR
- Project MUSE E-Journals
- SAGE Journals Online
- Science Direct
- SpringerLink
- Wiley Online Library

## **DATABASES**

Scholarly, research and instructional activities associated with the Ed.S. in School Psychology are supported by a number of both specialized and general education and psychology databases which provide access to journal articles, conference proceedings, monographs, statistical data and reports.

### **Psychology Subject Databases**

#### APA PsycArticles [EBSCO]

Provides full text access to articles from journals published by the American Psychological Association and allied organizations since 1988. Covers general psychology and specialized basic, applied, clinical, and theoretical research in psychology.

#### APA PsycBooks on PsycNet

This extensive collection of current and classic peer-reviewed books provides a pathway through the evolution of psychological thought, giving students, researchers, and educators access to high-quality publications in psychology and related fields. Updated monthly, PsycBooks includes the newest scholarly and professional books published by APA including reference works from the APA Handbooks in Psychology Series. PsycBooks offers access to more than 48,300 book chapters and over 4,350 peer-reviewed books.

#### APA PsycINFO [EBSCO]

Covers the professional academic literature in psychology and related disciplines including medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, and other areas. Coverage is worldwide, and includes references and abstracts to over 1,300 journals and to dissertations in over 30 languages, and to book chapters and books in the English language. Over 50,000 references added annually. Popular literature is excluded. Content coverage dates back to the 17<sup>th</sup> and 18<sup>th</sup> centuries, with extensive coverage from the 1800s to the present.

#### Social Sciences Full Text

Access to a wide assortment of the most important English-language journals published in the U.S. and elsewhere with full text and page images from scores of key publications, plus abstracting and indexing of hundreds of others. A resource for a wide variety of users from students to social workers, Social Sciences Full Text covers the latest concepts, trends, opinions, theories, and methods from both applied and theoretical aspects of the social sciences. Full text of articles from journals as far back as 1995.

## **Education Subject Databases**

### Education Database (Proquest)

Education Database gives users access to over 900 top educational publications, including more than 600 of the titles in full text. The coverage spans the literature on primary, secondary and higher education as well as special education, home schooling and adult education. Many titles are indexed in the ERIC database. Offering complete information on hundreds of educational topics, this database offers complete text and images from journals such as: \*Childhood Education \*College Teaching \*Harvard Educational Review \*Journal of Athletic Training \*Educational Theory

### Education Index Retrospective: 1929-1983 [EBSCO]

Education Index Retrospective provides cover-to cover indexing for an international range of English-language periodicals and yearbooks for the years, 1929-1983. It includes indexing of 500+ periodicals, as far back as 1929. It cites nearly one million articles, including book reviews. Subjects covered include: adult education, arts, athletics, comparative education, continuing education, distance learning, educational law & litigation, elementary education, ethnic/multicultural education, higher education, language arts, library science, literacy, parent-teacher relations, preschool education, school administration, school buildings, teacher education and evaluation, teaching methods, and tests and measurements.

### Education Source [EBSCO] [Includes Education Full Text]

This database offers the world's largest and most complete collection of full-text education journals, and encompasses an international array of English-language periodicals, monographs, yearbooks, and many unique sources that were never previously available, covering all levels of education--from early childhood to higher education--as well as all educational specialties, such as multilingual education, health education and testing. Developed from a merger of databases from EBSCO Publishing and H.W. Wilson, and more than 200 additional full-text journals not previously available in any database. -- Education Source merges: Education Abstracts, Education Index Retrospective, Education Full Text, and Education Research Complete

### ERIC (CSA-Proquest)

The ERIC (Educational Resources Information Center) database is sponsored by the U.S. Department of Education to provide extensive access to educational-related literature. ERIC corresponds to two printed journals: Resources in Education (RIE), formerly Research in Education, and Current Index to Journals in Education (CIJE). Both journals provide access to some 14,000 documents and over 20,000 journal articles per year. -- Simultaneous Users: Unlimited

## **Associated Databases**

### CINAHL

Provides indexing and abstracting for over 1,600 current nursing and allied health journals and other publications dating back to 1982. Offers complete coverage of English-language nursing journals and publications from the National League for Nursing and the American Nurses' Association, covering nursing, biomedicine, health

sciences librarianship, alternative complementary medicine, consumer health, and 17 allied health disciplines.

#### MEDLINE [CSA-ProQuest]

MEDLINE on this service contains over 4 million citations and abstracts, providing unparalleled access to worldwide biomedical literature. The database contains a broad range of medical topics relating to research, clinical practice, administration, policy issues, and health care services. Produced by the U.S. National Library of Medicine, MEDLINE contains all records published in Index Medicus and since 2002, most citations previously included in separate NLM specialty databases such as SPACELINE and HISTLINE.

#### MEDLINEplus

Presents up-to-date health care information, selected by the U.S. National Library of Medicine, for use by health care consumers and health professionals. Hundreds of health topics are listed alphabetically and are also grouped into 32 groups. PubMed database searches, with the search queries already formulated, can be initiated from any of the health topics in order to search for more information. Web links are also provided to dictionaries, sites about doctors and dentists, hospitals, organizations, clearinghouses, databases, consumer health publications (some written in Spanish), and libraries. Website was launched by NLM on October 22, 1998.

#### Mental Measurements Yearbook

Mental Measurements Yearbook (MMY) is produced by the Buros Institute at the University of Nebraska. It provides users with a comprehensive guide to over 2,000 contemporary testing instruments. The MMY series contains information essential for a complete evaluation of test products within such diverse areas as psychology, education, business, and leadership.

#### PsychiatryOnline

PsychiatryOnline is a web-based portal that features the DSM-5, one of the most widely used psychiatric references. The portal also includes journals such as the American Journal of Psychiatry, Psychiatric Services, and The Journal of Neuropsychiatry and Clinical Neurosciences. Additional content includes textbooks such as the American Psychiatric Publishing Textbook of Neuropsychiatry and Clinical Neurosciences and Gabbard's Treatments of Psychiatric Disorders; self-assessment tools for study, board certification and recertification review; American Psychiatric Association practice guidelines for the treatment of psychiatric disorders; and clinical and research news from Psychiatric news.

#### PubMed

PubMed was developed by the National Center for Biotechnology Information (NCBI). It was developed in conjunction with publishers of biomedical literature as a search tool for accessing literature citations and linking to full-text journals at web sites of participating publishers. Provides access to over 12 million Medline citations back to the mid-1960's and additional life science journals. PubMed, a service of the National Library of Medicine, includes over 15 million citations for biomedical articles back to the 1950's. These citations are from MEDLINE and additional life science journals. PubMed includes links to many sites providing full text articles and other related resources.

**Multidisciplinary Databases**

- Academic Search Premier
- Gale Academic OneFile
- InCites Journal Citation Reports
- Oxford Academic
- Proquest Dissertations Theses Global
- Scopus
- Web of Science

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

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

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

There is no specialized equipment or space that is needed to deliver this program.

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

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

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

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

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

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

**G. Describe fellowships, scholarships, and graduate assistantships to be allocated**

**to the proposed program through Year 5 and explain how those are reflected in Appendix A – Table 3A or 3B.**

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

Historically, the School Psychology concentration has been supported by two Graduate Teaching Assistants who work with core faculty to support select program courses by grading assignments and scoring student work. These positions are expected to be reallocated to the new Ed.S. in School Psychology degree and are reflected in Appendix A Tables 3A E&G Budget and 4 Reallocation.

## X. Required Appendices

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

**Table 1. Required Appendices by Degree Level**

Appendix	Appendix Title	Supplemental Instructions	Included Yes/No	Required for Degree Program Level		
				Bachelors	Masters/ Specialist	Doctoral/ Professional
A	Tables 1-4		Yes	X	X	X
B	Consultant's Report and Institutional Response		No			X
C	Academic Learning Compacts	Include a copy of the approved or proposed Academic Learning Compacts for the program	No	X		
D	Letters of Support or MOU from Other Academic Units	Required only for programs offered in collaboration with multiple academic units within the institution	No	X	X	X
E	Common Prerequisite Request Form	This form should also be emailed directly to the BOG Director of Articulation before submitting the program proposal to the Board office for review.	No	X		

F	Request for Exemption to the 120 Credit Hour Requirement	Required only for baccalaureate degree programs seeking approval to exceed the 120 credit hour requirement	No	X		
G	Request for Specialized Admissions Status	Required only for baccalaureate degree programs seeking approval for specialized admissions status	No	X		
H	Attestations for Self-Supporting and Market Tuition Rate Programs	Required only for self-supporting or market tuition rate programs	No		X	X
I	Faculty Curriculum Vitae		Yes	X	X	X

**Table 2. Additional Appendices**

Appendix	Appendix Title	Description
J	Course Sequence	The course sequence for the program
K	External Support	Letter of Support from a Florida SUS Institution

Appendix A

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

Source of Students (Non-duplicated headcount in any given year)*	Year 1 HC	Year 1 FTE	Year 2 HC	Year 2 FTE	Year 3 HC	Year 3 FTE	Year 4 HC	Year 4 FTE	Year 5 HC	Year 5 FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	5	5	10	10	17	18	20	21	20	21
Individuals who graduated from preceding degree programs at other Florida public universities	1	1	2	2	3	3	3	3	3	3
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	2	2	4	4	5	5	3	3	4	4
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>8</b>	<b>8</b>	<b>16</b>	<b>17</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>27</b>	<b>27</b>	<b>28</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

**APPENDIX A**  
**Table 2**  
**Anticipated Faculty Participation**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Evan Dart, Ph.D. School Psychology	Associate Professor	Tenure	Fall 2024	9	0.75	0.20	0.15	9	0.75	0.50	0.38
A	Jose Castillo, Ph.D. School Psychology	Associate Professor	Tenure	Fall 2025	9	0.75	0.00	0.00	9	0.75	0.20	0.15
A	Stacy-Ann January, Ph.D. School Psychology	Associate Professor	Tenure	Fall 2024	9	0.75	0.20	0.15	9	0.75	0.50	0.38
A	Kahlila Lawrence, Ph.D. School Psychology	Asst. Professor of Instruction	Non-Tenure	Fall 2024	9	0.75	0.20	0.15	9	0.75	0.50	0.38
A	Nate von der Embse, Ph.D. School Psychology	Professor	Tenure	Fall 2024	9	0.75	0.20	0.15	9	0.75	0.50	0.38
A	Kathy Bradley-Klug, Ph.D. School Psychology	Professor	Tenure	Fall 2024	12	1.00	0.05	0.05	12	1.00	0.05	0.05
C	TBD, Ph.D. School Psychology	Asst. Professor of Instruction	Non-Tenure	Fall 2024	9	0.75	1.00	0.75	9	0.75	1.00	0.75
A	Shannon Suldo, Ph.D. School Psychology	Professor	Tenure	Fall 2024	9	0.75	0.13	0.09	9	0.75	0.20	0.15
<b>Total Person-Years (PY)</b>								<b>1.49</b>				<b>2.60</b>

Faculty Code	Code Description	Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.30	0.90
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.75	0.75
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.44	0.95
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
F	Existing faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
G	New faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
H	Existing or new faculty teaching outside of regular/tenure-track line course load	Enterprise Auxiliary Funds	0.00	0.00
<b>Overall Totals for</b>			<b>1.49</b>	<b>2.60</b>

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

**APPENDIX A**  
**TABLE 3A**  
**ENROLLMENT AND GROWTH**  
**PROJECTED COSTS AND FUNDING SOURCES**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P												
1	Institutions should not edit the categories or budget lines in the table below. This table is specific to state-funded (E&G) programs, and institutions are expected to explain all costs and funding sources in Section VII.A. of the proposal. Detailed definitions for each funding category are located at the bottom of the table.																											
	Budget Line Item	Reallocated Base* (E&G) Year 1	Enrollment Growth (E&G) Year 1	New Recurring (E&G) Year 1	New Non-Recurring (E&G) Year 1	Contracts & Grants (C&G) Year 1	Philanthropy/ Endowments Year 1	Other Funding Year 1 - Please Explain in Section VII.A. of the Proposal	Subtotal Year 1	Continuing Base** (E&G) Year 5	New Enrollment Growth (E&G) Year 5	Other*** (E&G) Year 5	Contracts & Grants (C&G) Year 5	Philanthropy/ Endowments Year 5	Other Funding Year 5 - Please Explain in Section VII.A. of the Proposal	Subtotal Year 5												
2	Salaries and Benefits (Faculty)	225,491	0	0	0	93,444	0	0	\$318,935	256,637	0	0	133,914	0	0	\$390,551												
3	Salaries and Benefits (A&P and USPS)	15,733	0	0	0	0	0	0	\$15,733	19,666	0	0	0	0	0	\$19,666												
4	OPS (including assistantships & fellowships)	51,845	0	0	0	0	0	0	\$51,845	60,103	0	0	0	0	0	\$60,103												
5	Programmatic Expenses****	13,590	0	0	0	0	0	0	\$13,590	15,755	0	0	0	0	0	\$15,755												
6	<b>Total Costs</b>	<b>\$306,659</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$93,444</b>	<b>\$0</b>	<b>\$0</b>	<b>\$400,103</b>	<b>\$352,161</b>	<b>\$0</b>	<b>\$0</b>	<b>\$133,914</b>	<b>\$0</b>	<b>\$0</b>	<b>\$486,075</b>												
7	*Identify reallocation sources in Table 4.																											
8	**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.																											
9	***Identify if non-recurring.																											
10	****include library costs, expenses, OCO, special categories, etc.																											
11	<b>Faculty and Staff Summary</b>																											
12	<table border="1" style="width: 100%;"> <thead> <tr> <th>Total Positions</th> <th>Year 1</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Faculty (person-years)</td> <td>1.49</td> <td>2.60</td> </tr> <tr> <td>FTE (A&amp;P and USPS)</td> <td>0.25</td> <td>0.25</td> </tr> </tbody> </table>																Total Positions	Year 1	Year 5	Faculty (person-years)	1.49	2.60	FTE (A&P and USPS)	0.25	0.25			
Total Positions	Year 1	Year 5																										
Faculty (person-years)	1.49	2.60																										
FTE (A&P and USPS)	0.25	0.25																										
13	<table border="1" style="width: 100%; margin-left: auto; margin-right: auto;"> <caption>Calculated Cost per Student FTE</caption> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Total E&amp;G Funding</td> <td>\$400,103</td> <td>\$486,075</td> </tr> <tr> <td>Annual Student FTE</td> <td>8</td> <td>28</td> </tr> <tr> <td>E&amp;G Cost per FTE</td> <td>\$50,013</td> <td>\$17,360</td> </tr> </tbody> </table>																	Year 1	Year 5	Total E&G Funding	\$400,103	\$486,075	Annual Student FTE	8	28	E&G Cost per FTE	\$50,013	\$17,360
	Year 1	Year 5																										
Total E&G Funding	\$400,103	\$486,075																										
Annual Student FTE	8	28																										
E&G Cost per FTE	\$50,013	\$17,360																										
14	<b>Table 3 Column Explanations</b>																											
15	Reallocated Base* (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 4 – Anticipated reallocation of E&G funds and indicate their source.																									
16	Enrollment Growth (E&G)	2	Additional E&G funds allocated from the "Student and Other fees Trust Fund" contingent on enrollment increases.																									
17	New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.																									
18	New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section VII.A.) of the proposal. These funds can include initial investments, such as infrastructure.																									
19	Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.																									
20	Philanthropy Endowments	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support the program.																									
21	Continuing Base** (E&G)	7	Includes the sum of columns 1, 2, and 3 over time.																									
22	New Enrollment Growth (E&G)	8	See explanation provided for column 2.																									
23	Other*** (E&G)	9	These are specific funds provided by the Legislature to support implementation of the program.																									
24	Contracts & Grants (C&G)	10	See explanation provided for column 5.																									
25	Philanthropy Endowments	11	See explanation provided for column 6.																									
26	Other Funding	12	Any funding sources not already covered in any other column of the table. Please provide an explanation for any funds listed in these columns in the narrative for Section VII.A. of the proposal.																									

**APPENDIX A**  
**TABLE 4**  
**ANTICIPATED REALLOCATION OF EDUCATION GENERAL FUNDS\***

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Department Budget: Faculty Salaries and Benefits A&P and USPS Salaries and Benefits OPS Graduate Assistanceships	486,075	486,075	<b>\$0</b>
	0	0	<b>\$0</b>
<b>Totals</b>	<b>\$486,075</b>	<b>\$486,075</b>	<b>\$0</b>

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

Appendix I

CURRICULUM VITAE

**Evan Henry Dart**

4202 E Fowler Ave.  
University of South Florida  
Tampa, FL 33620  
ehd@usf.edu

**Educational Background**

Ph.D., School Psychology  
emphasis in Applied  
Behavior Analysis      Louisiana State University, Baton Rouge, Louisiana  
August, 2013

M.A., Psychology      Louisiana State University, Baton Rouge, Louisiana  
May, 2011

B.S., Psychology      Louisiana State University, Baton Rouge, Louisiana  
May, 2007

**Employment**

2019 - Present      **Associate Professor**  
School Psychology Program  
Department of Educational and Psychological Studies  
University of South Florida

2018 – 2019      **Associate Professor**  
School Psychology Program  
School of Psychology  
University of Southern Mississippi

2013 – 2018      **Assistant Professor**  
School Psychology Program  
School of Psychology  
University of Southern Mississippi

**Licensure and Certification**

Board Certified Behavior Analyst – 1-16-21483

Licensed Psychologist – Mississippi #55 978

**Recent Peer-Reviewed Publications**

*Note: Student co-authors appear in bold*

**Scholarly Impact Metrics**

1980	28	45
Citations	h-index	i10-index
<p><b>Ford, W. B.</b>, Radley, K. C., Tingstrom, D. H., Dart, E. H., &amp; Dufrene, B. A. (in press). Evaluation of the Good Behavior Game using ClassDojo in secondary classrooms. <i>School Psychology Review</i>.</p>		
<p><b>Harry, S. W.</b>, Tingstrom, D. H., Dufrene, B. A., Dart, E. H., Radley, K. C., <b>Lum, D. K.</b>, <b>Bates-Brantley, K. E.</b> (in press). The effects of tootling combined with public posting in high school classrooms. <i>Journal of Behavioral Education</i>.</p>		
<p><b>Lewis, H. J.</b>, Radley, K. C., &amp; Dart, E. H. (2022). The effect of graph standardization on intervention evaluation of practitioner-created graphs. <i>Psychology in the Schools</i>, 59, 471-479.</p>		
<p><b>Hayes, L. B.</b>, Dufrene, B. A., Taylor, C., Olmi, D. J., Troughton, L., Dart, E. H., &amp; Weaver, C. M. (2022). The effect of token economies on student behavior in the preschool classroom: A meta-analysis. <i>Perspectives on Early Childhood Psychology and Education</i>, 7, 83 – 108.</p>		
<p>Dart, E. H., Van Norman, E. R., Klingbeil, D. A., &amp; Radley, K. C. (2021). Graph construction and visual analysis: A comparison of curriculum-based measurement vendors. <i>Journal of Behavioral Education</i>.</p>		
<p>Radley, K. C., Dart, E. H., Lewis, H. L. J., &amp; Peterson, K. D. (2021). An evaluation of real-time feedback for training classroom observers. <i>Contemporary School Psychology</i>.</p>		
<p><b>Lown, E. L.</b>, Radley, K. C., Dart, E. H., Dufrene, B. A., Tingstrom, D. H., <b>Hayes, L.</b>, &amp; Tannehill, J. (2021). A comparison of real-time and delayed visual performance feedback on teacher praise. <i>Psychology in the Schools</i>, 58, 804-817.</p>		
<p><b>Pasqua, J. L.</b>, Dufrene, B.A., <b>LaBrot, Z. C.</b>, Radley, K. C., &amp; Dart, E. H. (2021). Evaluating the independent group contingency: “Mystery Student” on improving behaviors in Head Start classrooms. <i>Psychology in the Schools</i>, 58, 1361-1379.</p>		
<p>Radley, K. C., Dart, E. H., <b>Schrieber, S. R.</b>, &amp; Davis, J. L. (2021). The accuracy of peer comparison observations: A simulated analysis. <i>Behavioral Disorders</i>, 46, 120-129.</p>		

- King, H. C., Bloomfield, B., Fischer, A. J., Dart, E.H., & Radley, K. C. (2021). A comparison of digital observations of students from video cameras and aerial drones. *Journal of Educational and Psychological Consultation, 31*, 360-381..
- Radley, K. C., **Helbig, K. A., Schrieber, S. R., Ware, M. E.,** & Dart, E. H. (2021). Superheroes Social Skills: A comparison of video only and full curriculum on social skills use. *Focus on Autism and Other Developmental Disabilities, 36*, 95-107.
- LaBrot, Z. C., Dufrene, B. A., Olmi, D. J., Dart, E. H., Radley, K. C., Lown, E., & Pasqua, J. L. (2021). Maintenance and generalization of preschool teachers' use of behavior specific praise following in-situ training. *Journal of Behavioral Education, 30*, 350-377.
- Radley, K. C., Dart, E. H., **Helbig, K. A., & Schrieber, S. R.** (2020). An additive analysis of lag schedules of reinforcement and rules on novel responses of individuals with autism spectrum disorder. *Journal of Developmental and Physical Disabilities, 32*, 395 - 408.
- Radley, K. C., Dart, E. H., Brennan, K. J., Helbig, K. A., Lehman, E. L., Silberman, M., & Mendanhall, K. (2020). Social skills teaching for individuals with Autism Spectrum Disorder: A systematic review. *Advances in Neurodevelopmental Disorders, 4*, 215 – 226.
- Dart, E. H., Collier-Meek, M, A., **Chambers, C., & Murphy, A.** (2020). Multi-informant assessment of treatment integrity in the classroom. *Psychology in the Schools, 57*, 805 - 822.

### **Edited and Authored Books**

- Radley, K. C., & Dart, E. H. (2021). *Social Skills Teaching for Individuals with Autism: Integrating Research into Practice*. New York, NY: Springer.
- Radley, K. C., & Dart, E. H. (Eds.). (2019). *Handbook of Behavioral Interventions in Schools: Multi-Tiered Systems of Support*. New York, NY: Oxford University Press.
- Fischer, A. J., Collins, T. A., Dart, E. H., & Radley, K. C. (Eds.). (2019). *Contemporary Technology Applications in School Consultation, Supervision, and Training*. New York, NY: Routledge.

### **Funded Grant Activity**

- Florida Department of Education (2022). Resiliency Resources. Amount funded, \$1,200,000  
Role: PI

U.S. Office of Special Education Programs, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (2021). Project STARS (Scholars in Teaching, Applied Research, and Service). Amount funded \$1,960,426.  
Role: Project Director

U.S. Department of Education, Institute of Education Sciences, Low-Cost, Short Duration Evaluation of Education Interventions (2016). A Clustered Randomized Controlled Trial of Function-based Check-In/Check Out. Amount funded \$249,422.  
Role: Co-PI with David A. Klingbeil

### **Awards and Honors**

- |      |                                                                                                                      |
|------|----------------------------------------------------------------------------------------------------------------------|
| 2019 | Lightner Witmer Award, American Psychological Association, Division 16                                               |
| 2015 | IES Summer Research Training Institute on Single-Case Intervention Research Design; Attendee                         |
| 2015 | School Psychology Research Collaboration Conference Early Career Scholar, Society for the Study of School Psychology |
| 2012 | Will Bergeron Memorial Scholarship, Louisiana School Psychology Association                                          |

### **Other Professional Activities**

Associate Editor                      *Assessment for Effective Intervention*

Editorial Review Board Membership: *School Psychology; Journal of School Psychology, Focus on Autism and Other Developmental Disabilities; Psychology in the Schools; Behavioral Disorders*

Ad Hoc Reviewer: *Journal of Behavioral Education; Behavior Modification; School Psychology Review; Remedial and Special Education; Behavioral Interventions*

Co-Chair, *Behavioral School Psychology Interest Group*, National Association of School Psychologists (2017 – 2021)

## Curriculum Vita

### Jose M. Castillo, Ph.D., NCSP

#### Personal Information

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Work Address: School Psychology Program  
Educational and Psychological Studies, College of Education  
University of South Florida  
4202 East Fowler Avenue, EDU105, Room 381B  
Tampa, Florida 33620-7750

Telephone: (813) 974-5507

E-Mail: jmcastil@usf.edu

Home Address: 8707 Triple Oaks Road  
Tampa, FL 33637

Telephone: (813) 974-5507

#### Select Professional Positions

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2018-present Director: Institute for School-Community Partnerships, Integrated Services, & Child Mental Health and Educational Policy, College of Education, University of South Florida, Tampa, Florida.

2017-present Associate Professor: School Psychology Program, Department of Educational and Psychological Studies, College of Education, University of South Florida, Tampa, Florida.

2018-2022 Program Coordinator: School Psychology Program, Department of Educational and Psychological Studies, College of Education, University of South Florida, Tampa, Florida.

2016-2018 Co-Director: Institute for School-Community Partnerships, Integrated Services, & Child Mental Health and Educational Policy, College of Education, University of South Florida, Tampa, Florida.

2011-2017 Assistant Professor: School Psychology Program, Department of Educational and Psychological Studies, College of Education, University of South Florida, Tampa, Florida.

#### Education

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2009 University of South Florida  
Doctor of Philosophy in School Psychology (American Psychological Association accredited and National Association of School Psychologists approved program).

2008 University of South Florida  
Educational Specialist in School Psychology (National Association of School Psychologists approved program).

2003 Florida State University  
Bachelor of Science in Psychology, Minor in Spanish.

## **Scholarly Work**

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\*Graduate student co-author

\*\*Post-Doctoral Fellow co-author

### **Select Refereed Journal Articles**

1. **Castillo, J.M.**, Garbacz, A., Black, W., Davis, D.\*, Furjanic, D., & Wingate, E. (2022). The role of sensemaking in the organizational consultation process. *Journal of Educational and Psychological Consultation*. doi: 10.1080/10474412.2022.2132254
2. **Castillo, J.M.**, Scheel, N.\*, Wolgemuth, J., Latimer, J.\* & Green, S.\* (2022). Scoping review of the literature on professional learning for multi-tiered systems of support implementation. *Journal of School Psychology, 92*, 166-187. doi: 10.1016/j.jsp.2022.03.010
3. Parker, J., **Castillo, J.M.**, Hanson, T.\*, & Troutman, A.\* (2021). School psychologists' perspectives and experiences regarding learning to be culturally responsive. *School Psychology Training & Pedagogy, 38*(4), 14-31.
4. McKenna, M.\*, **Castillo, J.M.**, Dedrick, R.F., Cheng, K., & Goldstein, H. (2021). Speech-Language Pathologists involvement in multi-tiered system of supports (MTSS): Advances in interprofessional practice. *Language, Speech, and Hearing Services in Schools, 52*, 597-611. doi: 10.1044/2020\_LSHSS-20-00084
5. **Castillo, J.M.** (2020). The intersection between systems change, implementation science, and human beings: A call to investigate people and context in future systems-level consultation research. *Journal of Educational and Psychological Consultation, 30*(4), 402-411. doi: 10.1080/10474412.2020.1728283

### **Select Chapters in Books**

1. **Castillo, J.M.**, & Abiola, I (*in press*). Multi-Tiered System of Supports: Principles for school psychologists. In P. Harrison, S. Proctor, & A. Thomas (Eds.), *Best practices in school psychology (7th Ed.)*. Bethesda, MD: National Association of School Psychologists.
2. **Castillo, J.M.**, Romer, N., Thoman, S.\*, & Latimer, J.\* (2021). Systems theory and systems change. In K.K. Kelly, A. Garbacz, & C.A. Albers (Eds.), *Theoretical foundations of school psychology research and practice* (pp. 254-272). Philadelphia, PA: Routledge.
3. **Castillo, J.M.** (2014). Best practices in program evaluation in a model of Response to Intervention/Multi-Tiered System of Supports. In P.L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Foundations* (pp. 329-342). Bethesda, MD: National Association of School Psychologists.

### **Select Paper and Poster Presentations to Learned Societies**

1. Claar, C.\*, Spencer, T., & **Castillo, J.M.** (2022, February). *Beyond sloppy proxies: Directly assessing K-3 academic language*. Paper presented at the National Association of School Psychologists Annual Convention, Boston, MA.
2. Hite, R.\*, **Castillo, J.M.**, Scheel, N.\*, & Latimer, J.\* (2022, February). *Building the MTSS pyramid: Effects of professional learning approaches*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.

3. Latimer, J.\*, Green, S.\*, Wolgemuth, J.R., & **Castillo, J.M.** (2021, April). *Professional learning approaches to equip educators for MTSS implementation: A scoping review*. Poster presented at the American Educational Research Association Annual Conference.
4. **Castillo, J.M.**, Latimer, J.\*, Scheel, N.\*, & Hite, R.\* (2021, February). *Building the MTSS Pyramid: Supporting the people who construct it*. Poster presented at the National Association of School Psychologists Annual Convention.
5. Latimer, J.\*, & **Castillo, J.M.** (2021, February). *Distributed leadership: Leadership teams and implementing multi-tiered systems of support*. Paper presented at the National Association of School Psychologists Annual Convention.
6. Brundage, A., Moulton, S., & **Castillo, J.M.** (2020, February). *Understanding reasons for chronic absenteeism in urban versus rural settings*. Paper presented at the National Association of School Psychologists Annual Convention, Baltimore, MD.

### **Select Grants and Contracts Received**

1. **Castillo, J.M.** (2022). School Improvement Support Plan (\$3,474,245). Florida Department of Education Discretionary Project Grant.
2. **Castillo, J.M.** (2022). 21<sup>st</sup> Century Community Learning Centers (\$3,859,061). Florida Department of Education, Bureau of Family and Community Outreach.
3. **Castillo, J.M.** (2022). The Florida Problem Solving/Response to Intervention Project (\$1,211,822). Florida Department of Education Discretionary Project Grant.
4. **Castillo, J.M.** (2022). Student Support Services Project (\$2,005,579). Florida Department of Education Discretionary Project Grant.
5. **Castillo, J.M.** (2022). Title I, Part A - Program Improvement and Technical Assistance (\$1,073,008). Florida Department of Education, Bureau of Federal Education Programs.
6. **Castillo, J.M.** (2021-2023). Project RAISE (Reading Achievement Initiative for Scholastic Excellence) (\$6,500,000). Florida Department of Education Discretionary Project.

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### **Professional Affiliations**

National Association of School Psychologists  
 Florida Association of School Psychologists  
 American Psychological Association – Division 16

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### **Professional Service and Leadership**

#### **Select Editorial Activities**

##### ***Associate Editor***

- *Journal of Educational and Psychological Consultation* (2016 - 2019)

##### ***Editorial Advisory Board Member***

- *Journal of Educational and Psychological Consultation* (2015 – 2016; 2020 – present)
- *Journal of School Psychology* (2017 – present)

**Service to National Professional Associations**

- Co-Chair, Research Committee of the National Association of School Psychologists (2011 – 2014).
- Member, Research Committee of the National Association of School Psychologists (2009 - 2011).

**Teaching and Mentoring**

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**Select Courses Taught**

- SPS 6936 Graduate Seminar in School Psychology
- SPS 6947 Internship
- SPS 7090 Supervision Processes in School Psychology
- SPS 7205 Advanced Consultation Processes in School Psychology
- SPS 7936 Advanced Seminar in School Psychology
- EDF 6166 Consultation Skills & Staff Development

**Select Service on Doctoral Dissertation Committees*****Doctoral Committee Chair – Completed***

1. Connolly, J. (2022). *Hope 4 Boys: Impact of a youth diversion program*. School psychologist with Pasco County School District.
2. Latimer, J. (2022). *Distributed leadership: Formal leadership, barriers, and facilitators for multi-tiered systems of support*. Post-Doctoral Fellow at the School Mental Health Collaborative at the University of South Florida.
3. Scheel, N. (2022). *An exploratory investigation of student-level factors and perceptions of safety in secondary schools implementing SWPBIS*. Assistant Professor of School Psychology at Sam Houston State University.
4. Thoman, S. (2021). *Exploring educators' sensemaking of statewide professional learning for educational decision-making with an MTSS*. School psychologist with Pinellas County Schools.
5. Daye, J. (2019). *MTSS implementation in high schools: Expert and stakeholder perspectives*. Educational Consultant with Tennessee Tiered Support Center at Vanderbilt University.

***Doctoral Committee Co-Chair – Completed***

1. Kauk, N. (2022). *Examining the social validity of parent training: Post-participation parent perceptions and reflections of Group Triple-P*. School psychologist and behavior analyst with the Interdisciplinary Center for Evaluation and Intervention at the University of South Florida.
2. Hanson, T. (2021). *Retaining and supporting graduate racially minoritized students: A critical analysis*. Completing post-doctoral fellowship with the Devereux Foundation.
3. Sabnis, S. (2019). *Cognitivism in school psychologists' talk about cultural responsiveness: A critical discourse analysis*. Assistant Professor of School Psychology at Miami University.

4. Eversole, O. (2018). *A case study of a collaborative approach to evaluation within a school district central office*. Employed as a Researcher and Evaluator at the Wisconsin Office of Children's Mental Health.
5. Stewart, K. (2016). *Examining student and teacher perceptions of the classroom social environment across school context: Effects of individual factors*. Employed as a culture and climate coach for Seneca Family of Agencies.

### **Select Service on Specialist Thesis Committees**

#### ***Specialist Thesis Committee Chair – Completed***

1. Broughton, T. (2022). *A critical analysis of the graduate socialization of racially minoritized school psychology students*. Completing doctoral coursework.
2. Hanson, P. (2020). *Medical model vs. eco-behavioral model: School Psychologists' conceptualization of consultation*. Completing post-doctoral fellowships at the Devereux Foundation.
3. Latimer, J. (2020). *Distributed leadership: Leadership teams and implementing multi-tiered systems of support*. Post-Doctoral Fellow at the School Mental Health Collaborative at the University of South Florida.
4. Scheel, N. (2020). *Training observers in class-wide behavior data collection using behavior skills training*. Assistant Professor of School Psychology at Sam Houston State University.
5. Holyfield, C. (2019). *An investigation of the demographic predictors and reasons for chronic absenteeism among secondary students with disabilities*. Post-Doctoral Fellow at Monroe-Meyer Institute at University of Nebraska.

#### ***Specialist Thesis Committee Co-Chair – Completed***

1. Shakir, A. (2023). *An analysis of state sex education policies to explore the inclusiveness of school based sex education*. School psychologist with the Pasco County School District.
2. Claar, C. (2022). *Psychometric characteristics of academic language discourse analysis tools*. Completing school psychology internship.
3. Sabnis, S. (2016). *Applying critical race theory to understand white teachers' experiences of working with Black students within a response to intervention framework*. Assistant Professor of School Psychology at Miami University.

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### **Awards**

1. Presidential Fellow, University of South Florida, August 2003 to July 2008. Awarded \$20,000 per year.
2. Pre-Doctoral Summer Fellow, University of South Florida, May 2007 to July 2007. Awarded \$6,000.
3. Graduate Studies Award for Minority Students, Florida Association of School Psychologists, October 2004. Awarded \$500.

## **Stacy-Ann A. January, Ph.D., NCSP**

University of South Florida | sajanuary@usf.edu

### **ACADEMIC APPOINTMENTS AT USF**

- 2022 – **Associate Professor**  
2019 – 2022 **Assistant Professor**  
School Psychology Program (APA accredited and NASP approved)  
Department of Educational and Psychological Studies
- 2023- **Associate Director**  
Institute for School-Community Partnerships, Integrated Services, and Child Mental Health and Educational Policy, College of Education

### **EDUCATION & TRAINING**

- 2014 – 2016 **Institute of Education Sciences Postdoctoral Research Fellow**  
University of Nebraska–Lincoln
- August 2014 **Ph.D., Educational Psychology (Emphasis in School Psychology)**  
University of Georgia (APA-accredited and NASP-approved program)
- 2013 – 2014 **Pre-doctoral Psychology Intern**  
Department of Psychological Services (2000 hour APA-Accredited Internship)  
Cypress-Fairbanks Independent School District, Houston, TX
- May 2011 **M.A., Educational Psychology**  
University of Georgia
- May 2006 **B.A., Psychology, cum laude**  
University of Richmond

### **CERTIFICATION**

Nationally Certified School Psychologist (NCSP #45254)

### **RECENT HONORS & AWARDS**

- 2021 **Lightner Witmer Award**, American Psychological Association, Division 16  
2020 **Editorial Appreciation Award** (Outstanding Associate Editor), *School Psychology Review*  
2017-18 **Fellow**, Texas Center for Health Disparities, Steps Toward Academic Research Program  
2017 **Early Career Achievement Award**, American Psychological Association  
2017 **Early Career Scholar**, School Psychology Research Collaboration Conference, Society for the Study of School Psychology  
2017 **Editorial Appreciation Award** (2016 Review of the Year), *School Psychology Review*

### **SELECT PEER-REFEREED PUBLICATIONS (N = 34)**

*\*student co-author; ^equal contributors*

**January, S.-A. A.** (in press). Best practices in improving data-based decision making in schools. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best practices in school psychology: Vol. 1. Data-based and collaborative decision making (7<sup>th</sup> ed.)*. National Association of School Psychologists.

Stacy-Ann A. January, Ph.D., NCSP

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Grabin, S. L., ^Collier-Meek, M., ^**January, S.-A. A.**, ^Yang, C., & Portillo, N. (in press). Reconceptualizing mentorship for the 21st century: A systematic mapping of research in school psychology. *School Psychology Review*. doi.org/10.1080/2372966X.2021.1910861

Lambert, M. C., Duppong Hurley, K., **January, S.-A. A.**, & Huscroft D'Angelo, J. (2022). The role of parental involvement in narrowing the academic achievement gap for high school students with elevated emotional and behavioral risks. *Journal of Emotional and Behavioral Disorders*, 30(1), 54-66. <https://doi.org/10.1177/10634266211020256>

\*Thomas, A. S., & **January, S.-A. A.** (2021). Evaluating the criterion validity and classification accuracy of universal screening measures in reading. *Assessment for Effective Intervention*, 46(2), 110-120. <https://doi.org/10.1177/1534508419857232>

**January, S.-A. A.**, & Klingbeil, D. A. (2020). Universal screening in grades K-2: A systematic review and meta-analysis of early reading curriculum-based measures. *Journal of School Psychology*, 82, 103-122. <https://doi.org/10.1016/j.jsp.2020.08.007>

^Klingbeil, D. A., ^**January, S.-A. A.**, & Ardoin, S. P. (2020). Comparative efficacy and generalization of two word reading interventions with English learners in elementary school. *Journal of Behavioral Education*, 29(3), 490-518. <https://doi.org/10.1007/s10864-019-09331-y>

**January, S.-A. A.**, Van Norman, E. R., Christ, T. J., Ardoin, S. P., Eckert, T. L., & White, M. J. (2019). Evaluation of schedule frequency and density when monitoring progress with curriculum-based measurement. *School Psychology*, 34(1), 119-127. <https://doi.org/10.1037/spq0000274>

#### **RECENT PEER-REFEREED PRESENTATIONS (N = 31)**

\*Wyckoff, N., \*Hines, D., \*Fleming, Z., & **January, S.-A. A.** (2023, February 7-10). *Strategies to improve equity in an academic multitiered system* [Paper presentation]. National Association of School Psychologists Annual Convention, Denver, CO, United States.

Duppong-Hurley, K. L., Lambert, M. C., **January, S.-A. A.**, Huscroft-D'Angelo, J., & Trout, A. (2022, June 2). Engaging parents of secondary students with emotional and behavioral risks in their child's school and mental health services [Paper presentation]. Nebraska School Mental Health Conference, La Vista, NE, United States.

\*Trayers, A., \*Schloth, J., \*Williams, L., \*Wyckoff, N., & **January, S.-A. A.** (2022, February 15-18). A systematic review of incremental rehearsal [Poster presentation]. National Association of School Psychologists Annual Convention, Boston, MA, United States.

**January, S.-A. A.**, & Klingbeil, D. A. (2020, February 18-21). *Reading screeners in Grades K-1: Sorting through the options* [Poster presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.

Ochs, S. E., Grossman, J. A., **January, S.-A. A.**, & Peterson, L. (2020, February 18-21). *Practitioners and academics: Navigating the early career years* [Paper presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD, United States.

Farley, J., Huscroft-D'Angelo, J., **January, S.-A. A.**, & Duppong Hurley, K. (2020, January 8-9). *A review of parental involvement in school measures and items included in national survey databases* [Poster presentation]. Institute of Education Sciences Principal Investigators Meeting, Washington, DC, United States.

Stacy-Ann A. January, Ph.D., NCSP

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**RECENTLY FUNDED GRANTS**

Principal Investigator. *Project TIERS (Targeted and Intensive Emotional and Relational Supports) in Schools*. Funding Source: U.S. Department of Education. Duration: 1/1/2023 – 12/31/2027. Total amount: \$4,092,846.

Principal Investigator. *Understanding Elementary Schools' Use of Equity-Centered Multi-Tiered Systems of Supports for Academics*. Funding Source: University of South Florida. Duration: 5/1/2022 – 6/30/2023. Total amount: \$9,988.

Co-Principal Investigator. *A Comparison of Two Reading Interventions and Initial Evaluation of a Caregiver-Delivered Reading Intervention with ELL Students*. (PI: David A. Klingbeil). Funding Source: Society for the Study of School Psychology. Duration: 7/1/2017 – 6/30/2019. Total amount: \$19,548.

**TEACHING EXPERIENCE**2022-present **Associate Professor**2019-2022 **Assistant Professor**

College of Education, University of South Florida

Graduate Courses: Academic Interventions, Advanced Seminar in School Psychology, Instructional Design, Child and Adolescent Behavior Disorders, Academic Writing

Aug. 2016 – **Assistant Professor**, Department of Psychology, University of South Carolina  
Aug. 2019

Undergraduate Course: Research Methods in Psychology

Graduate Courses: Academic Assessment and Intervention & Behavioral Assessment and Intervention

Aug. 2012 – **Instructor of Record**, Department of Educational Psychology, University of Georgia  
May 2013

Undergraduate Course: Exploring Learning and Teaching

2006 – 2009 **Elementary School Teacher** (Kindergarten and 2<sup>nd</sup> Grade)  
Atlanta, GA

**APPLIED SCHOOL PSYCHOLOGY EXPERIENCE**Aug. 2013 – **Pre-doctoral Psychology Intern**

June 2014 Department of Psychological Services (2000 hour APA-Accredited Internship)

Cypress-Fairbanks Independent School District, Houston, TX

Aug. 2011 – **Advanced Practicum Student**

May 2013 Georgia Network for Educational and Therapeutic Support, DeKalb County, GA

June 2010 – **Practicum Student**

July 2011 School Psychology Clinic, University of Georgia, Athens, GA

June 2011 – **Practicum Student**

July 2011 Athens Behavioral Medicine, Athens, GA

Stacy-Ann A. January, Ph.D., NCSP

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**SELECT EDITORIAL AND REVIEWER SERVICE**

- Senior Editor**  
2023-present *School Psychology Review*
- Associate Editor**  
2018-2023 *School Psychology Review*
- Editorial Board Member**  
2018-present *Journal of School Psychology*  
2018-present *Assessment for Effective Intervention*  
2016-present *School Psychology*  
2016-2018 *Psychology in the Schools*  
2015-2018 *School Psychology Review*
- Grant Review Panels**  
2021-present Principal Member, Scientific Review Panel, IES National Center for Special Education Research  
2020 Ad Hoc Member, Scientific Review Panel, IES National Center for Special Education Research  
2014 Preschool Development Grants, U.S. Department of Education

**COMMUNITY-ENGAGED SERVICE**

- 2017-2019 **Member, School Improvement Council**  
Richland 2 School District (South Carolina)
- 2017-2019 **Community School Liaison,**  
Richland 2 School District, University of South Carolina

**RECENT NATIONAL SERVICE**

- 2022-present **Chair, Planning Committee,** 2024 Conference  
2019-2022 **Co-Chair, Planning Committee,** 2022 Conference  
2017-2019 **Member, Planning Committee,** 2019 Conference  
School Psychology Research Collaboration Conference  
Society for the Study of School Psychology
- 2022-present **Co-Chair, Convention Committee**  
2021-2022 **Member, Convention Committee**  
Division 16 (School Psychology), American Psychological Association
- 2022-present **Member, Lightner Witmer Award Committee**  
Division 16 (School Psychology), American Psychological Association
- 2018-2020 **Chair-Elect, Chair, & Past Chair**  
2017 **Publications and Communications Officer**  
2015-2016 **Membership and Outreach Officer**  
Early Career Psychologists Workgroup  
Division 16 (School Psychology), American Psychological Association

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**STATE SERVICE**

2021-present **Chair, Research Committee**  
Florida Association of School Psychologists

**SCHOOL PSYCHOLOGY PROGRAM SERVICE**

2022-present **Member, Multicultural Success Steering Committee**  
School Psychology Program  
College of Education  
University of South Florida

2020-present **Orientation Coordinator**  
School Psychology Program  
College of Education  
University of South Florida

2019-present **Faculty Advisor, School Psychology Student Association**  
School Psychology Program  
College of Education  
University of South Florida

**DEPARTMENT SERVICE**

2019-present **Institutional Review Board Committee Member**  
Department of Educational and Psychological Studies  
College of Education  
University of South Florida

2018-2019 **Website Coordinator**  
Department of Psychology  
University of South Carolina

2017-2018 **Search Committee Member**  
Clinical-Community Program  
Department of Psychology  
University of South Carolina

**COLLEGE SERVICE**

2022-present **Faculty Policy Council Representative**  
College of Education  
University of South Florida

**PROFESSIONAL AFFILIATIONS**

American Psychological Association (APA)  
APA Division 16: School Psychology  
National Association of School Psychologists  
Florida Association of School Psychologists

## **Kahlila G. Lawrence, PhD, LSP**

University of South Florida  
College of Education  
4202 East Fowler Ave., EDU105  
Tampa, FL 33620  
813-974-1255  
kglawrence@usf.edu

### **EDUCATION**

Graduate: University of South Florida  
Degree: Doctor of Philosophy (degree conferred August 2008)  
Program: School Psychology (APA Accredited, NASP Approved)  
Concentration: Pediatric School Psychology  
Dissertation: *Beyond the Barriers: A Qualitative Investigation into the Experiences of General Pediatricians Working with Young Children Exhibiting Developmental Delays and Disabilities*

Graduate: University of South Florida  
Degree: Education Specialist (degree conferred August 2005)  
Program: School Psychology (NASP Approved)  
Thesis: *Are School Psychologists Engaging in Parent Involvement Activities at the Elementary School Level? A National Study*

Undergraduate: Bethune-Cookman University (previously Bethune-Cookman College)  
Degree: Bachelor of Science (degree conferred May 2001)  
Major: Psychology

### **UNIVERSITY APPOINTMENT**

#### **Assistant Professor of Instruction**

*Assistant Professor of Instruction & Practicum/Internship Coordinator* August 2019 – Present  
A variety of graduate courses have been delivered to first-year, second-year, and advanced-level students (3+ years) within USF's School Psychology Program. Instruction has emphasized multi-tiered problem solving using a culturally-responsive lens, the implementation of empirically-supported practice, and systems change to enhance the well-being and achievement of students from early childhood through late adolescence. Additionally, whole group and individual supervision has been provided each school year to graduate students enrolled in field experiences.

Activities to enhance the quality of field experiences have been developed and facilitated for graduate students each school year. Specifically, a new practicum course (*Introduction to School Psychology Practicum – SPS 6945*) was recently developed to expand the knowledge and skills of graduate students beginning their first semester in the program. Internship Seminars also have been developed and delivered each Fall semester to support students in search of APPIC and non-APPIC placements with the application process. Lastly, affiliation agreements have been developed in collaboration with USF's General Counsel, and are tailored as appropriate for interns placed in sites throughout Florida.

#### **Institute for School-Community Partnerships, Integrated Services, and Child Mental Health and Educational Policy (The Institute)**

*Faculty Affiliate – The Institute*

May 2023 – present

The Institute is a research and technical assistance center within USF's College of Education that is focused on improving educational and related services for children, youth, families, and communities. In the 2022-2023 school year, the Institute's budget was just under \$23,000,000. Current work has focused on the development of a new program that will strengthen community partnerships throughout Florida. Contributions include collaborating with current Institute staff to develop the mission, vision, and initial action steps, identify and interview applicants for key personnel positions, and establish a communication plan for this new program.

### **Current Grant (funded)**

*Co-Principal Investigator*

Duration: 1/1/2023 – 12/31/2027

Title: *Project TIERS (Targeted and Intensive Emotional and Relational Supports) in Schools*

Description: Project TIERS is a collaborative project between USF's School Psychology program and a local public school district. The primary aims of this project are to increase access to quality school-based mental health services for children attending high-needs elementary schools, address the shortage of school psychologists in high-needs Local Education Agencies (LEAs), and increase the presence of school psychologists from diverse backgrounds in local schools.

Funding Source: U.S. Department of Education

Total amount: \$4,092,846

### **PROFESSIONAL EXPERIENCE**

#### **Graduate Adjunct Professor**

*Adjunct Professor – Nova Southeastern University*

August 2018 – December 2018

Adjunct instructor for the *Integrated Report Writing* course in the School Psychology Program. This course teaches graduate students how to effectively integrate multiple sources of data while writing psychoeducational reports for students having learning and/or behavioral concerns. Students gained knowledge and practice with conducting feedback sessions of evaluation findings with parents. Lectures, class discussions, and feedback were provided to graduate students on a weekly basis.

*Adjunct Professor – University of South Florida*

January 2017 – July 2018

Adjunct instructor and developer of the course, *Advanced Psychoeducational/Behavioral Interventions*, for the School Psychology Program. This course provided an overview of multi-tiered systems of support for behavior. Content focused on using a problem-solving approach to assist school psychologists with implementing universal, secondary, and tertiary behavioral supports for students. Specifically, positive behavior intervention supports (PBIS), proactive classroom management strategies, social emotional learning, and mentoring were addressed. Lectures, reflective assignments, class discussions, and feedback were provided to graduate students on a weekly basis.

#### **School Psychological Services: District-Level**

*School District Coordinator of Professional Development for the School Climate Transformation Grant*

2015-2016

- Developed and coordinated the delivery of professional development trainings for Hillsborough County Public Schools Title 1 principals, teachers, and support services personnel.
- Facilitated the development of new professional development Social Emotional Learning curricula to strengthen the climate and culture of learning environments.
- Presented school-wide professional development trainings.

- Consulted and collaborated with Title 1 school administrators, teachers, and support services personnel regarding the implementation of social-emotional initiatives and programs for students.
- Developed and monitored task management plans and engaged in fidelity checks of grant activities.
- Secured and managed contractual service agreements for internal and external partners. Managed grant expenditures for internal and external partners, materials, and resources.

*School District Peer Evaluator for Psychological Services* 2012-2015

- Collaborated with Hillsborough County Public School district leaders to develop and enhance the observation and evaluation system for the psychological services department.
- Trained supervisors and coordinators of the Psychological Services department, Multi-tiered System of Supports department, and the department of Charter Schools in the observation and evaluation process for support services staff.
- Observed, evaluated, and collaborated with 100+ psychological services personnel within elementary, middle, high, alternative, bilingual, and therapeutic settings through problem solving and the development of individualized action plans to enhance practice.

*Supervision of School Psychology Clinical Externs & Practicum Students* 2009-2012

- Supervised graduate-level practicum students within Hillsborough County Public Schools regarding the administration of evaluation tools, utilization of consultation skills, and implementation of social-emotional supports within elementary schools.
- Supervised graduate-level clinical externs within Hillsborough County Public Schools who engaged in the assessment and intervention of emotional and behavioral concerns exhibited by elementary students.

*District Crisis Team Member – Hillsborough County Public Schools* 2008-2012

- Facilitated group and individual crisis counseling to elementary, middle, and high school students, educators, and families.
- Attended planning and debriefing meetings with district crisis team members.
- Presented crisis counseling techniques to district crisis team members.

**School Psychological Services: Building-Level**

*School Psychological Services - Elementary*

Belle Witter Elementary – Tampa, Florida	July 2017 – June 2019
Lamb Elementary - Tampa, Florida	Nov 2016 - June 2017
Belle Witter Elementary – Tampa, Florida	2005-2012
Pizzo Elementary – Tampa, Florida	2004-2005

- Completed assessments and psychological evaluation reports for students in need of academic, behavior, and/or emotional supports.
- Consulted with parents and educators regarding student assessment results, intervention plans, and student progress.
- Administered curriculum-based assessments and developed individualized interventions to enhance the academic performance of students at the elementary level.
- Facilitated a year-long social skills group for elementary students in a Varying Exceptionalities classroom (grades 3, 4, and 5).

- Consulted with healthcare providers and members of student-centered community agencies to enhance student achievement.
- Provided Tier 2 and Tier 3 interventions for students in need of social-emotional supports.
- Served on the school-wide problem-solving leadership team.
- Facilitated weekly Tier 3 problem-solving meetings to support students with academic, behavioral, and/or emotional concerns.
- Served as the PBIS Coach and collaborated with the PBIS team to implement school-wide positive behavior supports.
- Organized and delivered crisis counseling for students and educators.
- Provided multiple trainings per year to assist educators with the implementation of procedures and best practices to enhance academic and social-emotional supports for students at Tiers 1, 2, and 3.
- Engaged in Tier 1 problem-solving with school administrative team and teacher leaders to enhance the fidelity of school-wide CHAMPS for behavior management.

#### *School Psychological Services – Secondary*

Van Buren Middle School – Tampa, Florida	2005-2006
North Tampa Alternative – Tampa, Florida	2004-2005
Brandon Alternative – Brandon, Florida	2004-2005

- Completed assessments and psychological evaluation reports for students in need of academic, behavior, and/or emotional supports.
- Provided counseling for students in need of Tier 3 social-emotional supports.
- Consulted with parents and educators regarding student assessment results, intervention plans, and student progress.
- Administered curriculum-based assessments and developed individualized interventions to enhance the academic performance of students at the secondary level.
- Co-facilitated treatment team meetings to problem solve student concerns at the secondary level.
- Created and facilitated leadership groups for secondary students to enhance school climate and culture.
- Facilitated Tier 2 social emotional groups for female students in grades 10, 11, and 12.
- Co-facilitated weekly problem-solving meetings per grade level within the middle school setting.

#### **School Psychological Services for Early Childhood**

##### *Visiting Professor of Research – Florida Mental Health Institute* 2005

- Collaborated with families and educators to support young children with developmental delays and behavior challenges.
- Guided parents and early childhood educators in the implementation of preventative strategies to enhance the development of young children within the home and learning environments.
- Conducted site visits to determine the quality of learning within pre-k settings.
- Facilitated action-research to support and document changes in stakeholder ability to effectively manage and reduce challenging behaviors.

##### *Early Childhood Council of Hillsborough County Developmental Screenings* 2004

- Worked with families to screen the physical, adaptive, social-emotional, cognitive, and communication skills of young children (ages 3 through 5 years).
- Consulted with educators and medical professionals to determine the need for a comprehensive Pre-K evaluation.
- Consulted with parents regarding the implementation of strategies at home and within the community settings.

*University of South Florida Early Intervention Program*

2004

- Collaborated with developmental pediatricians and family service coordinators at the University of South Florida as a multidisciplinary team member to assess and meet the needs of young children (birth to three) exhibiting developmental delays and disabilities.
- Assisted with the development of Individual Family Service Plans for young children.

*Pre-K Assessment Team Member – Hillsborough County Public Schools*

2004

- Collaborated with social workers, speech language pathologists, and parents to evaluate the developmental skill level of young children (ages 3 through 5 years).
- Consulted with team members to determine eligibility for special education and/or related services.

**SERVICE****Graduate Committee Member**

Professional service has been fulfilled through graduate committee membership for students exploring a variety of field-related research topics within USF's College of Education (7 Ed.S.) and the College of Community and Behavioral Sciences (1 Ph.D.). Additional professional service activities are listed below:

COE Diversity Committee Member	Fall 2019 – present
School Psychology Program Graduate Admissions	Spring 2020 – present
Moderator: International Student Experiences Panel	January 2020
COE Interview: Meeting the Social & Emotional Needs of Your Child	March 2020
COE Panelist: Real Talk: Systemic Racism and the Murder of George Floyd	June 2020
LA Times Interview: Social & Emotional Impacts on Distance Learning	July 2020
ABC Action News Interview: Call Me MiSTER Program	February 2021
COE 3-Minute Thesis Competition Judge	November 2022
COE Graduate Policy Council Member	Fall 2022 – present
Florida Assoc. of School Psychologists (FASP) Research Committee Member	Fall 2022 - present
COE Graduate Admissions Recruiter Committee Member	March 2023

**LICENSURE**

Department of Health (DOH)	
Florida School Psychology License SS 1646	2022 – present

**PROFESSIONAL ORGANIZATIONS**

National Black Child Development Institute (NBCDI)	2022 – present
National Association of School Psychologists (NASP)	2019 – present
Florida Association of School Psychologists (FASP)	2019 – present

**RECOGNITION**

Center for Innovative Teaching and Learning – ‘Thank A Professor’	Fall 2022
Ida S. Baker Diversity Educator – Belle Witter Elementary, HCPS	Fall 2018
Ida S. Baker Diversity Educator – Belle Witter Elementary, HCPS	Fall 2005

NAME: Nathaniel von der Embse, PhD		POSITION TITLE: Associate Professor	
EDUCATION/TRAINING/LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
University of Dayton, Dayton, OH	BS	2004	Psychology
Miami University, Oxford OH	MS, EdS	2006/8	School Psychology
Michigan State University, East Lansing, MI	PhD	2012	School Psychology

### A. Positions

- 2012-2014 Assistant Professor, Department of Psychology, East Carolina University  
 2014-2017 Assistant Professor, Department of Psychological and Educational Studies, Temple University  
 2017-2019 Assistant Professor, Department of Educational and Psychological Studies, University of South Florida  
 2019- Associate Professor, Department of Educational and Psychological Studies, University of South Florida

### B. Selected peer-reviewed publications and book

- von der Embse, N. P.**, Kilgus, S. P., & Eklund, K. (January, 2022). *Conducting Emotional and Behavioral Assessment within Multi-Tiered Systems of Support: Screen to Intervene*. New York, NY: Routledge Press.
- von der Embse, N.** & De Los Reyes, A. (2022, in press). Advancing equity in access to school mental health through multiple informant decision-making. *Journal of School Psychology*.
- \*Jenkins, A., \*Thoman, S., \*Wang, Y., **von der Embse N.P.**, Kilgus, S., & \*Reynolds, F. (2021). Identifying type and stability of emotional and behavioral risk. *Psychology in the Schools*, 58, 225-2237. doi.org/10.1002/pits.22587.
- von der Embse, N.P.**, Putwain, D. & \*Francis, G. (2021). Interpretation and Use of the Multidimensional Test Anxiety Scale. *School Psychology*, 36(2), 86–96. doi.org/10.1037/spq0000427
- Kim, E. & **von der Embse, N.P.** (2021). Combination of variable-centered and person-centered approaches to multi-informant data: Trifactor mixture model. *Educational and Psychological Measurement*, 81 (4), 728-755. doi: 10.1177/0013164420973722.
- von der Embse, N.P.**, Kim, E., \*Jenkins, A., \*Sanchez, A., Kilgus, S., & Eklund, K. (2021). Profiles of rater dis/agreement within universal screening in predicting distal outcomes. *Journal of Psychopathology and Behavioral Assessment*, 43(3), 632-645. doi: 10.1007/s10862-021-09869-0
- von der Embse, N.P.**, \*Jenkins, A., Christensen, K., Kilgus, S., \*Mishra, M., & \*Chin, B. (2021). Evaluating the cost of prevention programming and universal screening with discrete event simulation. *Administration and Policy in Mental Health*, 48, 962–973. doi: 10.1007/s10488-021-01108-8
- von der Embse, N.P.**, Kilgus, S.P., Eklund, K., \*Zahn, M., \*Peet, C., & \*Durango, S. (2021). Promoting effective decision-making: Training educators to collect and use social-emotional skill assessment data. *School Psychology Review*. doi: 10.1080/2372966X.2020.1827680
- \*Sanchez, A., \*Latimer, J., \*Scarimbolo, K., **von der Embse, N. P.**, Suldo, S., & \*Salvatore, C., (2021). Youth Mental Health First Aid (Y-MHFA) trainings for Educators: A Systematic Review. *School Mental Health*, 13 (1), 1-12. doi: 10.1007/s12310-020-09393-8
- von der Embse, N.P.**, & \*Mankin, A. (2021). Changes in teacher stress and wellbeing throughout the academic year. *Journal of Applied School Psychology*, 37(2), 165-184.

- von der Embse, N.P.,** \*Jenkins, A., \*West, G., Eklund, K., Kilgus, S. P., & \*Morgan, M. (2021). Comparing teacher and student report of behavioral risk in predicting elementary student math outcomes. *Assessment for Effective Intervention*, 46 (4), 304-309
- von der Embse, N.P.,** Kim, E., Kilgus, S. P., Dedrick, R., & \*Sanchez, A. (2019). Multi-informant universal screening: Evaluation of rater, item, and construct variance with a trifactor model. *Journal of School Psychology*, 77, 52-66. doi: 10.1016/j.jsp.2019.09.005
- von der Embse, N.P.,** \*Ryan, S., \*Gibbs, T., & \*Mankin, A. (2019). Teacher stress interventions: A 20-Year review. *Psychology in the Schools*, 56, 1328-1343. doi:10.1002/pits.22279
- \*Iaccarino, S., **von der Embse, N. P.,** & Kilgus, S. P. (2019). Interpretation and use of the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): A latent transition approach. *Journal of Psychoeducational Assessment*, 37, 486-503. doi: 10.1177/0734282918766650
- von der Embse, N.P.,** Rutherford, L., \*Mankin, A., & \*Jenkins, A. (2019). Implementation of a trauma-informed assessment to intervention model in a large urban school district. *School Mental Health*, 11, 276-279. doi: 10.1007/s12310-018-9294-z
- von der Embse, N.P.,** & Kilgus, S.P. (2018). Improving decision-making: Procedural recommendations for evidenced-based assessment. *School Psychology Review*, 47, 329-332.
- von der Embse, N.P.,** Kilgus, S.P., \*Ake, E., Eklund, K. R., & \*Levi-Nielsen, S. (2018). Training teachers to facilitate early identification of mental and behavioral health risk. *School Psychology Review*, 47, 372-384.
- von der Embse, N.P.** (2018). Improving school mental health services through early identification and prevention. *Psychology of Education Review*, 42 (1), 46-52.
- von der Embse, N.P.,** \*Iaccarino, S., \*Mankin, A., Kilgus, S., & Magen, E. (2017). Development and factor structure of the Social, Academic, and Emotional Behavior Risk Screener Student Rating Scale (SAEBRS-SRS). *Assessment for Effective Intervention*, 42 (3), 186-192.

### C. Selected ongoing grant funding

- von der Embse, N.P.** & \*Francis, G. (2022-2023). Improving risk identification to reduce disproportionality in early childhood programs. (\$50,000). Caplan Foundation. **(funded)**. Role: *Principal Investigator*.
- von der Embse, N.P.,** Kilgus, S., Suldo, S., Eklund, K., Kim, E., & Bonifay, W. (R305A210019; 2021-2025). Improving the Delivery of Tiered Intervention Through the Development of Multi-Informant Rating Systems. (\$2,000,010). US Department of Education, Institute of Education Sciences, Measurement competition. **(funded)**. Role: *Principal Investigator*.
- von der Embse, N.P.** & Christensen, K. (2021-2022). Using discrete event simulation to improve school mental health services. (\$50,000). Spencer Foundation. **(funded)**. Role: *Principal Investigator*.
- von der Embse, N.** (2020-2022; subcontract through Hillsborough County Public Schools). Threat assessment and violence prevention through screening and tiered mental health services. (\$404,000). National Institute of Justice. **(funded)**. Role: *Principal Investigator*
- von der Embse, N.P.,** Suldo, S., & \*Jenkins, A. (2018-2021; H79 SM081115-01). Improving Access to Mental Health Services through Teacher Training and Universal Screening. (\$364,825). Substance Abuse and Mental Health Services Administration, Mental Health Awareness Training Grant. **(funded)**. Role: *Principal Investigator*.

**KATHY L. BRADLEY-KLUG, PH.D.**

**Abbreviated CV**

COLLEGE OF EDUCATION, UNIVERSITY OF SOUTH FLORIDA  
4202 EAST FOWLER AVE., EDU105, TAMPA, FO 33620

**EDUCATION**

**May 1997 Ph.D. in School Psychology**

American Psychological Association accredited & National Association of School Psychologists approved program  
Lehigh University

**May 1988 Ed.S. in School Psychology**

National Association of School Psychologists approved program  
Lehigh University

**May 1985 BA in Psychology, Minor in Biology**

Degree with Distinction  
University of Delaware

**RECENT PROFESSIONAL  
EXPERIENCE**

May 2016 to present

**Associate Dean for Research, Innovation, and Faculty Affairs**

College of Education, University of South Florida, Tampa, Florida

June 2014 to May 2016

**Department Chair, Department of Educational and Psychological Studies, College of Education**

University of South Florida, Tampa, Florida

May 2013 to present

**Professor, Department of Psychological and Social Foundations, College of Education**

University of South Florida, Tampa, Florida

Sept. 2011 to May 2014

**Associate Chair, Department of Psychological and Social Foundations, College of Education**

University of South Florida, Tampa, Florida.

Aug. 2004 to May 2011

**Coordinator of Graduate Programs in School Psychology, Department of Psychological and Social Foundations**

College of Education, University of South Florida, Tampa, Florida

Aug. 2002 to May 2013

**Associate Professor, School Psychology Program, Department of Psychological and Social Foundations**

College of Education, University of South Florida, Tampa, Florida

Aug. 1996 to Aug. 2002

**Assistant Professor, School Psychology Program, Department of Psychological and Social Foundations**

College of Education, University of South Florida, Tampa, Florida

**SCHOLARSHIP**

**Books**

Power, T. J., & Bradley-Klug, K. L. (2013). *Pediatric School Psychology: Conceptualization, Applications, and Leadership Development*. New York, NY: Routledge.

### **Selected Chapters in Books**

- Bradley-Klug, K. L., Lynn, C., & Wesley, K. L. (2020). Classroom and school-wide universal health strategies. In A. Dempsey (Ed.), *Pediatric health conditions in schools: A clinician's guide for working with children, families, and educators* (pp. 141-157). Oxford University Press.
- Bradley-Klug, K. L., & Shaffer-Hudkins, E. (2018). Diabetes. In S. G. Forman & J. D. Shahidullah (Eds.), *Handbook of pediatric behavioral healthcare: An interdisciplinary collaborative approach* (pp. 59-72). Springer.
- Bradley-Klug, K. L., Jeffries DeLoatche, K. & Wheatley, G. (2017). School psychology and students with medical issues. In M. Thielking & M. Terjesen (Eds.), *Handbook of Australian School Psychology: Integrated International Research, Practice, and Policy* (pp. 655-662). Springer.

### **Selected Peer Reviewed Journal Articles**

- Schneider, T., Wolgemuth, J., Bryant, C., Bradley-Klug, K. L., & Ferron, J. (2022). The perception of school life and academic experiences of adolescents with asthma. *Journal of Adolescent Research*.
- Shaffer-Hudkins, E., Hinojosa, S., Bradley-Klug, K. L., & Johnson, N. (2022). The diabetes simulation challenge: A simulated learning experience for medical students. *Diabetes Spectrum*, 35(2), 150-158.
- Larsen, R. W., Bradley-Klug, K., Bloom, M., Goldstein, H., & Sanberg, P. R. (2022). USF Pandemic Response Research Network (USF PRRN): A highly integrative basic and applied research approach to COVID-19. *Technology & Innovation*, 22(2), 165-171.
- Smith, N. D. W., Bradley-Klug, K. L., Suldo, S. M., Dedrick, R. F., & Shaffer-Hudkins, E. J. (2022). Associations between multiple health-promoting behaviors and subjective well-being in high school age youth. *Journal of School Health*, 92(1), 52-62.
- Haupt, R. L., Smith, N. D. W., Jones, P. C., Marks, L. C., Bradley-Klug, K. L., & Lindsay, K. (2020). Forming effective partnerships between school and community service providers. *Communique*, 49, 17-19.
- Lynn, C., Chenneville, T., Bradley-Klug, K., Walsh, A., Dedrick, R., & Rodriguez, C. (2020). Health knowledge and adherence as predictors of viral burden and CD4 count in youth and young adults with HIV. *Journal of the Association of Nurses in AIDS Care*, 31, 457-465.
- Lynn, C., Chenneville, T. A., Bradley-Klug, K. L., St. John Walsh, A., Dedrick, R., & Rodriguez, C. (2019). Depression, anxiety, and posttraumatic stress as predictors of immune functioning: Differences between youth with behaviorally and perinatally acquired HIV. *AIDS Care*, 31, 1261-1270.

### **PRESENTATIONS TO LEARNED SOCIETIES**

#### **Selected International Presentations**

- Scarimbolo, K., Bradley-Klug, K., Ferron, J.M, & Nadeau, J. M. (2022, July). Supporting youth with anxiety disorders and BFRBs. Poster presented at the International Obsessive Compulsive Disorder Conference (IOCDF), Denver, Colorado.
- Bradley-Klug, K., Morgan, M., Gills, P., & Scarimbolo, K. (2021, July). Opioid use and COVID-19: The school psychologist's role when two pandemics collide. Paper presented at the 2021 International School Psychology Association Convention, Nicosia, Cypress.

Morgan, M., Bradley-Klug, K., Ferron, J., & Nadeau, J. (2021, July). Do race and gender matter?: Examining adolescent outcomes following depression treatment. Poster presented at the 2021 International School Psychology Association Convention. Nicosia, Cypress.

Scarimbolo K., Bradley-Klug, K., Ferron, J., & Nadeau, J. (2021, July). Treatment responses among youth with anxiety disorders and body-focused repetitive behaviors in a clinic sample. International School Psychology Association. Paper presented at the 2021 International School Psychology Association Convention. Nicosia, Cypress.

### **Selected National Presentations**

Shaffer-Hudkins, E., Agazzi, H. & Bradley-Klug, K. L. (2023, June). Pediatric school psychologists servicing children birth to three years. Paper accepted for presentation at the 2024 National Association of School Psychologists Convention, New Orleans, LA.

Chesno-Grier, E., Bradley-Klug, K. L., (2023, June). Pediatric school psychology: Practical applications in a variety of settings. Paper accepted for presentation at the 2024 National Association of School Psychologists Convention, New Orleans, LA.

Shaffer-Hudkins, E., Agazzi, H., Bradley-Klug, K. L., Morgan, M. (2023, August). Training behavioral health providers in the national birth to three early intervention program. Poster presented at the 2023 Annual American Psychological Association Conference Division 54 (Pediatric Psychology), Washington, DC.

Sommerhalder, M., Bradley-Klug, K. L., Haranin, E., Franta, E., Chesno Grier, B., Patrusky, L. (2023, February). Pediatric school psychology: Training and career opportunities. Symposium presented at the 2023 National Association of School Psychologists Convention, Denver, CO.

Morgan, M., Bradley-Klug, K., Nadeau, J., & Ferron, J. (2022, February). Behavioral activation for minoritized youth with internalizing disorders. Paper presented at the 2022 National Association of School Psychologists Convention, Boston, MA.

### **SELECTED GRANTS FUNDED**

Principal Investigator for grant entitled “Educational Research in the Classroom & Beyond: The College of Education Undergraduate Summer Research Academy” Funded by Florida High Tech Corridor, November 2023-August 2024. Amount Awarded = \$10,000.

Co-Principal Investigator for grant entitled “Civics Literacy Excellence Initiative: Oral History Resources” funded by Florida Department of Education, January 2023. Amount Awarded = \$1,000,000.

Principal Investigator for grant entitled “Educational Research in the Classroom & Beyond: The College of Education Undergraduate Summer Research Academy” Funded by Florida High Tech Corridor, November 2022-August 2023. Amount Awarded = \$10,000.

Co-Principal Investigator for grant entitled “Civics Literacy Excellence Initiative: Oral History Resources” funded by Florida Department of Education, January 2022. Amount Awarded = \$1,000,000.

Co-Principal Investigator for grant entitled “Peer Review Skills: Program Managers, Agencies and Training” funded by Oak Ridge Associated Universities, January 2019. Amount Awarded = \$1,000.

Principal Investigator for grant entitled “Development of the Youth Health Resiliency Scale” funded by Bringing Science Home, University of South Florida College of Public Health, May 2012-November 2014. Amount Awarded = \$61,000.

Project Director for grant entitled “SELECT/Bringing Science Home Curriculum” funded by Bringing Science Home, University of South Florida College of Public Health. July 2011-June 2014. Amount Awarded = \$300,000.

Shannon Suldo (updated February 2023)

**SHANNON M. SULDO, PH.D.**

School Psychology Program  
University of South Florida  
[suldo@usf.edu](mailto:suldo@usf.edu)

4202 East Fowler Avenue, EDU 105  
Tampa, FL 33620  
(813) 974 – 2223

**EDUCATION**


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Ph.D.	School Psychology, May 2004
M.A.	School Psychology, May 2001 University of South Carolina <i>APA Accredited, NASP Approved Program</i>
B.A.	Psychology, May 1999 University of North Florida <i>Summa Cum Laude with Honors in Psychology</i>

**PROFESSIONAL POSITIONS**


---

2018 – present	<i>Director of Clinical Training</i> , School Psychology Ph.D. Program, Univ of South Florida
2014 – present	<i>Professor</i> , University of South Florida
2009 – 2014	<i>Associate Professor</i> , University of South Florida
2004 – 2009	<i>Assistant Professor</i> , University of South Florida School Psychology Program (APA Accredited, NASP Approved) Department of Educational and Psychological Studies, College of Education
2008 – present	Licensed Psychologist (PY # 7704), State of Florida
2005 – 2007	<i>Postdoctoral Fellow</i> , School District of Hillsborough County, Tampa, FL Clinical Psychology Training Program, Department of Psychological Services
2003 – 2004	<i>Predoctoral Intern</i> , Pediatric Psychology Internship Track (APA Accredited) Johns Hopkins School of Medicine/Kennedy Krieger Institute, Baltimore, MD Rotations: Child & Family Therapy, Behavior Management

**ACADEMIC AWARDS AND HONORS**


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2019	Thomas Oakland Mid-Career Scholar Award, presented by Division 16 of the APA
2016	Outstanding Article of the Year, <i>School Psychology Review</i>
2016	Faculty Outstanding Research Achievement Award, USF Research & Innovation
2015	Member, Society for the Study of School Psychology (SSSP)
2012 – 2017	Invited Participant, <i>School Mental Health Research Summit</i> : Washington, DC (2017), San Diego, CA (2016), New Orleans, LA (2015), Arlington, VA (2013), Salt Lake City (2012)
2009	Lightner Witmer Award, presented by Division 16 of the APA
2009	Reviewer of the Year Award, <i>Journal of School Psychology</i>
2008	Honorable Mention for Outstanding Article of the Year, <i>School Psychology Review</i>
2006	Nominee, Early Career Teaching Award, Society for the Teaching of Psychology
2005	Early Career Scholar, School Psychology Research Collaboration Conference
2004	Co-Author of Outstanding Article of the Year, <i>School Psychology Review</i>
2004	Honorable Mention for Outstanding Dissertation, Intl Society for Quality-of-Life Studies
2003	Dean's Award for Excellence in Graduate Study, USC Graduate School
1999 – 2003	University of South Carolina Graduate School Fellow, \$8,000 fellowship award
2003 & 2004	International Positive Psychology Fellow, Gallup Positive Psychology Center
2003	Ralph Tindall Fellowship, \$2000 dissertation funding, USC Psychology Dept.
2002	<i>Journal of Neurotherapy</i> / Haworth Press student scholarship contest winner

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Shannon Suldo (updated February 2023)

## RESEARCH INTERESTS

- Positive psychology applied to schools, including students and educators' subjective well-being
- Social-emotional wellness of high school students in college-level courses
- Provision of evidence-based school mental health services in a multi-tiered framework

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## SCHOLARLY WORK

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### **BOOKS**

1. Allen, K., Furlong, M. J., Vella-Brodrick, D. & **Suldo, S. M.** (2022), *Handbook of Positive Psychology in Schools: Supporting Process and Practice* (3<sup>rd</sup> edition). New York: Routledge. see <https://www.routledge.com/Handbook-of-Positive-Psychology-in-Schools-Supporting-Process-and-Practice/Allen-Furlong-Vella-Brodrick-Suldo/p/book/9780367855864>
2. Lazarus, P. J., **Suldo, S. M.**, & Doll, B. (2021). *Fostering the emotional well-being of youth: A school-based approach*. Oxford University Press (OUP). see <https://global.oup.com/academic/product/fostering-the-emotional-well-being-of-our-youth-9780190918873?cc=us&lang=en&>
3. **Suldo, S. M.** (2016). *Promoting student happiness: Positive psychology interventions in schools*. Guilford Practical Intervention in the Schools Series. New York: Guilford. see <http://www.guilford.com/books/Promoting-Student-Happiness/Shannon-Suldo/9781462526802>

### **MEDIA FEATURES**

- Education Week: [http://blogs.edweek.org/edweek/curriculum/2017/08/support\\_for\\_stressed-out\\_stude.html](http://blogs.edweek.org/edweek/curriculum/2017/08/support_for_stressed-out_stude.html)
- Tampa Bay Times: <http://www.tampabay.com/news/education/k12/new-effort-aims-to-help-a-taken-for-granted-group-students-in-rigorous/2333697>
- Sarasota Herald-Tribune: <http://www.heraldtribune.com/news/20170517/rethinking-our-approach-to-childrens-mental-health>
- College Board: <https://www.collegeboard.org/membership/all-access/what-predicts-academic-success-and-social-emotional-health-among-ap-students>
- Science Daily: <https://www.sciencedaily.com/releases/2010/07/100708122619.htm>

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## RECENT GRANT-FUNDED PROJECTS

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### **FUNDED**

1. Co-PI (.25 FTE) for a project entitled “Resiliency Resources,” funded by the Florida Department of Education (FL DOE). Project period: 11/30/22 – 9/30/24. Amount Awarded = \$1,200,000.
2. PI (.27 FTE) for a project entitled “Efficacy of a Selective Intervention to Improve Middle School Students’ Subjective Well-Being,” funded by the U.S. Department of Education, Institute of Educational Sciences (IES). Project period: 7/1/20-6/30/25. Amount=\$3,300,000. R305A200035
3. PI for a project entitled “Supporting Educators and Students Emotional Well-Being Through Schoolwide Positive Psychology Practice,” funded by the Children’s Home Society of Florida. Project period: 9/1/20 – 8/6/21. Amount Awarded = \$42,459.

## Appendix J

<u>Graduate 6-Semester Plan</u> CIP Code: 42.2805 CIP Title: School Psychology Degree Level: S
<b>Credential (Degree Type): Ed.S.</b>
<b>USF Title (Major Name): School Psychology</b>

Fall 1		
Current Course Prefix and Number	Course Title	Total
SPS 6936	Graduate Seminar in School Psychology	3
SPS 6197	Psychoeducational Diagnosis and Prescription I	4
EDF 7118	Lifespan Development	3
EDF 6412	Cognitive and Affective Bases of Behavior	3
SPS 6945	Introduction to School Psychology Practicum	1
<b>Total Semester Credit Hours:</b>		<b>14</b>

Spring 1		
Current Course Prefix and Number	Course Title	Total
SPS 6198	Psychoeducational Diagnosis and Prescription II	4
EDF 6288	Instructional Design I	3
EDF 6213	Biological Bases for Learning Behavior	3
EDF 6407	Statistical Analysis for Educational Research	4
SPS 6945	Introduction to School Psychology Practicum	1
<b>Total Semester Credit Hours:</b>		<b>15</b>

Summer 1		
Current Course Prefix and Number	Course Title	Total
EDF 6217	Behavior Theory and Classroom Learning	3
EDF 7410	Design of Systematic Studies in Education	3
SPS 6101	Child and Adolescent Behavior Disorders	3
<b>Total Semester Credit Hours:</b>		<b>9</b>

Fall 2		
Current Course Prefix and Number	Course Title	Total
SPS 6700C	Psychoeducational Interventions with Children & Adolescents I	4
SPS 6940	Practicum in Psychoeducational Interventions	1
SPS 6196	Assessment of Child and Adolescent Personality	4
EDF 6166	Consulting Skills for Staff Development	3
<b>Total Semester Credit Hours:</b>		<b>12</b>

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

Spring 2		
Current Course Prefix and Number	Course Title	Total
SPS 6701C	Psychoeducational Interventions with Children & Adolescents II	4
SPS 6940	Practicum in Psychoeducational Interventions	1
SPS 6702C	Psychoeducational Interventions with Children & Adolescents III	4
SPS 7700	Advanced Psychoeducational Interventions	3
<b>Total Semester Credit Hours:</b>		<b>12</b>

Summer 2		
Current Course Prefix and Number	Course Title	Total
EDF 6883	Sociopolitical Foundations of Multicultural Education	3
TSL 6700	ESOL for School Psychologists and School Counselors	3
<b>Total Semester Credit Hours:</b>		<b>6</b>

Fall 3		
Current Course Prefix and Number	Course Title	Total
SPS 6947	Internship	2
EDG 6975 or EDG 6971	Project: Master's/Specialist or Thesis: Master's/Education Specialist	1
<b>Total Semester Credit Hours:</b>		<b>3</b>

Spring 3		
Current Course Prefix and Number	Course Title	Total
SPS 6947	Internship	2
EDG 6975 or EDG 6971	Project: Master's/Specialist or Thesis: Master's/Education Specialist	1
<b>Total Semester Credit Hours:</b>		<b>3</b>

<b>Total Program Hours:</b>		<b>74</b>
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## Appendix K

### Cynthia Brown Hernandez

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**From:** Evan Dart  
**Sent:** Monday, January 29, 2024 6:16 AM  
**To:** Cynthia Brown Hernandez  
**Subject:** Fwd: USF School Psychology EdS degree proposal

Another response!

Evan

Evan H. Dart, Ph.D., BCBA-D  
Associate Professor  
Department of Educational and Psychological Studies  
University of South Florida

Begin forwarded message:

**From:** Andy Pham <avpham@fiu.edu>  
**Date:** January 29, 2024 at 6:13:37 AM EST  
**To:** Evan Dart <ehd@usf.edu>  
**Subject:** Re: USF School Psychology EdS degree proposal

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

Dear Evan,

Yes, I support your change. Let us know if you need anything.

Andy V. Pham, Ph.D.  
Associate Professor of School Psychology  
Florida International University  
Email: avpham@fiu.edu  
Phone: 305-348-3199

Sent from my T-Mobile 5G Device  
Get [Outlook for Android](#)

---

**From:** Evan Dart <ehd@usf.edu>  
**Sent:** Friday, January 26, 2024 9:06:33 PM  
**Subject:** Re: USF School Psychology EdS degree proposal

Good evening,

I hope this email finds you well. I wrote to you in September of last year about our efforts at the University of South Florida to convert our existing Ed.S. program from a concentration in the Curriculum & Instruction into an Ed.S. in School Psychology. We are in the final stages of that process and would like

to include supportive communication from other school psychology programs across the state of Florida. At this time I am requesting a response from you as a representative of your school psychology program indicating whether or not you support the change we are proposing. I am happy to answer any questions you may have and I appreciate your consideration.

Thanks,

Evan

Evan H. Dart, Ph.D., BCBA-D  
Associate Professor and Program Coordinator, School Psychology Program  
Executive Director, School Mental Health Collaborative  
Department of Educational and Psychological Studies  
University of South Florida



On Aug 17, 2023, at 12:18 PM, Evan Dart <ehd@usf.edu> wrote:

Good afternoon,

I hope you're doing well! I am writing to inform you that the school psychology faculty at USF are preparing to submit a proposal to create an EdS degree program in school psychology (CIP Code: 42.2805). Our current EdS program has existed as a concentration within the Curriculum & Instruction major, which has posed some administrative challenges for us recently. The proposed change will provide us with a greater degree of autonomy over things like admissions requirements and curricular content. It will not change our commitment to producing high quality school psychologists and addressing the workforce shortage in Florida and nationwide.

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

Thanks,

Evan

**Evan H. Dart, Ph.D., BCBA-D**  
Associate Professor and Program Coordinator, School Psychology Program  
Executive Director, School Mental Health Collaborative  
Department of Educational and Psychological Studies  
University of South Florida

<bull-u-usf-240x60.png>

1/28/24, 1 09 PM

Fwd: USF School Psychology EdS degree proposal

 You replied on Sun 1/28/2024 10:35 AM

ED Evan Dart  
To: Cynthia Brown Hernandez

         
Sat 1/27/2024 8:46 AM

See below for a response from UF!

Evan

Evan H. Dart, Ph.D., BCBA-D  
Associate Professor  
Department of Educational and Psychological Studies  
University of South Florida

Begin forwarded message:

**From:** "Kranzler, John H." <jkranzler@coe.ufl.edu>  
**Date:** January 27, 2024 at 7:09:15 AM EST  
**To:** Evan Dart <ehd@usf.edu>  
**Subject: Re: USF School Psychology EdS degree proposal**

You don't often get email from jkranzler@coe.ufl.edu. [Learn why this is important](#)  
Of course we support your efforts! Best of luck going forward with it.

John

Sent from my iPhone

On Jan 26, 2024, at 9:06 PM, Evan Dart <ehd@usf.edu> wrote:

Good evening,

I hope this email finds you well. I wrote to you in September of last year about our efforts at the University of South Florida to convert our existing Ed.S. program from a concentration in the Curriculum & Instruction into an Ed.S. in School Psychology. We are in the final stages of that process and would like to include supportive communication from other school psychology programs across the state of Florida. At this time I am requesting a response from you as

K-3

11/27/23, 2 24 PM

Fwd USF School Psychology EdS degree proposal Cynthia Brown Hernandez Outlook

Fwd: USF School Psychology EdS degree proposal

Evan Dart ehd@usf.edu

Mon 11/27/2023 2:06 PM

To:Cynthia Brown Hernandez cynthiab@usf.edu

See below.

**Evan H. Dart, Ph.D., BCBA-D**

Associate Professor and Program Coordinator, School Psychology Program

Executive Director, School Mental Health Collaborative

Department of Educational and Psychological Studies

University of South Florida



Begin forwarded message:

**From:** "S. Kathleen Krach" <s.kathleen.krach@fsu.edu>

**Subject:** Re: USF School Psychology EdS degree proposal

**Date:** August 21, 2023 at 4:21:47 PM EDT

**To:** Evan Dart <ehd@usf.edu>

Congratulations on the changes!

I was just down at USF [REDACTED]!

If you need anything from us here at FSU, please feel free to let me know.

S. Kathleen Krach, Ph.D., NCSP

Associate Professor

Florida State University

---

**From:** Evan Dart <ehd@usf.edu>

**Sent:** Thursday, August 17, 2023 12:18 PM

**Subject:** USF School Psychology EdS degree proposal

Good afternoon,

I hope you're doing well! I am writing to inform you that the school psychology faculty at USF are preparing to submit a proposal to create an EdS degree program in school psychology (CIP Code: 42.2805). Our current EdS program has existed as a concentration within the Curriculum & Instruction major, which has posed some administrative challenges for us recently. The proposed change will provide us with a greater degree of autonomy over things like admissions requirements and curricular content. It will not change our commitment to producing high quality school psychologists and addressing the workforce shortage in Florida and nationwide.

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

Thanks,

Evan

**Evan H. Dart, Ph.D., BCBA-D**

Associate Professor and Program Coordinator, School Psychology Program

Executive Director, School Mental Health Collaborative

Department of Educational and Psychological Studies

University of South Florida



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

**Agenda Item: III.c**

**USF Board of Trustees**  
February 27, 2024

**Issue:** Need for continued coordinated assistance with the State of Florida Division of Emergency Management and other Florida jurisdictions for resource support during emergencies affecting USF.

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**Proposed action:** Approve the renewal of the Florida Statewide Mutual Aid Agreement (SMAA).

---

**Executive Summary:**

The State of Florida Division of Emergency Management (FDEM) has an established Mutual Aid Agreement to coordinate the sharing of resources among Florida government entities for emergency aid and assistance before, during, or after a major or catastrophic disaster. The SMAA is pursuant to the Emergency Management Act, located in Florida Statue Chapter 252 governing emergency management for the State of Florida. Participating parties to the SMAA may request resource support from one-another or through the Florida Division of Emergency Management. The SMAA outlines important details and procedures on the use, cost, reimbursement, and insurance requirements by which signing parties must abide.

Not only is this agreement advantageous to the University, the Florida Board of Governors Regulation 3-001(3)(b) expressly states that “Each university shall sign the Statewide Mutual Aid Agreement (SMAA).”

The USF BOT approved renewal of the Florida Statewide Mutual Aid Agreement (SMAA) most recently on December 4, 2018. Since then, the state has published the 2023 SMAA which is a full revision of the agreement; however, the changes are technical in nature. FDEM is requesting that all entities wishing to remain SMAA signatories review and sign the updated SMAA.

USF has used this agreement on multiple occasions to send University personnel to assist impacted Universities and jurisdictions in past emergency situations including but not limited to Hurricane Florence and Hurricane Michael.

**Financial Impact:**

Renewal of this SMAA will authorize USF to request available State and local resources that may otherwise require additional spending through external contracts. In the event USF resources are utilized by another entity, reimbursement for the costs associated with the resource are clearly defined.

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**Strategic Goal(s) Item Supports: Goal 1: Student Success; Goal 3: Partnerships; Goal 5: Financial Base**

**BOT Committee Review Date: February 27, 2024**

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

**Prepared by:** Jen Fleischman, Assistant Vice President for Administration and Operations



# STATE OF FLORIDA DIVISION OF EMERGENCY MANAGEMENT



Ron DeSantis, Governor

Kevin Guthrie, Executive Director

## **STATEWIDE MUTUAL AID AGREEMENT - 2023**

This Agreement is an acknowledgment of receipt by the Florida Division of Emergency Management (“the Division”) and the local government (“Participating Party”) signing this Agreement. Execution of this agreement replaces all previous iterations and is active until a new agreement is drafted and requested by The Division.

This Agreement is based on the existence of the following conditions:

- A. The State of Florida is vulnerable to a wide range of emergencies and disasters that are likely to cause the disruption of essential services and the destruction of the infrastructure needed to deliver those services.
- B. Such emergencies and disasters often exceed the emergency response and recovery capabilities of any one county or local government.
- C. Such incidents may also give rise to unusual and unanticipated physical and technical needs which a local government cannot meet with existing resources, but that other local governments within the State of Florida may be able to provide.
- D. The Emergency Management Act, chapter 252, *Florida Statutes*, provides each local government of the state the authority to develop and enter into mutual aid agreements within the state for reciprocal emergency aid in case of emergencies too extensive to be dealt with unassisted, and through such agreements ensure the timely reimbursement of costs incurred by the local governments which render such assistance.
- E. Pursuant to chapter 252.32, *Florida Statutes*, the Division renders mutual aid among the political subdivisions of the state to carry out emergency management functions and responsibilities.
- F. Pursuant to chapter 252, *Florida Statutes*, the Division has the authority to coordinate and direct emergency management assistance between local governments and concentrate available resources where needed.

Based on the existence of the foregoing conditions, the Parties agree to the following articles:

### **ARTICLE I: DEFINITIONS**

As used in this Agreement, the following expressions shall have the following meanings:

- A. The “Agreement” is this Agreement, which shall be referred to as the Statewide Mutual Aid Agreement (“SMAA”).

**DIVISION HEADQUARTERS**  
2555 Shumard Oak Boulevard  
Tallahassee, FL 32399-2100

Telephone: 850-815-4000  
[www.FloridaDisaster.org](http://www.FloridaDisaster.org)

**STATE LOGISTICS RESPONSE CENTER**  
2702 Directors Row  
Orlando, FL 32809-5631



# STATE OF FLORIDA DIVISION OF EMERGENCY MANAGEMENT



Ron DeSantis, Governor

Kevin Guthrie, Executive Director

- B. The “Division” is the Florida Division of Emergency Management.
- C. A “Requesting Party” to this Agreement is a Participating Party who requests assistance under this agreement.
- D. An “Assisting Party” to this Agreement is a Participating Party who provides assistance to a Requesting Party under this agreement.
- E. The “Period of Assistance” is the time during which an Assisting Party renders assistance to a Requesting Party under this agreement and includes the time necessary for the resources and personnel of the Assisting Party to travel to the place specified by the Requesting Party and the time necessary to return to their place of origin.
- F. A “Mission” is a documented emergency response activity performed during a Period of Assistance, usually in reference to one operational function or activity.
- G. A “local government” is any educational district, special district, or any entity that is a “local governmental entity” within the meaning of section 11.45(1)(g), *Florida Statutes*.
- H. An “educational district” is any school district within the meaning of section 1001.30, *Florida Statutes*, and any Florida College System Institution or State University within the meaning of section 1000.21, *Florida Statutes*.
- I. A “special district” is any local or regional governmental entity which is an independent special district within the meaning of section 189.012(3), *Florida Statutes*, established by local, special, or general act, or by rule, ordinance, resolution, or interlocal agreement.
- J. A “tribal council” is the respective governing bodies of the Seminole Tribe of Florida and Miccosukee Tribe of Indians recognized as special improvement district by section 285.18(1), *Florida Statutes*.
- K. An “interlocal agreement” is any agreement between local governments within the meaning of section 163.01(3)(a), *Florida Statutes*.
- L. A “Resource Support Agreement” as used in this Agreement refers to a supplemental agreement of support between a Requesting Party and an Assisting Party.
- M. “Proof of work” as used in this Agreement refers to original and authentic documentation of a single individual or group of individuals’ emergency response activity at a tactical level.

**DIVISION HEADQUARTERS**  
2555 Shumard Oak Boulevard  
Tallahassee, FL 32399-2100

Telephone: 850-815-4000  
[www.FloridaDisaster.org](http://www.FloridaDisaster.org)

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# STATE OF FLORIDA DIVISION OF EMERGENCY MANAGEMENT



Ron DeSantis, Governor

Kevin Guthrie, Executive Director

- N. "Proof of payment" as used in this Agreement refers to original and authentic documentation of an emergency response expenditure made by an Assisting Party.
- O. A "Reimbursement Package" as used in this Agreement refers to a full account of mission response documentation supported by proof of work and proof of payment.
- P. Any expressions not assigned definitions elsewhere in this Agreement shall have the definitions assigned them by the Emergency Management Act, Chapter 252, *Florida Statutes*.

## ARTICLE II: APPLICABILITY OF THE AGREEMENT

Any Participating Party, including the Division, may request assistance under this Agreement for a "major disaster" or "catastrophic disaster" as defined in section 252.34, *Florida Statutes*, minor disasters, and other such emergencies as lawfully determined by a Participating Party.

## ARTICLE III: INVOCATION OF THE AGREEMENT

In the event of an emergency or anticipated emergency, a Participating Party may request assistance under this Agreement from any other Participating Party or the Division if, in the judgement of the Requesting Party, its own resources are inadequate to meet the needs of the emergency or disaster.

- A. Any request for assistance under this Agreement may be oral, but within five (5) calendar days must be confirmed in writing by the Requesting Party. All requests for assistance under this Agreement shall be transmitted by the Requesting Party to another Participating Party or the Division. If the Requesting Party transmits its request for Assistance directly to a Participating Party other than the Division, the Requesting Party and Assisting Party shall keep the Division advised of their activities.
- B. The Division shall relay any requests for assistance under this Agreement to such other Participating Parties as it may deem appropriate and coordinate the activities of the Assisting Parties to ensure timely assistance to the Requesting Party. All such activities shall be carried out in accordance with the State's Comprehensive Emergency Management Plan.

## ARTICLE IV: RESPONSIBILITIES OF REQUESTING PARTIES

To the extent practicable, all Requesting Parties shall provide the following information to their respective county emergency management agency, the Division, and the intended Assisting Party or Parties. In providing such information, Requesting Parties should utilize Section I of the

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Resource Support Agreement (RSA) Form, available via the [Division approved documents SharePoint site](#)<sup>1</sup>.

- A. A description of the Mission to be performed by the Assisting Party;
- B. A description of the resources and capabilities needed to complete the Mission successfully;
- C. The location, date, and time personnel and resources from the Assisting Party should arrive at the incident site, staging area, facility, or other location designated by the Requesting Party;
- D. A description of the health, safety, and working conditions expected for deploying personnel;
- E. Lodging and meal availability;
- F. Any logistical requirements;
- G. A description of any location or facility outside the territorial jurisdiction of the Requesting Party needed to stage incoming resources and personnel;
- H. The location date, and time for personnel of the Requesting Party to meet and receive the personnel and equipment of the Assisting Party; and
- I. A technical description of any communications equipment needed to ensure effective information sharing between the Requesting Party, any Assisting Parties, and all relevant responding entities.

## ARTICLE V: RESPONSIBILITIES OF ASSISTING PARTIES

Each Party shall render assistance under this Agreement to any Requesting Party to the extent practicable that its personnel, equipment, resources, and capabilities can render assistance. If upon receiving a request for assistance under this Agreement a Party determines that it has the capacity to render some or all of such assistance, it shall provide the following information without delay to the Requesting Party, the Division, and the Assisting Party's County emergency management agency. In providing such information, the Assisting Party should utilize the Section II of the Resource Support Agreement (RSA) Form, available via the [Division approved documents SharePoint site](#).

<sup>1</sup> FDEM approved documents such as activity logs and mutual aid forms can be found at: [https://portal.floridadisaster.org/projects/FROC/FROC\\_Documents/Forms/AllItems.aspx?View=%7B6F3CF7BD%2DC0A4%2D4BE2%2DB809%2DC8009D7D0686%7D](https://portal.floridadisaster.org/projects/FROC/FROC_Documents/Forms/AllItems.aspx?View=%7B6F3CF7BD%2DC0A4%2D4BE2%2DB809%2DC8009D7D0686%7D)

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- A. A description of the personnel, equipment, supplies, services and capabilities it has available, together with a description of the qualifications of any skilled personnel;
- B. An estimate of the time such personnel, equipment, supplies, and services will continue to be available;
- C. An estimate of the time it will take to deliver such personnel, equipment, supplies, and services to the location(s) specified by the Requesting Party;
- D. A technical description of any communications and telecommunications equipment available for timely communications with the Requesting Party and other Assisting Parties;
- E. The names and contact information of all personnel whom the Assisting Party has designated as team leaders or supervisors; and
- F. An estimated cost for the provision of assistance.

## ARTICLE VI: RENDITION OF ASSISTANCE

The Requesting Party shall afford the emergency response personnel of all Assisting Parties, while operating within the jurisdictional boundaries of the Requesting Party, the same powers, duties, rights, and privileges, except that of arrest unless specifically authorized by the Requesting Party, as are afforded the equivalent emergency response personnel of the Requesting Party. Emergency response personnel of the Assisting Party will remain under the command and control of the Assisting Party, but during the Period of Assistance, the resources and responding personnel of the Assisting Party will perform response activities under the operational and tactical control of the Requesting Party.

- A. Unless otherwise agreed upon between the Requesting and Assisting Party, the Requesting Party shall be responsible for providing food, water, and shelter to the personnel of the Assisting Party. For Missions performed in areas where there are insufficient resources to support responding personnel and equipment throughout the Period of Assistance, the Assisting Party shall, to the fullest extent practicable, provide their emergency response personnel with the equipment, fuel, supplies, and technical resources necessary to make them self-sufficient throughout the Period of Assistance. When requesting assistance, the Requesting Party may specify that Assisting Parties send only self-sufficient personnel and resources but must specify the length of time self-sufficiency should be maintained.

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- B. Unless the Requesting Party has specified the contrary, it shall, to the fullest extent practicable, coordinate all communications between its personnel and the responding personnel of the Assisting Parties, and shall determine and share the frequencies and other technical specifications of all communications equipment to be used, as appropriate, with the deployed personnel of the Assisting Parties.
- C. Personnel of the Assisting Party who render assistance under this Agreement shall receive the usual wages, salaries, and other compensation as are normally afforded to personnel for emergency response activities within their home jurisdiction, and shall have all the immunities, rights, interests, and privileges applicable to their normal employment. If personnel of the Assisting Party hold local licenses or certifications limited to the jurisdiction of issue, then the Requesting Party shall recognize and honor those licenses or certifications for the duration of the Period of Assistance.

## ARTICLE VII: REIMBURSEMENT

After the Period of Assistance has ended, the Assisting Party shall have 45 days to develop a full reimbursement package for services rendered and resources supplied during the Period of Assistance. All expenses claimed to the Requesting Party must have been incurred in direct response to the emergency as requested by the Requesting Party and must be supported by proof of work and proof of payment.

To guide the proper documentation and accountability of expenses, the Assisting Party should utilize the Claim Summary Form, available via the [Division approved documents SharePoint site](#) as a guide and summary of expense to collect information to then be formally submitted for review by the Requesting Party.

To receive reimbursement for assistance provided under this agreement, the Assisting Party shall provide, at a minimum, the following supporting documentation to the Requesting Party unless otherwise agreed upon between the Requesting and Assisting Parties:

- A. A complete and authentic description of expenses incurred by the Assisting Party during the Period of Assistance;
- B. Copy of a current and valid Internal Revenue Service W-9 Form;
- C. Copies of all relevant payment and travel policies in effect during the Period of Assistance;
- D. Daily personnel activity logs demonstrating emergency response activities performed for all time claimed (for FDEM reimbursement Division approved activity logs will be required for personnel activity claims);

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- E. Official payroll and travel reimbursement records for all claimed personnel expenses;
- F. Neat and comprehensive fringe benefit calculations for each position class or category of claimed personnel;
- G. Written justification for all additional expenses/purchases incurred during the Period of Assistance;
- H. Proof of payment for additional/miscellaneous expenses incurred during the Period of Assistance
- I. Equipment activity logs demonstrating equipment use and operation in support of emergency response activities for all time claimed (for FDEM reimbursement Division approved forms will be required for equipment activity claims);
- J. Proof of reimbursement to all employees who incurred emergency response expenses with personal money;
- K. Justification for equipment repair expenses; and
- L. Copies of any applicable supporting agreements or contracts with justification.

If a dispute or disagreement regarding the eligibility of any expense arises, the Requesting Party, Assisting Party, or the Division may elect binding arbitration. If binding arbitration is elected, the Parties must select as an arbitrator any elected official of another Participating Party, or any other official of another Participating Party whose normal duties include emergency management, and the other Participating Party shall also select such an official as an arbitrator, and the arbitrators thus chosen shall select another such official as a third arbitrator.

The three (3) arbitrators shall convene by teleconference or videoconference within thirty (30) calendar days to consider any documents and any statements or arguments by the Division, the Requesting Party, or the Assisting Party concerning the protest, and shall render a decision in writing not later than ten (10) business days after the close of the hearing. The decision of a majority of the arbitrators shall bind the parties and shall be final.

If the Participating Parties do not elect binding arbitration, this agreement and any disputes arising thereunder shall be governed by the laws of the State of Florida and venue shall be in Leon County, Florida. Nothing in this Agreement shall be construed to create an employer-employee relationship or a partnership or joint venture between the participating parties. Furthermore, nothing contained herein shall constitute a waiver by either Party of its sovereign immunity or the provisions of section 768.28, Florida Statutes. Nothing herein shall be construed as consent by either Party to be sued by third parties.

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## ARTICLE VIII: COST ELIGIBLE FOR REIMBURSEMENT

The costs incurred by the Assisting Party under this Agreement shall be reimbursed as needed to make the Assisting Party whole to the fullest extent practicable.

- A. Employees of the Assisting Party who render assistance under this Agreement shall be entitled to receive from the Assisting Party all their usual wages, salaries, and any and all other compensation for mobilization, hours worked, and demobilization. Such compensation shall include any and all contributions for insurance and retirement, and such employees shall continue to accumulate seniority at the usual rate. As between the employees and the Assisting Party, the employees shall have all the duties, responsibilities, immunities, rights, interests, and privileges incident to their usual employment. The Requesting Party shall reimburse the Assisting Party for these costs of employment.
- B. The costs of equipment supplied by the Assisting Party shall be reimbursed at the rental rate established in FEMA's Schedule of Equipment, or at any other rental rate agreed to by the Requesting Party. In order to be eligible for reimbursement, equipment must be in actual operation performing eligible work. The labor costs of the operator are not included in the rates and should be approved separately from equipment costs. The Assisting Party shall pay for fuels, other consumable supplies, and repairs to its equipment as needed to keep the equipment in a state of operational readiness. Rent for the equipment shall be deemed to include the cost of fuel and other consumable supplies, maintenance, service, repairs, and ordinary wear and tear. With the consent of the Assisting Party, the Requesting Party may provide fuels, consumable supplies, maintenance, and repair services for such equipment at the site. In that event, the Requesting Party may deduct the actual costs of such fuels, consumable supplies, maintenance, and services from the total costs otherwise payable to the Assisting Party. If the equipment is damaged while in use under this Agreement and the Assisting Party receives payment for such damage under any contract of insurance, the Requesting Party may deduct such payment from any item or items billed by the Assisting Party for any of the costs for such damage that may otherwise be payable.
- C. The Requesting Party shall pay the total costs for the use and consumption of any and all consumable supplies delivered by the Assisting Party for the Requesting Party under this Agreement. In the case of perishable supplies, consumption shall be deemed to include normal deterioration, spoilage, and damage notwithstanding the exercise of reasonable care in its storage and use. Supplies remaining unused shall be returned to the Assisting Party in usable condition upon the close of the Period of Assistance, and the Requesting Party may deduct the cost of such returned supplies from the total costs billed by the Assisting Party for such supplies. If the Assisting Party agrees, the Requesting Party may also replace any and all used consumable supplies with like

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supplies in usable condition and of like grade, quality and quantity within the time allowed for reimbursement under this Agreement.

- D. The Assisting Party shall keep records to document all assistance rendered under this Agreement. Such records shall present information sufficient to meet the audit requirements specified in the regulations of FEMA and any applicable circulars issued by the State of Florida. Upon reasonable notice, the Assisting Party shall make its records available the Requesting Party for inspection or duplication between 8:00 a.m. and 5:00 p.m. on all weekdays, except for official holidays.

## ARTICLE IX: INSURANCE

Each Participating Party shall determine for itself what insurance to procure, if any. With the exceptions in this Article, nothing in this Agreement shall be construed to require any Participating Party to procure insurance.

- A. Each Participating Party shall procure employers' insurance meeting the requirements of the Workers' Compensation Act, as amended, affording coverage for any of its employees who may be injured while performing any activities under the authority of this Agreement, and shall be provided to each Participating Party.
- B. Any Participating Party that elects additional insurance affording liability coverage for any be provided to each Participating Party. activities that may be performed under the authority of this Agreement shall
- C. Subject to the limits of such liability insurance as any Participating Party may elect to procure, nothing in this Agreement shall be construed to waive, in whole or in part, any immunity any Participating Party may have in any judicial or quasi-judicial proceeding.
- D. Each Participating Party which renders assistance under this Agreement shall be deemed to stand in the relation of an independent contractor to all other Participating Parties and shall not be deemed to be the agent of any other Participating Party.
- E. Nothing in this Agreement shall be construed to relieve any Participating Party of liability for its own conduct and that of its employees.
- F. Nothing in this Agreement shall be construed to obligate any Participating Party to indemnify any other Participating Party from liability to third parties.



# STATE OF FLORIDA DIVISION OF EMERGENCY MANAGEMENT



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## ARTICLE X: GENERAL REQUIREMENTS

Notwithstanding anything to the contrary elsewhere in this Agreement, all Participating Parties shall be subject to the following requirements in the performance of this Agreement:

- A. All Participating Parties shall allow public access to all documents, papers, letters, or other materials subject to the requirements of the Public Records Act, as amended, and made or received by any Participating Party in conjunction with this Agreement.
- B. No Participating Party may hire employees in violation of the employment restrictions in the Immigration and Nationality Act, as amended.
- C. No costs reimbursed under this Agreement may be used directly or indirectly to influence legislation or any other official action by the Legislature of the State of Florida or any of its agencies.
- D. Any communication to the Division under this Agreement shall be sent via either email, the Division of Emergency Managements Enterprise System (DEMES), or mail to the Response Bureau, Florida Division of Emergency Management, 2555 Shumard Oak Boulevard, Tallahassee, Florida 32399-2100.
- E. Any communication to a Participating Party shall be sent to the official or officials specified by that Participating Party. For the purpose of this section, any such communication may be sent by the U.S. Mail, e-mail, or other electronic platforms.

## ARTICLE XI: EFFECTS OF AGREEMENT

Upon its execution by a Participating Party, this Agreement shall have the following effect with respect to that Participating Party:

- A. The execution of this Agreement by any Participating Party which is a signatory to the Statewide Mutual Aid Agreement of 1994 shall terminate the rights, interests, duties, responsibilities, and obligations of that Participating Party under the Statewide Mutual Aid Agreement of 1994, but such termination shall not affect the liability of the Participating Party for the reimbursement of any costs due under the Statewide Mutual Aid Agreement of 1994, regardless of whether such costs are billed or unbilled.
- B. The execution of this Agreement by any Participating Party which is a signatory to the Public Works Mutual Aid Agreement shall terminate the rights, interests, duties, responsibilities and obligations of that Participating Party under the Public Works Mutual Aid Agreement, but such termination shall not affect the liability of the Participating Party for the reimbursement of any costs due under the Public Works Mutual Aid Agreement,

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regardless of whether such costs are billed or unbilled.

- C. Upon the activation of this Agreement by the Requesting Party, this Agreement shall supersede any other existing agreement between it and any Assisting Party to the extent that the former may be inconsistent with the latter.
- D. Upon its execution by any Participating Party, this Agreement will continue in effect for one (1) year from its date of execution by that Participating Party, and it shall automatically renew each year after its execution, unless within sixty (60) calendar days before the renewal date the Participating Party notifies the Division, in writing, of its intent to withdraw from the Agreement.
- E. The Division shall transmit any amendment to this Agreement by sending the amendment to all Participating Parties not later than five (5) business days after its execution by the Division. Such amendment shall take effect not later than sixty (60) calendar days after the date of its execution by the Division and shall then be binding on all Participating Parties. Notwithstanding the preceding sentence, any Participating Party who objects to the amendment may withdraw from the Agreement by notifying the Division in writing of its intent to do so within that time in accordance with section E of this Article.
- F. A Participating Party may rescind this Agreement at will after providing the other Participating Party a written SMAA withdrawal notice. Such notice shall be provided at least 30 days prior to the date of withdrawal. This 30-day withdrawal notice must be: written, signed by an appropriate authority, duly authorized on the official letterhead of the Participating Party, and must be sent via email, the Division of Emergency Managements Enterprise System (DEMES), or certified mail.

## ARTICLE XII: INTERPRETATION AND APPLICATION OF AGREEMENT

The interpretation and application of this Agreement shall be governed by the following conditions:

- A. The obligations and conditions resting upon the Participating Parties under this Agreement are not independent, but dependent.
- B. Time shall be of the essence of this Agreement, and of the performance of all conditions, obligations, duties, responsibilities, and promises under it.
- C. This Agreement states all the conditions, obligations, duties, responsibilities, and promises of the Participating Parties with respect to the subject of this Agreement, and there are no conditions, obligations, duties, responsibilities, or promises other than those expressed in this Agreement.

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D. If any sentence, clause, phrase, or other portion of this Agreement is ruled unenforceable or invalid, every other sentence, clause, phrase, or other portion of the Agreement shall remain in full force and effect, it being the intent of the Division and the other Participating Parties that every portion of the Agreement shall be severable from every other portion to the fullest extent practicable. The Division reserves the right, at its sole and absolute discretion, to change, modify, add, or remove portions of any sentence, clause, phrase, or other portion of this Agreement that conflicts with state law, regulation, or policy. If the change is minor, the Division will notify the Participating Party of the change and such changes will become effective immediately; therefore, please check these terms periodically for changes. If the change is substantive, the Participating Parties may be required to execute the Agreement with the adopted changes. Any continued or subsequent use of this Agreement following the posting of minor changes to this Agreement shall signify implied acceptance of such changes.

E. The waiver of any obligation or condition in this Agreement by a Participating Party shall not be construed as a waiver of any other obligation or condition in this Agreement.

**NOTE: This iteration of the State of Florida Statewide Mutual Aid Agreement will replace all previous versions.**

*The Division shall provide reimbursement to Assisting Parties in accordance with the terms and conditions set forth in this Article for missions performed at the direct request of the Division. Division reimbursement eligible expenses must be in direct response to the emergency as requested by the State of Florida. All required cost estimations and claims must be executed through the DEMES Mutual Aid Portal and assisting agencies must use all required [FDEM forms](#) for documentation and cost verification. If a Requesting Party has not forwarded a request through the Division, or if an Assisting Party has rendered assistance without being requested to do so by the Division, the Division shall not be liable for the costs of any such assistance.*

*FDEM reserves the right to deny individual reimbursement requests if deemed to not be in direct response to the incident for which asset was requested.*

**IN WITNESS WHEREOF**, the Parties have duly executed this Agreement on the date specified below:

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# STATE OF FLORIDA DIVISION OF EMERGENCY MANAGEMENT



Ron DeSantis, Governor

Kevin Guthrie, Executive Director

## FOR ADOPTION BY COMMUNITY COLLEGE OR STATE UNIVERSITY

STATE OF FLORIDA  
DIVISION OF EMERGENCY MANAGEMENT

By: \_\_\_\_\_ Date: \_\_\_\_\_

Kevin Guthrie, Executive Director or  
Ian Guidicelli, Authorized Designee

ATTEST:

UNIVERSITY OF SOUTH FLORIDA  
BOARD OF TRUSTEES,  
STATE OF FLORIDA

By: \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

APPROVED AS TO FORM  
AND LEGAL SUFFICIENCY

Joel Londrigan  
ATTORNEY - USF



# STATE OF FLORIDA DIVISION OF EMERGENCY MANAGEMENT



Ron DeSantis, Governor

Kevin Guthrie, Executive Director

## SAMPLE AUTHORIZING RESOLUTION FOR ADOPTION OF STATEWIDE MUTUAL AID AGREEMENT

RESOLUTION NO. \_\_\_\_\_

WHEREAS, the State of Florida Emergency Management Act, Chapter 252, authorizes the State and its political subdivisions to provide emergency aid and assistance in the event of a disaster or emergency; and

WHEREAS the statutes also authorize the State to coordinate the provision of any equipment, services, or facilities owned or organized by the State or its political subdivisions for use in the affected area upon the request of the duly constituted authority of the area; and

WHEREAS this Resolution authorizes the request, provision, and receipt of interjurisdictional mutual assistance in accordance with the Emergency Management Act, Chapter 252, among political subdivisions within the State; and

NOW, THEREFORE, be it resolved by \_\_\_\_\_

\_\_\_\_\_ that in order to maximize the prompt, full and effective use of resources of all participating governments in the event of an emergency or disaster we hereby adopt the Statewide Mutual Aid Agreement which is attached hereto and incorporated by reference.

ADOPTED BY: \_\_\_\_\_

DATE: \_\_\_\_\_

I certify that the foregoing is an accurate copy of the Resolution adopted by

\_\_\_\_\_ on \_\_\_\_\_.

BY: \_\_\_\_\_

TITLE: \_\_\_\_\_

DATE: \_\_\_\_\_

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**Agenda Item: iii.d**

**USF Board of Trustees**  
February 27, 2024

**Issue:**

Regulation 6.0021 Student Code of Conduct

**Proposed action:**

Substantive amendments for Regulation 6.0021 Student Code of Conduct

**Executive Summary:**

Amendments to align with §553.865, Florida Statutes requirements and other changes made for clarification.

**Financial Impact:** n/a

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**Strategic Goal(s) Item Supports:** 1A Increase the development and availability of high-impact educational experiences for student success.

**BOT Committee Review Date:** February 27, 2024

**Supporting Documentation Online (*please circle*):**

Yes

No

**Prepared by:** Jennifer Gilmore and presented by Danielle McDonald

**553.865 Private spaces.—**

- (1) This section may be cited as the “Safety in Private Spaces Act.”
- (2) The Legislature finds that females and males should be provided restrooms and changing facilities for their exclusive use, respective to their sex, in order to maintain public safety, decency, decorum, and privacy.
- (3) As used in this section, the term:
  - (a) “Changing facility” means a room in which two or more persons may be in a state of undress in the presence of others, including, but not limited to, a dressing room, fitting room, locker room, changing room, or shower room.
  - (b) “Correctional institution” means any state correctional institution as defined in s. [944.02](#) or private correctional facility as defined in s. [944.710](#).
  - (c) “Covered entity” means any:
    1. Correctional institution;
    2. Detention facility;
    3. Educational institution;
    4. Juvenile correctional facility or juvenile prison as described in s. [985.465](#), any detention center or facility designated by the Department of Juvenile Justice to provide secure detention as defined in s. [985.03](#)(18)(a), and any facility used for a residential program as described in s. [985.03](#)(44)(b), (c), or (d); or
    5. Public building.
  - (d) “Detention facility” means a county detention facility or municipal detention facility as those terms are defined in s. [951.23](#).
  - (e) “Educational institution” means a K-12 educational institution or facility or a postsecondary educational institution or facility.
  - (f) “Female” means a person belonging, at birth, to the biological sex which has the specific reproductive role of producing eggs.
  - (g) “K-12 educational institution or facility” means:
    1. A school as defined in <sup>1</sup>s. [1003.01](#)(17) operated under the control of a district school board as defined in <sup>2</sup>s. [1003.01](#)(7);
    2. The Florida School for the Deaf and the Blind as described in ss. [1000.04](#)(4) and [1002.36](#);
    3. A developmental research (laboratory) school established pursuant to s. [1002.32](#)(2);
    4. A charter school authorized under s. [1002.33](#); or
    5. A private school as defined in <sup>3</sup>s. [1002.01](#)(3).
  - (h) “Male” means a person belonging, at birth, to the biological sex which has the specific reproductive role of producing sperm.
  - (i) “Postsecondary educational institution or facility” means:

1. A state university as defined in <sup>4</sup>s. [1000.21\(8\)](#);
2. A Florida College System institution as defined in <sup>5</sup>s. [1000.21\(5\)](#);
3. A school district career center as described in s. [1001.44\(3\)](#);
4. A college or university licensed by the Commission for Independent Education pursuant to s. [1005.31\(1\)\(a\)](#); or
5. An institution not under the jurisdiction or purview of the commission as identified in s. [1005.06\(1\)\(b\)-\(f\)](#).

(j) “Public building” means a building comfort-conditioned for occupancy which is owned or leased by the state, a state agency, or a political subdivision. The term does not include a correctional institution, a detention facility, an educational institution, a juvenile correctional facility or juvenile prison as described in s. [985.465](#), a detention center or facility designated by the Department of Juvenile Justice to provide secure detention as defined in s. [985.03\(18\)\(a\)](#), or any facility used for a residential program as described in s. [985.03\(44\)\(b\), \(c\), or \(d\)](#).

(k) “Restroom” means a room that includes one or more water closets. This term does not include a unisex restroom.

(l) “Sex” means the classification of a person as either female or male based on the organization of the body of such person for a specific reproductive role, as indicated by the person’s sex chromosomes, naturally occurring sex hormones, and internal and external genitalia present at birth.

(m) “Unisex changing facility” means a room intended for a single occupant or a family in which one or more persons may be in a state of undress, including, but not limited to, a dressing room, fitting room, locker room, changing room, or shower room that is enclosed by floor-to-ceiling walls and accessed by a full door with a secure lock that prevents another individual from entering while the changing facility is in use.

(n) “Unisex restroom” means a room that includes one or more water closets and that is intended for a single occupant or a family, is enclosed by floor-to-ceiling walls, and is accessed by a full door with a secure lock that prevents another individual from entering while the room is in use.

(o) “Water closet” means a toilet or urinal.

(4) A covered entity that maintains a water closet must, at a minimum, have:

(a) A restroom designated for exclusive use by females and a restroom designated for exclusive use by males; or

(b) A unisex restroom.

(5) A covered entity that maintains a changing facility must, at a minimum, have:

(a) A changing facility designated for exclusive use by females and a changing facility designated for exclusive use by males; or

(b) A unisex changing facility.

(6) For purposes of this section, a person may only enter a restroom or changing facility designated for the opposite sex under the following circumstances:

(a) To accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person as defined in s. [825.101](#), or a person with a disability as defined in s. [760.22](#) or a developmental disability as defined in s. [393.063](#);

(b) For law enforcement or governmental regulatory purposes;

(c) For the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk;

(d) For custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or

(e) If the appropriate designated restroom or changing facility is out of order or under repair and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.

(7)(a) Each correctional institution shall establish disciplinary procedures for any prisoner who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the correctional institution and refuses to depart when asked to do so by any employee of the Department of Corrections or an employee of the correctional institution.

(b) Any Department of Corrections employee or correctional institution employee who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of a correctional institution and refuses to depart when asked to do so by another Department of Corrections employee or correctional institution employee is subject to disciplinary action by the Department of Corrections.

(c) A person who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of a correctional institution and refuses to depart when asked to do so by an employee of the Department of Corrections or an employee of the correctional institution commits the offense of trespass as provided in s. [810.08](#). This paragraph does not apply to prisoners, Department of Corrections employees, or correctional institution employees.

(8)(a) Each detention facility shall establish disciplinary procedures for any prisoner who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the detention facility and refuses to depart when asked to do so by any employee of the detention facility.

(b) Any detention facility employee who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of a

detention facility and refuses to depart when asked to do so by another detention facility employee is subject to disciplinary action by the managing body of the detention facility.

(c) A person who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of a detention facility and refuses to depart when asked to do so by an employee of the detention facility commits the offense of trespass as provided in s. [810.08](#). This paragraph does not apply to prisoners, detention facility employees, or staff of the entity operating the detention facility.

(9)(a) Each educational institution shall, within its code of student conduct, establish disciplinary procedures for any student who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the educational institution and refuses to depart when asked to do so by:

1. For a K-12 educational institution or facility, any instructional personnel as described in s. [1012.01](#)(2), administrative personnel as described in s. [1012.01](#)(3), or a safe-school officer as described in s. [1006.12](#)(1)-(4) or, if the institution is a private school, any equivalent of such personnel or officer; or

2. For a postsecondary educational institution or facility, any administrative personnel, faculty member, security personnel, or law enforcement personnel.

(b) Instructional personnel or administrative personnel as those terms are described in s. [1012.01](#)(2) and (3), respectively, for an educational institution, or the equivalent of such personnel for a private school, who willfully enter, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the educational institution and refuse to depart when asked to do so by a person specified in subparagraph (a)1. or subparagraph (a)2. commit a violation of the Principles of Professional Conduct for the Education Profession and are subject to discipline pursuant to s. [1012.795](#).

(c) Instructional personnel or administrative personnel at a Florida College System institution or state university who willfully enter, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the educational institution and refuse to depart when asked to do so by a person listed in subparagraph (a)2. are subject to disciplinary actions established in State Board of Education rule or Board of Governors regulation.

(d) Each postsecondary educational institution or facility defined under subparagraphs (3)(i)4. and 5. and private school defined under subparagraph (3)(g)5. shall establish a disciplinary policy for administrative personnel and instructional personnel who willfully enter, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of the educational institution and refuse to depart when asked to do so by a person specified in subparagraph (a)1. or subparagraph (a)2.

(e) Any person who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of an educational institution and refuses to depart when asked to do so by a person specified in subparagraph (a)1. or subparagraph (a)2. commits the offense of trespass as provided in s. [810.08](#). This paragraph does not apply to a student of the educational institution or to administrative personnel or instructional personnel of the educational institution.

(10)(a) Each juvenile correctional facility or juvenile prison as described in s. [985.465](#), each detention center or facility designated by the Department of Juvenile Justice to provide secure detention as defined in s. [985.03](#)(18)(a), and each facility used for a residential program as described in s. [985.03](#)(44)(b), (c), or (d) shall establish disciplinary procedures for any juvenile as defined in s. [985.03](#)(7) who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex in such juvenile correctional facility, juvenile prison, secure detention center or facility, or residential program facility and refuses to depart when asked to do so by delinquency program staff, detention staff, or residential program staff.

(b) Any delinquency program staff member, detention staff member, or residential program staff member who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex in a juvenile correctional facility, juvenile prison, secure detention center or facility, or residential program facility and refuses to depart when asked to do so by another delinquency program staff member, detention staff member, or residential program staff member is subject to disciplinary action by the Department of Juvenile Justice.

(c) A person who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex on the premises of a juvenile correctional facility, juvenile prison, secure detention center or facility, or residential program facility and refuses to depart when asked to do so by delinquency program staff, detention staff, or residential program staff commits the offense of trespass as provided in s. [810.08](#). This paragraph does not apply to juveniles as defined in s. [985.03](#)(7), delinquency program staff, detention staff, or residential program staff.

(11)(a) The applicable governmental entity shall, for each public building under its jurisdiction, establish disciplinary procedures for any employee of the governmental entity who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex at such public building and refuses to depart when asked to do so by any other employee of the governmental entity.

(b) A person who willfully enters, for a purpose other than those listed in subsection (6), a restroom or changing facility designated for the opposite sex at a public building and refuses to depart when asked to do so by an employee of the governmental entity for the public building that is within

the governmental entity's jurisdiction commits the offense of trespass as provided in s. [810.08](#). This paragraph does not apply to employees of governmental entities for such public building.

(12) A covered entity that is:

(a) A correctional institution shall submit documentation to the Department of Corrections regarding compliance with subsections (4) and (5), as applicable, within 1 year after being established or, if such institution was established before July 1, 2023, no later than April 1, 2024.

(b) A detention facility shall submit documentation to the applicable governing body of the county or municipality regarding compliance with subsections (4) and (5), as applicable, within 1 year after being established or, if such facility was established before July 1, 2023, no later than April 1, 2024.

(c) A K-12 educational institution or facility, Florida College System institution as defined in [s. 1000.21\(5\)](#), or a school district career center as described in s. [1001.44\(3\)](#) shall submit documentation to the State Board of Education regarding compliance with subsections (4) and (5), as applicable, within 1 year after being established or, if such institution, facility, or center was established before July 1, 2023, no later than April 1, 2024.

(d) A state university as defined in [4s. 1000.21\(8\)](#) shall submit documentation to the Board of Governors regarding compliance with subsections (4) and (5), as applicable, within 1 year after being established or, if such institution was established before July 1, 2023, no later than April 1, 2024.

(e) A postsecondary educational institution or facility as defined in subparagraph (3)(i)4. or subparagraph (3)(i)5. shall submit documentation to the Department of Education regarding compliance with subsections (4) and (5), as applicable, within 1 year of being established or, if such institution or facility was established before July 1, 2023, no later than April 1, 2024.

(f) A juvenile correctional facility or juvenile prison as described in s. [985.465](#), a detention center or facility designated by the Department of Juvenile Justice to provide secure detention as defined in s. [985.03\(18\)\(a\)](#), or a facility used for a residential program as described in s. [985.03\(44\)\(b\)](#), (c), or (d) shall submit documentation to the Department of Juvenile Justice regarding compliance with subsections (4) and (5), as applicable, within 1 year after being established or, if such institution or facility was established before July 1, 2023, no later than April 1, 2024.

(13) Beginning July 1, 2024, a person may submit a complaint to the Attorney General alleging that a covered entity failed to meet the minimum requirements for restrooms and changing facilities under subsection (4) or subsection (5).

(14)(a) A covered entity that fails to comply with subsection (4) or subsection (5) is subject to penalties under paragraph (b) and to licensure or regulatory disciplinary action, as applicable.

(b) Beginning July 1, 2024, the Attorney General may bring a civil action to enforce this section against any covered entity. The Attorney General may seek injunctive relief, and, for any covered entity found to have willfully violated this section, the Attorney General may seek to impose a fine of up to \$10,000.

(c) Fines collected pursuant to paragraph (b) must be deposited in the General Revenue Fund.

(15) This section does not apply to an individual who is or has been under treatment by a physician who, in his or her good faith clinical judgment, performs procedures upon or provides therapies to a minor born with a medically verifiable genetic disorder of sexual development, including any of the following:

(a) External biological sex characteristics that are unresolvably ambiguous.

(b) A disorder of sexual development in which the physician has determined through genetic or biochemical testing that the patient does not have a normal sex chromosome structure, sex steroid hormone production, or sex steroid hormone action for a male or female, as applicable.

(16) By January 1, 2024, the Department of Corrections, the Department of Juvenile Justice, and the State Board of Education shall each adopt rules establishing procedures, the Board of Governors shall adopt regulations establishing procedures, and the applicable governing body of a county or municipality in which a detention facility is located shall establish policies, to carry out this section and to ensure compliance with and enforcement of this section, including, but not limited to, the type, format, and method of delivery of the documentation required under subsection (12).

**History.**—s. 1, ch. 2023-106.

<sup>1</sup>**Note.**—Substituted by the editors for a reference to s. 1003.01(2) to conform to the redesignation of subsections in that section by s. 148, ch. 2023-8.

<sup>2</sup>**Note.**—Substituted by the editors for a reference to s. 1003.01(1) to conform to the redesignation of subsections in that section by s. 148, ch. 2023-8.

<sup>3</sup>**Note.**—Substituted by the editors for a reference to s. 1002.01(2) to conform to the redesignation of subsections in that section by s. 4, ch. 2023-16.

<sup>4</sup>**Note.**—Substituted by the editors for a reference to s. 1000.21(6) to conform to the redesignation of subsections in that section by s. 136, ch. 2023-8.

<sup>5</sup>**Note.**—Substituted by the editors for a reference to s. 1000.21(3) to conform to the redesignation of subsections in that section by s. 136, ch. 2023-8.



**UNIVERSITY OF  
SOUTH FLORIDA**

**REGULATION**

**Number:** USF6.0021  
**Title:** Student Code of Conduct  
**Responsible Office:** Student Success

Date of Origin: 9-23-85

Date Last Amended: ~~9-7-2011~~ 17-24

Date Last Reviewed: ~~4-30-2021~~ 17-24

**I. PURPOSE AND INTENT**

Student Conduct and Ethical Development (further referred to as “SCED”) supports the goals, mission, values, and visions of the University of South Florida (“University” or “USF”) by promoting responsibility and adherence to the standards of behavior outlined in this Regulation (“Student Code of Conduct” or “Code”).

SCED collaborates with the USF community to advocate for a safe environment that promotes personal accountability and supports student success. SCED facilitates educational opportunities through meaningful interactions with students to encourage their academic, emotional, and professional development. The goal of SCED is to create environments that empower students to engage as ethical citizens in a diverse global society.

**II. STATEMENT OF REGULATION**

The USF President has designated SCED, or designee, to administer and maintain this Regulation (“Student Code of Conduct” or “Code”). The Student Code of Conduct describes ~~standards of~~ behaviors that are counteractive to the goals and mission of the University and the process for how the University will hold students and student organizations accountable to these standards of behavior.

**III. STANDARDS OF BEHAVIOR**

Students and student organizations are responsible for knowing the information, policies, and procedures outlined in the Code. There is an expectation that students and student organizations adhere to the following standards of behavior.

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**A. Commitment to Honor**

The Code supports and seeks to put into practice the USF Commitment to Honor. As an ethical community, USF is dedicated to the ideals of excellence in student development, academic learning, scholarship, and research. Each member of this community is expected to accept and live these commitments:

1. I resolve to maintain honor and integrity of the university community in pursuit of student development, academic learning, scholarship, and research.
2. I resolve to respect the dignity and intrinsic value of all persons.
3. I resolve to contribute to the progress and greater good of the community.
4. I resolve to strive for excellence and discovery for myself, others, and the University.

**B. Academic Disruption**

Disruptive students in the academic setting hinder the educational process. Instructors have the primary responsibility for managing the classroom environment whether in person or online in accordance with [USF Regulation 3.025 Disruption of Academic Process](#). The Disruption of Academic Process Regulation provides the steps an instructor may take to immediately address a student disrupting a class or academic setting including restricting a student from class. If a student disrupts the classroom or academic setting, the instructor should submit a report in writing using the [Academic Disruption Incident Report Form](#). References to “instructor” include course instructors, faculty, administrators, and staff.

**C. Amnesty**

1. *Medical*

The University encourages students to seek emergency medical assistance when faced with an alcohol and/or drug-related emergency and in any situation where a reasonable person believes medical treatment to be appropriate. Students who seek or receive emergency medical assistance for themselves or students who seek assistance for another student experiencing an emergency related to the consumption of alcohol and/or drugs may qualify for amnesty. Any student who qualifies for amnesty under the [USF Policy 30-004 Medical Amnesty \(Student Reporting\)](#), may not be charged with violations of the Student Code of Conduct as those conduct violations relate to the consumption and/or use of alcohol and/or drugs. Although students who qualify for amnesty may be exempt from the Student Conduct Process, they may be required to complete educational measures.

2. *Hazing*

A student may not be charged with a violation of the Code if the student establishes that, before medical assistance or law enforcement arrived on the scene of the hazing event, the student rendered aid to the hazing victim(s) and establishes ~~all of~~ the following:

- a. The student was present at an event where, as a result of hazing, an individual appeared to need immediate medical assistance.

- b. The student was the first individual to call 911 or USF Police to report the need for immediate medical assistance.
- c. The student provided their own name, the address where the immediate medical assistance was needed, and a description of the medical issue to the 911 or USF Police dispatcher at the time of the call.
- d. The student remained at the scene with the individual in need of immediate medical assistance until such medical assistance or law enforcement arrived and that the student cooperated with such personnel at the scene of the incident.

For more information about hazing and hazing amnesty, reference [USF Regulation 6.0023 Prohibition and Prevention of Hazing](#).

#### IV. **APPLICABILITY & AUTHORITY**

The University of South Florida is one institution with branch campuses. An incident will be referred to the campus where the incident occurred or as designated by the director of SCED, or designee.

Students and student organizations are responsible for having read and abiding by the standards of behaviors of the Code. The University reserves the right to make changes to the Code as necessary. The most updated version of all USF policies and regulations can be found at: <http://regulationspolicies.usf.edu>.

The Code and Student Conduct Process apply to the behaviors of any student and student organization regardless of location or forum that are inconsistent to the goals and mission of USF. This includes (1) conduct that may present a danger or threat to the health and/or safety of students or others, (2) conduct that adversely affects the University community and/or the pursuit of its mission, (3) and/or conduct that violates state or federal laws. Students and student organizations are responsible for their guests and may be held accountable for their guests' behavior.

The Student Conduct Process is educational and designed to address student and student organization behavior; therefore, the University will address any alleged violations of the Code independently of any criminal or civil court process. The Student Conduct Process may be carried out prior to, concurrently with, or following civil or criminal proceedings. **Adjudication by an outside entity is not a prerequisite to a determination of responsibility by the University.** Determinations made or sanctions(s) imposed as a result of the Student Conduct Process will not be subject to change because criminal charges were dismissed, reduced, or resolved in favor of the charged student. The University is not required to postpone the Student

Conduct Process pending the outcome of any civil or criminal case. Student conduct cases that may result in suspension or expulsion must be resolved prior to the awarding of any degree or certificate.

V. **DEFINITION OF TERMS**

- **Administrative Hold** – A restrictive hold placed on a student’s record at any point in the Student Conduct Process to assure compliance with sanctions or pending the resolution of conduct matters. This hold may impact the ability of a student to register for courses, request academic transcripts, and receive a degree and diploma.
- **Advisor** – Any individual chosen by the charged student, student organization, and complainant to accompany the party to meetings related to the Student Conduct Process.
- **Charge(s)** – Alleged violation(s) of the Student Code of Conduct.
- **Charged Student** – Any student who has allegedly violated the Student Code of Conduct. This term may also refer to a student identified as a respondent as defined in USF Policy 0-004.
- **Complainant** – Any individual who may have been the subject of sexual harassment, stalking, or violence by the charged student. This may not be the individual who reported the violation(s). This term may also refer to a student identified as a complainant as defined in USF Policy 0-004.
- **Conduct Standing** – A student’s status related to University conduct.
- **Day** – A day when the University is open for regular business operations. This excludes Saturday, Sunday, legal/University administrative holidays or when the campus is closed for business. For emailed correspondence, the day of delivery is not included in a designated time period.
- **Event** - An event is a function hosted by a student, ~~or student organization, or the University~~ which is publicized and/or open to the general public or members of the campus community. ~~Publicizing includes any means of communication, including social media and word of mouth.~~
- **Hearing Officer** – University official, as determined by the Director of SCED, or designee, authorized to make decisions about alleged violations of the Student Code of Conduct.
- **Impact Statement** – A written statement provided by the charged student and complainant that explains how the incident has impacted their personal and educational experiences. These statements may be considered in cases of alleged sexual harassment, stalking, and violence.

- **Interim Suspension** – An immediate temporary separation from the University. Conditions may include restriction from University premises and participation in academic endeavors, and/or other and University-related activities. Interim suspensions will be expedited through the Student Conduct Process.
- **May** – Is used in the permissive sense.
- **Member of the University Community** – Any individual who is currently employed by the University, any student of the University, and any third party working on University premises or any participant in a University-sponsored program or activity regardless of the location of the program or activity.
- **Policy** – All written and published policies and regulations of the University. Reference [USE Regulations and Policies](#) for specific policies and regulations.
- **Preponderance of the Evidence** – The evidence/information presented supports the finding that it is more likely than not that the conduct violation occurred. This standard is used in adjudicating all cases through the Student Conduct Process.
- **Student** – Student is an individual admitted, enrolled, or registered for any University course or program, regardless of the medium of the course or program, or degree-seeking status, or when not enrolled or registered for a particular term, who is eligible to enroll in future terms without seeking readmission. A student who withdraws, is academically dismissed after allegedly violating the Student Code of Conduct or has a continuing relationship with the University is still considered a student. For the purpose of this Regulation, the term “student” may be interchangeable with “student organization” when the term “student organization” is not directly specified.
- **Student Organization** – A student group that is officially registered or recognized by the University, including, but not limited to, political groups, social groups, honor and professional societies, fraternities and sororities, and sport clubs.
- **Temporary Restrictions** – Actions that SCED may take upon receipt of an incident report or during the Student Conduct Process. These actions may include, but are not limited to, interim suspension, a removal from on-campus housing, no contact orders, restrictions from clubs, events, and organizational activities, and/or restrictions from specific areas on University premises. Temporary restrictions may be amended or lifted throughout the Student Conduct process.
- **Transcript Overlay** – Notation on a student’s academic transcript that states the student is

not in good conduct standing resulting from suspension or expulsion.

- **University** – All campuses of the University of South Florida.
- **University Activity or University Program** - Any function or event that is hosted, sponsored, or organized by any University member when acting in their official capacity, group, or organization, including but not limited to, student organizations. This includes, but is not limited to, coursework and other academic activities, education abroad, field trips, retreats, social events, philanthropies, and community service events.
- **University Conduct Board** - A panel of faculty, staff, and students who have been trained to participate in the adjudication of student conduct cases.
- **University Official** – Any individual the University employs, contracts, or appoints to perform assigned teaching, research, administrative, professional, or other responsibilities (e.g., faculty, staff, administrators, student staff, USF Police).
- **University Premises** – Any building or property owned or controlled by the University within the same reasonably contiguous geographic area and used by the University in direct support of, or in a manner related to, the University’s educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to that previously described in this paragraph that is owned by the University, but that is controlled by another individual, is frequently used by students, and supports University purposes (e.g., a food or other retail vendor).
- **Will** – Used in the imperative sense.
- **Witness** – An individual with direct knowledge about or involvement in an alleged violation of the Student Code of Conduct.
- **Written Notice** –Communication regarding the student conduct process will be sent to the charged student or student organization, and in specific cases the complainant, by e-mail to their official University of South Florida e-mail address, which will be SCED’s primary means of communication with students. The delivery of written notice through the official University email will constitute full and adequate notice under the Code. Students are responsible for all communications delivered to their University email address. Written notice to student organizations will be sent to the USF email address on file with the University. If the student is under 18 years of age, written notice will be sent to the student’s parent or guardian.

## VI. CONDUCT VIOLATIONS

The behaviors outlined below are prohibited by this Regulation. The following conduct violations are broadly defined and are not exhaustive in terms.

**A. Aiding and Abetting** - The prompting, facilitating, or encouraging of others to violate standards of behavior.

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**B. Alcohol**

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1. Possession or consumption of alcohol when under the legal drinking age as defined by Florida law.
2. Unlawful sale, distribution, and/or manufacturing of alcohol.
3. Public consumption and/or intoxication according to local ordinance.
4. Hosting or sponsoring a gathering at which the underage consumption of alcohol may or has occurred.
5. Control or operation of any mode of transportation while impaired by alcohol.
6. Use and/or possession of devices with the intent to use for rapid or excessive consumption of alcohol, including but not limited to funnels, ice luges, and beer bong.
7. Possession and/or use of kegs, coolers, party balls and/or other common source containers.
8. Reporting to class, an organizational meeting or other University authorized event that is specific to the educational mission while under the influence of alcohol.
9. Failure to abide by USF Policy 30-023 Alcohol & Drug Policy and all University protocols, state, and federal laws regarding alcohol.

**C. Bribery** – Knowingly taking or making an offer, gift, receipt, or solicitation of money, materials, goods, services or anything of value by the student or others for the purpose of procuring or providing an advantage to which they are not otherwise legally entitled. Offering or accepting a bribe or inducement that would impinge upon or compromise the integrity of academic work, student performance, or the unbiased and professional duty of faculty, staff, or students of the University.

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**D. Complicity** – To be associated with a violation of any University policy or regulation including, but not limited to, failure to remove oneself from the area or incident where a violation is being committed or attempted.

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**E. Damage to Property** – Intentional and/or unintentional destruction or vandalism of University buildings or property, private property, and/or personal property.

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**F. Dating Violence** – Violence, on the basis of sex, committed by a person, who is in or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant's statement and

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with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.<sup>F</sup>

**G. Disruptive Conduct**

1. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the processes and/or functions of the University or the rights of members of the University community.
2. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the academic environment, and/or failure to abide by [USF Regulation 3.025 Disruption of Academic Process](#).
3. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the freedom of movement and speech, and/or academic freedom of any member or guest of the University community.
4. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the student conduct process.
5. Actions and/or behaviors that are disorderly, unruly, and/or disturb the peace.

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**Distribution of Material and Solicitation**

1. [Distribution of, including but not limited to handing out, stacking, and/or placing in racks, commercial material or advertisements.](#)
2. [Commercial solicitation on University property without prior approval.](#)
3. [Distributing commercial literature of any kind on automobile windshields.](#)
4. [Posting of any commercial material.](#)
5. [Parking vehicles or constructing displays that have a predominant or primary commercial solicitation purpose on University property without appropriate approvals or the appropriate student or employee permit.](#)
6. [Use of the University email system or University email in violation of Policy 0-502 Appropriate Use of Information Technology Resources.](#)
7. [Failure to abide by USF Regulation 6.026 Distribution of Material and Solicitation on Campus.](#)

**Domestic Violence** – Violence, on the basis of sex, committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, or by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the state of Florida, or by any other person

against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of the state of Florida. To categorize an incident as domestic violence, the relationship between the respondent and complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

**H. Drugs** - Includes, but is not limited to, any narcotic, central nervous system stimulant, hallucinogenic, barbiturate, or other substance treated as such.

1. Misuse ~~consumption~~, or illegal possession of a regulated or controlled substance.
2. Manufacturing, distributing, selling, or attempting to obtain any controlled substance that is prohibited by law.
3. Un-prescribed use, possession, distribution, selling, or attempting to obtain any prescription drug (one's own or another's) that is prohibited by laws.
4. Possession of paraphernalia used for the consumption and/or use of drugs that may include, but not limited to bongs, hookahs, rolling papers, baggies, scales, and pipes.
5. Knowingly inhaling or ingesting a substance (e.g., nitrous oxide, glue, paint, etc.) that may alter a student's mental state.
6. Control or operation of any mode of transportation while impaired by a regulated or controlled substance.
7. Reporting to class, an organizational meeting or other University authorized event ~~that is specific to the educational mission~~ while under the influence of drugs.
8. Failure to abide by [USF Policy 0-610 Drug-Free Workplace](#) and all University protocols, state, and federal laws regarding drugs.

**I. Failure to Comply**

1. Failure to comply with an official request or lawful directive of law enforcement or a of a University Official acting acting within the scope of their assigned duties. This includes failing to comply with imposed conduct assigned sanctions and/or related University sanctions.
2. Failure to identify oneself or produce USF identification upon request by a University Official.

**J. False Information**

1. Knowingly withholding related information or making a false or misleading oral or written statement to the University and/or any University Official.

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2. Unauthorized alteration, possession, purchase, forgery, or misuse of any document, record, or ~~instrument to be used as form of~~ identification, ~~including or as part of a~~ requests for support or excuse from academic assignment or other University service. The University has the right to authenticate or research the reliability of any document provided by a student ~~or student organization~~.
3. Knowingly providing false or misleading information during proceedings under the Student Code of Conduct, including knowingly submitting a false complaint for any University process.
4. Failure to provide complete and accurate responses to the prior conduct section of the admissions application.

**K. Fire and Safety**

1. Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.
2. Removing, damaging, interfering, or tampering with any fire safety equipment (e.g., smoke detectors, sprinklers, fire alarms).
3. Failure to evacuate during a fire alarm in any University facility or at any University event.
4. Engaging in action(s) that cause or attempt to cause a fire or explosion including but not limited to the release of chemicals or substances that can cause harm to another individual's health.

**L. Gambling** – Engaging in or offering games of chance for the exchange of money or other gain that may be in violation of Florida laws.

**M. Harassment** – Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity.

Bullying conduct that meets the standard for harassment set forth above is included in this violation and are not protected by freedom of expression.

Failure to abide by [USF Policy 0-007 Diversity and Equal Opportunity - Discrimination and Harassment](#) and all University protocols and federal/state laws regarding discrimination.

**N. Hazing** - Any action or situation that recklessly or intentionally endangers the mental or

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physical health or safety of an individual(s) for purposes of initiation and/or admission into, or association with and/or the perpetuation or furtherance of a tradition or ritual of any recognized student organization or non-affiliated organization. The consent or permission of the individual(s) does not eliminate responsibility.

1. Hazing includes, but is not limited to pressuring or coercing an individual(s) into violating state or federal laws; any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of an individual(s); or any activity that would subject an individual(s) to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of an individual(s). Additionally, any hazing that results in permanent and/or serious bodily injury or death.
2. Soliciting an individual(s) to commit or is actively involved in the planning of any act of hazing.
3. Failure to abide by [USF Regulation 6.0023 Prohibition and Prevention of Hazing Regulation](#) and all University protocols, state, and federal laws regarding hazing.

**Q. Health and Safety** – Conduct non-compliant with University policies, guidelines, or directives related to the health and safety of the University community.

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**P. Physical Violence**

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**1.4.** Intentional touching or striking of an individual(s) against their will, or any action causing or attempting to cause potential damage, injury, or harm. This includes, but is not limited to, punching, slapping, scratching, or striking with one's body or with any object.

**2.5.** Unintentional touching or striking of an individual(s) against their will, or any action causing or attempting to cause potential damage, injury, or harm that is with conscious disregard for consequences.

**Q. Residence Hall Policies** – Failure to abide by any policy or regulation governing University Housing (e.g., rental agreement, Resident Handbook).

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**R. Retaliation** – Words or action(s) taken against an individual because of the individual's participation in a protected activity that would discourage a reasonable person from engaging in a protected activity. Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or educational actions. Protected activity includes an individual's

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participation in the reporting, investigation, and/or resolution of an alleged violation of the Student Code of Conduct. Additionally, protected activity includes an individual's opposition to policies, practices and/or actions that the individual reasonably believes are in violation of the Student Code of ~~Code~~ Conduct. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the charged student, the complainant, or any other individual or group of individuals.

**S. Sexual Assault (defined as Sex Offenses, Forcible)** – Any sexual act directed against another individual, without the consent of the complainant, including instances in which the complainant is incapable of giving consent.

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1. Forcible Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person forcibly or against that person's will (non-consensually) or in instances in which the Complainant is incapable of giving consent.
2. Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly or against that person's will (non-consensually) or in instances in which the Complainant is incapable of giving consent.
3. Sexual Assault with an Object: The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person forcibly or against that person's will or in instances in which the Complainant is incapable of giving consent.
4. Forcible Fondling: The touching of the private body parts of another person (buttocks, groin, breasts), for the purpose of sexual gratification, forcibly, or against that person's will (non-consensually), or when the Complainant is incapable of giving consent.

**F. Sexual Exploitation** – Taking non-consensual or abusive sexual advantage of an individual for their own benefit or for the benefit of anyone other than the individual being exploited, and that the conduct does not otherwise constitute sexual harassment under this policy. Examples of sexual exploitation include, but are not limited to:

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1. Sexual voyeurism (such as observing or allowing others to observe an individual undressing or using the bathroom or engaging in sexual acts, without the consent of the individual being observed).
2. Invasion of sexual privacy.
3. Taking pictures, videos, or audio recording of another in a sexual act, or in any other sexually-related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity, or exceeding

the boundaries of consent (such as allowing another individual to hide in a closet and observe sexual activity or disseminating sexual pictures without the photographed individual's consent), including the making or posting of revenge pornography.

4. Prostituting another individual or solicitation of prostitution.
5. Engaging in sexual activity with another individual while knowingly infected with human immunodeficiency virus (HIV) or a sexually transmitted disease (STD) or infection (STI), without informing the other individual of the infection.
6. Causing or attempting to cause the incapacitation of another individual (through alcohol, drugs, or any other means) for the purpose of compromising that individual's ability to give consent to sexual activity, or for the purpose of making that individual vulnerable to non-consensual sexual activity.
7. Misappropriation of another individual's identity on apps, websites, or other venues designed for dating or sexual connections.
8. Forcing an individual to take an action against their will by threatening to show, post, or share information, video, audio, or an image that depicts the individual's nudity or sexual activity.
9. Knowingly soliciting a minor for sexual activity.
10. Engaging in sex trafficking,
11. Creation, possession, or dissemination of child pornography.

**U:** **Sexual Harassment** – Conduct on the basis of sex/gender or that is sexual that satisfies one or more of the following:

1. Quid Pro Quo: A USF employee, conditions the provision of an aid, benefit, or service of the University, on an individual's participation in unwelcome sexual conduct. Refer to [USF Policy 0-004 Sexual Misconduct/Sexual Harassment \(Including Sexual Violence\)](#).
2. Unwelcome conduct, determined by a reasonable individual, to be so severe, and pervasive, and objectively offensive, that it effectively denies an individual equal access to the University's education program or activity.

**V:** **Sex Offenses, Non-Forcible**

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1. Incest - non-forcible sexual intercourse, between individuals who are related to each other, within the degrees wherein marriage is prohibited by Florida law.
2. Statutory Rape – non-forcible sexual intercourse, with an individual who is under the statutory age of consent as defined by Florida law.

**W. Stalking**- Engaging in a course of conduct directed at a specific individual that would cause a reasonable individual to fear for the individual’s safety, or the safety of others; or suffer substantial emotional distress. For the purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the charged student directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about an individual, or interferes with an individual’s property. Reasonable person means a reasonable person under similar circumstances and similar identities to the complainant. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

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**X. Student Organization Misconduct** – Failure to abide by any University and/or department policy or protocol governing the operation of student organizations, sport clubs, teams, etc.

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**Y. Technology** – Improper use of technology hardware or software including but not limited to computers, e-mail, cell phones, video cameras, and drones.

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1. Unauthorized downloading or facilitating others to download copyrighted music, films, and other documents without authorization.
2. Non-consensual recording of wire, oral, or electronic communication acquired by any device when such communication is uttered by an individual exhibiting an expectation that such communication is not subject to interception under circumstances justifying such expectation (i.e., an individual has a reasonable expectation of privacy). University facilities, including but not limited to, classrooms, labs, and lecture halls during course delivery are not open to the public and students may not engage in recording class sessions except as provided by [law](#).
3. Failure to abide by [USF Policy 0-502 Appropriate Use of Information Technology Resources](#).
4. Failure to abide by [USF Policy 6-036 Unmanned Aircraft \(Drone\) Operations](#).

**Z. Theft** – Taking, attempting to take, or keeping in its possession ~~property of property~~ or services not belonging to the ~~individual student or student organization~~.

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**AA. Threats of Violence** - A threat by word or act to do violence to an individual(s).

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**BB. Unauthorized Access and/or Use**

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1. Unauthorized access or entry to University facilities or any property of any member of the University community ~~without permission~~~~without permisn~~.
2. Duplication or use of University keys or access cards without permission.
3. Accessing, duplicating, photographing, altering, disseminating, and/or misusing any University material (including University intellectual property), files document or record, computer records, software, data files, and similar entities owned or maintained by any member of the University faculty, administration, staff, or student body.
4. Misuse of the official University brand to include, but not limited to the logo, mark, monogram, seal, or other graphic identity symbol.

5. ~~Misuse of facilities in violation of any University Policy or Florida Law, including but not limited to willfully entering a restroom or changing facility designated for the opposite sex on campus, and refusing to depart when directed by a university official as defined in §553.865, Florida Statutes only with the exception of the following circumstances:~~
  - ~~a. to accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person, or a person with a disability;~~
  - ~~b. for law enforcement or governmental regulation purposes;~~
  - ~~c. for the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk;~~
  - ~~d. for custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or~~
  - ~~e. if the appropriately designated restroom or changing facility is out of order or under repair, and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.~~
  - ~~f. For purposes of this conduct violation only, "sex" is defined as under the provision of section 552.965 pursuant to §553.865, Florida Statutes only.~~

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**CC. University Policy and/or Local Ordinance, State, or Federal Law (as determined by the University)** – Failure to adhere or abide by policies, including but not limited to, local ordinance, state law or federal law. ~~Adjudicating by an outside entity is not a prerequisite to a determination of responsibility by the University.~~

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**DD. Weapons, Firearms, or Explosive Devices** – The illegal possession, storage, use or sale of any weapon (lethal or non-lethal), firearm, ammunition, or any incendiary, explosive or destructive device. This includes, but is not limited to, fireworks, switchblade knives, air soft guns, dangerous chemicals, corrosive and/or biological chemicals or agents as restricted by University policies and/or protocols. This also covers any item used as a weapon to cause actual physical harm or threaten physical harm. Reference [USF Policy 6-009 Weapons on USF Property](#).

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## VII. STUDENT CONDUCT PROCESS

### A. Filing an Incident Report

A student and student organization's conduct may be reported to SCED by any individual or entity for review of a potential conduct violation(s). A report may be submitted in writing using the designated referral form. Currently the form is the [Student Conduct Incident Report, e-Referral Form](#).

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Incident reports must be submitted within six (6) months following the incident or obtaining knowledge about the incident, whichever is later. Exceptions to this filing time include, but are not limited to, cases involving sexual harassment, dating violence, domestic violence, and stalking and may include other extraordinary cases, as determined by the Director of SCED, or designee.

All reported information will be reviewed by the Director of SCED, or designee, to determine appropriate next steps to include, but are not limited to, further fact gathering, issuance of charges, referral to another department, or an information meeting to determine resolution of the report and potential conduct violations.

### B. Temporary Restrictions

Temporary restrictions may be issued to ensure a safe environment that promotes personal accountability and supports student success. SCED can issue temporary restrictions to any student ~~and or~~ student organization involved in an incident, regardless of whether a determination of potential violations has been made. These may include, but are not limited to, interim suspension, removal from on-campus housing, no contact orders, restrictions from clubs, events, and organizational activities, and/or restrictions from specific areas on University premises. The student ~~and or~~ student organization will receive written notice detailing the issued temporary restrictions.

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The charged student's enrollment status will remain unchanged pending the outcome of a Formal Hearing, except in cases of interim suspension. The hearing outcome will indicate if enrollment status will be changed between written notice of outcome of a Formal Hearing and

the conclusion of an Appeal, if applicable.

**Interim Suspension**

An interim suspension is an immediate temporary separation from the University. Conditions may include restriction from University premises (including temporary restriction from living on-campus), participation in academic endeavors, and University-related activities. Interim suspensions will be expedited through the Student Conduct Process.

An interim suspension may be imposed at the discretion of the Vice President for Student Success, or designee, to ensure one or all of the following:

1. The safety and well-being of members of the USF community or preservation of USF property.
2. The student's continued presence or the student organization's continued activities, or use of privileges, is not likely to pose an ongoing threat, disruption, or interference with the normal operation of USF.

When an interim suspension is imposed, the charged student or student organization will receive written notice to attend a scheduled Informational Meeting with a Hearing Officer. The written notice will include date, time, and location of the meeting, as well as the specific charges of violations of the Code, a brief description of the allegation(s), the conditions of interim suspension, and any other detail to prepare for the Student Conduct Process.

An Informational Meeting will occur (see Informational Meeting) and the Hearing Officer will review available information to determine if the interim suspension will remain, be modified, or lifted. The charged student or student organization will receive written notice within two (2) days after the Informational Meeting regarding the status of interim suspension.

If the charged student or student organization fails to attend the Informational Meeting, they will have waived their opportunity to participate in the Informational Meeting, and SCED will proceed with scheduling a Formal Hearing. The type of Formal Hearing forum will be determined based on the severity of charges and/or possible sanctions (e.g., suspension or expulsion).

If a charged student is placed on an interim suspension, but the charged student is subsequently found not responsible for the conduct violation, the University must:

1. Correct any record of the change in enrollment status in the charged student's permanent records, and report in a manner compliant with state and federal laws, and
2. Refund the charged student: a pro rata portion of any charges for tuition and out-of-state fees, as appropriate, if the temporary revocation or suspension of the charged

student's ability to attend classes lasts for more than ten (10) days.

In cases where the President determines that the health, safety, or welfare of the charged student or the University community is involved, a charged student's privileges within the University, including the ability to attend classes or engage in University activities, may be suspended on an interim basis.

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**C. Issuance of Charges**

The Director of SCED, or designee, will review the incident report to determine if further fact gathering is necessary or if sufficient information exists for the issuance of charges of violations of the Code. In general circumstances, a review of the incident report will be completed to make a determination to issue charges within fifteen (15) days of receipt of the incident report unless further fact gathering is determined necessary by the Director of SCED, or designee.

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If sufficient information exists, the student and student organization will receive written notice of charges. The written notice will include date, time, and location of the Informational Meeting, as well as the specific charges of violations of the Code, a brief description of the allegation(s), an invitation to attend an informational meeting, and any other detail to prepare for the Student Conduct Process.

**D. Informational Meeting**

The charged student or student organization, and in specific cases, complainant will be invited to attend an Informational Meeting with a Hearing Officer. An informational meeting is an opportunity for the Hearing Officer to explain the Student Conduct Process, due process rights, allegations, and charges, and review all available information supporting the charges of violations of the Code. ~~The charged student, student organization, and in specific cases, complainant will receive written notice no later than five (5) days prior to the date of the Informational Meeting. Following the Informational Meeting, the Hearing Officer may collect additional relevant information regarding the incident. The charged student or student organization, and in specific cases, complainant will receive written notice of and be provided the reasonable opportunity to review any relevant information gathered after the Informational Meeting prior to resolution.~~ This is a private meeting and will be closed to spectators, unless otherwise specified (e.g., advisor).

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~~If a Resolution Agreement is not signed, a student or student organization, and in specific cases, complainant has up to three (3) days after the Informational Meeting to choose a resolution option hearing forum. If the charged student or student organization fails to select a resolution option hearing forum, SCED will proceed with scheduling a Formal Hearing. The type of Formal Hearing forum will be determined by the Director of SCED, or designee, based on the severity of charges, information gathered, and/or possible sanctions (e.g., suspension/expulsion).~~

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If the charged student or student organization, and in specific cases, complainant fails to attend

or re-schedule an informational meeting, they will have waived their opportunity to participate in an Informational Meeting, and SCED will proceed with scheduling a Formal Hearing. The type of Formal Hearing forum will be determined by the Director of SCED, or designee, based on the severity of charges and/or possible sanctions (e.g., suspension or expulsion).

**E. Due Process Rights**

**Charged Student/Student Organization**

The charged student and student organization has the following rights during the Student Conduct Process:

1. To be accompanied by an advisor of their choice and expense throughout the Student Conduct Process. For cases under the jurisdiction of Title IX of the Education Amendments of 1972 Policy 0-004., the University will appoint an advisor for the purpose of cross-examination during a Formal Hearing, if one is not chosen.
2. Written notice of the charges and allegations.
3. A fair and impartial hearing.
4. The right to presumption that no violation occurred. The burden of proof is on the University, and the standard of proof is the preponderance of the evidence.
5. To be accompanied by an advisor of their choice and expense throughout the Student Conduct Process. For cases under the jurisdiction of Title IX of the Education Amendments of 1972, the University will appoint an advisor for the purpose of cross-examination during a Formal Hearing, if one is not chosen.
6. The opportunity to present relevant information and witnesses at the Formal Hearing.
7. To not provide self-incriminating testimony. Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
8. The opportunity to review all available inculpatory and exculpatory information supporting the charges of violations of the Code, including all known witnesses who have or may provide information prior to resolution.
9. To receive written notice of the outcome of the Formal Hearing selected resolution option within five (5) days of the hearing Resolution Agreement or Formal Hearing.
6. The opportunity to present relevant information and witnesses at the Formal

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Hearing:

~~7. To not provide self-incriminating testimony. Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.~~

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~~8. The opportunity to present and question witnesses and, in specific cases, complainants in accordance with the Formal Hearing procedure.~~

~~9. To receive written notice of the outcome of the Formal Hearing within five (5) days of the hearing.~~

10. To submit a written appeal (*See Appeal*).

*In addition to the above, a charged student has the following rights in cases of alleged sexual harassment, stalking, and violence:*

- a. The ability to request alternate arrangements for participation in the Formal Hearing via ~~audio or~~ live video from another location, and/or to participate in a manner that avoids direct contact with the complainant as long as such participation does not infringe on the charged student's right to question the complainant during the Formal Hearing or infringe on the implementation of Formal Hearing procedure.
- b. To submit a written impact statement in advance of the Formal Hearing.
- c. To not have prior sexual history considered, except for the testimony offered by the complainant or respondent about their shared sexual history that the panel deems relevant, when determining if a conduct violation has occurred.

**Complainant**

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A complainant has the following rights during the Student Conduct Process:

1. To be accompanied by an advisor of their choice and expense throughout the Student Conduct Process. For cases under the jurisdiction of Title IX of the Education Amendments of 1972, the University will appoint an advisor for the purpose of cross-examination during a Formal Hearing, if one is not chosen.
2. Written notice of the charges and allegations.
3. A fair and impartial hearing.
4. The opportunity to present relevant information.

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5. To not provide self-incriminating testimony. Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
6. The opportunity to review all available inculpatory and exculpatory information supporting the charges of violations of the Code, including all known witnesses who have or may provide information prior to resolution.
7. To receive written notice of the outcome of the Formal Hearing within five (5) days of the hearing.
8. The opportunity to present and question witnesses and the charged student in accordance with the Formal Hearing procedure.
9. To submit a written appeal (*See Appeal*).
  1. Written notice of the charge(s) and allegations.
  2. A fair and impartial hearing.
  3. To be accompanied by an advisor of their choice and expense throughout the Student Conduct Process. For cases under the jurisdiction of Title IX of the Education Amendments of 1972, the University will appoint an advisor for the purpose of cross-examination during a Formal Hearing, if one is not chosen.
  4. The opportunity to review all available information supporting the charges of violations of the Code, including all known witnesses who have or may provide information prior to resolution.
  5. The opportunity to present relevant information and witnesses at the Formal Hearing.
  6. To not provide self-incriminating testimony. Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
  7. The opportunity to question witnesses and the charged student in accordance to the Formal Hearing procedure.
  8. To receive written notice of the outcome of the Formal Hearing within five (5) days of the hearing.
  9. To submit a written appeal (*See Appeals*).

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10. The ability to request alternate arrangements for participation in the Formal Hearing via ~~audio or~~ live video from another location, and/or participate in a manner that avoids direct contact with the charged student as long as such participation does not infringe on the complainant's right to question the charged student during the Formal Hearing or infringe on the implementation of Formal Hearing procedure.
11. To submit a written impact statement in advance of the Formal Hearing.
12. To not have prior sexual history considered, except for the testimony offered by the complainant or respondent about their shared sexual history that the panel deems relevant, when determining if a conduct violation has occurred.

**Advisor**

The charged student, student organization, and in specific cases, complainant (unless the conduct violation is under the jurisdiction of Title IX of the Education Amendments of 1972) may be accompanied by an advisor of their choice and expense throughout the Student Conduct Process with the following guidelines:

1. The advisor cannot have a potential conflict of interest between the University and/or the case or create an unreasonable conflict with the fair administration of the Student Conduct Process. For example, the advisor cannot serve in any other role, including as a witness, an investigator, decider of fact, hearing officer, member of a committee or panel convened to hear or decide the charge or any appeal.
2. The advisor may be present to advise the student and may participate in all aspects of the proceeding but shall not testify for the student. If the advisor is an advocate or legal representative, they must adhere to the same guidelines as any other advisor.
3. It is the student, student organization, and complainant's responsibility to make appropriate arrangements for their advisor to accompany them throughout the Student Conduct Process. The conduct process will not be delayed due to scheduling conflicts of the chosen advisor.
4. The advisor may be dismissed from the Student Conduct Process for failure to adhere to the parameters of their role. This dismissal will not affect the process, and all proceedings will continue.

In cases under the jurisdiction of Title IX of the Education Amendments of 1972, the charged student, student organization, and complainant may be accompanied by an advisor of their choice\* throughout the Student Conduct Process. The following pertains to the role of the advisor in these specific cases.

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The advisor must conduct cross-examination of the charged student, student organization, complainant, and witness(es). If the charged student, student organization, or complainant does not have an advisor of their choosing present at the Formal Hearing, the University shall appoint an advisor of the University's choosing for the sole purpose of conducting cross-examination. The University cannot guarantee the appointed advisor will be equal to the chosen advisor of the charged student, student organization, or complainant. Specifically, should the charged student, student organization, or complainant's chosen advisor be an attorney, the University is not obligated to appoint an advisor who is an attorney. A party may reject the University's appointment of an advisor, but they may not proceed without an advisor.

If the party's advisor will not conduct the cross-examination, the University will appoint an advisor who will do so thoroughly, regardless of the participation or non-participation of the advised party in the hearing itself.

*\*Choosing an advisor who is also a witness in the Student Conduct Process creates potential for bias and conflict of interest. A charged student, student organization, or complainant who chooses an advisor who is also a witness can anticipate the issues of potential bias will be explored by the Hearing Officer/Hearing Body.*

#### **F. Resolution Options**

A student or student organization has the right to a resolution of any alleged violation of the Code through the Student Conduct Process unless waived as outlined below. The Student Conduct Process provides two resolution options. Cases involving allegations of sexual harassment, stalking, and violence will be resolved by a Formal Hearing, consistent with state and federal guidelines.

##### **G.a. Resolution Agreement\***

~~(except in cases that could result in separation from the University)~~ Available when the charged student or student organization waives their right to a Formal Hearing and appeal, and requests that the Hearing ~~Officer, conducting~~ Officer conducting the Informational Meeting; determine the findings and applicable sanctions. The Hearing Officer reserves the right to collect additional relevant information to make an informed decision. The meeting will not be audio-recorded, and the written outcome will serve as the official record of the Resolution Agreement. The student or student organization will receive written notice of the outcome of the Resolution Agreement within five (5) days, except in the case of extraordinary circumstances. Written notice of the Resolution Agreement will include the determination regarding responsibility for conduct violations and applicable sanctions.

*\*~~Not available for cases that could result in removal from on-campus housing or separation from the University.~~*

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If a Resolution Agreement is not signed, a student or student organization, and in specific cases, complainant has up to three (3) days after the Informational Meeting to choose a hearing forum. If the charged student or student organization fails to select a hearing forum, SCED will proceed with scheduling a Formal Hearing. The type of Formal Hearing forum will be determined by the Director of SCED, or designee, based on the severity of charges, information gathered, and/or possible sanctions (e.g., suspension/expulsion).

**H.b. Formal Hearing**

Formal Hearings include two types of forums: 1) Administrative Hearing and 2) University Conduct Board.

**i. Administrative Hearing,**

**ii.** Conducted by a single Hearing Officer who serves as the Hearing Body. If the charged student elects an Administrative Hearing, the charged student waives their right to the University Conduct Board.

**iii. University Conduct Board (UCB)**

**j.** Conducted by a panel which serves as the Hearing Body. The UCB consists of two (2) students and one (1) faculty or staff member. A non-voting Hearing Officer will moderate the hearing and be excluded from deliberations. If the charged student elects a University Conduct Board, the charged student waives their right to an Administrative Hearing.

The panel is selected from a pool of trained students, faculty, and staff who are members of the UCB. UCB members go through a formal recruitment, selection, and training process facilitated by SCED.

If the charged student or, in specific cases, the complainant fails to select a formal hearing forum, or both parties do not agree on the hearing forum, the the formal hearing forum will be determined by the Director of SCED or designee, based on the severity of charges and/or possible sanctions (eg.e.g. suspension/expulsion). If-both parties do not agree on the hearing forum, the chosen hearing forum will be a University Conduct Board. This includes cases under the jurisdiction of Policy 0-004.

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**VIII. FORMAL HEARING PROCEDURES**

**Scheduling**

SCED will make a good-faith effort to schedule Formal Hearings around academic class schedules considering the availability of individuals involved in the hearing procedures and the normal operations of SCED.

### Hearing Notice

The charged student or student organization will receive written notice and access to relevant information no later than ten (10) days prior to the date of the Formal Hearing. The written notice will include date, time, and location of the hearing, as well as the specific charges of violations of the Code, a brief description of the allegation(s), names of witnesses to be called by the University, a list of available inculpatory and exculpatory information to be used in the hearing, an outline of the Formal Hearing proceeding, and the name(s) of the Hearing Officer and Hearing Body. In cases involving sexual harassment, stalking, and violence, or under the jurisdiction of ~~Title IX of the Education Amendments of 1972~~ Policy 0-004, the charged student or student organization, and complainant will receive similar written notice and access to relevant information no later than fifteen (15) days prior to the date of the Formal Hearing.

### Witnesses and Relevant Information

The charged student or student organization can request the participation of additional witness(es) to provide relevant information during a Formal Hearing. The charged student or student organization must provide the names and email addresses of additional witnesses at least five (5) days prior to the hearing to the Hearing Officer. The Hearing Officer may limit the participation of additional witnesses only if they are not relevant. ~~Acceptance or denial of additional witnesses is at the discretion of the Hearing Officer.~~ Character witnesses or witnesses who cannot provide relevant information regarding the specific incident will not be permitted to participate in the Formal Hearing.

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Commented [JS1]: This reads as a bit harsh. Perhaps...only if their testimony is not expected to be relevant to the nature of the case.

The charged student or student organization, and in specific cases, complainant is responsible for contacting and notifying additional witnesses they request to participate in the Formal Hearing. The Formal Hearing shall not be delayed due to a scheduling conflict of the witness.

In the event a witness is unable to participate in the scheduled Formal Hearing, the witness may submit a written statement at least five (5) days prior to the hearing to the Hearing Officer for consideration. A late witness statement submission will not be considered. The charged student or student organization, and in specific cases complainant, has the opportunity to respond to the written statement and may offer information to rebut the witness statement and other information presented at the Formal Hearing. The inability of the charged student ~~or~~ student organization, and in specific cases, complainant, to question a witness who has provided a written statement is not a violation of the charged student, student organization, or complainant's due process rights. If a submitted statement is deemed relevant, it will be considered during the Formal Hearing, as well as any existing relevant information submitted by the witness however may not be solely relied upon for determining responsibility by the Hearing Officer/Hearing Body. In absence of a submitted statement, any existing relevant information submitted by the witness would be considered during the Formal Hearing, however, may not be solely relied upon for determining responsibility by the Hearing Officer/Hearing Body.

Following the Informational Meeting, the ~~The~~ Hearing Officer may collect additional relevant

~~information regarding the incident, after the Informational Meeting, if a Formal Hearing is the selected hearing forum. The charged student or student organization, and in specific cases, complainant will receive written notice of and be provided the reasonable opportunity to review any relevant information gathered after the Informational Meeting prior to resolution.~~ The charged student, student organization, or in specific cases, complainant will receive written notice of and be provided ~~has~~ the opportunity to review all relevant information to be used in the Formal Hearing supporting the charges of violations of the Code at least ten (10) days prior to the hearing. Relevant records, exhibits, and written statements may be submitted by the charged student or student organization for ~~review~~ review of relevance and acceptance to the ~~by the~~ Hearing Officer. ~~Acceptance or denial of information is at the discretion of the Hearing Officer.~~ Any information the charged student, student organization, or in specific cases the complainant intends to use must be submitted to SCED at least five (5) days prior the Formal Hearing, except in cases under the jurisdiction of Title IX of the Education Amendments of 1972, in which the information must be submitted at least ten (10) days prior to the Formal Hearing.

#### **Challenging Impartiality in a Formal Hearing**

The charged student, ~~or~~ student organization, or in specific cases, complainant may challenge the inclusion of any member of the Hearing Body. The challenge must be submitted in writing to the Director of SCED and must detail an actual bias (such as conflict of interest) that would significantly impact their right to a fair and impartial hearing. The challenge must be submitted at least five (5) days prior to the Formal Hearing. The Director of SCED, or designee, will review the challenge and make a final decision that is not appealable.

#### **Postponements**

Any request to postpone a Formal Hearing must be submitted in writing by the charged student, student organization, or complainant to the Director of SCED as least five (5) days prior to the hearing. The request must state the reason(s) for the postponement. The Director of SCED, or designee, will review the request and make a final decision. The University is not required to postpone the Student Conduct Process pending the outcome of any civil or criminal case.

#### **Failure to Attend**

If a charged student, student organization and in specific cases, complainant fails to attend a scheduled Formal Hearing, the hearing will occur, and an outcome will be made in their absence.

If a witness(es)/~~c~~Complainant fails to appear, statements given prior to the Formal Hearing may be reviewed at the Hearing in their absence; however, the statements may not be sufficient to determine a finding of responsibility.

### General Principles of Formal Hearings

The following general principles apply to all Formal Hearings regardless of hearing forum. The charged student or student organization and in specific cases, complainant will receive information that outlines the Formal Hearing proceeding prior to the hearing.

1. Formal Hearings are private and will be closed to spectators, unless otherwise specified (e.g., advisor).
2. The burden of proof in a Formal Hearing is on the University. The standard of proof is the preponderance of the evidence. The finding of responsible or not responsible on the charges is solely based on the information presented at a Formal Hearing.
3. Formal Hearings, excluding deliberations, will be recorded by audio or video. The Formal Hearing may only be recorded by the University and the recording will be the property of the University.
4. Formal Hearings are not subject to the formal rules of evidence and procedures governing criminal and civil court proceedings.
5. A charged student or student organization and in specific cases, complainant have the opportunity to present relevant information.
6. No irrelevant information, including character statements, should be discussed, or considered in the Formal Hearing.
7. The Hearing Officer ~~has the discretion to limit~~ may limit the participation of witnesses, only if they are not relevant. the number of witnesses whose testimony may be redundant or not in dispute.
8. The Hearing Officer may ~~limit the length of testimony and may~~ provide advice regarding the scope, direction, or tone of questioning.
9. For cases under the jurisdiction of Title IX of the Education Amendments of 1972, all cross-examination of the charged student, student organization, complainant, and witnesses must be conducted directly and orally by the individual's advisor. At the Formal Hearing, before the charged student, student organization, complainant, or witness can respond to a question posed by an advisor, the decision-maker(s) must first determine whether the question is relevant, and if not, explain the basis for disallowing the question.
10. Prior student conduct may ~~only~~ be considered in determining appropriate

sanctions.

11. In cases involving multiple charged students, information presented at a Formal Hearing may be used in a related case as long as all Formal Hearing procedures contained within the Code are satisfied.
12. The Hearing Body will make a recommendation of the decision and sanctions to the Hearing Officer. The Hearing Officer may adopt or modify the recommendation of the Hearing Body. If the recommendation is not adopted, the Hearing Officer will include the reason for modifying the recommendation in the Formal Hearing outcome letter.
13. The charged student or student organization and in specific cases, complainant will receive written notice of the formal hearing outcome within five (5) days of the Formal Hearing. The formal hearing outcome will include the determination regarding responsibility for conduct violations and applicable sanctions.

#### **Interim Suspension**

~~An interim suspension is an immediate temporary separation from the University. Conditions may include restriction from University premises, participation in academic endeavors, and University-related activities. Interim suspensions will be expedited through the Student Conduct Process.~~

~~An interim suspension may be imposed at the discretion of the Vice President for Student Success, or designee, to ensure one or all of the following:~~

- ~~1. The safety and well-being of members of the USF community or preservation of USF property;~~
- ~~2. The student's continued presence or the student organization's continued activities, or use of privileges, is likely to pose an ongoing threat, disruption, or interference with the normal operation of USF.~~

~~When an interim suspension is imposed, the charged student or student organization will receive written notice to attend a scheduled Informational Meeting with a Hearing Officer. The written notice will include date, time, and location of the meeting, as well as the specific charges of violations of the Code, a brief description of the allegation(s), the conditions of interim suspension, and any other detail to prepare for the Student Conduct Process.~~

~~An Informational Meeting will occur (see Informational Meeting) and the Hearing Officer will review available information to determine if the interim suspension will remain, be modified, or lifted. The charged student or student organization will receive written notice within two (2)~~

~~days after the Informational Meeting regarding the status of interim suspension.~~

~~If the charged student or student organization fails to attend the Informational Meeting, they will have waived their opportunity to participate in the Informational Meeting, and SCEID will proceed with scheduling a Formal Hearing. The type of Formal Hearing forum will be determined based on the severity of charges and/or possible sanctions (e.g., suspension or expulsion).~~

~~If a charged student is placed on an interim suspension, but the charged student is subsequently found not responsible for the conduct violation, the University must:~~

- ~~1— Correct any record of the change in enrollment status in the charged student's permanent records, and report in a manner compliant with state and federal laws, and~~
- ~~2— Refund the charged student a pro rata portion of any charges for tuition and out-of-state fees, as appropriate, if the temporary revocation or suspension of the charged student's ability to attend classes lasts for more than ten (10) days.~~

~~In cases where the President determines that the health, safety, or welfare of the charged student or the University community is involved, a charged student's privileges within the University, including the ability to attend classes or engage in University activities, may be suspended on an interim basis.~~

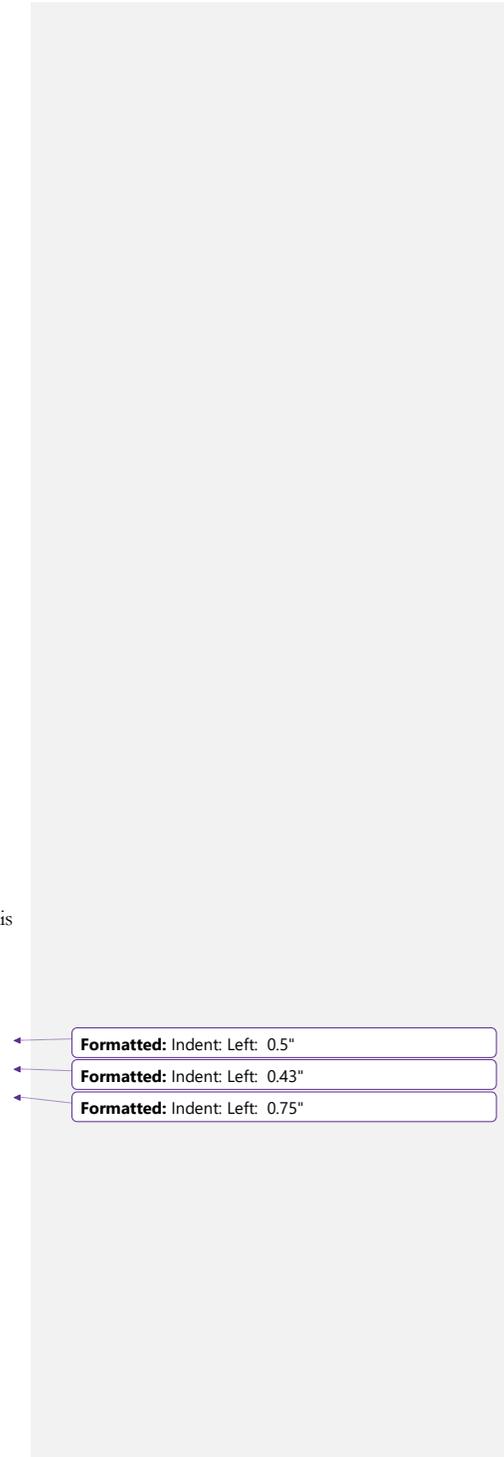
**IX. BASIS FOR APPEAL AND APPEAL PROCESS**

The charged student or student organization and in specific cases, complainant may appeal in writing the outcome of a Formal Hearing within five (5) days of the date of the Formal Hearing outcome letter. The appeal must be in writing to the Dean of Students, or designee, and the burden of proof rests with the individual or organization appealing to clearly demonstrate the basis for appeal.

**Basis for Appeal**

The basis for appeal includes:

1. A violation of due process rights or failure of the University to follow the Student Conduct Process established in this Code that substantially affected the outcome.
2. The introduction of new information that was not available and could not be presented at the time of the Formal Hearing. The individual appealing must demonstrate how the new information could have substantially affected the outcome. The outcomes of a criminal/~~or~~ civil case or failure to attend the Formal Hearing is not considered new information for the purpose of an appeal.
3. The severity of sanction(s) imposed was disproportionate to the responsible conduct



violations. Additionally, for cases under the jurisdiction of Title IX of the Education Amendments of 1972:

- 4—The Title IX Coordinator, investigators, or Hearing Officer/Hearing Body had a conflict of interest or bias for or against charged students or complainants generally or the specific charged student, student organization, or complainant that affected the outcome.

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An appeal is not a rehearing of the conduct case and will not be accepted simply because the individual is dissatisfied with the outcome of the Formal Hearing.

### Appeal Process

The Dean of Students, or designee, will serve as the Appellate Officer for all appeals of the Student Conduct Process. The Appellate Officer will determine if there is sufficient information to substantiate the basis for appeal. If so, the Appellate Officer may either deny the appeal, therefore upholding the original outcome of the Formal Hearing, or do one of the following:

If the basis of the appeal is that there was a violation of due process rights or failure to follow the Student Conduct Process which would have substantially affected the outcome, and the Appellate Officer accepts the appeal, the Appellate Officer may request the case be remanded for a new Formal Hearing.

If the basis of the appeal is new information that could not be presented at the time of the Formal Hearing which would have substantially affected the outcome, and the Appellate Officer accepts the appeal, the Appellate Officer may request that the case be remanded for a new Formal Hearing.

If the basis of the appeal is the severity of sanction(s) imposed was disproportionate to the responsible conduct violations, and the Appellate Officer accepts the appeal, the Appellate Officer may modify the sanction(s).

For cases under the jurisdiction of Policy 0.004, of sexual harassment, stalking, and violence, if the basis of the appeal is the Title IX Coordinator, investigators, or Hearing Officer/Hearing Body had a conflict of interest or bias for or against charged students or complainants generally or the specific charged student, student organization, or complainant that affected the outcome, and the Appellate Officer accepts the appeal, the charged student, student organization, or complainant, and in specific cases, the Title IX Coordinator, investigators, and Hearing Officer/Hearing Body will be provided a copy of the submitted appeal and permitted up to five (5) days to submit a response to the Appellate Officer, if applicable. The Appellate Officer may request that the case be remanded for a new investigation, Formal Hearing, or modify the sanction(s).

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Except as required to explain the basis of new information, the review of an appeal is limited to the record of the Formal Hearing and supporting documents.

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For cases under the jurisdiction of Policy 0.004, the charged student, student organization, or complainant may submit a request to appeal the outcome of the Formal Hearing. The charged student, student organization, or complainant will be notified in writing when an appeal is received. The charged student, student organization, or complainant will be allowed to review and respond, in writing, to any information provided by the charged student, student organization, or complaint for the purpose of an appeal. The outcome of an appeal, for cases under the jurisdiction of Policy 0.004, must be provided to the Title IX Coordinator.

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The charged student or student organization or in specific cases, complainant will receive a written notice of their appeal outcome within ten (10) days of receipt of the appeal, except in extraordinary circumstance as determined by the Dean of Students, or designee. The appeal outcome is the final University decision and there are no further internal University appeals.

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A student may seek outside judicial review pursuant to Florida Rule of Appellate Procedure 9.190(b)(3) of a final University decision. If a student seeks a review with the court, a copy of the petition must also be officially served to the University of South Florida Office of the General Counsel at 4202 E. Fowler Avenue, CGS 301, Tampa, Florida 33620-4301.

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#### X. **SANCTIONS**

Students and student organizations found responsible for conduct violations will be assigned sanctions. Sanctions will be commensurate with the responsible conduct violations. ~~The sanctioning may include consideration of -considering any mitigating circumstances, including but not limited to-~~ the charged student or student organization's prior conduct record. ~~Sanctions may be more severe for repetitive conduct.~~ Assigned sanctions may include, but are not limited to:

**Alcohol and/or Substance Use Education Sanctions** - Online educational modules,

~~1.~~ assessments, and/or meeting with a staff member. The charged student or student organization is responsible for any associated fee(s).

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**2. Assignments/Seminar/Workshops:** Requirement to attend, present, and/or participate in an in- person or online, workshop, module, and/or seminar. Written research assignments, behavioral reflection papers, or other educational activities may also be a requirement. These sanctions are intended to provide a student with opportunities ~~that achieve~~ to achieve specific learning objectives such as engaging in meaningful reflection on their behavior and the impact on others. The charged student or student organization is responsible for any associated fee.

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**3. Conduct Probation:** A specified period of time when the charged student or student organization is considered not in good conduct standing with the University. Conduct probation may result in restrictions of privileges and/or activities which may include, but are not limited to, being prohibited from participating in study abroad, serving in specific student leadership roles (e.g., resident assistant, student government). Conduct probation is a period of reflection on behavior and an opportunity to demonstrate satisfactory citizenship. Further conduct violations while on conduct probation may impact the severity of future sanctions.

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**4. Deferred Suspension:** A specified period of time in which suspension is temporarily withheld pending completion of other sanctions by a specified deadline and the demonstration of satisfactory citizenship. A student or student organization on deferred suspension is considered not in good conduct standing with the University. If the charged student or student organization fails to comply with assigned sanctions, the student or student organization will no longer be on deferred suspension and will be immediately suspended with no further appeal. Further conduct violations while on deferred suspension may impact the severity of future sanctions.

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**5. Expulsion:** Permanent separation from the University. The student or student organization is considered not in good conduct standing permanently with the University. The charged student and student organization will not have the ability to return as a student or student organization at any point in time. Expulsion ~~may will~~ include a restrictive or no trespass order for all University premises, including on-campus housing, in cases where the sanction(s) determined by the university official(s) in Hearing Body the disciplinary decision includes either suspension or expulsion, the accused student's charged student or student organization's privileges at the university, including the ability to attend classes and engage in university activities, may will be revoked. A transcript overlay will be placed on the charged student's academic transcript and an administrative hold will be permanently placed on the student's account. A record of expulsion will be maintained in the student's permanent conduct file in Student Conduct and Ethical Development.

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A student assigned this sanction may forfeit tuition, housing rent and fees, and other University fees. A student will be withdrawn from classes and forfeit academic credit accordingly. Students living in University Housing must contact Housing and Residential Education to determine the financial impact of the cancelled contract.

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**6. Housing Restriction:** A specified period of time period in which a student is restricted from living in and/or visiting all USF residential facilities (which may include dining halls), including the Greek Village. If applicable, a student may be financially liable for any costs associated with the restriction from living in on-campus housing as outlined in the Cancellation section of the University

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Student Housing Agreement or Greek Housing Agreement.

7. **No Contact Order:** Official directive requesting a student refrain from making contact with another individual(s). Contact may include communication by telephone, in writing, electronically, by third party, or in person both on and off campus.

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8. **Restrictions:** Specific loss of privileges that may limit participation in student activities and University events or access and use of University premises, (e.g., athletic teams, leadership positions, certain buildings and/or locations).

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9. **Restitution:** Requirement to reimburse the University and/or an individual for the damage, destruction, or vandalism of University buildings or property, private property, and/or personal property. Restitution will be limited to the actual cost of repair or replacement.

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10. **Suspension:** Separation from the University for a specified ~~period of time~~period. The student or student organization is considered not in good conduct standing during the period of suspension with the University. The student or student organization will not have the ability to return as a student or student organization until the end of the suspension. Suspension ~~may will~~ include a restrictive or no trespass order for all University premises. ~~In cases where the sanction(s) determined by the Hearing Body includes suspension, the charged student or student organization's privileges at the university, including the ability to attend classes and engage in university activities, may be revoked. In cases where the sanction(s) determined by the university official(s) in the disciplinary decision include either suspension or expulsion, the accused student's privileges at the university, including the ability to attend classes and engage in university activities may be revoked.~~A transcript overlay will be placed on the student's academic transcript, and an administrative hold will be placed on the student's account during the period of suspension. A record of suspension will be maintained in the student's permanent conduct file in Student Conduct and Ethical Development.

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A student affected by this sanction may forfeit tuition, housing rent and fees, and other University fees. A student will be withdrawn from classes and forfeit academic credit accordingly. Students living in University Housing must contact Housing and Residential Education to determine the financial impact of the cancelled contract.

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11. **Written Reprimand** – An official notice of conduct that is not in accordance with the University's standards of behavior. Further conduct violations may impact the severity of future sanctions.

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#### XI. **AUXILIARY AIDS AND SERVICES**

Students may request reasonable accommodations as required in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The student must be registered with the USF Student Accessibility Services- and notify SCED in writing a minimum of three (3) days prior to a meeting or hearing.

**XII. PARENTAL NOTIFICATION**

The University considers the student the primary contact for University communications and may restrict communication to the student only. SCED has the discretion to inform any parent or legal guardian of a dependent student under the age of 21 (as provided in [USF Policy 30-020 Parental Notification Policy](#)) when their student has been found responsible for a conduct violation in regard to the use or possession of alcohol or a controlled substance. A student whose parents or legal guardian are to be notified will be informed prior to such notification and given the opportunity to initiate contact with their parents, if and when possible.

**XIII. CONDUCT RECORD MAINTENANCE AND RETENTION**

**A. Maintenance**

Student and student organization conduct records are maintained in SCED. [Information protected under a privilege recognized by federal or state law cannot be disclosed, used, or relied upon unless the person who holds the right to exercise the privilege waives the application of the privilege.](#)

1. All student conduct records in all formats (paper, computer, audio, etc.) resulting in formal charges will be kept in compliance with [General Records Schedule GS5](#), but not for less than seven (7) years from the date of the last incident that the charged student or student organization was involved in that resulted in conduct charges.
2. If a student is suspended or expelled, a record of a violation of University regulations and/or policies will be permanently maintained in the student's or student organization's conduct file in SCED, and a record of separation may be maintained in the Office of the Registrar.
3. SCED maintains all student conduct records in accordance with the Family Education Rights and Privacy Act (FERPA). SCED will abide by all laws requiring privacy with regard to the Student Conduct Process. In addition, as FERPA does not protect the names of students found responsible for crimes of violence, including forcible sex offenses, or an alleged perpetrator of a non-forcible sex offense when the allegations support a finding that a student has committed a violation of the University's rules or policies, the University may be required to release that information upon a Chapter 119 public record request.
4. A student may choose to sign a release form granting SCED staff permission to discuss information related to the student's disciplinary file with any individual that the student designates. This form is available in SCED. Although this form may provide access to information to a third party, the student remains the primary

responsible party for compliance.

5. Any educational institution requesting conduct information about a current or former University student is required to submit the request in writing. If a non-educational agency is requesting information, those requests must include the signature of the student granting the release of information related to the student's conduct record.
6. Transcripts of recorded hearings may be prepared and provided by the University upon request by the student. The student may contact the Office of General Counsel to arrange for the preparation of the written transcript by a court reporting service on the student's behalf and at the expense of the requestor. The court reporting service will provide the transcript to the Office of the General Counsel, which will perform a confidentiality review of the transcript and redact any confidential or exempt information pursuant to state or federal law. The requestor will be responsible for the cost of the transcript preparation and confidentiality review.

**B. Retention**

1. Records resulting in an educational sanction of expulsion or suspension from the University will be permanently maintained in SCED.
2. No personally identifiable record(s) will be kept after a record has been designated for destruction. Statistical data will be maintained but all information that would identify an individual is removed.
3. All paper records will be destroyed by shredding or other similar process. Computer files will be modified in a manner so that only statistical data that cannot identify an individual is kept. Non-paper information (i.e., audio recordings) will be destroyed in a manner that will ensure that the information cannot be traced to any individual or any disciplinary case.

**C. Record Expungement**

Record expungement allows a student conduct record on file with SCED to be sealed. This includes all information related to the student's documentation, investigation, hearing, and disposition. In general, when completing background check inquiries, expunged records will not be reported as an incident when the student was found responsible. The student will not need to report the record based on the language/definitions of the requesting institution or agency in a background check that the incident ever occurred. The record will still be used for federal, state, and local University reporting requirements but will not be associated with the student's name or student ID.

*Eligibility*

If the student has only had one disciplinary incident during their enrollment, a request for expungement will be available for consideration:

1. One year after the resolution of a conduct case or in the last term of enrollment,
2. All assigned sanctions have been successfully completed,
3. An expungement has not previously granted, and

The conduct violation(s) did not:

1. Cause personal injury.
2. Cause significant property damage.
3. Include a drug violation that could qualify as a felony charge in the legal system.
4. Disrupt the orderly operation of the University.
5. Violate the firearm, explosives, dangerous chemicals, and ammunition or weaponry regulations of the University.
6. Involve behavior prohibited under Title IX of the Education Amendments of 1972, or any behavior related to sexual assault, sexual harassment, stalking, and/or sexual exploitation, no matter the location of incident.
7. Result in a suspension or expulsion.
8. Occur within the last 30 calendar days.

#### D. Petition Requirements

A student meeting the eligibility requirements must submit their petition to the Dean of Students, or designee. The student must submit a ~~signed~~ [Dean of Student's Expungement Request-statement](#) explaining the justification for the request, a description of what occurred in the conduct incident, and what they learned from the incident. The ~~statement-student~~ must also include:

1. Student's name
2. ~~University identification number (U number)~~
- 3.2. E-mail address
- 4.3. Phone number
- 5.4. Date of incident
- 6.5. ~~Inci~~ [Case number](#) ~~dent report number~~
7. ~~Supporting d~~ Documentation of an application to graduate or a signed letter from the student's academic advisor stating the intent to graduate and a list of all remaining coursework.
6. ~~\_\_\_\_\_~~

#### E. Process

The Dean of Students, or designee, will review the statement, the conduct record, and any other pertinent information they choose to request and/or consider. The decision is at the discretion of the Dean of Students, or designee. The student will receive written notice regarding their petition within ten (10) days of receipt of petition. The decision of the Dean of Students, or designee, regarding the expungement of the conduct record is final and not appealable. [An expungement request may be submitted using the Dean of Student's Expungement Request Form.](#)

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#### **XIV. INTERPRETATION AND REVISION**

This Regulation applies to all campuses of the University of South Florida; however, non-substantive procedural modifications to reflect the particular circumstances of each campus are permitted. Any questions about the interpretation of the Code should be directed to any of the SCED offices: <https://www.usf.edu/student-affairs/student-conduct-ethical-development/about-us/contacts.aspx>

The University reserves the right to make changes to the Student Code of Conduct as necessary. The Code shall be reviewed periodically by a committee which shall include student representation under the direction of the Director of SCED.

#### **HISTORY**

**Date Approved:** Sept. 23, 1985

**Substantively Amended:** Jan. 17, 2024, Aug. 24, 2021, Aug. 14, 2020, Jun. 2, 2020, Apr. 12, 2019, Sept. 28, 2018, Jan. 6, 2014, Dec. 2, 2013, Sept. 22, 2011, Jun. 25, 2009, Jun. 5, 2008, Sept. 27, 2005, Apr. 11, 1999, Dec. 29, 1994, Dec. 2, 1992, Jul. 26, 1992, May 27, 1992

**Technically Amended:** Sept. 9, 2021, Aug. 26, 2019, May 16, 2019, May 6, 2019, Aug. 19, 2016, May 14, 2015, Jun. 23, 2014, Jan. 6, 2014

**Biennial Review:** Jan. 30, 2023

**Other:** Jul. 1, 2020 (Consolidation)



**UNIVERSITY OF  
SOUTH FLORIDA**

**REGULATION**

**Number:** USF6.0021  
**Title:** Student Code of Conduct  
**Responsible Office:** Student Success

Date of Origin: 9-23-85

Date Last Amended: 1-17-24

Date Last Reviewed: 1-17-24

**I. PURPOSE AND INTENT**

Student Conduct and Ethical Development (further referred to as “SCED”) supports the goals, mission, values, and visions of the University of South Florida (“University” or “USF”) by promoting responsibility and adherence to the standards of behavior outlined in this Regulation (“Student Code of Conduct” or “Code”).

SCED collaborates with the USF community to advocate for a safe environment that promotes personal accountability and supports student success. SCED facilitates educational opportunities through meaningful interactions with students to encourage their academic, emotional, and professional development. The goal of SCED is to create environments that empower students to engage as ethical citizens in a diverse global society.

**II. STATEMENT OF REGULATION**

The USF President has designated SCED, or designee, to administer and maintain this Regulation (“Student Code of Conduct” or “Code”). The Student Code of Conduct describes behaviors that are counteractive to the goals and mission of the University and the process for how the University will hold students and student organizations accountable to these standards of behavior.

**III. STANDARDS OF BEHAVIOR**

**Students and student organizations are responsible for knowing the information, policies, and procedures outlined in the Code. There is an expectation that students and student organizations adhere to the following standards of behavior.**

**A. Commitment to Honor**

The Code supports and seeks to put into practice the USF Commitment to Honor. As an ethical community, USF is dedicated to the ideals of excellence in student development, academic

learning, scholarship, and research. Each member of this community is expected to accept and live these commitments:

1. I resolve to maintain honor and integrity of the university community in pursuit of student development, academic learning, scholarship, and research.
2. I resolve to respect the dignity and intrinsic value of all persons.
3. I resolve to contribute to the progress and greater good of the community.
4. I resolve to strive for excellence and discovery for myself, others, and the University.

## **B. Academic Disruption**

Disruptive students in the academic setting hinder the educational process. Instructors have the primary responsibility for managing the classroom environment whether in person or online in accordance with [USF Regulation 3.025 Disruption of Academic Process](#). The Disruption of Academic Process Regulation provides the steps an instructor may take to immediately address a student disrupting a class or academic setting including restricting a student from class. If a student disrupts the classroom or academic setting, the instructor should submit a report in writing using the [Academic Disruption Incident Report Form](#). References to “instructor” include course instructors, faculty, administrators, and staff.

## **C. Amnesty**

### **1. *Medical***

The University encourages students to seek emergency medical assistance when faced with an alcohol and/or drug-related emergency and in any situation where a reasonable person believes medical treatment to be appropriate. Students who seek or receive emergency medical assistance for themselves or students who seek assistance for another student experiencing an emergency related to the consumption of alcohol and/or drugs may qualify for amnesty. Any student who qualifies for amnesty under the [USF Policy 30-004 Medical Amnesty \(Student Reporting\)](#), may not be charged with violations of the Student Code of Conduct as those conduct violations relate to the consumption and/or use of alcohol and/or drugs. Although students who qualify for amnesty may be exempt from the Student Conduct Process, they may be required to complete educational measures.

### **2. *Hazing***

A student may not be charged with a violation of the Code if the student establishes that, before medical assistance or law enforcement arrived on the scene of the hazing event, the student rendered aid to the hazing victim(s) and establishes all the following:

- a. The student was present at an event where, as a result of hazing, an individual appeared to need immediate medical assistance.
- b. The student was the first individual to call 911 or USF Police to report the need for immediate medical assistance.

- c. The student provided their own name, the address where the immediate medical assistance was needed, and a description of the medical issue to the 911 or USF Police dispatcher at the time of the call.
- d. The student remained at the scene with the individual in need of immediate medical assistance until such medical assistance or law enforcement arrived and that the student cooperated with such personnel at the scene of the incident.

For more information about hazing and hazing amnesty, reference [USF Regulation 6.0023 Prohibition and Prevention of Hazing](#).

#### IV. **APPLICABILITY & AUTHORITY**

The University of South Florida is one institution with branch campuses. An incident will be referred to the campus where the incident occurred or as designated by the director of SCED, or designee.

Students and student organizations are responsible for having read and abiding by the standards of behaviors of the Code. The University reserves the right to make changes to the Code as necessary. The most updated version of all USF policies and regulations can be found at: <http://regulationspolicies.usf.edu>.

The Code and Student Conduct Process apply to the behaviors of any student and student organization regardless of location or forum that are inconsistent to the goals and mission of USF. This includes (1) conduct that may present a danger or threat to the health and/or safety of students or others, (2) conduct that adversely affects the University community and/or the pursuit of its mission, (3) and/or conduct that violates state or federal laws. Students and student organizations are responsible for their guests and may be held accountable for their guests' behavior.

The Student Conduct Process is educational and designed to address student and student organization behavior; therefore, the University will address any alleged violations of the Code independently of any criminal or civil court process. The Student Conduct Process may be carried out prior to, concurrently with, or following civil or criminal proceedings. **Adjudication by an outside entity is not a prerequisite to a determination of responsibility by the University.** Determinations made or sanctions(s) imposed as a result of the Student Conduct Process will not be subject to change because criminal charges were dismissed, reduced, or resolved in favor of the charged student. The University is not required to postpone the Student Conduct Process pending the outcome of any civil or criminal case. Student conduct cases that may result in suspension or expulsion must be resolved prior to the awarding of any degree or certificate.

V. **DEFINITION OF TERMS**

- **Administrative Hold** – A restrictive hold placed on a student’s record at any point in the Student Conduct Process to assure compliance with sanctions or pending the resolution of conduct matters. This hold may impact the ability of a student to register for courses, request academic transcripts, and receive a degree and diploma.
- **Advisor** – Any individual chosen by the charged student, student organization, and complainant to accompany the party to meetings related to the Student Conduct Process.
- **Charge(s)** – Alleged violation(s) of the Student Code of Conduct.
- **Charged Student** – Any student who has allegedly violated the Student Code of Conduct. This term may also refer to a student identified as a respondent as defined in USF Policy 0-004.
- **Complainant** – Any individual who may have been the subject of sexual harassment, stalking, or violence by the charged student. This may not be the individual who reported the violation(s). This term may also refer to a student identified as a complainant as defined in USF Policy 0-004.
- **Conduct Standing** – A student’s status related to University conduct.
- **Day** – A day when the University is open for regular business operations. This excludes Saturday, Sunday, legal/University administrative holidays or when the campus is closed for business. For emailed correspondence, the day of delivery is not included in a designated time period.
- **Event** - An event is a function hosted by a student, student organization, or the University which is publicized and/or open to the general public or members of the campus community.
- **Hearing Officer** – University official, as determined by the Director of SCED, or designee, authorized to make decisions about alleged violations of the Student Code of Conduct.
- **Impact Statement** – A written statement provided by the charged student and complainant that explains how the incident has impacted their personal and educational experiences. These statements may be considered in cases of alleged sexual harassment, stalking, and violence.
- **Interim Suspension** – An immediate temporary separation from the University. Conditions may include restriction from University premises and participation in academic endeavors, and/or other and University-related activities. Interim suspensions will be expedited through the Student Conduct Process.

- **May** – Is used in the permissive sense.
- **Member of the University Community** – Any individual who is currently employed by the University, any student of the University, and any third party working on University premises or any participant in a University-sponsored program or activity regardless of the location of the program or activity.
- **Policy** – All written and published policies and regulations of the University. Reference [USF Regulations and Policies](#) for specific policies and regulations.
- **Preponderance of the Evidence** – The evidence/information presented supports the finding that it is more likely than not that the conduct violation occurred. This standard is used in adjudicating all cases through the Student Conduct Process.
- **Student** – Student is an individual admitted, enrolled, or registered for any University course or program, regardless of the medium of the course or program, or degree-seeking status, or when not enrolled or registered for a particular term, who is eligible to enroll in future terms without seeking readmission. A student who withdraws, is academically dismissed after allegedly violating the Student Code of Conduct or has a continuing relationship with the University is still considered a student. For the purpose of this Regulation, the term “student” may be interchangeable with “student organization” when the term “student organization” is not directly specified.
- **Student Organization** – A student group that is officially registered or recognized by the University, including, but not limited to, political groups, social groups, honor and professional societies, fraternities and sororities, and sport clubs.
- **Temporary Restrictions** – Actions that SCED may take upon receipt of an incident report or during the Student Conduct Process. These actions may include, but are not limited to, interim suspension, a removal from on-campus housing, no contact orders, restrictions from clubs, events, and organizational activities, and/or restrictions from specific areas on University premises. Temporary restrictions may be amended or lifted throughout the Student Conduct process.
- **Transcript Overlay** – Notation on a student’s academic transcript that states the student is not in good conduct standing resulting from suspension or expulsion.
- **University** – All campuses of the University of South Florida.
- **University Activity or University Program** - Any function or event that is hosted,

sponsored, or organized by any University member when acting in their official capacity, group, or organization, including but not limited to, student organizations. This includes, but is not limited to, coursework and other academic activities, education abroad, field trips, retreats, social events, philanthropies, and community service events.

- **University Conduct Board** - A panel of faculty, staff, and students who have been trained to participate in the adjudication of student conduct cases.
- **University Official** – Any individual the University employs, contracts, or appoints to perform assigned teaching, research, administrative, professional, or other responsibilities (e.g., faculty, staff, administrators, student staff, USF Police).
- **University Premises** – Any building or property owned or controlled by the University within the same reasonably contiguous geographic area and used by the University in direct support of, or in a manner related to, the University’s educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to that previously described in this paragraph that is owned by the University, but that is controlled by another individual, is frequently used by students, and supports University purposes (e.g., a food or other retail vendor).
- **Will** – Used in the imperative sense.
- **Witness** – An individual with direct knowledge about or involvement in an alleged violation of the Student Code of Conduct.
- **Written Notice** –Communication regarding the student conduct process will be sent to the charged student or student organization, and in specific cases the complainant, by e-mail to their official University of South Florida e-mail address, which will be SCED’s primary means of communication with students. The delivery of written notice through the official University email will constitute full and adequate notice under the Code. Students are responsible for all communications delivered to their University email address. Written notice to student organizations will be sent to the USF email address on file with the University. If the student is under 18 years of age, written notice will be sent to the student’s parent or guardian.

## VI. CONDUCT VIOLATIONS

The behaviors outlined below are prohibited by this Regulation. The following conduct violations are broadly defined and are not exhaustive in terms.

**Aiding and Abetting** - The prompting, facilitating, or encouraging of others to violate standards of behavior.

## **Alcohol**

1. Possession or consumption of alcohol when under the legal drinking age as defined by Florida law.
2. Unlawful sale, distribution, and/or manufacturing of alcohol.
3. Public consumption and/or intoxication according to local ordinance.
4. Hosting or sponsoring a gathering at which the underage consumption of alcohol may or has occurred.
5. Control or operation of any mode of transportation while impaired by alcohol.
6. Use and/or possession of devices with the intent to use for rapid or excessive consumption of alcohol, including but not limited to funnels, ice luges, and beer bongs.
7. Possession and/or use of kegs, coolers, party balls and/or other common source containers.
8. Reporting to class, an organizational meeting or other University authorized event while under the influence of alcohol.
9. Failure to abide by [USF Policy 30-023 Alcohol & Drug Policy](#) and all University protocols, state, and federal laws regarding alcohol.

**Bribery** – Knowingly taking or making an offer, gift, receipt, or solicitation of money, materials, goods, services or anything of value by the student or others for the purpose of procuring or providing an advantage to which they are not otherwise legally entitled.

**Complicity** – To be associated with a violation of any University policy or regulation including, but not limited to, failure to remove oneself from the area or incident where a violation is being committed or attempted.

**Damage to Property** – Intentional and/or unintentional destruction or vandalism of University buildings or property, private property, and/or personal property.

**Dating Violence** – Violence, on the basis of sex, committed by a person, who is in or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

## **Disruptive Conduct**

1. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the processes and/or functions of the University or the rights of members of the University community.

2. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the academic environment, and/or failure to abide by [USF Regulation 3.025 Disruption of Academic Process](#).
3. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the freedom of movement and speech, and/or academic freedom of any member or guest of the University community.
4. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the student conduct process.
5. Actions and/or behaviors that are disorderly, unruly, and/or disturb the peace.

### **Distribution of Material and Solicitation**

1. Distribution of, including but not limited to handing out, stacking, and/or placing in racks, commercial material or advertisements.
2. Commercial solicitation on University property without prior approval.
3. Distributing commercial literature of any kind on automobile windshields.
4. Posting of any commercial material.
5. Parking vehicles or constructing displays that have a predominant or primary commercial solicitation purpose on University property without appropriate approvals or the appropriate student or employee permit.
6. Use of the University email system or University email in violation of Policy 0-502 Appropriate Use of Information Technology Resources.
7. Failure to abide by [USF Regulation 6.026 Distribution of Material and Solicitation on Campus](#).

**Domestic Violence** – Violence, on the basis of sex, committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, or by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the state of Florida, or by any other person against an adult or youth complainant who is protected from that person’s acts under the domestic or family violence laws of the state of Florida. To categorize an incident as domestic violence, the relationship between the respondent and complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

**Drugs** - Includes, but is not limited to, any narcotic, central nervous system stimulant, hallucinogenic, barbiturate, or other substance treated as such.

1. Misuse or illegal possession of a regulated or controlled substance.

2. Manufacturing, distributing, selling, or attempting to obtain any controlled substance that is prohibited by law.
3. Un-prescribed use, possession, distribution, selling, or attempting to obtain any prescription drug (one's own or another's) that is prohibited by laws.
4. Possession of paraphernalia used for the consumption and/or use of drugs that may include, but not limited to bong, hookahs, rolling papers, baggies, scales, and pipes.
5. Knowingly inhaling or ingesting a substance (e.g., nitrous oxide, glue, paint, etc.) that may alter a student's mental state.
6. Control or operation of any mode of transportation while impaired by a regulated or controlled substance.
7. Reporting to class, an organizational meeting or other University authorized event while under the influence of drugs.
8. Failure to abide by [USF Policy 0-610 Drug-Free Workplace](#) and all University protocols, state, and federal laws regarding drugs.

#### **Failure to Comply**

1. Failure to comply with an official request or lawful directive of law enforcement or a University Official acting within the scope of their assigned duties. This includes failing to comply with assigned conduct sanctions and/or related University sanctions.
2. Failure to identify oneself or produce USF identification upon request by a University Official.

#### **False Information**

1. Knowingly withholding related information or making a false or misleading oral or written statement to the University and/or any University Official.
2. Unauthorized alteration, possession, purchase, forgery, or misuse of any document, record, or form of identification, including requests for support or excuse from academic assignment or other University service. The University has the right to authenticate or research the reliability of any document provided by a student or student organization.
3. Knowingly providing false or misleading information during proceedings under the Student Code of Conduct, including knowingly submitting a false complaint for any University process.

4. Failure to provide complete and accurate responses to the prior conduct section of the admissions application.

**Fire and Safety**

1. Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.
2. Removing, damaging, interfering, or tampering with any fire safety equipment (e.g., smoke detectors, sprinklers, fire alarms).
3. Failure to evacuate during a fire alarm in any University facility or at any University event.
4. Engaging in action(s) that cause or attempt to cause a fire or explosion including but not limited to the release of chemicals or substances that can cause harm to another individual's health.

**Gambling** – Engaging in or offering games of chance for the exchange of money or other gain that may be in violation of Florida laws.

**Harassment** – Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity.

Bullying conduct that meets the standard for harassment set forth above is included in this violation and are not protected by freedom of expression.

Failure to abide by [USF Policy 0-007 Diversity and Equal Opportunity - Discrimination and Harassment](#) and all University protocols and federal/state laws regarding discrimination.

**Hazing** - Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of an individual(s) for purposes of initiation and/or admission into, or association with and/or the perpetuation or furtherance of a tradition or ritual of any recognized student organization or non- affiliated organization. The consent or permission of the individual(s) does not eliminate responsibility.

1. Hazing includes, but is not limited to pressuring or coercing an individual(s) into violating state or federal laws; any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of an individual(s); or any activity that would subject an

individual(s) to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of an individual(s). Additionally, any hazing that results in permanent and/or serious bodily injury or death.

2. Soliciting an individual(s) to commit or is actively involved in the planning of any act of hazing.
3. Failure to abide by [USF Regulation 6.0023 Prohibition and Prevention of Hazing Regulation](#) and all University protocols, state, and federal laws regarding hazing.

**Health and Safety** – Conduct non-compliant with University policies, guidelines, or directives related to the health and safety of the University community.

**Physical Violence**

4. Intentional touching or striking of an individual(s) against their will, or any action causing or attempting to cause potential damage, injury, or harm. This includes, but is not limited to, punching, slapping, scratching, or striking with one's body or with any object.
5. Unintentional touching or striking of an individual(s) against their will, or any action causing or attempting to cause potential damage, injury, or harm that is with conscious disregard for consequences.

**Residence Hall Policies** – Failure to abide by any policy or regulation governing University Housing (e.g., rental agreement, Resident Handbook).

**Retaliation** – Words or action(s) taken against an individual because of the individual's participation in a protected activity that would discourage a reasonable person from engaging in a protected activity. Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or educational actions. Protected activity includes an individual's participation in the reporting, investigation, and/or resolution of an alleged violation of the Student Code of Conduct. Additionally, protected activity includes an individual's opposition to policies, practices and/or actions that the individual reasonably believes are in violation of the Student Code of Conduct. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the charged student, the complainant, or any other individual or group of individuals.

**Sexual Assault (defined as Sex Offenses, Forcible)** – Any sexual act directed against another individual, without the consent of the complainant, including instances in which the complainant is incapable of giving consent.

1. Forcible Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person forcibly or against that person's will (non-consensually) or in instances in which the Complainant is incapable of giving consent.
2. Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly or against that person's will (non-consensually) or in instances in which the Complainant is incapable of giving consent.
3. Sexual Assault with an Object: The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person forcibly or against that person's will or in instances in which the Complainant is incapable of giving consent.
4. Forcible Fondling: The touching of the private body parts of another person (buttocks, groin, breasts), for the purpose of sexual gratification, forcibly, or against that person's will (non-consensually), or when the Complainant is incapable of giving consent.

**Sexual Exploitation** – Taking non-consensual or abusive sexual advantage of an individual for their own benefit or for the benefit of anyone other than the individual being exploited, and that the conduct does not otherwise constitute sexual harassment under this policy. Examples of sexual exploitation include, but are not limited to:

1. Sexual voyeurism (such as observing or allowing others to observe an individual undressing or using the bathroom or engaging in sexual acts, without the consent of the individual being observed).
2. Invasion of sexual privacy.
3. Taking pictures, videos, or audio recording of another in a sexual act, or in any other sexually- related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity, or exceeding the boundaries of consent (such as allowing another individual to hide in a closet and observe sexual activity or disseminating sexual pictures without the photographed individual's consent), including the making or posting of revenge pornography.
4. Prostituting another individual or solicitation of prostitution.
5. Engaging in sexual activity with another individual while knowingly infected with human immunodeficiency virus (HIV) or a sexually transmitted disease (STD) or infection (STI), without informing the other individual of the infection.

6. Causing or attempting to cause the incapacitation of another individual (through alcohol, drugs, or any other means) for the purpose of compromising that individual's ability to give consent to sexual activity, or for the purpose of making that individual vulnerable to non-consensual sexual activity.
7. Misappropriation of another individual's identity on apps, websites, or other venues designed for dating or sexual connections.
8. Forcing an individual to take an action against their will by threatening to show, post, or share information, video, audio, or an image that depicts the individual's nudity or sexual activity.
9. Knowingly soliciting a minor for sexual activity.
10. Engaging in sex trafficking,
11. Creation, possession, or dissemination of child pornography.

**Sexual Harassment** – Conduct on the basis of sex/gender or that is sexual that satisfies one or more of the following:

1. Quid Pro Quo: A USF employee, conditions the provision of an aid, benefit, or service of the University, on an individual's participation in unwelcome sexual conduct. Refer to [USF Policy 0-004 Sexual Misconduct/Sexual Harassment \(Including Sexual Violence\)](#).
2. Unwelcome conduct, determined by a reasonable individual, to be so severe, and pervasive, and objectively offensive, that it effectively denies an individual equal access to the University's education program or activity.

**Sex Offenses, Non-Forcible**

1. Incest - non-forcible sexual intercourse, between individuals who are related to each other, within the degrees wherein marriage is prohibited by Florida law.
2. Statutory Rape – non-forcible sexual intercourse, with an individual who is under the statutory age of consent as defined by Florida law.

**Stalking-** Engaging in a course of conduct directed at a specific individual that would cause a reasonable individual to fear for the individual's safety, or the safety of others; or suffer substantial emotional distress. For the purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the charged student directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes,

surveils, threatens, or communicates to or about an individual, or interferes with an individual's property. Reasonable person means a reasonable person under similar circumstances and similar identities to the complainant. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

**Student Organization Misconduct** – Failure to abide by any University and/or department policy or protocol governing the operation of student organizations, sport clubs, teams, etc.

**Technology** – Improper use of technology hardware or software including but not limited to computers, e-mail, cell phones, video cameras, and drones.

1. Unauthorized downloading or facilitating others to download copyrighted music, films, and other documents without authorization.
2. Non-consensual recording of wire, oral, or electronic communication acquired by any device when such communication is uttered by an individual exhibiting an expectation that such communication is not subject to interception under circumstances justifying such expectation (i.e., an individual has a reasonable expectation of privacy). University facilities, including but not limited to, classrooms, labs, and lecture halls during course delivery are not open to the public and students may not engage in recording class sessions except as provided by [law](#).
3. Failure to abide by [USF Policy 0-502 Appropriate Use of Information Technology Resources](#).
4. Failure to abide by [USF Policy 6-036 Unmanned Aircraft \(Drone\) Operations](#).

**Theft** – Taking, attempting to take, or keeping possession of property or services not belonging to the student or student organization.

**Threats of Violence** - A threat by word or act to do violence to an individual(s).

#### **Unauthorized Access and/or Use**

1. Unauthorized access or entry to University facilities or any property of any member of the University community without ~~permission~~
2. Duplication or use of University keys or access cards without permission.
3. Accessing, duplicating, photographing, altering, disseminating, and/or misusing any University material (including University intellectual property), files document or record, computer records, software, data files, and similar entities owned or maintained

by any member of the University faculty, administration, staff, or student body.

4. Misuse of the official University brand to include, but not limited to the logo, mark, monogram, seal, or other graphic identity symbol.
5. Misuse of facilities in violation of any University Policy or Florida Law, including but not limited to willfully entering a restroom or changing facility designated for the opposite sex on campus, and refusing to depart when directed by a university official as defined in §553.865, Florida Statutes only with the exception of the following circumstances:
  - a. to accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person, or a person with a disability;
  - b. for law enforcement or governmental regulation purposes;
  - c. for the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk;
  - d. for custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or
  - e. if the appropriately designated restroom or changing facility is out of order or under repair, and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.
  - f. For purposes of this conduct violation only, "sex" is defined pursuant to §553.865, Florida Statutes only.

**University Policy and/or Local Ordinance, State, or Federal Law (as determined by the University)** – Failure to adhere or abide by policies, including but not limited to, local ordinance, state law or federal law.

**Weapons, Firearms, or Explosive Devices** – The illegal possession, storage, use or sale of any weapon (lethal or non-lethal), firearm, ammunition, or any incendiary, explosive or destructive device. This includes, but is not limited to, fireworks, switchblade knives, air soft guns, dangerous chemicals, corrosive and/or biological chemicals or agents as restricted by University policies and/or protocols. This also covers any item used as a weapon to cause actual physical harm or threaten physical harm. Reference [USF Policy 6-009 Weapons on USF Property](#).

## VII. STUDENT CONDUCT PROCESS

### Filing an Incident Report

A student and student organization's conduct may be reported to SCED by any individual or entity for review of a potential conduct violation(s). A report may be submitted in writing

using the designated referral form. Currently the form is the [Student Conduct Incident Report](#).

Incident reports must be submitted within six (6) months following the incident or obtaining knowledge about the incident, whichever is later. Exceptions to this filing time include, but are not limited to, cases involving sexual harassment, dating violence, domestic violence, and stalking and may include other extraordinary cases, as determined by the Director of SCED, or designee.

All reported information will be reviewed by the Director of SCED, or designee, to determine appropriate next steps to include, but are not limited to, further fact gathering, issuance of charges, referral to another department, or an information meeting to determine resolution of the report and potential conduct violations.

### **Temporary Restrictions**

Temporary restrictions may be issued to ensure a safe environment that promotes personal accountability and supports student success. SCED can issue temporary restrictions to any student or student organization involved in an incident, regardless of whether a determination of potential violations has been made. These may include, but are not limited to, interim suspension, removal from on-campus housing, no contact orders, restrictions from clubs, events, and organizational activities, and/or restrictions from specific areas on University premises. The student or student organization will receive written notice detailing the issued temporary restrictions.

The charged student's enrollment status will remain unchanged pending the outcome of a Formal Hearing, except in cases of interim suspension. The hearing outcome will indicate if enrollment status will be changed between written notice of outcome of a Formal Hearing and the conclusion of an Appeal, if applicable.

### **Interim Suspension**

An interim suspension is an immediate temporary separation from the University. Conditions may include restriction from University premises (including temporary restriction from living on-campus), participation in academic endeavors, and University-related activities. Interim suspensions will be expedited through the Student Conduct Process.

An interim suspension may be imposed at the discretion of the Vice President for Student Success, or designee, to ensure one or all of the following:

1. The safety and well-being of members of the USF community or preservation of USF property.
2. The student's continued presence or the student organization's continued activities, or use of privileges, is not likely to pose an ongoing threat, disruption, or

interference with the normal operation of USF.

When an interim suspension is imposed, the charged student or student organization will receive written notice to attend a scheduled Informational Meeting with a Hearing Officer. The written notice will include date, time, and location of the meeting, as well as the specific charges of violations of the Code, a brief description of the allegation(s), the conditions of interim suspension, and any other detail to prepare for the Student Conduct Process.

An Informational Meeting will occur (see Informational Meeting) and the Hearing Officer will review available information to determine if the interim suspension will remain, be modified, or lifted. The charged student or student organization will receive written notice within two (2) days after the Informational Meeting regarding the status of interim suspension.

If the charged student or student organization fails to attend the Informational Meeting, they will have waived their opportunity to participate in the Informational Meeting, and SCED will proceed with scheduling a Formal Hearing. The type of Formal Hearing forum will be determined based on the severity of charges and/or possible sanctions (e.g., suspension or expulsion).

If a charged student is placed on an interim suspension, but the charged student is subsequently found not responsible for the conduct violation, the University must:

1. Correct any record of the change in enrollment status in the charged student's permanent records, and report in a manner compliant with state and federal laws, and
2. Refund the charged student: a pro rata portion of any charges for tuition and out-of-state fees, as appropriate, if the temporary revocation or suspension of the charged student's ability to attend classes lasts for more than ten (10) days.

In cases where the President determines that the health, safety, or welfare of the charged student or the University community is involved, a charged student's privileges within the University, including the ability to attend classes or engage in University activities, may be suspended on an interim basis.

### **Issuance of Charges**

The Director of SCED, or designee, will review the incident report to determine if further fact gathering is necessary or if sufficient information exists for the issuance of charges of violations of the Code. In general circumstances, a review of the incident report will be completed to make a determination to issue charges within fifteen (15) days of receipt of the incident report unless further fact gathering is determined necessary by the Director of SCED, or designee.

If sufficient information exists, the student and student organization will receive written notice of

charges. The written notice will include date, time, and location of the Informational Meeting, as well as the specific charges of violations of the Code, a brief description of the allegation(s), an invitation to attend an informational meeting, and any other detail to prepare for the Student Conduct Process.

### **Informational Meeting**

The charged student or student organization, and in specific cases, complainant will be invited to attend an Informational Meeting with a Hearing Officer. An informational meeting is an opportunity for the Hearing Officer to explain the Student Conduct Process, due process rights, allegations, and charges, and review all available information supporting the charges of violations of the Code. The charged student, student organization, and in specific cases, complainant will receive written notice no later than five (5) days prior to the date of the Informational Meeting. This is a private meeting and will be closed to spectators, unless otherwise specified (e.g., advisor).

If the charged student or student organization, and in specific cases, complainant fails to attend or re-schedule an informational meeting, they will have waived their opportunity to participate in an Informational Meeting, and SCED will proceed with scheduling a Formal Hearing. The type of Formal Hearing forum will be determined by the Director of SCED, or designee, based on the severity of charges and/or possible sanctions (e.g., suspension or expulsion).

### **Due Process Rights**

#### **Charged Student/Student Organization**

The charged student and student organization has the following rights during the Student Conduct Process:

1. To be accompanied by an advisor of their choice and expense throughout the Student Conduct Process. For cases under the jurisdiction of Policy 0-004., the University will appoint an advisor for the purpose of cross-examination during a Formal Hearing, if one is not chosen.
2. Written notice of the charges and allegations.
3. A fair and impartial hearing.
4. The right to presumption that no violation occurred. The burden of proof is on the University, and the standard of proof is the preponderance of the evidence.
5. The opportunity to present relevant information.
6. To not provide self-incriminating testimony. Invoking the right against self-

incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.

7. The opportunity to review all available inculpatory and exculpatory information supporting the charges of violations of the Code, including all known witnesses who have or may provide information prior to resolution.
8. To receive written notice of the outcome of the selected resolution option within five (5) days of the Resolution Agreement or Formal Hearing.
9. The opportunity to present and question witnesses and, in specific cases, complainants in accordance with the Formal Hearing procedure.
10. To submit a written appeal (*See Appeal*).

*In addition to the above, a charged student has the following rights in cases of alleged sexual harassment, stalking, and violence:*

- a. The ability to request alternate arrangements for participation in the Formal Hearing via live video from another location, and/or to participate in a manner that avoids direct contact with the complainant as long as such participation does not infringe on the charged student's right to question the complainant during the Formal Hearing or infringe on the implementation of Formal Hearing procedure.
- b. To submit a written impact statement in advance of the Formal Hearing.
- c. To not have prior sexual history considered, except for the testimony offered by the complainant or respondent about their shared sexual history that the panel deems relevant, when determining if a conduct violation has occurred.

### **Complainant**

A complainant has the following rights during the Student Conduct Process:

1. To be accompanied by an advisor of their choice and expense throughout the Student Conduct Process. For cases under the jurisdiction of Title IX of the Education Amendments of 1972, the University will appoint an advisor for the purpose of cross-examination during a Formal Hearing, if one is not chosen.
2. Written notice of the charges and allegations.

3. A fair and impartial hearing.
4. The opportunity to present relevant information.
5. To not provide self-incriminating testimony. Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
6. The opportunity to review all available inculpatory and exculpatory information supporting the charges of violations of the Code, including all known witnesses who have or may provide information prior to resolution.
7. To receive written notice of the outcome of the Formal Hearing within five (5) days of the hearing.
8. The opportunity to present and question witnesses and the charged student in accordance with the Formal Hearing procedure.
9. To submit a written appeal (*See Appeal*).
10. The ability to request alternate arrangements for participation in the Formal Hearing via live video from another location, and/or participate in a manner that avoids direct contact with the charged student as long as such participation does not infringe on the complainant's right to question the charged student during the Formal Hearing or infringe on the implementation of Formal Hearing procedure.
11. To submit a written impact statement in advance of the Formal Hearing.
12. To not have prior sexual history considered, except for the testimony offered by the complainant or respondent about their shared sexual history that the panel deems relevant, when determining if a conduct violation has occurred.

**Advisor**

The charged student, student organization, and in specific cases, complainant (unless the conduct violation is under the jurisdiction of Title IX of the Education Amendments of 1972) may be accompanied by an advisor of their choice and expense throughout the Student Conduct Process with the following guidelines:

1. The advisor cannot have a potential conflict of interest between the University and/or the case or create an unreasonable conflict with the fair administration of the Student Conduct Process. For example, the advisor cannot serve in any other role, including as

a witness, an investigator, decider of fact, hearing officer, member of a committee or panel convened to hear or decide the charge or any appeal.

2. The advisor may be present to advise the student and may participate in all aspects of the proceeding but shall not testify for the student. If the advisor is an advocate or legal representative, they must adhere to the same guidelines as any other advisor.
3. It is the student, student organization, and complainant's responsibility to make appropriate arrangements for their advisor to accompany them throughout the Student Conduct Process. The conduct process will not be delayed due to scheduling conflicts of the chosen advisor.
4. The advisor may be dismissed from the Student Conduct Process for failure to adhere to the parameters of their role. This dismissal will not affect the process, and all proceedings will continue.

In cases under the jurisdiction of Title IX of the Education Amendments of 1972, the charged student, student organization, and complainant may be accompanied by an advisor of their choice\* throughout the Student Conduct Process. The following pertains to the role of the advisor in these specific cases.

The advisor must conduct cross-examination of the charged student, student organization, complainant, and witness(es). If the charged student, student organization, or complainant does not have an advisor of their choosing present at the Formal Hearing, the University shall appoint an advisor of the University's choosing for the sole purpose of conducting cross-examination. The University cannot guarantee the appointed advisor will be equal to the chosen advisor of the charged student, student organization, or complainant. Specifically, should the charged student, student organization, or complainant's chosen advisor be an attorney, the University is not obligated to appoint an advisor who is an attorney. A party may reject the University's appointment of an advisor, but they may not proceed without an advisor.

If the party's advisor will not conduct the cross-examination, the University will appoint an advisor who will do so thoroughly, regardless of the participation or non-participation of the advised party in the hearing itself.

*\*Choosing an advisor who is also a witness in the Student Conduct Process creates potential for bias and conflict of interest. A charged student, student organization, or complainant who chooses an advisor who is also a witness can anticipate the issues of potential bias will be explored by the Hearing Officer/Hearing Body.*

## **Resolution Options**

A student or student organization has the right to a resolution of any alleged violation of the Code through the Student Conduct Process unless waived as outlined below. The Student Conduct Process provides two resolution options. Cases involving allegations of sexual harassment, stalking, and violence will be resolved by a Formal Hearing, consistent with state and federal guidelines.

**a. Resolution Agreement\***

Available when the charged student or student organization waives their right to a Formal Hearing and appeal, and requests that the Hearing Officer conducting the Informational Meeting determine the findings and applicable sanctions. The Hearing Officer reserves the right to collect additional relevant information to make an informed decision. The meeting will not be audio-recorded, and the written outcome will serve as the official record of the Resolution Agreement. The student or student organization will receive written notice of the outcome of the Resolution Agreement within five (5) days, except in the case of extraordinary circumstances. Written notice of the Resolution Agreement will include the determination regarding responsibility for conduct violations and applicable sanctions.

*\*Not available for cases that could result in removal from on-campus housing or separation from the University.*

If a Resolution Agreement is not signed, a student or student organization, and in specific cases, complainant has up to three (3) days after the Informational Meeting to choose a hearing forum. If the charged student or student organization fails to select a hearing forum, SCED will proceed with scheduling a Formal Hearing. The type of Formal Hearing forum will be determined by the Director of SCED, or designee, based on the severity of charges, information gathered, and/or possible sanctions (e.g., suspension/expulsion).

**b. Formal Hearing**

Formal Hearings include two types of forums: 1) Administrative Hearing and 2) University Conduct Board.

**i. Administrative Hearing**

ii. Conducted by a single Hearing Officer who serves as the Hearing Body. If the charged student elects an Administrative Hearing, the charged student waives their right to the University Conduct Board.

**iii. University Conduct Board (UCB)**

Conducted by a panel which serves as the Hearing Body. The UCB consists of two (2) students and one (1) faculty or staff member. A non-voting Hearing Officer will moderate the hearing and be excluded from deliberations. If the charged student elects a University Conduct Board, the charged student waives their right to an Administrative Hearing. The panel is selected from a pool of

trained students, faculty, and staff who are members of the UCB. UCB members go through a formal recruitment, selection, and training process facilitated by SCED.

If the charged student or, in specific cases, the complainant fails to select a formal hearing forum, the formal hearing forum will be determined by the Director of SCED or designee, based on the severity of charges and/or possible sanctions (e.g. suspension/expulsion). If both parties do not agree on the hearing forum, the chosen hearing forum will be a University Conduct Board. This includes cases under the jurisdiction of Policy 0-004.

## **VIII. FORMAL HEARING PROCEDURES**

### **Scheduling**

SCED will make a good-faith effort to schedule Formal Hearings around academic class schedules considering the availability of individuals involved in the hearing procedures and the normal operations of SCED.

### **Hearing Notice**

The charged student or student organization will receive written notice and access to relevant information no later than ten (10) days prior to the date of the Formal Hearing. The written notice will include date, time, and location of the hearing, as well as the specific charges of violations of the Code, a brief description of the allegation(s), names of witnesses to be called by the University, a list of available inculpatory and exculpatory information to be used in the hearing, an outline of the Formal Hearing proceeding, and the name(s) of the Hearing Officer and Hearing Body. In cases involving sexual harassment, stalking, and violence, or under the jurisdiction of Policy 0-004, the charged student or student organization, and complainant will receive similar written notice and access to relevant information no later than fifteen (15) days prior to the date of the Formal Hearing.

### **Witnesses and Relevant Information**

The charged student or student organization can request the participation of additional witness(es) to provide relevant information during a Formal Hearing. The charged student or student organization must provide the names and email addresses of additional witnesses at least five (5) days prior to the hearing to the Hearing Officer. The Hearing Officer may limit the participation of additional witnesses only if they are not relevant. Character witnesses or witnesses who cannot provide relevant information regarding the specific incident will not be permitted to participate in the Formal Hearing.

The charged student or student organization, and in specific cases, complainant is responsible for contacting and notifying additional witnesses they request to participate in the Formal Hearing. The Formal Hearing shall not be delayed due to a scheduling conflict of the witness.

In the event a witness is unable to participate in the scheduled Formal Hearing, the witness may submit a written statement at least five (5) days prior to the hearing to the Hearing Officer for consideration. A late witness statement submission will not be considered. The charged student or student organization, and in specific cases complainant, has the opportunity to respond to the written statement and may offer information to rebut the witness statement and other information presented at the Formal Hearing. The inability of the charged student or student organization, and in specific cases, complainant, to question a witness who has provided a written statement is not a violation of the charged student, student organization, or complainant's due process rights. If a submitted statement is deemed relevant, it will be considered during the Formal Hearing, as well as any existing relevant information submitted by the witness however may not be solely relied upon for determining responsibility by the Hearing Officer/Hearing Body. In absence of a submitted statement, any existing relevant information submitted by the witness would be considered during the Formal Hearing, however, may not be solely relied upon for determining responsibility by the Hearing Officer/Hearing Body.

The Hearing Officer may collect additional relevant information regarding the incident, after the Informational Meeting, if a Formal Hearing is the selected hearing forum. The charged student, student organization, or in specific cases, complainant will receive written notice of and be provided the opportunity to review all relevant information to be used in the Formal Hearing supporting the charges of violations of the Code at least ten (10) days prior to the hearing. Relevant records, exhibits, and written statements may be submitted by the charged student or student organization for review of relevance by the Hearing Officer. Any information the charged student, student organization, or in specific cases the complainant intends to use must be submitted to SCED at least five (5) days prior the Formal Hearing, except in cases under the jurisdiction of Title IX of the Education Amendments of 1972, in which the information must be submitted at least ten (10) days prior to the Formal Hearing.

### **Challenging Impartiality in a Formal Hearing**

The charged student, student organization, or in specific cases, complainant may challenge the inclusion of any member of the Hearing Body. The challenge must be submitted in writing to the Director of SCED and must detail an actual bias (such as conflict of interest) that would significantly impact their right to a fair and impartial hearing. The challenge must be submitted at least five (5) days prior to the Formal Hearing. The Director of SCED, or designee, will review the challenge and make a final decision that is not appealable.

### **Postponements**

Any request to postpone a Formal Hearing must be submitted in writing by the charged student, student organization, or complainant to the Director of SCED as least five (5) days prior to the hearing. The request must state the reason(s) for the postponement. The Director of SCED, or designee, will review the request and make a final decision. The University is not

required to postpone the Student Conduct Process pending the outcome of any civil or criminal case.

### **Failure to Attend**

If a charged student, student organization and in specific cases, complainant fails to attend a scheduled Formal Hearing, the hearing will occur, and an outcome will be made in their absence.

If a witness(es)/complainant fails to appear, statements given prior to the Formal Hearing may be reviewed at the Hearing in their absence; however, the statements may not be sufficient to determine a finding of responsibility.

### **General Principles of Formal Hearings**

The following general principles apply to all Formal Hearings regardless of hearing forum. The charged student or student organization and in specific cases, complainant will receive information that outlines the Formal Hearing proceeding prior to the hearing.

1. Formal Hearings are private and will be closed to spectators, unless otherwise specified (e.g., advisor).
2. The burden of proof in a Formal Hearing is on the University. The standard of proof is the preponderance of the evidence. The finding of responsible or not responsible on the charges is solely based on the information presented at a Formal Hearing.
3. Formal Hearings, excluding deliberations, will be recorded by audio or video. The Formal Hearing may only be recorded by the University and the recording will be the property of the University.
4. Formal Hearings are not subject to the formal rules of evidence and procedures governing criminal and civil court proceedings.
5. A charged student or student organization and in specific cases, complainant have the opportunity to present relevant information.
6. No irrelevant information, including character statements, should be discussed, or considered in the Formal Hearing.
7. The Hearing Officer may limit the participation of witnesses, only if they are not relevant.
8. The Hearing Officer may provide advice regarding the scope, direction, or tone of

questioning.

9. For cases under the jurisdiction of Title IX of the Education Amendments of 1972, all cross-examination of the charged student, student organization, complainant, and witnesses must be conducted directly and orally by the individual's advisor. At the Formal Hearing, before the charged student, student organization, complainant, or witness can respond to a question posed by an advisor, the decision-maker(s) must first determine whether the question is relevant, and if not, explain the basis for disallowing the question.
10. Prior student conduct may be considered in determining appropriate sanctions.
11. In cases involving multiple charged students, information presented at a Formal Hearing may be used in a related case as long as all Formal Hearing procedures contained within the Code are satisfied.
12. The Hearing Body will make a recommendation of the decision and sanctions to the Hearing Officer. The Hearing Officer may adopt or modify the recommendation of the Hearing Body. If the recommendation is not adopted, the Hearing Officer will include the reason for modifying the recommendation in the Formal Hearing outcome letter.
13. The charged student or student organization and in specific cases, complainant will receive written notice of the formal hearing outcome within five (5) days of the Formal Hearing. The formal hearing outcome will include the determination regarding responsibility for conduct violations and applicable sanctions.

#### **IX. BASIS FOR APPEAL AND APPEAL PROCESS**

The charged student or student organization and in specific cases, complainant may appeal in writing the outcome of a Formal Hearing within five (5) days of the date of the Formal Hearing outcome letter. The appeal must be in writing to the Dean of Students, or designee, and the burden of proof rests with the individual or organization appealing to clearly demonstrate the basis for appeal.

##### **Basis for Appeal**

The basis for appeal includes:

1. A violation of due process rights or failure of the University to follow the Student Conduct Process established in this Code that substantially affected the outcome.
2. The introduction of new information that was not available and could not be presented

at the time of the Formal Hearing. The individual appealing must demonstrate how the new information could have substantially affected the outcome. The outcome of a criminal/civil case or failure to attend the Formal Hearing is not considered new information for the purpose of an appeal.

3. The severity of sanction(s) imposed was disproportionate to the responsible conduct violations. Additionally, for cases under the jurisdiction of Title IX of the Education Amendments of 1972:
4. The Title IX Coordinator, investigators, or Hearing Officer/Hearing Body had a conflict of interest or bias for or against charged students or complainants generally or the specific charged student, student organization, or complainant that affected the outcome.

An appeal is not a rehearing of the conduct case and will not be accepted simply because the individual is dissatisfied with the outcome of the Formal Hearing.

### **Appeal Process**

The Dean of Students, or designee, will serve as the Appellate Officer for all appeals of the Student Conduct Process. The Appellate Officer will determine if there is sufficient information to substantiate the basis for appeal. If so, the Appellate Officer may either deny the appeal, therefore upholding the original outcome of the Formal Hearing, or do one of the following:

If the basis of the appeal is that there was a violation of due process rights or failure to follow the Student Conduct Process which would have substantially affected the outcome, and the Appellate Officer accepts the appeal, the Appellate Officer may request the case be remanded for a new Formal Hearing.

If the basis of the appeal is new information that could not be presented at the time of the Formal Hearing which would have substantially affected the outcome, and the Appellate Officer accepts the appeal, the Appellate Officer may request that the case be remanded for a new Formal Hearing.

If the basis of the appeal is the severity of sanction(s) imposed was disproportionate to the responsible conduct violations, and the Appellate Officer accepts the appeal, the Appellate Officer may modify the sanction(s).

For cases under the jurisdiction of Policy 0.004, if the basis of the appeal is the Title IX Coordinator, investigators, or Hearing Officer/Hearing Body had a conflict of interest or bias for or against charged students or complainants generally or the specific charged student, student organization, or complainant that affected the outcome, and the Appellate Officer accepts the appeal, the charged student, student organization, or complainant, and in specific cases, the Title IX Coordinator, investigators, and Hearing Officer/Hearing Body will be provided a copy of

the submitted appeal and permitted up to five (5) days to submit a response to the Appellate Officer, if applicable. The Appellate Officer may request that the case be remanded for a new investigation, Formal Hearing, or modify the sanction(s).

Except as required to explain the basis of new information, the review of an appeal is limited to the record of the Formal Hearing and supporting documents.

For cases under the jurisdiction of Policy 0.004, the charged student, student organization, or complainant may submit a request to appeal the outcome of the Formal Hearing. The charged student, student organization, or complainant will be notified in writing when an appeal is received. The charged student, student organization, or complainant will be allowed to review and respond, in writing, to any information provided by the charged student, student organization, or complaint for the purpose of an appeal. The outcome of an appeal, for cases under the jurisdiction of Policy 0.004, must be provided to the Title IX Coordinator.

The charged student or student organization or in specific cases, complainant will receive a written notice of their appeal outcome within ten (10) days of receipt of the appeal, except in extraordinary circumstance as determined by the Dean of Students, or designee. The appeal outcome is the final University decision and there are no further internal University appeals.

A student may seek outside judicial review pursuant to Florida Rule of Appellate Procedure 9.190(b)(3) of a final University decision. If a student seeks a review with the court, a copy of the petition must also be officially served to the University of South Florida Office of the General Counsel at 4202 E. Fowler Avenue, CGS 301, Tampa, Florida 33620-4301.

#### **X. SANCTIONS**

Students and student organizations found responsible for conduct violations will be assigned sanctions. Sanctions will be commensurate with the responsible conduct violations. The sanctioning may include consideration of the charged student or student organization's prior conduct record. Sanctions may be more severe for repetitive conduct. Assigned sanctions may include, but are not limited to:

**Alcohol and/or Substance Use Education Sanctions** - Online educational modules, assessments, and/or meeting with a staff member. The charged student or student organization is responsible for any associated fee(s).

**Assignments/Seminar/Workshops:** Requirement to attend, present, and/or participate in an in- person or online, workshop, module, and/or seminar. Written research assignments, behavioral reflection papers, or other educational activities may also be a requirement. These sanctions are intended to provide a student with opportunities to achieve specific learning objectives such as engaging in meaningful reflection on their behavior and the impact on others.

The charged student or student organization is responsible for any associated fee.

**Conduct Probation:** A specified period of time when the charged student or student organization is considered not in good conduct standing with the University. Conduct probation may result in restrictions of privileges and/or activities which may include, but are not limited to, being prohibited from participating in study abroad, serving in specific student leadership roles (e.g., resident assistant, student government). Conduct probation is a period of reflection on behavior and an opportunity to demonstrate satisfactory citizenship. Further conduct violations while on conduct probation may impact the severity of future sanctions.

**Deferred Suspension:** A specified period of time in which suspension is temporarily withheld pending completion of other sanctions by a specified deadline and the demonstration of satisfactory citizenship. A student or student organization on deferred suspension is considered not in good conduct standing with the University. If the charged student or student organization fails to comply with assigned sanctions, the student or student organization will no longer be on deferred suspension and will be immediately suspended with no further appeal. Further conduct violations while on deferred suspension may impact the severity of future sanctions.

**Expulsion:** Permanent separation from the University. The student or student organization is considered not in good conduct standing permanently with the University. The charged student and student organization will not have the ability to return as a student or student organization at any point in time. Expulsion will include a restrictive or no trespass order for all University premises, including on-campus housing. In cases where the sanction(s) determined by the Hearing Body includes expulsion, the charged student or student organization's privileges at the university, including the ability to attend classes and engage in university activities, will be revoked. A transcript overlay will be placed on the charged student's academic transcript and an administrative hold will be permanently placed on the student's account. A record of expulsion will be maintained in the student's permanent conduct file in Student Conduct and Ethical Development.

A student assigned this sanction may forfeit tuition, housing rent and fees, and other University fees. A student will be withdrawn from classes and forfeit academic credit accordingly. Students living in University Housing must contact Housing and Residential Education to determine the financial impact of the cancelled contract.

**Housing Restriction:** A specified period in which a student is restricted from living in and/or visiting all USF residential facilities (which may include dining halls), including the Greek Village. If applicable, a student may be financially liable for any costs associated with the restriction from living in on-campus housing as outlined in the Cancellation section of the University Student Housing Agreement or Greek Housing Agreement.

**No Contact Order:** Official directive requesting a student refrain from making contact with another individual(s). Contact may include communication by telephone, in writing, electronically, by third party,

or in person both on and off campus.

**Restrictions:** Specific loss of privileges that may limit participation in student activities and University events or access and use of University premises, (e.g., athletic teams, leadership positions, certain buildings and/or locations).

**Restitution:** Requirement to reimburse the University and/or an individual for the damage, destruction, or vandalism of University buildings or property, private property, and/or personal property. Restitution will be limited to the actual cost of repair or replacement.

**Suspension:** Separation from the University for a specified period. The student or student organization is considered not in good conduct standing during the period of suspension with the University. The student or student organization will not have the ability to return as a student or student organization until the end of the suspension. Suspension will include a restrictive or no trespass order for all University premises. In cases where the sanction(s) determined by the Hearing Body includes suspension, the charged student or student organization's privileges at the university, including the ability to attend classes and engage in university activities, may be revoked. A transcript overlay will be placed on the student's academic transcript, and an administrative hold will be placed on the student's account during the period of suspension. A record of suspension will be maintained in the student's permanent conduct file in Student Conduct and Ethical Development.

A student affected by this sanction may forfeit tuition, housing rent and fees, and other University fees. A student will be withdrawn from classes and forfeit academic credit accordingly. Students living in University Housing must contact Housing and Residential Education to determine the financial impact of the cancelled contract.

**Written Reprimand** – An official notice of conduct that is not in accordance with the University's standards of behavior. Further conduct violations may impact the severity of future sanctions.

**XI. AUXILIARY AIDS AND SERVICES**

Students may request reasonable accommodations as required in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The student must be registered with the USF Student Accessibility Services and notify SCED in writing a minimum of three (3) days prior to a meeting or hearing.

**XII. PARENTAL NOTIFICATION**

The University considers the student the primary contact for University communications and may restrict communication to the student only. SCED has the discretion to inform any parent or legal guardian of a dependent student under the age of 21 (as provided in [USF Policy 30-020 Parental Notification Policy](#)) when their student has been found responsible for a conduct

violation in regard to the use or possession of alcohol or a controlled substance. A student whose parents or legal guardian are to be notified will be informed prior to such notification and given the opportunity to initiate contact with their parents, if and when possible.

### **XIII. CONDUCT RECORD MAINTENANCE AND RETENTION**

#### **A. Maintenance**

Student and student organization conduct records are maintained in SCED. Information protected under a privilege recognized by federal or state law cannot be disclosed, used, or relied upon unless the person who holds the right to exercise the privilege waives the application of the privilege.

1. All student conduct records in all formats (paper, computer, audio, etc.) resulting in formal charges will be kept in compliance with [General Records Schedule GS5](#), but not for less than seven (7) years from the date of the last incident that the charged student or student organization was involved in that resulted in conduct charges.
2. If a student is suspended or expelled, a record of a violation of University regulations and/or policies will be permanently maintained in the student's or student organization's conduct file in SCED, and a record of separation may be maintained in the Office of the Registrar.
3. SCED maintains all student conduct records in accordance with the Family Education Rights and Privacy Act (FERPA). SCED will abide by all laws requiring privacy with regard to the Student Conduct Process. In addition, as FERPA does not protect the names of students found responsible for crimes of violence, including forcible sex offenses, or an alleged perpetrator of a non-forcible sex offense when the allegations support a finding that a student has committed a violation of the University's rules or policies, the University may be required to release that information upon a Chapter 119 public record request.
4. A student may choose to sign a release form granting SCED staff permission to discuss information related to the student's disciplinary file with any individual that the student designates. This form is available in SCED. Although this form may provide access to information to a third party, the student remains the primary responsible party for compliance.
5. Any educational institution requesting conduct information about a current or former University student is required to submit the request in writing. If a non-educational agency is requesting information, those requests must include the signature of the student granting the release of information related to the student's conduct record.

6. Transcripts of recorded hearings may be prepared and provided by the University upon request by the student. The student may contact the Office of General Counsel to arrange for the preparation of the written transcript by a court reporting service on the student's behalf and at the expense of the requestor. The court reporting service will provide the transcript to the Office of the General Counsel, which will perform a confidentiality review of the transcript and redact any confidential or exempt information pursuant to state or federal law. The requestor will be responsible for the cost of the transcript preparation and confidentiality review.

## **B. Retention**

1. Records resulting in an educational sanction of expulsion or suspension from the University will be permanently maintained in SCED.
2. No personally identifiable record(s) will be kept after a record has been designated for destruction. Statistical data will be maintained but all information that would identify an individual is removed.
3. All paper records will be destroyed by shredding or other similar process. Computer files will be modified in a manner so that only statistical data that cannot identify an individual is kept. Non-paper information (i.e., audio recordings) will be destroyed in a manner that will ensure that the information cannot be traced to any individual or any disciplinary case.

## **C. Record Expungement**

Record expungement allows a student conduct record on file with SCED to be sealed. This includes all information related to the student's documentation, investigation, hearing, and disposition. In general, when completing background check inquiries, expunged records will not be reported as an incident when the student was found responsible. The student will not need to report the record based on the language/definitions of the requesting institution or agency in a background check that the incident ever occurred. The record will still be used for federal, state, and local University reporting requirements but will not be associated with the student's name or student ID.

### *Eligibility*

If the student has only had one disciplinary incident during their enrollment, a request for expungement will be available for consideration:

1. One year after the resolution of a conduct case or in the last term of enrollment,
2. All assigned sanctions have been successfully completed,
3. An expungement has not previously granted, and

The conduct violation(s) did not:

1. Cause personal injury.

2. Cause significant property damage.
3. Include a drug violation that could qualify as a felony charge in the legal system.
4. Disrupt the orderly operation of the University.
5. Violate the firearm, explosives, dangerous chemicals, and ammunition or weaponry regulations of the University.
6. Involve behavior prohibited under Title IX of the Education Amendments of 1972, or any behavior related to sexual assault, sexual harassment, stalking, and/or sexual exploitation, no matter the location of incident.
7. Result in a suspension or expulsion.
8. Occur within the last 30 calendar days.

#### **D. Petition Requirements**

A student meeting the eligibility requirements must submit their petition to the Dean of Students, or designee. The student must submit a [Dean of Student's Expungement Request](#) explaining the justification for the request, a description of what occurred in the conduct incident, and what they learned from the incident. The student must also include:

1. Student's name
2. E-mail address
3. Phone number
4. Date of incident
5. Case number
6. Supporting documentation of an application to graduate or a signed letter from the student's academic advisor stating the intent to graduate and a list of all remaining coursework.

#### **E. Process**

The Dean of Students, or designee, will review the statement, the conduct record, and any other pertinent information they choose to request and/or consider. The decision is at the discretion of the Dean of Students, or designee. The student will receive written notice regarding their petition within ten (10) days of receipt of petition. The decision of the Dean of Students, or designee, regarding the expungement of the conduct record is final and not appealable. An expungement request may be submitted using the [Dean of Student's Expungement Request Form](#).

#### **XIV. INTERPRETATION AND REVISION**

This Regulation applies to all campuses of the University of South Florida; however, non-substantive procedural modifications to reflect the particular circumstances of each campus are permitted. Any questions about the interpretation of the Code should be directed to any of the SCED offices: <https://www.usf.edu/student-affairs/student-conduct-ethical-development/about-us/contacts.aspx>

The University reserves the right to make changes to the Student Code of Conduct as

necessary. The Code shall be reviewed periodically by a committee which shall include student representation under the direction of the Director of SCED.

**HISTORY**

**Date Approved:** Sept. 23, 1985

**Substantively Amended:** Jan. 17, 2024, Aug. 24, 2021, Aug. 14, 2020, Jun. 2, 2020, Apr. 12, 2019, Sept. 28, 2018, Jan. 6, 2014, Dec. 2, 2013, Sept. 22, 2011, Jun. 25, 2009, Jun. 5, 2008, Sept. 27, 2005, Apr. 11, 1999, Dec. 29, 1994, Dec. 2, 1992, Jul. 26, 1992, May 27, 1992

**Technically Amended:** Sept. 9, 2021, Aug. 26, 2019, May 16, 2019, May 6, 2019, Aug. 19, 2016, May 14, 2015, Jun. 23, 2014, Jan. 6, 2014

**Biennial Review:** Jan. 30, 2023

**Other:** Jul. 1, 2020 (Consolidation)

**USF Board of Trustees**  
 March 18, 2024

**Issue:** Expenditure Authorization Requests

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**Proposed action:**

Approval of updated Expenditure Authorization Requests:

	<b>Original Approval</b>		
	<b><u>Amount</u></b>	<b><u>Increase</u></b>	<b><u>New Total</u></b>
a) Recreation Fields Relocation Project	\$4,500,000	\$3,625,000	\$8,125,000
b) Research Park Infrastructure and Fitness Trail Relocation	\$4,500,000	\$2,550,000	\$7,050,000

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**Executive Summary:** The USF Policy for Delegations of General Authority and Signatory Authority requires the approval of the Finance Committee Chair for the procurement of goods and services above \$1.5 million and the approval of the Finance Committee for the procurement of goods and services above \$3 million. Approval is being requested for the items listed above.

**Financial Impact:** Authorization is being requested for **an additional** \$6,175,000 for these projects.

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**Strategic Goal(s) Item Supports:** Goal 5: A strong, sustainable, and adaptable financial base  
**BOT Committee Review Date:** n/a  
**Supporting Documentation Online (please circle):** Yes **No**  
**Prepared by:** Jennifer Condon, Vice President & CFO

## **USF Approval of Expenditures Exceeding Three Million Dollars**

**Project/Initiative Name:** Recreation Fields Relocation

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**Total Project/Initiative Cost:**      Original Approval (Aug 2023) \$4,500,000  
                                                         Updated Cost    \$8,125,000 (\$3,625,000 increase)

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**Description:** (description and rationale for the project/initiative)

Summary of Request:

Seeking spending authorization for \$3,625,000. This represents the balance of the total project budget. Spending authority of \$4.5M was previously provided (half of the \$9M approved by the BOT Finance Committee in August 2023).

Project Summary:

Located in the northeast section of the Tampa campus, the Sycamore Fields are a set of recreation spaces comprised of 4 multipurpose fields, 2 softball fields, and a restroom building. Due to the site location of the On Campus Stadium, the fields will be relocated to Reseach Foundation land on the southwest side of campus and will be in place until such future date (estimated 7-10 years) when the Foundation is prepared to develop the land for research-related purposes. The project scope is outlines below:

- **Recreational Field Relocation: \$8,125,000**
  - Recreational surfaces (multi-purpose field turf, softball field sports turf, softball infield surface)
  - Musco field lighting
  - Sports specific field netting and perimeter fencing
  - Dugouts and Restrooms

The project schedule is aligned to have the fields substantially completed on or around November 28, 2024, enabling access and use for the spring 2025 semester. The design work is complete.

Conclusion:

Seeking expenditure authority for additional \$3,625,000 to finalize the project funding and move forward to project completion.

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**Objective:** (strategic priority or needs the project/initiative addresses; include strategic goal this project/initiative supports)

Supports Strategic Goal #1 - Student success at USF and beyond.

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**Funding Source(s):**

\$2,681,250 Carry Forward  
\$5,443,750 Auxiliary/Local

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**Are the funds supporting the project budgeted or non-budgeted?**

Budgeted

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**Prior Approval Process:**

The relocation project concept was approved by the Finance Committee at its May 23, 2023 meeting and by the Board of Trustees at its June 13, 2023 meeting. Initial spending authority of \$9M was provided by the Finance Committee at its August 08, 2023 meeting and by the Board of Trustees at its August 22, 2023 Meeting. \$4.5M of the approved \$9M is for this project. Prior intent was to use \$4.5M in carryforward funding. This amount has now been reduced to \$2.7M.

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**List Related Projects/Initiatives: (if any)**

On Campus Stadium

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**USF or Campus specific:** Tampa Research Park  
**Prepared by:** Everet Simmons and Allison Madden  
**Date Requested:** 02/27/24

**USF Policy 0-100 requires approval of this expenditure by the USF Board of Trustees Finance Committee.**

## **USF Approval of Expenditures Exceeding Three Million Dollars**

**Project/Initiative Name:** Research Park Infrastructure & Fitness Trail Relocation

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**Total Project/Initiative Cost:**           Original Approval (Aug 2023) \$4,500,000  
                                                          Updated Cost   \$7,050,000 (\$2,550,000 increase)

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**Description:** (description and rationale for the project/initiative)

Summary of Request:

Seeking spending authorization for \$2,550,000. This represents the balance of the total project budget. Spending authority of \$4.5M was previously provided (half of the \$9M approved by the BOT Finance Committee in August 2023).

Project Summary:

A number of essential infrastructure improvements will be made on Research Foundation land which will be part of future long-term build-out of the Research Park Master Plan in advance of USF's Recreation Fields Relocation Project. In addition, the Research Foundation Master Plan provides for a Fitness Trail for a range of uses to promote, walking, jogging, and other fitness endeavors. This trail will be available for USF community use.

Project Details:

Design work for this project is complete and the project scope is outlined below:

- **Research Park Improvements: \$7,050,000**
  - Land clearing and site readiness
  - Well pump upgrades and irrigation lines
  - TECO utility service
  - Underground potable water and sanitary sewers
  - Networking readiness for IT/technology services
  - Conduit and feeders
  - Sidewalks and accessibility
  - Blue light security phones
  - Gravel parking lot
  - Fitness Trail installation

Conclusion:

Seeking expenditure authority for \$2,550,000 to finalize the project funding and move forward to project completion.

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**Objective:** (strategic priority or needs the project/initiative addresses; include strategic goal this project/initiative supports)

Supports Strategic Goal #1 - Student success at USF and beyond.

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**Funding Source(s):**

\$6,350,000 Unrestricted Research Earnings

\$700,000 Research Foundation

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**Are the funds supporting the project budgeted or non-budgeted?**

Budgeted

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**Prior Approval Process:**

The relocation project concept was approved by the Finance Committee at its May 23, 2023 meeting and by the Board of Trustees at its June 13, 2023 meeting. Initial spending authority of \$9M was provided by the Finance Committee at its August 08, 2023 meeting and by the Board of Trustees at its August 22, 2023 Meeting. \$4.5M of the approved \$9M is for this project. Prior intent was to use carryforward funding. This request is also a shift in funding source to use RIA.

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**List Related Projects/Initiatives: (if any)**

On Campus Stadium

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**USF or Campus specific:** Tampa Research Park

**Prepared by:** Everet Simmons and Allison Madden

**Date Requested:** 02/27/24

**USF Policy 0-100 requires approval of this expenditure by the USF Board of Trustees Finance Committee.**

**USF Board of Trustees**  
March 18, 2024

**Issue:** 2023-24 Fixed Capital Outlay Budget and 2023-24 University E&G Carryforward Spending Plan Updates

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**Proposed action:**

- 1) Approve changes to the 2023/2024 Fixed Capital Outlay Budget
  - 2) Approve related changes to the 2023/2024 University E&G Carryforward Spending Plan
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**Executive Summary:**

The USF Board of Trustees approved the 2023-24 Fixed Capital Outlay Budget and the 2023-24 University E&G Carryforward Spending Plan at the August 22, 2023 Board of Trustees meeting. Since that date, there have been additional recommended changes to the plans. These recommended changes are as follows:

- 1) FCO Budget
  - a. The addition of an \$8,125,000 project for the Tampa campus for Rec Fields Relocation with the funding split between carryforward and auxiliary (as submitted on the Expenditure Authorization).
- 2) E&G Carryforward Spending Plan
  - a. The addition of the Rec Fields Relocation project under Large FCO Projects for the carryforward amount only.
  - b. Funds have been moved from Student Services and Enrollment category of funds where they were originally planned now that this project is deemed an FCO project.

**Financial Impact:** The project changes result in a total of \$8.125 million being added to the Fixed Capital Outlay Budget. Carryforward totals remain the same.

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**Strategic Goal(s) Item Supports:** Goals 1 (Student success at USF and beyond) and 5 (A strong, sustainable, and adaptable financial base)

**BOT Committee Review Date:** n/a

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

**Prepared by:** Jennifer Condon, Vice President & CFO

Board of Trustees - New Business - Action Items

University of South Florida  
**FIXED CAPITAL OUTLAY BUDGET for Fiscal Year 2023-24**  
(per s. 1013.61, F.S. and Board Reg. 14.003)

University Contact: Carole Post, VP Facilities & Public Safety Operations  
(name) cpost2@usf.edu 813-974-0880  
(email & phone)

CFSP Item #	Category	Project Title/Name	Description	Total Project Budget Allocation (Total Estimated Project Cost)	Funding Source(s)		Funds Expended Since Inception	Estimated Amt of Funds to be Expended this Year	Remaining Balance	Estimated Project Timeline		Comments
					Source	Amount				Start Date	Completion Date	
	<b>Education &amp; General (E&amp;G) Operating Projects <sup>1</sup></b>			\$1,176,705	E&G Operating Funds	\$1,176,705	\$416,805	\$759,900	\$0		Not Applicable	
	<b>Carryforward (CF) - Small Projects <sup>2</sup></b>			\$47,583,144	CF	\$47,583,144	\$2,291,166	\$42,930,396	\$2,361,582		Refer to detail in Carryforward Spending Plan	
	<b>Carryforward (CF) - Large Projects <sup>3</sup></b>											
		LIB Security Update	Upgrade security measures at main library entrances including reconfiguration of access points	\$2,521,200	CF	\$2,521,200	\$19,200	\$2,502,000	\$0	7/1/2023	6/30/2024	
		MHC ADA Restroom Renovation	Add restrooms and create code compliant ADA restrooms	\$2,348,269	CF	\$2,348,269	\$33,070	\$2,315,199	\$0	7/1/2023	6/30/2024	
		MHF central infras/demo	Upgrade central infrastructure for MHF re-purpose or plan for demo	\$3,999,999	CF	\$3,999,999	\$0	\$3,500,000	\$499,999	7/1/2023	6/30/2025	
		Public Safety Complex	USF Public Safety Complex	\$2,021,960	CF	\$2,021,960	\$21,200	\$2,000,760	\$0	7/1/2023	6/30/2024	
		SHS central infras/demo	Upgrade central infrastructure for SHS re-purpose or plan for demo	\$3,999,999	CF	\$3,999,999	\$0	\$0	\$3,999,999	7/1/2023	6/30/2025	
		SMP Chilled Water Design	Infrastructure Design	\$2,200,000	CF	\$2,200,000	\$91,482	\$2,108,518	\$0	7/15/2022	8/1/2023	
		South East Chiller	Develop design, provide/install 2,300 ton chiller and cooling tower at SE Chiller Plant	\$4,268,550	CF	\$4,268,550	\$3,364,478	\$904,072	\$0	12/8/2020	6/30/2024	
		STG 1st Floor Remodel	STG Remodel	\$4,500,000	CF	\$4,500,000	\$277,226	\$4,222,774	\$0	2/15/2024	5/30/2024	
		USF Health Aging & Brain CABR Lab	1st Floor Reconfigure, renovate and expand of spaces and opening them up into series of small, larger and opened labs.	\$5,200,000	CF	\$5,200,000	\$0	\$500,000	\$4,700,000	6/2/2024	12/31/2025	
		USF Health ALZ 4th Floor Renovation	Alzheimers Floor renovation	\$2,132,654	CF	\$2,132,654	\$36,389	\$2,096,265	\$0	7/1/2022	6/30/2024	
		USF Health ALZ 6th Floor Renovation	Renovate/Convert shell space on the 6th floor into a lab space	\$2,157,700	CF	\$2,157,700	\$0	\$2,157,700	\$0	4/13/2023	2/29/2024	
		USF Health SPTRS Space	Physical Therapy and Rehab Services build out Env and Applied Physiology Lab	\$10,000,000	CF	\$10,000,000	\$0	\$0	\$10,000,000	2/15/2024	6/30/2025	
		USF Health UPC Suite 450	Renovate new Space in Univ Prof Center for Family Medicine Residency Program	\$3,500,000	CF	\$3,500,000	\$0	\$3,500,000	\$0	1/1/2024	4/15/2024	
	USF Student Life Facilities Infrastructure Enhancement		Potable Water, Stormwater, and Sewer Upgrades	\$11,150,000	CF	\$11,150,000	\$0	\$4,962,602	\$6,187,398	7/1/2023	9/1/2026	
	USF Student Life Facilities Infrastructure Enhancement		SW Chiller Plant Expanded capacity for East Side Growth	\$7,250,000	CF	\$7,250,000	\$0	\$4,000,000	\$3,250,000	7/1/2023	9/1/2026	
	Facilities Infrastructure Enhancement		HPC west campus maintenance facility	\$4,500,000	CF	\$4,500,000	\$0	\$4,000,000	\$500,000	7/1/2023	12/31/2024	Total project budget reflects estimated amount and may require revision
	Facilities Infrastructure Enhancement		Rec Field Relocation	\$8,125,000	Auxiliary CF	\$5,443,750 <del>\$2,681,250</del> \$8,125,000	\$0	\$8,125,000	\$0	7/1/2023	12/31/2024	
						Total:						
				Subtotal - CF Large Projects:		\$79,875,331	\$3,843,045	\$46,894,890	\$29,137,396			

Board of Trustees - New Business - Action Items

State Appropriated Projects <sup>4,6</sup>

Consolidated Less than \$2M	Consolidated	\$6,382,333	PECO CITF Carryforward Auxiliary Total:	1,732,616 1,487,178 2,086,239 1,076,300 \$6,382,333	\$2,026,633	\$4,355,700	\$0	Not Applicable		
College of Nursing Expansion	Nursing Expansion	\$33,000,000	General Revenue Section 197	\$33,000,000	\$3,472	\$7,996,528	\$25,000,000	10/1/2022	4/30/2025	
EOS Teaching Facility	Environmental & Oceanographic Sciences Research & Teaching Facility (SP)	\$44,425,091	PECO Foundation Total:	\$24,339,226 \$20,085,865 \$44,425,091	\$0	\$3,000,000	\$41,425,091	10/1/2023	6/30/2026	
Health Student Resource	Resource Center	\$3,946,777	CITF Carryforward Total:	\$3,169,440 \$777,337 \$3,946,777	\$0	\$1,973,388	\$1,973,389	11/13/2019	12/31/2024	
Honors College	Dedicated building for Judy Genshaft Honors College including Multipurpose area, classrooms, workshops, seminar rooms, cafe and offices.	\$56,255,737	PECO Carryforward Auxiliary Foundation Total:	8,091,387 3,427,125 25,455 44,711,270 \$56,255,737	\$49,454,760	\$6,800,977	\$0	1/31/2019	12/31/2023	
HPC Hyperbaric Oxygen Research	Create space in the Health Partnership Complex for research center	\$8,000,000	General Revenue	\$8,000,000	\$0	\$8,000,000	\$0	2/1/2024	4/30/2024	
LIB Student Success/Life Enhancements	LIB Life Enhancements	\$2,144,784	CITF	\$2,144,784	\$0	\$2,144,784	\$0	11/1/2022	6/30/2024	
MRJ/fMRI Core Human Research facility	MDH - fMRI 1106, 1107, 1108. Installation and buildout of fMRI for research purposes which involves work in the MRI room, the Chiller Room, and the Computer/Tech room.	\$4,500,000	Other State Agency Contract & Grants Auxiliary Total:	\$3,000,000 \$1,000,000 \$500,000 \$4,500,000	\$0	\$3,000,000	\$1,500,000	11/1/2023	8/1/2024	
Sarasota-Manatee Housing and Student Ctr Project	Housing and Student Center	\$43,831,674	CITF Bonds Auxiliary Total:	\$1,631,674 \$27,200,000 \$15,000,000 \$43,831,674	\$4,402,238	\$34,807,711	\$4,621,725	10/20/2021	11/30/2024	
Sarasota-Manatee STEM Nursing Facility	STEM Nursing	\$5,000,000	General Revenue Section 197 Contract & Grants Total:	\$3,000,000 \$2,000,000 \$5,000,000	\$0	\$3,000,000	\$2,000,000	2/1/2023	12/31/2026	
Section 197-Deferred Capital \$72M Funds Inbound	Section 197-Deferred Capital	\$66,887,038	State Deferred Maintenance	\$66,887,038	\$955,372	\$17,000,000	\$48,931,666	8/1/2022	12/31/2026	Excludes \$5,900,000 which is found in Central Plant Upgrade
St. Petersburg Co-Curricular & Wellness Facilities	Co Circular & Wellness (formerly Heller Hall)	\$5,000,000	CITF Auxiliary Total:	\$2,055,429 \$2,944,571 \$5,000,000	\$106,205	\$2,838,366	\$2,055,429	11/18/2020	12/31/2024	
STP Univ Student Center Remodel	Renovate former food service facility	\$2,000,010	CITF Auxiliary Total:	\$888,600 \$1,111,410 \$2,000,010	\$0	\$1,000,000	\$1,000,010	11/18/2020	12/31/2024	
On-Campus Stadium	Stadium	\$340,500,000	CITF Auxiliary Bonds/Debt DSO-Foundation Total:	31,000,000 59,500,000 200,000,000 50,000,000 \$340,500,000	\$0	\$16,291,698	\$324,208,302	9/3/2022	9/1/2026	\$18,372,136- Future years CITF funds \$25M EBS License Sales, \$15M Admin Overhead, \$11.5M Auxiliary, \$8M Broadband Sale
Wellness Center Complex	Construct new clinical space for student health, offices, and multipurpose room.	\$27,566,200	CITF	\$27,566,200	\$23,794,407	\$3,771,793	\$0	4/29/2019	6/30/2024	
Subtotal - State Appropriated Projects:				\$649,439,644	\$80,743,087	\$115,980,945	\$452,715,612			

Non-Appropriated Projects <sup>5,6</sup>

Consolidated Less than \$2M	Consolidated	\$51,851,843	Auxiliary Contract & Grants DSO Total:	21,826,601 1,655,925 28,369,317 \$51,851,843	\$7,098,225	\$40,203,618	\$4,550,000	9/3/2022	9/1/2026	DSO = DSO + Foundation
ATH Baseball/Softball Clubhouse	Clubhouse for Baseball/Softball teams inc. locker room, offices	\$12,000,000	Foundation	\$12,000,000	\$0	\$12,000,000	\$0	9/1/2023	6/30/2024	
ATH Football Reception Upgrade	Reception/lobby/conference renovation in Lee Roy Selmon athletic center	\$3,300,000	Auxiliary-Athletics Foundation Total:	\$50,000 \$3,250,000 \$3,300,000	\$3,281,708	\$18,292	\$0	1/4/2021	6/30/2024	
ATH Olympic Sport Locker Project	Update lockers in olympic sport locker rooms	\$3,000,000	Foundation	\$3,000,000	\$0	\$3,000,000	\$0	9/1/2023	6/30/2024	

Board of Trustees - New Business - Action Items

ATH Weight Room Expansion	Expand the weight room to meet needs of staff/student-athletes	\$5,000,000	Foundation	\$5,000,000	\$0	\$5,000,000	\$0	9/1/2023	6/30/2024	
Athletics Hall of Fame	Provide interior and exterior renovation to the Athletics building to highlight the history and success of USF athletics.	\$3,200,000	Foundation	\$3,200,000	\$0	\$3,200,000	\$0	9/1/2023	6/30/2024	
Athletics Indoor Performance Facility (AIF)	Approx. 88,660 GSF enclosed athletic practice field, w/ lobby and video edit suite.	\$22,655,000	Auxiliary-Athletics Foundation	\$2,221,901 <del>\$20,433,099</del> Total: \$22,655,000	\$21,201,928	\$1,453,072	\$0	11/14/2019	12/31/2023	
Athletics Press Box	Replace Track and Field Press Box	\$2,500,000	Foundation	\$2,500,000	\$0	\$1,000,000	\$1,500,000	9/1/2023	6/30/2024	
Central Plant Upgrade	ESCO Energy savings	\$34,633,711	State Deferred Guaranteed Energy	\$5,900,000 <del>\$28,733,711</del> Total: \$34,633,711	\$5,212,003	\$10,000,000	\$19,421,708	12/1/2021	12/31/2026	Includes \$5,900,000 in Section 197-Deferred Capital Funds
College of Medicine/Clinic Affairs	5th Floor Men's Clinic	\$5,311,280	Foundation	\$5,311,280	\$0	\$3,300,000	\$2,011,280	6/2/2024	12/31/2024	
Cypress A-B Bathroom Renovation	Housing Cypress Bathroom	\$2,500,000	Auxiliary	\$2,500,000	\$0	\$1,500,000	\$1,000,000	7/1/2023	8/1/2024	
Cypress A-D Exterior stairwells	Housing Enclose Cypress stairwells	\$2,730,000	Auxiliary	\$2,730,000	\$0	\$990,000	\$1,740,000	5/8/2023	12/31/2023	
Cypress C&D Apartment Renovation	Housing Cypress apartments	\$3,046,710	Auxiliary	\$3,046,710	\$0	\$3,046,710	\$0	5/8/2023	6/30/2024	
Golf Training Facility Renovation	Renovate Training Greens/Range/Chipping areas at Golf Facility	\$6,500,000	Foundation	\$6,500,000	\$0	\$6,500,000	\$0	9/1/2023	6/30/2024	
Greek Village HVAC	Provide dedicated outside air HVAC units, associated ductwork, monitoring controls, and improved insulation at all seven Greek Village dwellings.	\$3,934,549	Auxiliary	\$3,934,549	\$3,894,140	\$40,409	\$0	5/6/2021	6/30/2024	
Health MDD 6 & 7 Core Labs	MDD 6 7, 8 labs and 8th full buildout	\$14,630,000	DSO-UMSA	\$14,630,000	\$1,677,113	\$12,952,887	\$0	1/13/2022	6/30/2024	
Holly and Maple Flat Roofs	Replace Roofs and exterior access ladder	\$2,500,000	Auxiliary	\$2,500,000	\$0	\$2,500,000	\$0	9/1/2023	3/1/2024	
IT Network Upgrades	IT upgrades for Tampa Campus Student Residences residences	\$2,000,000	Auxiliary	\$2,000,000	\$659,406	\$1,340,594	\$0	1/8/2023	8/1/2023	
JPH Chiller Replacement	In-kind replacement at Juniper Poplar Hall of two, 400-ton air cooled chillers, pumps and Variable Frequency Drives	\$3,022,193	Auxiliary	\$3,022,193	\$1,109,461	\$1,912,732	\$0	5/1/2022	8/1/2025	
Magnolia Make Up Air	Install outside air HVAC units for seven Magnolia apartment buildings.	\$2,752,543	Auxiliary	\$2,752,543	\$2,567,474	\$185,069	\$0	11/1/2021	6/30/2024	
Parking Structure Fall Protection	Fall protection for garage roof top/BDG, CBG, CHG, LDG	\$4,000,000	Auxiliary	\$4,000,000	\$81,880	\$3,918,120	\$0	5/19/2023	6/30/2024	
Research Park Tenant Improvement	Tenant Improvement	\$10,685,729	DSO-Research Foundation	\$10,685,729	\$0	\$10,685,729	\$0	7/1/2023	6/30/2024	
Tampa Residence Halls Roofing	Housing Holly, Maple, Magnolia Roof	\$2,500,000	Auxiliary	\$2,500,000	\$29,090	\$2,470,910	\$0	5/8/2023	12/31/2023	
Taneja College of Pharmacy	USF Health Taneja College of Pharmacy (TCOP) relocation from the Tampa Campus to the Morsani College of Medicine and Heart Institute building in downtown Tampa	\$13,422,000	Auxiliary Foundation	\$2,500,000 <del>\$10,922,000</del> Total: \$13,422,000	\$681,951	\$10,240,049	\$2,500,000	2/27/2020	12/31/2025	
Tennis Complex Project	Renovate Tennis Complex to reconfigure courts & add clubhouse	\$9,000,000	Foundation	\$9,000,000	\$0	\$500,000	\$8,500,000	9/1/2023	6/30/2025	
TVB Center for Talent	TVB 2nd floor	\$2,435,579	Foundation	\$2,435,579	\$2,390,509	\$45,070	\$0	4/15/2020	12/31/2023	
Vivarium Expansion	Vivarium Sterilization Grant Application	\$8,000,000	Contract & Grants	\$8,000,000	\$34,525	\$500,000	\$7,465,475	10/1/2022	10/1/2024	
Subtotal - Non-Appropriated Projects:				\$237,111,137	\$49,919,413	\$138,503,261	\$48,688,463			
<b>TOTALS:</b>				<b>\$1,015,185,961</b>	<b>\$1,015,185,961</b>	<b>\$137,213,516</b>	<b>\$345,069,392</b>	<b>\$532,903,053</b>		

Notes:

- 1) *Education & General (E&G) Operating Projects* is a consolidated line item of all FCO projects, as defined in Board reg 14.001, funded from current year E&G operating funds. No individual project funded in whole or in part shall exceed \$1M, per Board reg 9.007(3)(a)1.
- 2) *Carryforward (CF) - Small Projects* is a consolidated line item of all FCO projects with a cost up to \$2M funded in whole or in part from CF funds, pursuant to Board Reg. 14.003(2)(b). Includes replacement of facilities less than 10,000 gross sf. This is a single line item in the FCO budget. For a list of individual projects, refer to the Carryforward Spending Plans (CFSP).
- 3) *Carryforward (CF) - Large Projects* includes any FCO project funded in whole or in part from CF funds, where total individual FCO project cost exceeds \$2M, pursuant to Board reg. 14.003(2)(c) and expenditure limits described therein. May also be reflected as one of multiple funding sources under categories State Appropriate Projects and Non-Appropriated Projects.
- 4) *State Appropriated Projects* - this category includes all FCO projects utilizing funds originally appropriated as FCO funds by the State of Florida, notwithstanding criteria in Board regulation 14.001. These funds should never be included in the operating budget. Examples, PECCO (including Sum-of-Digits) and CITF. Reference Board reg 14.003(12)(d). For the purpose herein, all projects \$2 million or less can be consolidated into a single line item.
- 5) *Non-Appropriated Projects* - this category includes all university FCO projects that have not directly or indirectly used funds appropriated by the State. Examples include private donations, athletic revenues, federal grants, housing/parking revenue bonds, etc. Reference Board reg 14.003(2)(e). For the purpose herein, all projects \$2 million or less can be consolidated into a single line item.
- 6) In light of the definition of "board" (s. 1013.01, F.S.), the requirements of s. 1031.61, F.S., the FCO Budget does not apply to those projects acquired, constructed, and owned by a Direct Support Organization or under a Public Private Partnership.

Board of Trustees - New Business - Action Items

University of South Florida  
Education and General  
Carryforward Spending Plan Summary  
Approved by University Board of Trustees  
Balances and Spending Plans as of July 1, 2023

	Tampa	Cyber	St. Petersburg	Sarasota-Manatee	USF Health	Grand Total : University Summary
<b>A. Beginning E&amp;G Carryforward Balance - July 1, 2023 :</b>						
Cash	16,361,150	1,340,294	2,576,095	2,185,446	7,415,235	\$ 29,878,220
Investments	181,671,424	14,882,400	28,604,518	24,266,815	82,337,505	\$ 331,762,662
Accounts Receivable	1,843,527		825,787	758,839	2,182,599	\$ 5,610,752
Less: Accounts Payable	1,354,798	5,859	277,665	40,765	1,502,413	\$ 3,181,500
Less: Deferred Student Tuition & Fees	18,190,196		2,820,250	3,434,933	12,011,645	\$ 36,457,024
<b>B. Beginning E&amp;G Carryforward Balance (Net of Payables/Receivables/Deferred Fees) :</b>	\$ 180,331,106	\$ 16,216,835	\$ 28,908,485	\$ 23,735,402	\$ 78,421,281	\$ 327,613,109
<b>C. Fiscal Year 2022-2023 E&amp;G Carryforward Encumbrances Brought Forward</b>	\$ 17,965,743	\$	\$ 2,640,171	\$ 2,152,246	\$ 1,540,465	\$ 24,298,625
<b>D. 7% Statutory Reserve Requirement (1011.45(1) F.S.):</b>	\$ 41,030,140	\$ 735,000	\$ 4,427,793	\$ 2,633,821	\$ 13,380,059	\$ 62,206,813
<b>E. E&amp;G Carryforward Balance Less 7% Statutory Reserve Requirement</b> (Amount Requiring Approved Spending Plan) :	\$ 121,335,223	\$ 15,481,835	\$ 21,840,521	\$ 18,949,335	\$ 63,500,757	\$ 241,107,671
<b>F. Annual Contribution to Reserves for New FCO Projects (per s. 1001.706(12) F.S. and Board Reg 14.002)</b> (Should agree with the "Total Facilities Reserves as of July 1, 2023" on the "Details - FCO Reserves" tab)						\$ -
<b>G. *Restricted / Contractual Obligations</b>						
Restricted by Appropriations	\$ 7,110,952	\$ 14,534,901	\$ 322,385	\$	\$ 4,162,462	\$ 26,130,700
University Board of Trustees Reserve Requirement					\$ -	\$ -
<b>Restricted by Contractual Obligations :</b>						
<b>Compliance, Audit, and Security</b>						
Compliance Program Enhancements						\$ -
Audit Program Enhancements						\$ -
Campus Security and Safety Enhancements	\$ 1,298,148					\$ 1,298,148
<b>Academic and Student Affairs</b>						
Student Services, Enrollment, and Retention Efforts	\$ 250,000					\$ 250,000
Student Financial Aid						\$ -
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 381,449					\$ 381,449
Faculty Research and Public Service Support and Start-Up Funding	\$ 15,420,002	\$ 946,935	\$ 205,111	\$ 218,069	\$ 11,933,631	\$ 28,723,748
Library Resources						\$ -
<b>Facilities, Infrastructure, and Information Technology</b>						
Utilities						\$ -
Information Technology (ERP, Equipment, etc.)	\$ 2,999,614					\$ 2,999,614
Small Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 8,757,932					\$ 8,757,932
Large Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 26,549,853					\$ 26,549,853
<b>Other UBOT Approved Operating Requirements</b>						
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 2,214,250					\$ 2,214,250
Contingencies for a State of Emergency Declared by the Governor ( Section 1011.45(3)(g) )						\$ -
<b>Operating Restricted :</b> (Should agree with restricted column totals on "Details-Operating" tab)	\$ 29,674,415	\$ 15,481,835	\$ 527,496	\$ 218,069	\$ 16,096,093	\$ 61,997,908
<b>FCO Restricted :</b> (Should agree with restricted column totals on "Details-Fixed Capital Outlay" tab)	\$ 35,307,785	\$ -	\$ -	\$ -	\$ -	\$ 35,307,785
<b>Grand Total Restricted / Contractual Funds :</b>	\$ 64,982,200	\$ 15,481,835	\$ 527,496	\$ 218,069	\$ 16,096,093	\$ 97,305,693
<b>H. *Commitments</b>						
<b>Compliance, Audit, and Security</b>						
Compliance Program Enhancements	\$ 570,868				\$ 150,000	\$ 720,868
Audit Program Enhancements	\$ 423,223					\$ 423,223
Campus Security and Safety Enhancements	\$ 235,793		\$ 770,100	\$ 746,242		\$ 1,752,135
<b>Academic and Student Affairs</b>						
Student Services, Enrollment, and Retention Efforts	\$ 5,224,610		\$ 492,871		\$ 797,035	\$ 6,514,516
Student Financial Aid	\$ 14,496,314			\$ 490,070		\$ 14,986,384
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 7,817,617		\$ 6,225,763	\$ 5,357,800	\$ 7,401,526	\$ 26,802,706
Faculty Research and Public Service Support and Start-Up Funding	\$ 2,002,246		\$ 965,129	\$ 654,934	\$ 21,810,541	\$ 25,432,850
Library Resources				\$ 208,376		\$ 208,376
<b>Facilities, Infrastructure, and Information Technology</b>						
Utilities						\$ -
Information Technology (ERP, Equipment, etc.)	\$ 1,929,203		\$ 891,296	\$ 1,466,751	\$ 301,000	\$ 4,588,250
Small Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 8,752,284		\$ 5,543,861	\$ 7,531,468	\$ 4,604,090	\$ 26,431,703
Large Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 11,050,718		\$ 4,397,130	\$ 101,132	\$ 11,357,700	\$ 26,906,680
<b>Other UBOT Approved Operating Requirements</b>						
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 3,850,147		\$ 2,026,875	\$ 2,174,494	\$ 982,773	\$ 9,034,288
Contingencies for a State of Emergency Declared by the Governor ( Section 1011.45(3)(g) )						\$ -
<b>Operating Commitments :</b> (Should agree with committed column total on "Details-Operating" tab)	\$ 36,550,022	\$ -	\$ 11,372,034	\$ 11,098,666	\$ 31,442,874	\$ 90,463,596
<b>FCO Commitments :</b> (Should agree with committed column total on "Details-Fixed Capital Outlay" tab)	\$ 19,803,002	\$ -	\$ 9,940,991	\$ 7,632,599	\$ 15,961,790	\$ 53,338,382
<b>Grand Total Commitments :</b>	\$ 56,353,024	\$ -	\$ 21,313,025	\$ 18,731,265	\$ 47,404,664	\$ 143,801,978
<b>I. Available E&amp;G Carryforward Balance as of July 1, 2023:</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

\* Please provide supplemental detailed descriptions for these multiple-item categories in sections F, G, and H for operating, fixed capital outlay, and FCO Reserves spending plans using Board of Governors templates provided (use worksheet tabs for "Details" included with this file).

Notes :

- Florida Polytechnic University amounts include the Phosphate Research Trust Fund.
- 2019 Senate Bill 190 amended 1011.45 F.S. regarding university Education & General carryforward minimum reserve balances, reporting requirements, and allowable uses. 1011.45(2) states that "Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend if necessary, each university's carry forward spending plan by October 1, 2020, and each October 1 thereafter." 1011.45(3) adds "A university's carry forward spending plan must include the estimated cost per planned expenditure and a timeline for completion of the expenditure." Three additional tabs are provided with this file to allow reporting of university detailed expenditure plans for each planned expenditure or project, a completion timeline, and amount budgeted for expenditure during the reporting fiscal year.

Board of Trustees - New Business - Action Items

**University of South Florida**  
**2023-2024 University E&G Carryforward Spending Plans - Supplemental Details (Operating Plans)**  
 Pursuant to 1011.45, Florida Statutes  
 July 1, 2023

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget			Project Timeline			Comments/Explanations	
			Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2023	COMMITTED Committed Balance as of July 1, 2023	E&G Carryforward Amount Budgeted for Expenditure During FY24	Total # Years of Expenditure per Project	Current Expenditure Year #		Estimated Completion Date (Fiscal Year)
<b>Tampa campus</b>										
1	Restricted by Appropriations	Direct Appropriation - Florida Institute of Oceanography	254,297	254,297		254,297	1	1	2024	
2	Restricted by Appropriations	Florida Cyber - non-recurring expenses	1,219,509	1,219,509		1,219,509	1	1	2024	These funds are from the first Cyber allocation rather than FY23 pass-through allocation. Pass-through allocation has been broken out in a separate section below  non-recurring expenses like OPS, materials and supplies, promotional materials, etc
3	Restricted by Appropriations	Florida High Tech Allocation	5,637,146	5,637,146		5,637,146	1	1	2024	
4	Compliance Program Enhancements	Interpreters for Student Accessibility Needs	247,000		247,000	247,000	1	1	2024	
5	Compliance Program Enhancements	Non-Recurring International Student Services Efforts	50,000		50,000	50,000	1	1	2024	
6	Compliance Program Enhancements	Non-Recurring Expenses in University Support Units under \$100K	273,869		273,869	189,779	2	1	2025	
7	Audit Program Enhancements	Non-Recurring Expenses in University Support Units under \$100K	423,223		423,223	423,223	1	1	2024	
8	Campus Security and Safety Enhancements	Campus Security & Safety Equipment	1,479,798	1,298,148	181,650	1,479,798	1	1	2024	
9	Campus Security and Safety Enhancements	Non-Recurring Expenses in University Support Units under \$100K	54,143		54,143	54,143	1	1	2024	
10	Student Services, Enrollment, and Retention Efforts	Non-Recurring International Student Services Efforts	499,185		499,185	498,885	1	1	2024	
11	Student Services, Enrollment, and Retention Efforts	International Travel Grants	291,986		291,986	291,986	1	1	2024	
12	Student Services, Enrollment, and Retention Efforts	Non-recurring cost coverage of EPS Free Ticket Program to entice student participation	437,414		437,414	437,414	1	1	2024	
13	Student Services, Enrollment, and Retention Efforts	Non-Recurring Expenses in Academic Support Units under \$100K	3,487,896		3,487,896	3,406,646	1	1	2024	
14	Student Services, Enrollment, and Retention Efforts	Non-recurring expenses to support student services, enrollment, and retention efforts	312,753		312,753	312,753	1	1	2024	
15	Student Services, Enrollment, and Retention Efforts	Student Accessibility Services	250,000	250,000		250,000	1	1	2024	
16	Student Services, Enrollment, and Retention Efforts	Student Events and Graduation Upgrades	195,376		195,376	195,376	1	1	2024	
17	Student Financial Aid	One Time Student Financial Aid	14,496,314		14,496,314	14,496,314	1	1	2024	

Board of Trustees - New Business - Action Items

18	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Humanities Institute Support	22,579	22,579		22,579	1	1	2024	One time funds committed for faculty startup as part of the offer letter
19	Faculty/Staff, Instructional and Advising Support and Start-up Funding	MESA Program	250,000		250,000	250,000	1	1	2024	Non-recurring funds for term limited payroll (OPS, Adjuncts, Visiting Instructors, GAs) and other one time materials & supplies in the MESA program in the College of Education
20	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Minor area improvements and equipment purchases	124,647		124,647	124,647	1	1	2024	
21	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Prior Year Faculty Commitment	333,875	333,875		333,875	1	1	2024	
22	Faculty/Staff, Instructional and Advising Support and Start-up Funding	STEM Project	250,000		250,000	250,000	1	1	2024	Non-recurring funds for term limited payroll (OPS, Adjuncts, Visiting Instructors, GAs) and other one time materials & supplies for STEM project in College of Education
23	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Supporting Instructional efforts throughout the University	7,217,965	24,995	7,192,970	7,217,965	2	1	2025	Non-recurring funds for term limited payroll (OPS, Adjuncts, Visiting Instructors, GAs) and other one time materials & supplies
24	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Activities Support	7,460,139	5,550,813	1,909,326	6,505,476	2	1	2025	Research grant matching one-time funds committed to in proposals
25	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Awards	558,485	558,485		458,485	2	1	2025	
26	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Equipment	92,920		92,920	92,920	1	1	2024	
27	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Startup Support	9,310,703	9,310,703		9,310,703	1	1	2024	
28	Information Technology (ERP, Equipment, etc.)	Financial & Budget System Enhancements	699,424		699,424	699,424	1	1	2024	
29	Information Technology (ERP, Equipment, etc.)	HCM Implementation Costs	1,186,261	1,186,261		1,186,261	1	1	2024	
30	Information Technology (ERP, Equipment, etc.)	Research Computing Upgrade	178,382	178,382		178,382	1	1	2024	
31	Information Technology (ERP, Equipment, etc.)	Student Information System project in progress	1,619,788	1,619,788		1,619,788	1	1	2024	
32	Information Technology (ERP, Equipment, etc.)	Technology Refresh Program	1,244,961	15,182	1,229,779	1,244,961	1	1	2024	One time computer and equipment purchases throughout the university
33	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Budget Model Implementation	1,490,000	1,490,000		1,490,000	1	1	2024	
34	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	City wide custodial service	1,526,500		1,526,500	1,526,500	1	1	2024	
35	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Compensation Project Analysis	854,053		854,053	854,053	1	1	2024	
36	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Embedded Services Implementation	308,740	308,740		308,740	1	1	2024	
37	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Pure Project Management	400,000	400,000		400,000	1	1	2024	Non-recurring contract needed for Project Management Services support during the year
38	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Non-Recurring Expenses in University Support Units under \$100K	1,485,104	15,510	1,469,594	1,485,104	1	1	2024	One time purchases of materials & supplies and term limited payroll support (OPS or terminating employees)
<b>Total as of July 1, 2023: *</b>			<b>\$ 66,224,437</b>	<b>\$ 29,674,415</b>	<b>\$ 36,550,022</b>	<b>\$ 65,004,134</b>				
			<b>\$ -</b>	<b>\$ -</b>	<b>\$ 0</b>					

\*Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget				Project Timeline			Comments/Explanations
			Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2023	COMMITTED Committed Balance as of July 1, 2023	E&G Carryforward Amount Budgeted for Expenditure During FY24	Total # Years of Expenditure per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)	
<b>Cyber</b>										
1	Restricted by Appropriations	Florida Cyber - non-recurring expenses	14,534,901	14,534,901		7,868,234	2	1	2025	Non-recurring expenses during the year like purchases of materials & supplies and term limited payroll support (OPS or terminating employees)
2	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Startup Support	946,935	946,935		946,935	1	1	2024	
<b>Total as of July 1, 2023: *</b>			<b>\$ 15,481,836</b>	<b>\$ 15,481,836</b>	<b>\$ -</b>	<b>\$ 8,815,169</b>				
			<b>\$ -</b>	<b>\$ 0</b>	<b>\$ -</b>					

\*Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

Board of Trustees - New Business - Action Items

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget				Project Timeline			Comments/Explanations	
			Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2023	COMMITTED Committed Balance as of July 1, 2023	E&G Carryforward Amount Budgeted for Expenditure During FY24	Total # Years of Expenditure per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)		
<b>St.Petersburg campus</b>											
1	Restricted by Appropriations	Center for Teaching & Learning Initiative	49,408	49,408		23,500	2	1	2025		
2	Restricted by Appropriations	Gulf of Mexico Studies Initiative	14,895	14,895		14,895	1	1	2024		
3	Restricted by Appropriations	Weekley Challenger Initiative	5,607	5,607		5,607	1	1	2024		
4	Restricted by Appropriations	Youth In Government Initiative	252,475	252,475		128,663	2	1	2025		
5	Campus Security and Safety Enhancements	Campus Security & Safety Equipment	770,100		770,100	770,100	1	1	2024		
6	Student Services, Enrollment, and Retention Efforts	Non-Recurring Student Success Commitment	492,871		492,871	391,111	2	1	2025		
7	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Supporting Instructional efforts throughout the University	6,225,763		6,225,763	5,387,426	2	1	2025	Non-recurring funds for term limited payroll (OPS, Adjuncts, Visiting instructors, GAs) and other one time materials & supplies	
8	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Awards	377,932	136,187	241,745	268,583	2	1	2025		
9	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Startup Support	68,924	68,924		60,091	2	1	2025		
10	Faculty Research and Public Service Support and Start-Up Funding	Faculty Startup Reserve	660,734		660,734	165,000	2	1	2025		
11	Faculty Research and Public Service Support and Start-Up Funding	Arts Exhibit Project	62,650		62,650	62,650	1	1	2024		
12	Information Technology (ERP, Equipment, etc.)	Technology Refresh Program	854,993		854,993	817,993	2	1	2025		
13	Information Technology (ERP, Equipment, etc.)	Campus Network/Will Update	36,303		36,303	36,303	1	1	2024		
14	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Non-Recurring Expenses in University Support Units under \$100K	1,563,732		1,563,732	1,055,633	2	1	2025		
15	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Reserves for Strategic Investment	463,143		463,143	463,143	1	1	2024		
<b>Total as of July 1, 2023: *</b>			<b>\$ 11,899,530</b>	<b>\$ 527,496</b>	<b>\$ 11,372,034</b>	<b>\$ 9,650,698</b>					

\*Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget				Project Timeline			Comments/Explanations
			Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2023	COMMITTED Committed Balance as of July 1, 2023	E&G Carryforward Amount Budgeted for Expenditure During FY24	Total # Years of Expenditure per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)	
<b>Sarasota-Manatee campus</b>										
1	Campus Security and Safety Enhancements	Campus Security & Safety Equipment	746,242		746,242	746,242	1	1	2024	
2	Student Financial Aid	One Time Student Financial Aid	490,070		490,070	490,070	1	1	2024	
3	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Supporting Instructional efforts throughout the University	5,227,036		5,227,036	4,919,487	1	1	2024	Non-recurring funds for term limited payroll (OPS, Adjuncts, Visiting instructors, GAs) and other one time materials & supplies
4	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Critical & Creative Design Thinking Program Educational supplies and services	130,764		130,764	130,764	1	1	2024	
5	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Activities Support	782,324	218,069	564,255	782,324	1	1	2024	Research grant matching one-time funds committed to in proposals
6	Faculty Research and Public Service Support and Start-Up Funding	Research Equipment	90,679		90,679	90,679	1	1	2024	
7	Library Resources	Library Resources	208,376		208,376	208,376	1	1	2024	
8	Information Technology (ERP, Equipment, etc.)	Technology Refresh Program	1,466,751		1,466,751	1,466,751	1	1	2024	
9	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Non-Recurring Expenses in University Support Units under \$100K	2,174,494		2,174,494	2,174,494	1	1	2024	One time purchases of materials & supplies and term limited payroll support (OPS or terminating employees)
<b>Total as of July 1, 2023: *</b>			<b>\$ 11,316,735</b>	<b>\$ 218,069</b>	<b>\$ 11,098,666</b>	<b>\$ 11,009,167</b>				

\*Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

Board of Trustees - New Business - Action Items

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget				Project Timeline			Comments/Explanations
			Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2023	COMMITTED Committed Balance as of July 1, 2023	E&G Carryforward Amount Budgeted for Expenditure During FY24	Total # Years of Expenditure per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)	
<b>USF Health</b>										
1	Restricted by Appropriations	Florida Center for Nursing	3,380,777	3,380,777		3,380,777	1	1	2024	
2	Restricted by Appropriations	Florida High Tech Allocation	90,905	90,905		90,905	1	1	2024	
3	Restricted by Appropriations	Jlu Jitsu, Traumatic Brain Injury & Neuromusculoskeletal Research Center	690,780	690,780		690,780	1	1	2024	
4	Compliance Program Enhancements	Accreditation Costs	150,000		150,000	150,000	1	1	2024	
5	Student Services, Enrollment, and Retention Efforts	Non-Recurring Expenses in Academic Support Units under \$100K	357,209		357,209	357,209	1	1	2024	
6	Student Services, Enrollment, and Retention Efforts	Non-Recurring International Student Services Efforts	33,250		33,250	33,250	1	1	2024	
7	Student Services, Enrollment, and Retention Efforts	Non-Recurring Student Recruitment Efforts	406,576		406,576	406,576	1	1	2024	
8	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Supporting Instructional efforts throughout the University	7,401,526		7,401,526	7,401,526	1	1	2024	Non-recurring funds for term limited payroll (OPS, Adjuncts, Visiting instructors, GAs) and other one time materials & supplies
9	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Activities Support	6,156,317	25,224	6,131,094	6,156,317	1	1	2024	
10	Faculty Research and Public Service Support and Start-Up Funding	Research Equipment	175,000		175,000	175,000	1	1	2024	
11	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Awards	650,000		650,000	650,000	1	1	2024	
12	Faculty Research and Public Service Support and Start-Up Funding	Faculty Research Startup Support	11,976,407	11,908,407	68,000	11,976,407	1	1	2024	
13	Faculty Research and Public Service Support and Start-Up Funding	Reserve for Startup or Infrastructure Needs	14,786,447		14,786,447	5,000,000	3	1	2026	These funds are set aside for any infrastructure/lab needs that come up during the year. No specific project/faculty identified at this moment but amount corresponds to prior years expenses in this category
14	Information Technology (ERP, Equipment, etc.)	Technology Refresh Program	301,000		301,000	301,000	1	1	2024	
15	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Non-Recurring Expenses in University Support Units under \$100K	582,773		582,773	582,773	1	1	2024	
16	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Reserves for Strategic Investments	400,000		400,000	400,000	1	1	2024	Funds set aside for any strategic initiatives prioritized during the year
<b>Total as of July 1, 2023: *</b>			<b>\$ 47,538,967</b>	<b>\$ 16,096,093</b>	<b>\$ 31,442,874</b>	<b>\$ 37,752,520</b>				

\*Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

Board of Trustees - New Business - Action Items

**University of South Florida**  
**2023-2024 University E&G Carryforward Spending Plans - Supplemental Details (Fixed Capital Outlay Project Plans)**  
 Pursuant to Section 1011.45, Florida Statutes  
 July 1, 2023

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Project Description	Amount of July 1, 2023, E&G Carryforward Operating Balance Provided to FCO Project <sup>2</sup> (F+G)	(F)	(G)	Carryforward Expenditure Timeline			Comments/Explanations	
					Restricted	Committed	Total # Years of Expenditures per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)		
					To Restricted Balance on July 1, 2023	To Committed Balance on July 1, 2023					
<b>Tampa campus</b>											
<b>Small Carryforward Projects<sup>1</sup></b>											
1	Small, < \$2M: Completion of Remodeling or Infrastructure	Byrd Alzheimers Center Renovation		450,000		450,000	1	1	2024		
2	Small, < \$2M: Renovation, Repair or Maintenance	USF Student Life Facilities Infrastructure Enhancement	Expansion of Gas Lines for East Side Growth	165,000	165,000		1	1	2024		
3	Small, < \$2M: Renovation, Repair or Maintenance	USF Student Life Facilities Infrastructure Enhancement	Information Technology and Capacity Improvements	300,000	300,000		1	1	2024		
4	Small, < \$2M: Renovation, Repair or Maintenance	USF Student Life Facilities Infrastructure Enhancement	Cost for TECCO engineering and design for Laurel Street substation expansion	1,055,405	1,055,405		1	1	2024		
5	Small, < \$2M: Renovation, Repair or Maintenance	USF Student Life Facilities Infrastructure Enhancement	Improved Exterior Lighting and Security Features	1,315,000	1,315,000		1	1	2024		
6	Small, < \$2M: Renovation, Repair or Maintenance	USF Student Life Facilities Infrastructure Enhancement	Improved Hardscape, Service and Emergency Roadway Access	1,670,000	1,670,000		1	1	2024		
7	Small, < \$2M: Renovation, Repair or Maintenance	Other various minor projects across the campus under \$100K		1,712,570	640,194	1,072,376	1	1	2024		
8	Small, < \$2M: Renovation, Repair or Maintenance	Bathroom Renovations		1,052,943	1,052,943		1	1	2024		
9	Small, < \$2M: Renovation, Repair or Maintenance	CMS Fire Alarm		117,642	117,642		2	2	2024		
10	Small, < \$2M: Renovation, Repair or Maintenance	Emergency Repairs and Deferred Maintenance		3,625,000		3,625,000	1	1	2024		
11	Small, < \$2M: Renovation, Repair or Maintenance	Minor BSN Updates		2,040,193	940,193	1,100,000	1	1	2024		
13	Small, < \$2M: Renovation, Repair or Maintenance	Minor Improvements for Instructional or Research Needs throughout the year		2,254,908		2,254,908	2	1	2025		
14	Small, < \$2M: Renovation, Repair or Maintenance	Title IX improvement Projects		1,751,554	1,501,554	250,000	3	2	2025		
				<b>* Total Minor Carryforward As July 1, 2023 :</b>	<b>\$ 17,510,216</b>	<b>\$ 8,757,932</b>	<b>\$ 8,752,284</b>				
<b>Large Carryforward Projects<sup>1</sup></b>											
15	Large, > \$2M: Renovation, Repair or Maintenance	LIB Security Update		2,500,000	2,500,000		2	2	2024		
16	Large, > \$2M: Renovation, Repair or Maintenance	MHC ADA Restroom Renovation		2,348,269		2,348,269	1	1	2024		
17	Large, > \$2M: Renovation, Repair or Maintenance	MHF central infras/demo		3,999,999		3,999,999	1	1	2024		
18	Large, > \$2M: Renovation, Repair or Maintenance	Public Safety Complex		2,021,200		2,021,200	1	1	2024		
19	Large, > \$2M: Renovation, Repair or Maintenance	USF Student Life Facilities Infrastructure Enhancement	Potable Water, Stormwater, and Sewer Upgrades	11,150,000	11,150,000		4	1	2027		
20	Large, > \$2M: Renovation, Repair or Maintenance	USF Student Life Facilities Infrastructure Enhancement	SW Chiller Plant Expanded capacity for East Side Growth	7,250,000	7,250,000		4	1	2027		
21	Large, > \$2M: Renovation, Repair or Maintenance	HPC West Campus maintenance facility project		4,000,000	4,000,000		2	1	2025		

Board of Trustees - New Business - Action Items

22	Large, > \$2M: Renovation, Repair or Maintenance	Recreation Fields Relocation	2,681,250		2,681,250	2	1	2025
23	Large, Completion of a PECO project	Honors College	899,923	899,923		4	4	2024
24	Large, > \$2M: Renovation, Repair or Maintenance	South East Chiller	749,930	749,930		3	3	2024
* Total Major Carryforward As July 1, 2023 :			\$ 37,600,571	\$ 26,549,853	\$ 11,050,718			
Fixed Capital Outlay Totals :			\$ 55,110,787	\$ 35,307,785	\$ 19,803,002			
* Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.								

1. As defined in Board of Governors Regulation 14.003.

2. Amount deducted from July 1, 2023, beginning E&G Carryforward operating balance for fixed capital outlay project funding per Section 1011.45, F.S. and Board of Governors Regulation 9.007(3)(a)(4).

\$ - \$ -

Board of Trustees - New Business - Action Items

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Project Description	Amount of July 1, 2023, E&G Carryforward Operating Balance Provided to FCO Project <sup>2</sup> (F+G)	Restricted		Carryforward Expenditure Timeline		Comments/Explanations
					(F) Restricted	(G) Committed	Total # Years of Expenditures per Project	Current Expenditure Year #	
					To Restricted Balance on July 1, 2023	To Committed Balance on July 1, 2023			
<b>St. Petersburg campus</b>									
<b>Small Carryforward Projects<sup>1</sup></b>									
1	Small, < \$2M: Renovation, Repair or Maintenance	BAY HVAC Distribution		200,000		200,000	1	1	2024
2	Small, < \$2M: Renovation, Repair or Maintenance	DAV Academic Advising Renovation		250,000		250,000	1	1	2024
3	Small, < \$2M: Renovation, Repair or Maintenance	DBMP Reserve for Overage		600,000		600,000	1	1	2024
4	Small, < \$2M: Renovation, Repair or Maintenance	Exterior upgrades to SLC building		185,365		185,365	1	1	2024
5	Small, < \$2M: Renovation, Repair or Maintenance	PPF EOC Upgrades & HVAC Replacement		526,000		526,000	1	1	2024
6	Small, < \$2M: Renovation, Repair or Maintenance	PPF Fall Protection		700,000		700,000	1	1	2024
7	Small, < \$2M: Renovation, Repair or Maintenance	Harborwalk Blue Phones & Wifi		100,000		100,000	1	1	2024
8	Small, < \$2M: Renovation, Repair or Maintenance	HWH Corridor Renovation		200,000		200,000	1	1	2024
9	Small, < \$2M: Renovation, Repair or Maintenance	Infrastructure - Research Vessels Western Flyer		150,000		150,000	1	1	2024
10	Small, < \$2M: Renovation, Repair or Maintenance	Minor POY projects		550,000		550,000	1	1	2024
11	Small, < \$2M: Renovation, Repair or Maintenance	POR Stucco Repairs		200,000		200,000	1	1	2024
12	Small, < \$2M: Renovation, Repair or Maintenance	PRW Handrails & Drainage		150,000		150,000	1	1	2024
13	Small, < \$2M: Renovation, Repair or Maintenance	Williams House Renovation		480,000		480,000	1	1	2024
14	Small, < \$2M: Renovation, Repair or Maintenance	Other various minor projects across the campus under \$100K		1,252,496		1,252,496	1	1	2024
				<b>* Total Minor Carryforward As July 1, 2023 :</b>	<b>\$ 5,543,861</b>	<b>\$ -</b>	<b>\$ 5,543,861</b>		
<b>Large Carryforward Projects<sup>1</sup></b>									
15	Large, > \$2M: Renovation, Repair or Maintenance	STG 1st Floor Remodel		4,397,130	-	4,397,130	1	1	2024
				<b>* Total Major Carryforward As July 1, 2023 :</b>	<b>\$ 4,397,130</b>	<b>\$ -</b>	<b>\$ 4,397,130</b>		
				<b>Fixed Capital Outlay Totals :</b>	<b>\$ 9,940,991</b>	<b>\$ -</b>	<b>\$ 9,940,991</b>		

1. As defined in Board of Governors Regulation 14.003.

2. Amount deducted from July 1, 2023, beginning E&G Carryforward operating balance for fixed capital outlay project funding per Section 1011.45, F.S. and Board of Governors Regulation 9.007(3)(a)(4).

\* Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

Board of Trustees - New Business - Action Items

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Project Description	Amount of July 1, 2023, E&G Carryforward Operating Balance Provided to FCO Project <sup>2</sup> (F+G)	(F) Restricted		(G) Committed	Carryforward Expenditure Timeline			Comments/Explanations
					To Restricted Balance on July 1, 2023	To Committed Balance on July 1, 2023	Total # Years of Expenditures per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)		
<b>Sarasota-Manatee campus</b>											
<b>Small Carryforward Projects<sup>1</sup></b>											
1	Small, < \$2M: Renovation, Repair or Maintenance	A-wing renovation		1,950,000			1,950,000	1	1	2024	
2	Small, < \$2M: Renovation, Repair or Maintenance	Increase storm water capacity		467,000			467,000	2	1	2025	
3	Small, < \$2M: Renovation, Repair or Maintenance	Main generator replacement		925,000			925,000	3	1	2026	
4	Small, < \$2M: Renovation, Repair or Maintenance	Minor Improvements for Instructional or Research Needs throughout the year		410,000			410,000	2	1	2025	
5	Small, < \$2M: Renovation, Repair or Maintenance	Minor landscaping and exterior renovations		350,000			350,000	2	1	2025	
6	Small, < \$2M: Renovation, Repair or Maintenance	Overflow parking		490,000			490,000	2	1	2025	
7	Small, < \$2M: Renovation, Repair or Maintenance	Replace mosaic tile at Selby		100,000			100,000	2	1	2025	
8	Small, < \$2M: Renovation, Repair or Maintenance	Resurface parking lots at Research Annex		125,000			125,000	2	1	2025	
9	Small, < \$2M: Renovation, Repair or Maintenance	SMC3069 Renovations		370,000			370,000	2	1	2025	
10	Small, < \$2M: Renovation, Repair or Maintenance	Other various minor projects across the campus under \$100K		2,344,468			2,344,468	1	1	2024	
				<b>* Total Minor Carryforward As July 1, 2023 :</b>	<b>\$ 7,531,468</b>	<b>\$ -</b>	<b>\$ 7,531,468</b>				
<b>Large Carryforward Projects<sup>1</sup></b>											
11	Large, > \$2M: Renovation, Repair or Maintenance	SMP Chilled Water Design		101,132	\$ -		101,132	1	1	2024	
				<b>* Total Major Carryforward As July 1, 2023 :</b>	<b>\$ 101,132</b>	<b>\$ -</b>	<b>\$ 101,132</b>				
				<b>Fixed Capital Outlay Totals :</b>	<b>\$ 7,632,599</b>	<b>\$ -</b>	<b>\$ 7,632,599</b>				
<b>* Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.</b>											

1. As defined in Board of Governors Regulation 14.003.

2. Amount deducted from July 1, 2023, beginning E&G Carryforward operating balance for fixed capital outlay project funding per Section 1011.45, F.S. and Board of Governors Regulation 9.007(3)(a)(4).

Board of Trustees - New Business - Action Items

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Project Description	Amount of July 1, 2023, E&G Carryforward Operating Balance Provided to FCO Project <sup>2</sup> (F+G)	(F)	(G)	Carryforward Expenditure Timeline			Comments/Explanations
					Restricted	Committed	Total # Years of Expenditures per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)	
					To Restricted Balance on July 1, 2023	To Committed Balance on July 1, 2023				
<b>USF Health</b>										
<b>Small Carryforward Projects<sup>1</sup></b>										
1	Small, < \$2M: Renovation, Repair or Maintenance	HPCC - Chiller		549,090	-	549,090	1	1	2024	
2	Small, < \$2M: Renovation, Repair or Maintenance	MDF Space TBD & MDL 1012A Minor Renovation - To House New Microscope		700,000	-	700,000	1	1	2024	
3	Small, < \$2M: Renovation, Repair or Maintenance	MDT 204A & 204B - Psychiatry		130,000	-	130,000	1	1	2024	
4	Small, < \$2M: Renovation, Repair or Maintenance	Various minor projects ALZ/NSI		375,000	-	375,000	1	1	2024	
5	Small, < \$2M: Renovation, Repair or Maintenance	USF Health Pediatrics at Children's Medical Services (CMS)		500,000	-	500,000	2	1	2025	
6	Small, < \$2M: Renovation, Repair or Maintenance	Vivarium Renovations		800,000	-	800,000	1	1	2024	
7	Small, < \$2M: Renovation, Repair or Maintenance	Other various minor projects across the campus under \$100K		250,000	-	250,000	1	1	2024	
8	Small, < \$2M: Completion of Remodeling or Infrastructure	MDN Renovation		1,250,000	-	1,250,000	2	1	2025	
9	Small, < \$2M: Replacement of minor facility (< or = 10,000 gsf)	Research Equipment		50,000	-	50,000	1	1	2024	
				<b>* Total Minor Carryforward As July 1, 2023 :</b>	<b>\$ 4,604,090</b>	<b>\$ -</b>	<b>\$ 4,604,090</b>			
<b>Large Carryforward Projects<sup>1</sup></b>										
10	Large, > \$2M: Renovation, Repair or Maintenance	USF Health Aging & Brain CABR Lab		5,200,000	-	5,200,000	1	1	2024	
11	Large, > \$2M: Renovation, Repair or Maintenance	USF Health ALZ 6th Floor Renovation		2,657,700	-	2,657,700	1	1	2024	
12	Large, > \$2M: Renovation, Repair or Maintenance	USF Health UPC Suite 450		3,500,000	-	3,500,000	1	1	2024	
				<b>* Total Major Carryforward As July 1, 2023 :</b>	<b>\$ 11,357,700</b>	<b>\$ -</b>	<b>\$ 11,357,700</b>			
				<b>Fixed Capital Outlay Totals :</b>	<b>\$ 15,961,790</b>	<b>\$ -</b>	<b>\$ 15,961,790</b>			
<b>* Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.</b>										

1. As defined in Board of Governors Regulation 14.003.

2. Amount deducted from July 1, 2023, beginning E&G Carryforward operating balance for fixed capital outlay project funding per Section 1011.45, F.S. and Board of Governors Regulation 9.007(3)(a)(4).

# Board of Trustees - New Business - Action Items

## State University System Education & General Carryforward Spending Plan Reporting Definitions

### I. Carryforward Spending Plan - Budgetary Category Definitions

1.	Encumbrances	Unpaid balances remaining in active purchase orders, travel authorizations, etc., to be paid using E&G carryforward funds.
2.	7% Statutory Reserve Requirement	Required E&G reserve requirement per 1011.45 F.S. - amends previous 1011.40 F.S. requirement. Based on percentage of state operating budget.
3.	Restricted/Contractual Obligations	Should generally be supported by documentation that memorializes an agreement with another party (e.g. contract, offer letter, construction contract/project number, etc.).
4.	Commitments	Monies designated for a specific purpose which are not yet encumbered/contracted/restricted. Discretion may still be exercised with respect to the use of these funds.
5.	University Board of Trustees Reserve Requirement	The amount of unrestricted funds set aside by the University Board of Trustees to address critical, unforeseen, or non-discretionary items that require immediate funding, such as unanticipated or uninsured catastrophic events, unforeseen contingencies, state budget shortfalls, or university revenue shortfalls.
6.	Restricted by Appropriations	Funds appropriated by the Legislature for a specific purpose or intended use as identified by law or through legislative work papers.
7.	Compliance Program Enhancements	Initiatives associated with being in compliance with federal law, state law, Board of Governors Regulations or any other entity with which the University must comply.
8.	Audit Program Enhancements	Initiatives associated with implementing audit programs of the institution.
9.	Campus Security and Safety Enhancements	The support of campus security and/or safety issues, such as the recruitment of police officers, vehicles, equipment, and investments which promote security and safety at the institution. This issue may also include mental health counseling and services.
10.	Student Services, Enrollment, and Retention Efforts	Funds to promote student success through supporting student services programs, addressing enrollment, and assisting with retention efforts to support timely graduation.
11.	Student Financial Aid	Funds allocated to reduce student costs and to provide an opportunity to obtain a degree in an affordable and timely fashion.
12.	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Funds identified to support instructional and advising activities, and/or start-up packages for new faculty. Start-up packages are often expended over a multi-year period.
13.	Faculty Research and Public Service Support and Start-Up Funding	Funds identified to support research and public service, and any associated start up funding-- Start-up packages are often expended over a multi-year period.
14.	Library Resources	Materials and database access required to support programs of study and research.
15.	Utilities	Support of utility costs throughout the university.
16.	Information Technology (ERP, Equipment, Etc.)	Funds to improve operational productivity, educational improvements, and technological innovation, implementation and/or maintenance of ERP systems, and technological equipment purchases.
17.	Other Operating Requirements	Other expenditures/projects that support the university's mission and are approved by the university board of trustees.
18.	Contingencies for a State of Emergency Declared by the Governor	A commitment of funds to a contingency reserve for expenses incurred as a result of a state of emergency declared by the Governor pursuant to s. 252.36, Florida Statutes.
19.	PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation	Commitment of funds to a public education capital outlay project for which an appropriation has previously been provided that requires additional funds for completion and which is included in the list required by s. 1001.706(12)(d), Florida Statutes. This category is valid for both small and large carryforward projects.
20.	Completion of Renovation, Repair, or Maintenance Project	For projects that are consistent with the provisions of s. 1013.64(1), Florida Statutes, and replacement of a minor facility. Refer to Board of Governors Regulation 14.001 for the definitions of renovation, repair, and maintenance. This category is valid for both small and large carryforward projects.
21.	Replacement of Minor Facility	Replacement of a minor facility pursuant to Board of Governor's regulation 14.003(2)(b).
22.	Completion of a Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools)	Completion of a remodeling or infrastructure project, including a project for a developmental research school, if such project is survey recommended pursuant to s. 1013.31, Florida Statutes. Refer to Board of Governors Regulation 14.001 for the definition of remodeling. This category is valid for both small and large carryforward projects.

### II. Column Definitions for Use With Details Tabs

1.	Carryforward Spending Plan Category	Functional category brought forward from the Carryforward Spending Plan reporting template. Categories are defined in Section I of this document.
2.	Specific Expenditure/ Project Title/Name	Detailed title of planned expenditure item or project, with sufficient details to be tracked individually through the expenditure cycle to completion.
3.	Total Amount to be Funded from Current Year E&G Carryforward Balance	The total estimated cost to be paid from current-year beginning E&G carryforward balance for the specific expenditure item or project.
4.	E&G Carryforward Amount Budgeted for Expenditure During FY21	This column represents the current budgetary year's estimated disbursement of E&G carryforward towards the total planned expenditure item or project.
<b><u>Project Timeline</u></b>		
5.	Estimated Completion Date	Estimated date (year) for full expenditure of E&G carryforward funds for the specific expenditure plan item or project.
6.	Current Expenditure Year #	The current year in the project completion timeline, e.g. year 2 of a 4 year project. Input is number only.
7.	Total # Years of Expenditure per Project	The total number of years over which the expenditure item / project will span.
8.	Comments/Explanations	Additional information to assist the user of the report including, but not limited to, a description of the expenditure item / project and how it supports the university's mission and operations.