



Board of Trustees
UNIVERSITY OF WEST FLORIDA

Committee and Full Board Meetings

**Thursday, August 13, 2026
UWF Historic Trust
Museum of Commerce
9:00 a.m. CST**



Board of Trustees
UNIVERSITY OF WEST FLORIDA

Academic Affairs Committee

August 13, 2026



Board of Trustees
UNIVERSITY OF WEST FLORIDA

**Academic Affairs Committee Meeting
Thursday, August 13, 2026
UWF Historic Trust – Museum of Commerce
9:00 a.m. CST**

Members: Chair Zack Smith, Edward Fleming, Heather Riddell

Agenda

- I. Call to Order**
- II. Roll Call**
- III. Greeting**
- IV. Public Comment**
- V. Approval of Minutes**
 - A. May 21, 2026 Committee Meeting
- VI. New Business**
 - A. Action Items
 - 1. ACA-1: 2026 Textbook and Instructional Materials Affordability Annual Report
 - 2. ACA-2: General Education Course Offerings
- VII. Good of the Order**
- VIII. Adjournment**



Board of Trustees

UNIVERSITY OF WEST FLORIDA

Academic Affairs Committee May 21, 2026 Zoom Minutes

Table of Contents

Committee Meeting	1
I. Call to Order	1
II. Roll Call	2
III. Greeting	2
IV. Public Comment	2
V. Approval of Minutes	2
VI. New Business	3
A. Action Item	3
1. ACA-1: Specialized Admissions Status Reaffirmation	3
2. ACA-2: Tenure as a Condition of Employment	3
B. Information Item	3
1. INFO-1: Tenure	3
2. INFO-2: Post-Tenure Review	3
VII. Good of the Order	4
VIII. Adjournment 9:08 a.m.	4

Committee Meeting

9:00 a.m.

The public was provided with information on the UWF Board of Trustees website to attend this public meeting virtually through Zoom Webinar.

I. Call to Order

The meeting of the UWF Board of Trustees Academic Affairs Committee was called to order at 9:00 a.m. by Committee Chair Zack Smith.

II. Roll Call

Chair Smith asked Kristie Johnson to conduct roll call. Trustees Zack Smith, Edward Fleming, and Heather Riddell were in attendance virtually. Quorum was established.

Other Trustees in attendance included:

Janice Gilley, Kevin Mason, Rebecca Matthews, Rachel Moya, Kishane Patel, Chris Roney, Ashley Ross, Eli Schatz, and Chris Young were in attendance virtually.

Others in attendance included:

Manny Diaz, Jr., President; Jaromy Kuhl, Senior Vice President and Provost; Clifford Humphrey, Vice President of Strategic Initiatives; Tori Bennett, Vice President of University Advancement; Dan Lucas, Vice President of Finance and Administration; Mary Anderson, Vice President of Student Affairs; Alex Smith, Associate Vice President of External Affairs and Government Relations; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Senior Associate VP, Human Resources; David Fugett, General Counsel; Cass Boatwright, Assistant Vice President and Chief Operating Officer; David Bryant, Chief Audit Executive; Matt Packard, Chief Compliance Officer; Dallas Snider, Vice Provost; Jeffrey Djerlek, Senior Associate Vice President and Controller; Angela Bryan, Assistant Vice President, Planning and Institutional Performance; Mohamed Khabou, Dean of Hal Marcus College of Science and Engineering; Denise Soares, Dean of School of Education; Robert Overton, Executive Director of UWF Historic Trust; Brittany Sherwood, Chief Communications Officer; Anna Lochas, Director of Events; and Kristie Johnson, Board of Trustees Liaison.

III. Greeting

Trustee Smith welcomed all in attendance and informed them there were two action items and two information items on the Academic Affairs Committee Meeting agenda.

IV. Public Comment

Chair Smith opened the floor for public comment. There was none.

V. Approval of Minutes

Chair Smith reminded the committee members that they had been given the opportunity ahead of time to review the minutes of the February 12, 2026, Academic Affairs Committee Meeting. Chair Smith asked for a motion to approve the minutes as presented if there were no changes or corrections.

Motion by: Trustee Riddell

Seconded by: Trustee Fleming

Motion passed unanimously.

VI. New Business

A. Action Item

1. ACA-1: Specialized Admissions Status Reaffirmation

The action item was presented by Dr. Dallas Snider, Vice Provost. Dr. Snider requested to continue specialized admissions for two programs, Bachelors of Science degrees in Clinical Laboratory Sciences and Nursing. He explained both were approved by the Board of Trustees and Florida Board of Governors in 2022 and continue to meet the criteria due to limited resources and accreditation requirements.

Chair Smith asked for a **motion to approve the specialized admissions status reaffirmation for the Nursing, BSN degree program (CIP 51.3801) and the Clinical Laboratory Sciences, BS degree program (CIP 51.1005).**

Motion by: Trustee Fleming

Seconded by: Trustee Riddell

Motion passed unanimously.

2. ACA-2: Tenure as a Condition of Employment

The action item was presented by Provost Jaromy Kuhl to approve tenure as a condition of employment for Dr. Mustafa Morsi who was recently hired as chair of the Department of Biology. Dr. Kuhl summarized that Dr. Morsi received unanimous support for tenured biology faculty, as well as support from the college dean.

Chair Smith asked for a **motion to approve tenure as a condition of employment for Dr. Mustafa Morsy.**

Motion by: Trustee Riddell

Seconded by: Trustee Fleming

Motion passed unanimously.

B. Information Item

1. INFO-1: Tenure

Provost Kuhl presented an information item on four faculty members that will be presented for tenure in the full board meeting in June. All faculty members presented met or exceeded the university and department tenure criteria.

2. INFO-2: Post-Tenure Review

Provost Kuhl presented post-tenure review, explaining that it is designed to ensure continued excellence, productivity, and

accountability among tenured faculty. There were 19 faculty under review with 18 exceeding expectations and 1 meeting expectations.

VII. Good of the Order

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

VIII. Adjournment

9:08 a.m.

Chair Smith thanked those in attendance for their participation. With no other business to discuss, Chair Smith adjourned the meeting at 9:08 a.m.



Board of Trustees
Academic Affairs Committee
August 13, 2026

2026 UWF Textbook and Instructional Materials Affordability Annual Report

Recommended Action:

Motion: Approval of the 2026 UWF Textbook and Instructional Materials Affordability Annual Report

Background Information:

Pursuant to the Florida Board of Governors Regulation 8.003, each university must submit a Textbook and Instructional Materials Affordability Annual Report to the Chancellor of the State University System by September 30 each year.

- The University evaluated the cost for each course section, finding that 53% of all Fall 2025 course sections and 53% of all Spring 2026 course sections had instructional materials of no cost or low cost (\$20 or less per credit hour) to students.
- University efforts to reduce the cost of textbooks and instructional materials include requiring no textbooks, using free, online resources, publications, previous or old editions, using Open Educational Resources (OERs), no-cost resources, bundles, rented materials, and department resources. Textbook scholarships are also available and institutional faculty stipends are available to help faculty create OER or Pressbooks. University Libraries continue to offer access to required print textbooks.
- The state sets a compliance threshold at 95% for posting textbooks and instructional materials 45 days prior to the first day of classes. UWF had a Fall 2025 compliance rate of 97.8% and a Spring 2026 compliance rate of 99.4%.

Implementation Plan:

Report to be submitted to the BOG by September 30, 2026.

Fiscal Implications:

No Fiscal Implications

Relevant Authority:

BOG Regulation 8.003 Textbook and Instructional Materials Affordability and Transparency

Supports Strategic Direction(s):

- 1.4: Student awareness of available resources for support.
 - 3.2: Enhanced student-faculty engagement
-

Documents:

1. 2026 UWF Textbook and Instructional Materials Affordability Report.

Prepared by:

Salina Randall, Associate Director, Office of Teaching, Learning, and Technology,
srandall@uwf.edu

Presenter:

Dr. Dallas Snider, Vice Provost

Textbook and Instructional Materials Affordability Annual Report

Instructions

1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.
Do not edit the content of the template. Expand the response space as needed.
2. **Submit the report in Excel.** The signatures may be submitted in PDF format. Statutory due date is September 29, 2026.
3. If there are questions, contact Ryan Ford, Policy Associate, at Ryan.Ford@flbog.edu
4. Include the university contact name and email for the staff who completed the report below:
5. Please note some cells are auto-calculated and do not require you to enter a figure. These cells are green.

University Contact Name and Email: Dr. Dallas Snider, Vice Provost, dsnider@uwf.edu

**Textbook and Instructional Materials Affordability Annual Report
Fall 2025 and Spring 2026**

University Submitting Report:

University of West Florida

Date Approved by the University Board of Trustees:

Signature of Chair, University Board of Trustees:

Chair Rebecca Matthews

Signature of President:

President Manny Diaz Jr.

Textbook and Instructional Materials Affordability Annual Report

Attestations — Faculty/Instructor Review of Required Course Materials

Per Regulation 8.003(1)(a), each university board of trustees shall adopt a regulation that outlines a process for textbook and instructional materials approval and adoption and establishes textbooks and instructional materials affordability policies to minimize the cost of required or recommended textbooks and instructional materials for students while maintaining the quality of education and academic freedom. The regulation shall provide that the faculty or instructor must review all required course materials for each course they teach each semester. If the university is using an adjunct or temporary instructor for a course and has selected the materials for the course, the individual responsible for selecting the materials for that course must complete the attestation. Additionally, per Board of Governors Regulation 8.003(6), all faculty or instructors must attest that they will review all required materials for each course they teach each semester before the materials are presented or assigned to students. Materials include but are not limited to textbooks, test and assignment questions, assigned and supplemental readings, and any other instructional material the faculty member plans to assign to students to read and review in the course. Faculty or instructors must attest that the materials are appropriate for the course and submit the attestation in accordance with university policy.

Method for Collecting Attestations

Describe the method for collecting the faculty and instructor attestations that they have reviewed all course materials each semester. UWF collects faculty and instructor attestations through Classmate, the university's course materials management system. Faculty and instructors are required to review the required course materials for each course they teach each semester and complete an attestation in Classmate indicating that the materials are appropriate for the course. If the university is using an adjunct or temporary instructor for a course and the course materials were selected by another individual, the person responsible for selecting the materials is required to complete the attestation. All instructors assigned to a course are required to submit an attestation. The attestation process is available prior to the start of each term and is expected to be completed by the end of the term's drop/add period. Classmate maintains records of submitted attestations and any optional notes provided by instructors regarding the use of course materials.

University Certification of Attestation Compliance

The university has adopted a regulation and implemented a process requiring all faculty and instructors to attest that they have reviewed all required course materials each semester, in accordance with Board of Governors Regulation 8.003, and that the university will provide updates to the Chancellor upon request on compliance with this section.

TRUE	Yes, the university is in compliance with the attestation requirement
FALSE	No, the university is not in compliance with the attestation requirement

Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses ($n=$). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

[illegible]

Course Sections with No Cost for Textbooks/Instructional Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2025	
Total Number of Course Sections Offered (Including Exceptions)	2471
Total Number of Course Sections Offered with No Cost Materials	1072
Percent of Course Sections with No Cost Materials (Auto-Calculated)	43%

Spring 2026	
Total Number of Course Sections Offered (Including Exceptions)	2433
Total Number of Course Sections Offered with No Cost Materials	1051
Percent of Course Sections with No Cost Materials (Auto-Calculated)	43%

Board Action Plan - Low Cost Course Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that required or recommended textbook(s)/instructional materials for \$20 or less per credit hour (e.g., \$60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2025	
Total Number of Course Sections Offered (Including Exceptions)	2471
Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour	1314
Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)	53%

Spring 2026	
Total Number of Course Sections Offered (Including Exceptions)	2433
Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour	1283
Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)	53%

Textbook & Instructional Materials Affordability Initiatives

Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

Colleges use multiple initiatives to support cost reduction of textbooks and instructional materials:

No Textbooks Required: Alternative resources (e.g., through the Library, Web, etc.) are used by faculty in place of required textbooks.

Free and Public Domain Materials: Faculty identify no-cost materials for use in courses.

Instructor-Provided Materials: Faculty create instructional materials to be used in courses.

Electronic and Online Texts: Faculty use digital resources for instructional materials.

Library and Inclusive Access: Faculty use library reserves, institutional licensing, and inclusive access models (e.g., Pearson+ and Kortext) to facilitate both access and cost reduction.

Previous Editions: Instead of automatically moving to new editions, faculty select prior editions which can be acquired through rentals and used book sales. Also the same text can be used for multiple courses over multiple semesters.

Institutional Support: textbook scholarships, stipends for faculty to develop OER, and department-provided internal resources.

Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

No

If the *opt-in* provision has been implemented, is this option determined by individual faculty deciding if the course/section participates, with students able to opt-out for each participating course if they wish to purchase course materials independently? Or, are all courses in a program, college, or the university participating with a flat fee per credit hour or term added to a student's account alongside tuition and fees, where students can opt-out requiring them to obtain all course materials independently?

NA

Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

Yes, the University of West Florida Bookstore has implemented the opt-out model for the Follett Inclusive Access program. As a result, our data show that more students have been able to save money on their course materials over multiple semesters.

Total Access Savings by Semester-

Spring 2024 - \$653,633.09 - 52.1%

Summer 2024 - \$719,440.62 - 58.9%

Fall 2024 - \$1,293,974.59 - 51.2%

Spring 2025 - \$1,044,564.88 - 43.8%

Fall 2025 - \$1,241,516.64 - 41.6%

Spring 2026 - \$1,303,710.84 - 41%

University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

Messaging to faculty and college administrators about textbook orders begins as soon as courses are entered into the system for an upcoming semester. Each College has a textbook liaison who works with chairs regarding textbook and instructional materials orders. The Bookstore works closely with the Vice Provost and faculty to provide up-to-date and timely information about textbook status -- including identifying courses with no identified instructional materials. The schedule for documentation includes notices of: 90 days (courses with no information); 75 days (courses with no information) and 67 days (courses with no information). The check-in dates are posted to calendars to ensure that dates are monitored by all individuals involved in Textbook Affordability efforts. Between 90 and 45 days, the Bookstore also provides weekly updates on orders to the Vice Provost who distributes the information to College textbook liaisons. The Vice Provost provides updated course offerings periodically to the Bookstore to ensure that offerings align across systems. On day 90, the Bookstore sends all faculty instructions on how to check the "shop" website to ensure that each faculty's orders are correct. The Bookstore opens the semester website 67 days prior to the beginning of a term. Student can access required textbooks either by their UWF ID where all their course materials are presented or by course identifier.

Describe policies implemented to ensure the posting of the syllabus for each course and course section (with the exception of a course syllabus for individualized courses, such as directed individual studies, internships, thesis, dissertation defense, and performance) 45 days before the first day of class. Are the policies effective in meeting the posting requirement? If not, what measures will be taken by the university to meet the posting requirement?

The University of West Florida requires all course syllabi to be published through the Simple Syllabus platform to satisfy the Board of Governors' 45-day posting requirement. Course syllabi are developed and maintained within Simple Syllabus, which provides a standardized syllabus template aligned with university and Board of Governors requirements while allowing instructors to customize course-specific content.

The syllabus publication process includes notifications to faculty, department chairs, and academic administrators as the posting deadline approaches. Colleges and departments have access to completion reports to monitor publication status and identify courses that require follow-up before the deadline. The Office of Teaching, Learning, and Technology provides training, documentation, and technical support to faculty and academic units throughout the syllabus preparation and publication process.

Overall, these policies and procedures have been effective in supporting compliance with the 45-day posting requirement. The university continues to refine reporting capabilities, communication strategies, and administrative workflows to improve completion rates and provide timely follow-up for outstanding syllabi. Individualized courses, including directed individual studies, internships, theses, dissertations, and performance-based courses, are managed in accordance with applicable Board of Governors exceptions.

Published List of Required and Recommended Textbooks and Instructional Materials	
Use the drop-down options to confirm the published list of required and recommended textbooks and instructional materials for all courses and course sections includes the following information. *Note: Individualized courses, such as directed individual studies, internships, thesis, dissertation defense, and performance, are exempt from this requirement.	
Information Required	Affirm Information is
International Standard Book Number (ISBN) or Other Identifying Information	Included
Title	Included
All Authors Listed	Included
Publishers	Included
Edition Number	Included
Copyright Date	Included
Published Date	Included
Searchable by Course Subject, Course Number, Course Title, Name of Instructor, Title of Material, and Author(s) of Material	Included
Material Information is Easily Downloadable by Current and Prospective Students	Included

Link to Published List of Required and Recommended Textbooks and Instructional Materials
Provide an active link to the webpage housing the information listed under "Published List of Required and Recommended Textbooks and Instructional Materials."
https://www.bkstr.com/westfloridastore/home

Published Course Syllabi	
Use the drop-down for options to confirm that the syllabus for each course and course section is published and includes the required information. *Note: Individualized courses, such as directed individual studies, internships, thesis, dissertation defense, and performance, are exempt from this requirement.	
Course Syllabi	Affirmation
The syllabus for each course and course section that is not exempt from the requirement is published on the university website	Included

Information Required	Affirm Information is Included
Course Curriculum	Included
Goals, Objectives, and Student Expectations of the Course	Included
Required and Recommended Textbooks and Instructional Materials	Included
How student performance is measured	Included

Link to Published List of Course Syllabi for All Courses and Course Sections
Provide an active link(s) to the webpage(s) housing the information under "Published Course Syllabi."
Pre-Summer 2026 Syllabi: https://marina.uwf.edu/syllabus/
Summer 2026 forward: https://uwf.simplesyllabus.com/en-US/syllabus-library

Exceptions

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2025				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
2437	34	2471	1%	Courses were unassigned at the 45-day deadline or do not have any required materials.

Spring 2026				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
2418	15	2433	1%	Courses were unassigned at the 45-day deadline or do not have any required materials.

University Requirements for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Use the tables below to report the total number of course sections offered at the 45-day posting deadline, the number of course sections that met the posting requirement, the number of course sections that changed materials after the posting deadline, and the number of course sections that did not meet the posting requirement. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2025					
Total Course Sections at the 45 Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
2,437	2,383	97.78%	2	54	2.22%

Spring 2026					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
2,418	2,403	99.38%	3	15	0.62%

****Note:** Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.



Board of Trustees
Academic Affairs Committee
August 13, 2026

General Education Course Offerings

Recommended Action:

Motion: Approve the list of general education course offerings effective Fall 2027

Background Information:

Board of Governors (BOG) Regulation 8.005, General Education Course Options, was revised effective January 24, 2024, and created a new annual review of general education course offerings for each state university.

UWF's most recent list effective for Fall 2026 was approved by the BOG on January 29, 2026. UWF personnel and leadership have worked with BOG staff on the course descriptions and student learning outcomes for the new and updated courses. Each course has received appropriate faculty governance and administrative oversight, and each course meets general education course requirements in accordance with sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

UWF requests approval of the attached list of courses to be offered across the five disciplinary subject areas of communications, humanities, mathematics, natural sciences, and social sciences.

Implementation Plan:

1. The UWF BOT Academic Affairs Committee considers the list of general education course offerings effective Fall 2027 on August 13, 2026.
2. The UWF BOT considers the list of general education course offerings effective Fall 2027 at its full board meeting on August 13, 2026.
3. UWF will submit the list of general education course offerings and signed certification form to the Office of K-20 Articulation of the Florida Department of Education upon approval of the BOT and prior to the deadline of September 1, 2026.
4. Upon approval by the Articulation Coordinating Committee (ACC) of the Florida Department of Education, the ACC will submit UWF's completed list of general education courses to the Board of Governors no later than December 1, 2026.
5. The Board of Governors will consider UWF's completed list of general education courses for approval and implementation effective Fall 2027 during its January 2027 meeting.
6. UWF will implement the BOG approved list of general education course offerings in Fall 2027.

Fiscal Implications:

No Fiscal Implications

Relevant Authority:

BOG Regulation 8.005, General Education Course Options
Sections 1007.24, 1007.25, and 1007.55, Florida Statutes

Supports Strategic Direction(s):

- 1.1 Provide high impact educational and co-curricular learning experiences that inspire, engage, and prepare students to become knowledgeable citizens and successful in their careers and lives.
 - 3.1 Ensure excellent academic programs in areas of strategic importance to the University, region, and state.
-

Documents:

1. General Education Course Offerings List for UWF effective Fall 2027
2. 2027-2028 General Education Courses Certification Form

Prepared by:

Dr. Eric Kollar, Director of General Education, Division of Academic Affairs, ekollar1@uwf.edu

Presenter:

Dr. Dallas Snider, Vice Provost, Division of Academic Affairs

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
AMH	2	010		UNITED STATES TO 1877	3	Social Sciences	Social Sciences	Updated	Learning Outcomes	52	Yes	Fall 2026	IN THIS COURSE STUDENTS WILL EXAMINE UNITED STATES HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO INDIGENOUS PEOPLES, THE EUROPEAN BACKGROUND, THE COLONIAL PERIOD, THE AMERICAN REVOLUTION, THE ARTICLES OF CONFEDERATION, THE CONSTITUTION, ISSUES WITHIN THE NEW REPUBLIC, SECTIONALISM, MANIFEST DESTINY, SLAVERY, THE AMERICAN CIVIL WAR, AND RECONSTRUCTION.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DESCRIBE THE FACTUAL DETAILS OF THE SUBSTANTIVE HISTORICAL EPISODES UNDER STUDY. STUDENTS WILL IDENTIFY AND ANALYZE FOUNDATIONAL DEVELOPMENTS THAT SHAPED AMERICAN HISTORY FROM BEFORE EUROPEAN CONTACT TO 1877 USING CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRIMARY IDEAS, VALUES, AND PERCEPTIONS THAT HAVE SHAPED UNITED STATES HISTORY. STUDENTS WILL DEMONSTRATE COMPETENCY IN CIVIC LITERACY. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): RECOGNIZE HISTORY AS AN INTERPRETATIVE ACCOUNT OF THE HUMAN PAST CREATED IN THE PRESENT FROM SURVIVING EVIDENCE. BUILD HISTORICAL KNOWLEDGE ABOUT AMERICAN HISTORY PRIOR TO 1877. EVALUATE HISTORIANS' ARGUMENTS EXPLAINING HOW THEY WERE CONSTRUCTED AND MIGHT BE IMPROVED. EVALUATE AND ANALYZE PRIMARY SOURCES. DISCUSS AND PRACTICE THE BASIC METHODS AND TRADITIONS OF RESEARCH AND ANALYSIS IN HISTORY.
AMH	2	020		UNITED STATES SINCE 1877	3	Social Sciences	Social Sciences	Updated	Learning Outcomes	53	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL TRACE THE HISTORY OF THE UNITED STATES FROM THE END OF THE RECONSTRUCTION ERA TO THE CONTEMPORARY ERA. TOPICS WILL INCLUDE BUT ARE NOT LIMITED TO THE RISE OF INDUSTRIALIZATION, THE UNITED STATES' EMERGENCE AS AN ACTOR ON THE WORLD STAGE, CONSTITUTIONAL AMENDMENTS AND THEIR IMPACT, THE PROGRESSIVE ERA, WORLD WAR I, THE GREAT DEPRESSION AND NEW DEAL, WORLD WAR II, ISSUES OF CIVIL AND MINORITY RIGHTS, THE COLD WAR, AND THE UNITED STATES SINCE 1989.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DESCRIBE THE FACTUAL DETAILS OF THE SUBSTANTIVE HISTORICAL EPISODES UNDER STUDY. STUDENTS WILL IDENTIFY AND ANALYZE FOUNDATIONAL DEVELOPMENTS THAT SHAPED AMERICAN HISTORY SINCE 1877 USING CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRIMARY IDEAS, VALUES, AND PERCEPTIONS THAT HAVE SHAPED AMERICAN HISTORY. STUDENTS WILL DEMONSTRATE COMPETENCY IN CIVIC LITERACY. UWF GENERAL EDUCATION SLO(S): STUDENTS WILL SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. STUDENTS WILL REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF THE BASIC PRINCIPLES AND PRACTICES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF THE UNITED STATES CONSTITUTION AND ITS APPLICATION. DEVELOP AND DEMONSTRATE KNOWLEDGE OF THE FOUNDING DOCUMENTS AND HOW THEY HAVE SHAPED THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE. DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF LANDMARK SUPREME COURT CASES, LANDMARK LEGISLATION, AND LANDMARK EXECUTIVE ACTIONS AND THEIR IMPACT ON LAW AND SOCIETY.
AML	2	010		AMERICAN LITERATURE I	3		Humanities	Updated	Learning Outcomes	30	Yes	Spring 2026	SURVEY OF MAJOR AMERICAN LITERATURE FROM COLONIAL TIMES TO THE CIVIL WAR. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): RECOGNIZE ELEMENTS OF LITERARY WORKS (SUCH AS PLOT, SETTING, CHARACTER, POINT OF VIEW, FORM, AND NARRATIVE STRUCTURE) AND EFFECTIVELY USE LITERARY AND CRITICAL TERMINOLOGY. CRITICALLY INTERPRET LITERARY WORKS BY AMERICAN WRITERS OF VARIOUS GENRES, PERIODS, TRADITIONS, AND ETHNIC BACKGROUNDS. CONSTRUCT PERSUASIVE ARGUMENTS USING TEXTUAL EVIDENCE AND ANALYSIS. PRESENT IDEAS CLEARLY AND EFFECTIVELY IN WRITTEN AND ORAL COMMUNICATIONS USING PROPER ENGLISH GRAMMAR AND SYNTAX. AVOID PLAGIARISM. PROPERLY CITE SOURCES USING MLA STYLE.
AML	2	020		AMERICAN LITERATURE II	3		Humanities	Updated	Learning Outcomes	29	Yes	Fall 2026	SURVEY OF MAJOR AMERICAN LITERATURE FROM THE CIVIL WAR TO THE PRESENT. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): RECOGNIZE ELEMENTS OF LITERARY WORKS (SUCH AS PLOT, SETTING, CHARACTER, POINT OF VIEW, FORM, AND NARRATIVE STRUCTURE) AND EFFECTIVELY USE LITERARY AND CRITICAL TERMINOLOGY. CRITICALLY INTERPRET LITERARY WORKS BY AMERICAN WRITERS OF VARIOUS GENRES, PERIODS, TRADITIONS, AND ETHNIC BACKGROUNDS. CONSTRUCT PERSUASIVE ARGUMENTS USING TEXTUAL EVIDENCE AND ANALYSIS. PRESENT IDEAS CLEARLY AND EFFECTIVELY IN WRITTEN AND ORAL COMMUNICATIONS USING PROPER ENGLISH GRAMMAR AND SYNTAX. AVOID PLAGIARISM. PROPERLY CITE SOURCES USING MLA STYLE.
AMS	2	010		CIVIC DISCOURSE AND THE AMERICAN POLITICAL ORDER	3		Humanities	Updated	Learning Outcomes	5	Yes	Fall 2026	STUDENTS WILL EXPLORE THE CONCEPT OF CIVIL DISCOURSE ALONG WITH THE BASIC PRINCIPLES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. THROUGH A REVIEW OF THE US CONSTITUTION, FOUNDING DOCUMENTS AND LANDMARK SUPREME COURT CASES, STUDENTS WILL UNDERSTAND HOW THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE HAVE BEEN SHAPED. STUDENTS WILL THEN APPLY THESE LESSONS TO CASE STUDIES.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS. OR. PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): DEFINE AND EXPLAIN THE BASIC PRINCIPLES AND TERMINOLOGY OF CIVIL DISCOURSE. REFLECT ON THE THEORIES AND EXPRESSIONS OF CIVIL DISCOURSE IN THE CONTEXT OF THE AMERICAN POLITICAL ORDER. ANALYZE AND DISCUSS PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY CONTEXTS. COMPARE PRIMARY TEXTS WITH MODERN CONCEPTIONS OF THEM. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS OF CIVIL DISCOURSE AND HISTORICAL CONTEXTS.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
ANT	2	000		HONORS INTRODUCTION TO ANTHROPOLOGY	3	Social Sciences	Social Sciences	Updated	Learning Outcomes	6	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM SOCIAL SCIENCES REQUIREMENT.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL EXPLAIN SCIENTIFIC APPROACHES TO THE STUDY OF HUMAN VARIATION AND HUMAN ORIGINS, INCLUDING PRIMATOLOGY, EXTINCT AND EXTANT HUMAN CULTURES, LANGUAGE, AND ETHNICITY. STUDENTS WILL EXPLAIN THE ORIGINS OF ANTHROPOLOGY AS A FOUNDATION DISCIPLINE IN THE SOCIAL SCIENCES THAT EXAMINES THE NATURE AND DEFINITION OF CULTURE. STUDENTS WILL APPLY ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODS TO THE SCIENTIFIC STUDY OF PAST AND PRESENT HUMAN BEHAVIOR. STUDENTS WILL EXPLAIN HOW ANTHROPOLOGY INCORPORATES MULTIDISCIPLINARY KNOWLEDGE AND PERSPECTIVES. STUDENTS WILL DESCRIBE ANTHROPOLOGICAL CONTRIBUTIONS TO CONTEMPORARY ISSUES. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DESCRIBE AND EXPLAIN THE ORIENTATION AND SCOPE OF ANTHROPOLOGY (AS A WHOLE) AND EACH OF ITS FOUR MAJOR SUBFIELDS. CLASSIFY AND EXPLAIN THE KEY COMPONENTS AND BASIC FEATURES OF HUMAN EVOLUTION. DESCRIBE AND EXPLAIN THE ROLE OF ANTHROPOLOGY IN PRESERVING CULTURAL MATERIALS AND DEVELOPING KNOWLEDGE OF THE HUMAN PAST. ANALYZE AND DISCUSS BASIC FORMS AND FEATURES OF HUMAN SOCIAL ORGANIZATION AND THE ORIGINS OF CIVILIZATION. IDENTIFY THE ELEMENTS OF LANGUAGE AND OTHER COMMUNICATIVE SYSTEMS. DESCRIBE AND DISCUSS HUMAN CULTURAL AND BIOLOGICAL DIVERSITY, PAST AND PRESENT.
ANT	2	000		INTRODUCTION TO ANTHROPOLOGY	3	Social Sciences	Social Sciences	Updated	Learning Outcomes	31	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF ANTHROPOLOGY AS THE STUDY OF HUMAN VARIATION IN ITS BIOLOGICAL, SOCIAL, AND CULTURAL DIMENSIONS. STUDENTS WILL LEARN ABOUT ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODOLOGIES TO UNDERSTAND AND EXPLORE PAST AND PRESENT HUMAN BEHAVIOR. THEY WILL APPLY THE ANTHROPOLOGICAL APPROACH TO ANALYZE ISSUES PERTAINING TO PAST AND CONTEMPORARY CULTURES, AND DEVELOP INTELLECTUAL SKILLS AND HABITS TO UNDERSTAND BEHAVIORAL, SOCIAL AND CULTURAL ISSUES FROM MULTIPLE DISCIPLINARY PERSPECTIVES.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL EXPLAIN SCIENTIFIC APPROACHES TO THE STUDY OF HUMAN VARIATION AND HUMAN ORIGINS, INCLUDING PRIMATOLOGY, EXTINCT AND EXTANT HUMAN CULTURES, LANGUAGE, AND ETHNICITY. STUDENTS WILL EXPLAIN THE ORIGINS OF ANTHROPOLOGY AS A FOUNDATION DISCIPLINE IN THE SOCIAL SCIENCES THAT EXAMINES THE NATURE AND DEFINITION OF CULTURE. STUDENTS WILL APPLY ANTHROPOLOGICAL CONCEPTS, PRINCIPLES, AND METHODS TO THE SCIENTIFIC STUDY OF PAST AND PRESENT HUMAN BEHAVIOR. STUDENTS WILL EXPLAIN HOW ANTHROPOLOGY INCORPORATES MULTIDISCIPLINARY KNOWLEDGE AND PERSPECTIVES. STUDENTS WILL DESCRIBE ANTHROPOLOGICAL CONTRIBUTIONS TO CONTEMPORARY ISSUES. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DESCRIBE AND EXPLAIN THE ORIENTATION AND SCOPE OF ANTHROPOLOGY (AS A WHOLE) AND EACH OF ITS FOUR MAJOR SUBFIELDS. CLASSIFY AND EXPLAIN THE KEY COMPONENTS AND BASIC FEATURES OF HUMAN EVOLUTION. DESCRIBE AND EXPLAIN THE ROLE OF ANTHROPOLOGY IN PRESERVING CULTURAL MATERIALS AND DEVELOPING KNOWLEDGE OF THE HUMAN PAST. ANALYZE AND DISCUSS BASIC FORMS AND FEATURES OF HUMAN SOCIAL ORGANIZATION AND THE ORIGINS OF CIVILIZATION. IDENTIFY THE ELEMENTS OF LANGUAGE AND OTHER COMMUNICATIVE SYSTEMS. DESCRIBE AND DISCUSS HUMAN CULTURAL AND BIOLOGICAL DIVERSITY, PAST AND PRESENT.
ANT	2	100		INTRODUCTION TO ARCHAEOLOGY	3		Social Sciences	Updated	Learning Outcomes	11	Yes	Summer 2026	THE HISTORICAL AND THEORETICAL BACKGROUNDS OF ARCHAEOLOGY, THE GOALS AND METHODS OF ARCHAEOLOGY, AND ARCHAEOLOGICAL FIELDWORK TECHNIQUES.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): EXPLAIN HOW SCIENTIFIC KNOWLEDGE IS DEVELOPED WITHIN A PARTICULAR FIELD OF INQUIRY. ANALYZE THE ROLE OF EXPERIMENTAL DESIGN IN BUILDING SCIENTIFIC KNOWLEDGE. EXAMINE THE EFFECTS OF THE SOCIAL, NATURAL, AND DIGITAL ENVIRONMENT OF HUMAN LIFE.
ANT	2	511		BIOLOGICAL ANTHROPOLOGY	3		Natural Sciences	Updated	Learning Outcomes	16	Yes	Summer 2026	HUMAN EVOLUTION AND VARIATION WITH EMPHASIS ON PRINCIPLES OF EVOLUTION, PRIMATE BIOLOGY, FOSSIL RECORDS, VARIABILITY IN LIVING POPULATIONS, AND THE BIOLOGICAL FOUNDATIONS OF HUMAN CULTURE CAPACITIES.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): OUTLINE HUMANS' PLACE IN THE NATURAL WORLD FROM TAXONOMIC AND PHYLOGENETIC PERSPECTIVES. DESCRIBE THE BIOLOGICAL SIMILARITIES AND DIFFERENCES BETWEEN HUMANS AND OTHER LIVING ORGANISMS, ESPECIALLY PRIMATES. ARTICULATE THE PERCEIVED AND MEASURABLE DIFFERENCES AND SIMILARITIES BETWEEN MODERN HUMAN POPULATIONS (HOMO SAPIENS SAPIENS) FROM AN EVOLUTIONARY, BIOGEOGRAPHICAL AND GEOLOGICAL PERSPECTIVE. DESCRIBE THE ROLE OF BIOANTHROPOLOGISTS IN RESEARCH INTO THE FIELD OF HUMAN ORIGINS, HUMAN VARIATION, EVOLUTION, AND PRIMATOLOGY. SUMMARIZE THE HOMININ LINEAGE, MORPHOLOGICAL CHANGES WITHIN THE HOMININ LINEAGE, AND THE RELATIONSHIPS AMONG HOMININ TAXA, AND THE ORIGIN OF MODERN HUMANS. DIFFERENTIATE THE SCIENTIFIC AND NON-SCIENTIFIC EXPLANATIONS AND SCIENTIFIC DATA FOR HUMAN EVOLUTION BASED ON FOSSIL EVIDENCE. EXPLAIN HUMAN ADAPTATION TO ENVIRONMENTAL CHANGE.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
ARH	1	000		ART APPRECIATION	3	Humanities	Humanities	Updated	Learning Outcomes	40	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO THINK CRITICALLY ABOUT HUMAN CULTURE AND BE PROVIDED WITH THE TOOLS TO UNDERSTAND, ANALYZE, AND DISCUSS WORKS OF VISUAL ART AND MATERIAL CULTURE. NOT OPEN TO ART MAJORS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL IDENTIFY AND DESCRIBE TERMS, CONCEPTS, AND METHODS USED IN THE DISCIPLINE OF ART HISTORY. STUDENTS WILL APPLY TERMS, CONCEPTS, AND METHODS USED IN THE DISCIPLINE OF ART HISTORY TO WORKS OF VISUAL ART AND MATERIAL CULTURE. STUDENTS WILL IDENTIFY AND DESCRIBE WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT, INCLUDING WORKS FROM OR INSPIRED BY THE WESTERN CANON AND OTHER CULTURAL TRADITIONS. STUDENTS WILL ANALYZE WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT, INCLUDING WORKS FROM OR INSPIRED BY THE WESTERN CANON AND OTHER CULTURAL TRADITIONS. STUDENTS WILL GENERATE AN ANALYTICAL RESPONSE TO WORKS OF VISUAL ART AND MATERIAL CULTURE IN THE WORKS' CULTURAL CONTEXT. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. ADDITIONAL SLO(S): CRITICALLY ANALYZE AND UNDERSTAND WORKS OF ART AND ARCHITECTURE IN TERMS OF TIME PERIOD, LOCATION, SUBJECT MATTER, STYLE, AND MEANING. DISCUSS WORKS OF ART AND ARCHITECTURE USING A SPECIFIC VOCABULARY OF TECHNICAL AND ART HISTORICAL TERMINOLOGY. RECOGNIZE AND IDENTIFY MAJOR ARTISTS AND ARCHITECTS, AND ACQUIRE A BASIC KNOWLEDGE OF THEIR CONCEPTUAL MOTIVATIONS AND CONTRIBUTIONS TO SOCIETY. RECOGNIZE AND DESCRIBE THE FORMAL VISUAL ELEMENTS THAT SERVE AS THE VOCABULARY FOR WORKS OF VISUAL ART.
ARH	2	050		WESTERN ART SURVEY I: PREHISTORY TO THE MEDIEVAL PERIOD	3		Humanities	Updated	Learning Outcomes	39	Yes	Fall 2026	ANALYZES THE HERITAGE OF THE WESTERN CANON WITHIN ITS CULTURAL CONTEXT FROM THE BIRTH OF ART THROUGH THE MEDIEVAL PERIOD.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS. ADDITIONAL SLO(S): APPLY THE APPROPRIATE VOCABULARY WHEN DESCRIBING WORKS OF ART. CRITICALLY ANALYZE HOW THE VISUAL FORMS PRESENT IN A WORK OF ART CONVEY MEANING. ISOLATE THE PRINCIPAL VISUAL FORMS AND MEDIA RESPONSIBLE FOR SHAPING STYLE. BUILD A CONCEPTUAL FRAMEWORK OF THE WESTERN CANON FROM CAVE PAINTING THROUGH THE RENAISSANCE. DEMONSTRATE HOW HISTORICAL STYLES OF THE WESTERN CANON CONVEY MEANINGS CONSISTENT WITH THE WORLDVIEW OF A CULTURAL ERA. ISOLATE AND ANALYZE THE HISTORICAL FORCES (CULTURAL, SOCIO-ECONOMIC, AND POLITICAL) THAT ALTER THE PREVAILING WORLDVIEW AND THUS AFFECT BOTH STYLE AND MEANING IN ART. EFFECTIVELY DESCRIBE AND COMMUNICATE COMPLEX VISUAL IDEAS IN WRITTEN FORM.
ARH	2	051		WESTERN ART SURVEY II: RENAISSANCE TO CONTEMPORARY	3		Humanities	Updated	Learning Outcomes	36	Yes	Fall 2026	ANALYZES THE AESTHETIC HERITAGE OF THE WESTERN CANON WITHIN ITS CULTURAL CONTEXT FROM THE FIFTEENTH CENTURY TO THE PRESENT. REQUIRED OF ALL ART MAJORS. SATISFIES THE LOWER DIVISION REQUIREMENT, ARH 1000.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS. ADDITIONAL SLO(S): STUDENTS WILL LEARN TO RECOGNIZE HISTORIC STYLES OF THE WESTERN CANON, THEIR SEQUENCE, AND THE CULTURAL FORCES THAT SHAPED THEM. THEY WILL ANALYZE AND INTERPRET ART AND ARCHITECTURE OF THE WESTERN CANON WITHIN THEIR HISTORICAL AND CULTURAL CONTEXT, AND HOW TO EXAMINE A WORK OF ART THROUGH FORMAL MEANS IN A WRITTEN PAPER. THEY WILL USE TECHNOLOGY TO RESEARCH AND ANALYZE WORKS OF ART. THEY WILL ORGANIZE AND EXPLAIN COMPLEX IDEAS EFFECTIVELY THROUGH A WRITTEN PAPER AND IN THE CONTEXT OF COMPARISONS AND ESSAYS IN EXAMS. THEY WILL DEVELOP AND EXECUTE PLANS FOR A PAPER THAT TAKES INTO ACCOUNT RESOURCES AND TIME AVAILABLE.
AST	1	002		DESCRIPTIVE ASTRONOMY	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	40	Yes	Fall 2026	THIS COURSE PROVIDES A COMPREHENSIVE LOOK AT MODERN ASTRONOMY, EMPHASIZING THE USE OF THE SCIENTIFIC METHOD AND THE APPLICATION OF PHYSICAL LAWS TO UNDERSTAND THE UNIVERSE INCLUDING EARTH AND ITS ENVIRONMENT. THROUGHOUT THIS COURSE, STUDENTS WILL DEVELOP THE ABILITY TO DISCERN SCIENTIFIC KNOWLEDGE FROM NON-SCIENTIFIC CLAIMS BY USING CRITICAL THINKING.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DEFINE TERMS USED TO MEASURE AND DESCRIBE THE UNIVERSE. STUDENTS WILL EXPLAIN THE PROCESSES INVOLVED IN THE FORMATION AND EVOLUTION OF CELESTIAL BODIES OVER ASTRONOMICAL TIME ACCORDING TO DIFFERENT MODELS AND THEORIES. STUDENTS WILL DESCRIBE HOW SCIENTIFIC THEORIES EVOLVE IN RESPONSE TO NEW OBSERVATIONS AND CRITICALLY EVALUATE THEIR IMPACT ON SOCIETY. STUDENTS WILL FORMULATE EMPIRICALLY TESTABLE HYPOTHESES DERIVED FROM THE STUDY OF PHYSICAL PROCESSES AND PHENOMENA. STUDENTS WILL APPLY LOGICAL REASONING SKILLS THROUGH SCIENTIFIC CRITICISM AND ARGUMENT TO SEPARATE SCIENCE FROM NON-SCIENCE. STUDENTS WILL GATHER AND ANALYZE ASTRONOMICAL DATA AND COMMUNICATE RESULTS IN GRAPHIC AND WRITTEN FORMS. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DEFINE COMMON ASTRONOMICAL TERMS AND EXPLAIN BASIC CONCEPTS AND THEORIES FOR A RANGE OF ASTROPHYSICAL PHENOMENA. DESCRIBE THE UNIVERSE USING BASIC PHYSICAL LAWS DERIVED ON EARTH. MEMORIZE MAJOR SCIENTIFIC DEVELOPMENTS IN ASTRONOMY AND SUMMARIZE THEIR IMPACTS ON SOCIETY AND OUR ENVIRONMENT SUCH AS RECOGNIZING OUR PLACE IN THE UNIVERSE, EVALUATING THE VALIDITY OF ASTROLOGY, COMPARING ENERGY SOURCES, AND HOW ATMOSPHERIC EFFECTS OF PLANETS INFLUENCE CLIMATE CHANGE. EVALUATE THE DIFFERENCE BETWEEN GOOD SCIENCE AND BAD SCIENCE. UTILIZE SCIENTIFIC REASONING (USE OF LOGIC, OBSERVATIONS, AND CRITICAL THINKING) TO INTERPRET THE WORLD AROUND THEM. FORMULATE EMPIRICALLY-TESTABLE HYPOTHESES DERIVED FROM THE STUDY OF PHYSICAL PROCESSES AND PHENOMENA AND APPLY LOGICAL REASONING SKILLS THROUGH SCIENTIFIC CRITICISM AND ARGUMENT. SOLVE PROBLEMS AND UTILIZE QUANTITATIVE AND QUALITATIVE REASONING TO ASSESS PROBLEMS. EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
BOT	2	010		GENERAL BOTANY	3		Natural Sciences	Updated	Learning Outcomes	11	Yes	Fall 2025	INTRODUCTION TO THE BASIC CONCEPTS WHICH APPLY TO ALL PLANTS INCLUDING CELL THEORY, BIOSYNTHETIC PROCESSES, PHYSIOLOGICAL RESPONSE, DEVELOPMENT AND REPRODUCTION, AS WELL AS CONSIDERATION OF PLANT MORPHOLOGY, SYSTEMATICS AND EVOLUTION. MATERIAL AND SUPPLY FEE WILL BE ASSESSED FOR CORRESPONDING LAB.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): IDENTIFY AND EXPLAIN THE FUNCTIONS OF THE ORGANS, TISSUES, CELLS, ORGANELLES, AND OTHER STRUCTURES THAT MAKE UP A PLANT. EXPLAIN IMPORTANT PHYSIOLOGICAL AND DEVELOPMENTAL PROCESSES IN PLANT BIOLOGY INCLUDING PHOTOSYNTHESIS, MEMBRANE TRANSPORT, NUTRIENT ACQUISITION, WATER MOVEMENTS, RESPONSES TO ENVIRONMENTAL STIMULI, AND HORMONAL CONTROLS. DESCRIBE THE BASIC TENETS OF PLANT TAXONOMY AND EVOLUTION. DESCRIBE THE BASIC ECOLOGY AND DIVERSITY OF PLANTS IN THE BIOSPHERE. EXPLAIN THE IMPORTANCE AND PRACTICAL APPLICATIONS OF PLANTS IN EVERYDAY LIFE. DESCRIBE CAREER OPTIONS AVAILABLE TO STUDENTS WHO STUDY PLANT SCIENCE. USE EXPERIMENTAL EVIDENCE TO SUPPORT AND EXPLAIN MECHANISTIC MODELS IN PLANT BIOLOGY. IDENTIFY THE ESSENTIAL FEATURES OF A GRAPH AND GENERATE AN ANALYSIS OF ITS CONTENTS IN RELATION TO THE FUNDAMENTAL PRINCIPLES OF PLANT BIOLOGY. CORRECTLY AND ACCURATELY EMPLOY THE TERMINOLOGY OF PLANT BIOLOGY. WRITE CLEAR AND CONCISE INTERPRETATIONS OF DATA SETS USING PROPER GRAMMAR, SPELLING, AND PUNCTUATION. WRITE A CLEAR AND CONCISE TECHNICAL LAB REPORT (OPTIONAL EXTRA CREDIT). EXPLAIN THE ETHICAL IMPORTANCE OF ACCURATE AND PRECISE COLLECTION AND REPORTING OF EXPERIMENTAL DATA. IDENTIFY ISSUES ARISING FROM THE USE OF GENETICALLY MODIFIED ORGANISMS.
BSC	1	005		GENERAL BIOLOGY FOR NON-MAJORS	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	42	Yes	Fall 2026	THIS COURSE APPLIES THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD INCLUDING BUT NOT LIMITED TO CELLS, ORGANISMS, GENETICS, EVOLUTION, ECOLOGY, AND BEHAVIOR.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL EVALUATE DATA REGARDING VALIDITY. STUDENTS WILL READ AND INTERPRET A VARIETY OF SCIENTIFIC DATA. STUDENTS WILL DESCRIBE THE NATURAL WORLD. STUDENTS WILL ARTICULATE AND PRACTICE THE SCIENTIFIC METHOD. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): EXPLAIN HOW TO USE THE SCIENTIFIC METHOD TO SOLVE PROBLEMS IN THE BIOLOGICAL SCIENCES. IDENTIFY THE CHARACTERISTICS AND BASIC NEEDS OF LIVING ORGANISMS. DEFINE THE CHEMICAL COMPONENTS OF CELLS AND EXPLAIN THEIR PROPERTIES. IDENTIFY AND DESCRIBE THE COMPONENTS OF CELLS AND THEIR FUNCTIONS. EXPLAIN HOW ENERGY IS CAPTURED AND UTILIZED TO PERFORM DIVERSE CELLULAR FUNCTIONS. EXPLAIN THE CHROMOSOMAL BASIS OF INHERITANCE AND THE MECHANISMS OF GENE EXPRESSION. EXPLAIN THE MOLECULAR MECHANISMS FOR THE GENETIC FLOW OF INFORMATION IN CELLS. DISCUSS THE MECHANISMS OF EVOLUTION AND HOW SPECIATION OCCURS. DESCRIBE LEVELS OF ORGANIZATION AND RELATED FUNCTIONS IN PLANTS AND ANIMALS. RELATE THE IMPORTANCE OF PLANTS TO LIVING ORGANISMS AND THE ENVIRONMENT. IDENTIFY STRUCTURES AND FUNCTIONS OF THE HUMAN BODY. DEFINE AND CORRECTLY USE SCIENTIFIC TERMINOLOGY IN REGARD TO BIOLOGICAL ORGANISMS AND PROCESSES.
BSC	1	050		FUNDAMENTALS OF ECOLOGY	3		Natural Sciences	Updated	Learning Outcomes	6	Yes	Spring 2026	INTENDED FOR NON-MAJORS WHO HAVE AN INTEREST IN NATURE AND HOW THEY INTERACT WITH NATURE. GIVES GENERAL OVERVIEW OF ECOLOGICAL PRINCIPLES AND HOW THESE PRINCIPLES INFLUENCE THE OUTSIDE WORLD AROUND US. IMBEDDED ARE SEVERAL ACTIVITIES THAT ARE ASSOCIATED WITH EACH CHAPTER. THE ACTIVITIES WERE DEVELOPED SO THAT THE STUDENT WILL GAIN A RESPECT FOR ECOLOGY AS WELL AS SHOW HOW ECOLOGICAL PRINCIPLES AFFECT YOUR DAILY LIFE.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DESCRIBE ENVIRONMENTAL PROBLEMS, THEIR CAUSES AND SUSTAINABILITY. EXPLAIN THE UNDERLYING BIOLOGICAL AND CHEMICAL PRINCIPLES OF ECOLOGY. EXPLAIN BIODIVERSITY, EVOLUTION, AND HOW ECOSYSTEMS WORK. DISCUSS THE HUMAN POPULATION GROWTH AND ITS IMPACT. IDENTIFY CHANGES IN CLIMATE AND THE IMPACT ON BIODIVERSITY. DESCRIBE AQUATIC AND TERRESTRIAL DIVERSITY AND BIOMES AND THE CURRENT THREATS TO THESE ECOSYSTEMS. DISCUSS THE SPECIES EXTINCTION AND THE LOSS OF ECOSYSTEM SERVICES, EVALUATE CURRENT WAYS TO SUSTAIN BIODIVERSITY IN BOTH TERRESTRIAL AND AQUATIC ECOSYSTEMS.
BSC	1	085		ANATOMY AND PHYSIOLOGY I	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	33	Yes	Fall 2026	THIS COURSE IS THE FIRST PART OF A TWO-SEMESTER SEQUENCE IN WHICH STUDENTS EXAMINE HUMAN ANATOMY AND PHYSIOLOGY THROUGH A SYSTEMS APPROACH BASED ON THE INTERACTION BETWEEN FORM AND FUNCTION, FROM THE MICROSCOPIC COMPONENTS OF CELLS AND TISSUES TO THE ORGANISMAL LEVEL. EMPHASIS IS PLACED ON HISTOLOGY AND THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL IDENTIFY CELL STRUCTURES AND DESCRIBE THEIR FUNCTIONS. STUDENTS WILL DISTINGUISH TISSUES BY STRUCTURE, LOCATION IN THE BODY, AND CONTRAST THEIR NORMAL PHYSIOLOGY. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF ANATOMICAL STRUCTURE, ORGANIZATION OF THE BODY, CAVITIES, PLANES, AND DIRECTIONAL TERMS. STUDENTS WILL IDENTIFY AND DESCRIBE STRUCTURES OF INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. STUDENTS WILL INTERPRET THE FUNCTIONS OF THE INTEGUMENTARY, SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. STUDENTS WILL EXPLAIN HOW THE COMPONENTS OF THE HUMAN BODY MAINTAIN HOMEOSTASIS. STUDENTS WILL ANALYZE AND INTERPRET PHYSIOLOGICAL DATA. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DEVELOP A VOCABULARY OF APPROPRIATE TERMINOLOGY TO EFFECTIVELY COMMUNICATE INFORMATION RELATED TO ANATOMY AND PHYSIOLOGY. RECOGNIZE THE ANATOMICAL STRUCTURES AND EXPLAIN THE PHYSIOLOGICAL FUNCTIONS OF BODY SYSTEMS. RECOGNIZE AND EXPLAIN THE PRINCIPLE OF HOMEOSTASIS AND THE USE OF FEEDBACK LOOPS TO CONTROL PHYSIOLOGICAL SYSTEMS IN THE HUMAN BODY. USE ANATOMICAL KNOWLEDGE TO PREDICT PHYSIOLOGICAL CONSEQUENCES, AND USE KNOWLEDGE OF FUNCTION TO PREDICT THE FEATURES OF ANATOMICAL STRUCTURES. RECOGNIZE AND EXPLAIN THE INTERRELATIONSHIPS WITHIN AND BETWEEN ANATOMICAL AND PHYSIOLOGICAL SYSTEMS OF THE HUMAN BODY. SYNTHESIZE IDEAS TO MAKE A CONNECTION BETWEEN KNOWLEDGE OF ANATOMY AND PHYSIOLOGY AND REAL-WORLD SITUATIONS, INCLUDING HEALTHY LIFESTYLE DECISIONS AND HOMEOSTATIC IMBALANCES. DEMONSTRATE LABORATORY PROCEDURES USED TO EXAMINE ANATOMICAL STRUCTURES AND EVALUATE PHYSIOLOGICAL FUNCTIONS OF EACH ORGAN SYSTEM. INTERPRET GRAPHS OF ANATOMICAL AND PHYSIOLOGICAL DATA.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
BSC	1	086		ANATOMY & PHYSIOLOGY II	3		Natural Sciences	Updated	Learning Outcomes	30	Yes	Fall 2026	CONTINUATION OF ANATOMY AND PHYSIOLOGY I. REVIEWS BASIC ANATOMICAL/ PHYSIOLOGICAL ATTRIBUTES OF ENDOCRINE, CARDIOPULMONARY, DIGESTIVE, REPRODUCTIVE AND IMMUNE SYSTEMS. LAB OPTIONAL.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DEVELOP A VOCABULARY OF APPROPRIATE TERMINOLOGY TO EFFECTIVELY COMMUNICATE INFORMATION RELATED TO ANATOMY AND PHYSIOLOGY. RECOGNIZE THE ANATOMICAL STRUCTURES AND EXPLAIN THE PHYSIOLOGICAL FUNCTIONS OF BODY SYSTEMS. RECOGNIZE AND EXPLAIN THE PRINCIPLE OF HOMEOSTASIS AND THE USE OF FEEDBACK LOOPS TO CONTROL PHYSIOLOGICAL SYSTEMS IN THE HUMAN BODY. USE ANATOMICAL KNOWLEDGE TO PREDICT PHYSIOLOGICAL CONSEQUENCES AND USE KNOWLEDGE OF FUNCTION TO PREDICT THE FEATURES OF ANATOMICAL STRUCTURES. RECOGNIZE AND EXPLAIN THE INTERRELATIONSHIPS WITHIN AND BETWEEN ANATOMICAL AND PHYSIOLOGICAL SYSTEMS OF THE HUMAN BODY. SYNTHESIZE IDEAS TO MAKE A CONNECTION BETWEEN KNOWLEDGE OF ANATOMY AND PHYSIOLOGY AND REAL-WORLD SITUATIONS, INCLUDING HEALTHY LIFESTYLE DECISIONS AND HOMEOSTATIC IMBALANCES. DEMONSTRATE CLINICAL LABORATORY PROCEDURES USED TO EXAMINE ANATOMICAL STRUCTURES AND EVALUATE THE PHYSIOLOGICAL FUNCTIONS OF EACH ORGAN SYSTEM. INTERPRET GRAPHS OF ANATOMICAL AND PHYSIOLOGICAL DATA.
BSC	2	010		BIOLOGY I	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	35	Yes	Fall 2026	IN THIS COURSE STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO CRITICALLY EXAMINE AND EXPLAIN THE NATURAL WORLD. THIS COURSE WILL COVER MOLECULAR BIOLOGY, CELLULAR BIOLOGY, GENETICS, METABOLISM, AND REPLICATION.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DEMONSTRATE SCIENTIFIC LITERACY BY ARTICULATING AND PRACTICING THE SCIENTIFIC METHOD. STUDENTS WILL EVALUATE DATA REGARDING VALIDITY. STUDENTS WILL READ AND INTERPRET A VARIETY OF SCIENTIFIC DATA. STUDENTS WILL IDENTIFY MAJOR MACROMOLECULES AND STATE THEIR IMPORTANCE TO LIVING ORGANISMS. STUDENTS WILL EXPLAIN METABOLISM. STUDENTS WILL COMPARE AND CONTRAST PROKARYOTIC AND EUKARYOTIC STRUCTURES AND PROCESSES OF CELL DIVISION AND REPLICATION. STUDENTS WILL EXPLAIN GENE EXPRESSION. STUDENTS WILL SOLVE PROBLEMS IN TRANSMISSION GENETICS. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DEFINE THE CHEMICAL COMPONENT OF CELLS AND EXPLAIN THEIR PROPERTIES. IDENTIFY AND DESCRIBE THE COMPONENTS OF CELLS AND THEIR FUNCTIONS. EXPLAIN HOW ENERGY IS CAPTURED AND UTILIZED TO PERFORM DIVERSE CELLULAR FUNCTIONS. DISCUSS THE MOLECULAR MECHANISMS FOR THE GENETIC FLOW OF INFORMATION IN CELLS. EXPLAIN THE CHROMOSOMAL BASIS OF INHERITANCE AND THE MECHANISM OF GENE EXPRESSION. DISCUSS THE MECHANISMS OF EVOLUTION AND HOW SPECIATION OCCURS.
BSC	2	011		BIOLOGY II	3		Natural Sciences	Updated	Learning Outcomes	32	Yes	Fall 2026	EXPLORES THE DIVERSITY OF LIFE INCLUDING BACTERIA, PROTISTS, FUNGI, PLANTS AND ANIMALS AT THE INTRODUCTORY LEVEL DESIGNED FOR STUDENTS STARTING A MAJOR IN BIOLOGY. THE COURSE WILL OUTLINE THE TREE OF LIFE IN ILLUSTRATING THE EVOLUTIONARY RELATIONSHIPS AMONG ORGANISMS. THE COURSE WILL ALSO COVER BASIC FUNCTIONAL MORPHOLOGY AND PHYSIOLOGY AT THE ORGANISMAL LEVEL, AND PROVIDE AN INTRODUCTION TO ECOLOGICAL INTERACTIONS AT THE POPULATION AND COMMUNITY LEVEL.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): IDENTIFY THE MAIN TAXONOMIC CATEGORIES OF LIFE. DESCRIBE THE CHARACTERS THAT DEFINE WHY ORGANISMS ARE PLACED IN THE MAIN TAXONOMIC CATEGORIES. EVALUATE CHARACTERS BY COMPARISON/CONTRAST AMONG DIFFERENT LIFE FORMS TO CATEGORIZE UNKNOWN SPECIMENS. IDENTIFY THE MAIN MORPHOLOGICAL STRUCTURES OF PLANTS. DESCRIBE THE MAIN PHYSIOLOGICAL PATHWAYS USED BY PLANTS. DISCUSS HOW THE MORPHOLOGY AND PHYSIOLOGY OF PLANTS RELATE TO ONE ANOTHER. IDENTIFY THE MAIN MORPHOLOGICAL STRUCTURES OF ANIMALS. DESCRIBE THE MAIN BODY SYSTEMS AND PHYSIOLOGICAL PATHWAYS USED BY ANIMALS. DISCUSS HOW THE MORPHOLOGY AND PHYSIOLOGY OF ANIMALS RELATE TO ONE ANOTHER. DESCRIBE THE CHARACTERISTICS OF POPULATION AND COMMUNITY LEVELS OF ORGANIZATION. DISCUSS HOW INTERACTIONS BETWEEN POPULATIONS AND COMMUNITIES DETERMINE BIOLOGICAL FITNESS. EVALUATE ECOLOGICAL/ENVIRONMENTAL ISSUES AND PREDICT CONSEQUENCES TO POPULATIONS AND COMMUNITIES.
BSC	2	311		INTRODUCTION TO OCEANOGRAPHY AND MARINE BIOLOGY	3		Natural Sciences	Updated	Learning Outcomes	7	Yes	Summer 2026	AN INTRODUCTION TO THE CHEMICAL, PHYSICAL AND GEOLOGICAL FEATURES OF THE WORLD OCEAN AND THE MAJOR GROUPS OF LIVING MARINE ORGANISMS THAT INHABIT IT. PHYSICAL CHEMICAL AND BIOLOGICAL INTERRELATIONSHIPS WILL BE EMPHASIZED. CREDIT NOT GRANTED TOWARD A MAJOR IN BIOLOGY.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): IDENTIFY THE STRUCTURE OF THE EARTH'S CRUST AND INTERIOR. EXPLAIN THE MECHANISMS AND THEORY OF PLATE TECTONICS. DESCRIBE HOW OCEAN FLOORS ARE FORMED. IDENTIFY MAJOR OCEANIC CURRENT TYPES. IDENTIFY THE CHEMICAL COMPONENTS TO LIFE. IDENTIFY THE MAJOR HABITAT TYPES. UNDERSTAND AND EXPLAIN THE HISTORY OF EVOLUTIONARY THOUGHT. UNDERSTAND THE HISTORY OF CLASSIFICATION AND BE ABLE TO IDENTIFY AND EXPLAIN THE HIERARCHY OF LIFE. LIST THE MAJOR CHARACTERISTICS OF THE KINGDOMS OF LIFE.
CCJ	2	002		SURVEY OF CRIME AND JUSTICE	3		Social Sciences	Updated	Learning Outcomes	4	Yes	Fall 2026	AN INTRODUCTION TO THE AMERICAN CRIMINAL JUSTICE SYSTEM THROUGH THE LENS OF SOCIAL SCIENCE INQUIRY. EXAMINES THE HISTORICAL FOUNDATIONS, ETHICAL PHILOSOPHIES, AND EVOLVING PRACTICES OF JUSTICE IN THE UNITED STATES. EXPLORES THE TRADITIONS AND PHILOSOPHIES THAT SHAPE THE AMERICAN JUSTICE SYSTEM AND EVALUATES CLASSICAL CHALLENGES OF CRIME AND JUSTICE SUCH AS DUE PROCESS, EQUAL PROTECTION, AND THE RULE OF LAW. EMPHASIS IS PLACED ON HOW JUSTICE INSTITUTIONS INTERSECT WITH BROADER CIVIC, CONSTITUTIONAL, AND SOCIETAL FRAMEWORKS. DESIGNED FOR STUDENTS ACROSS DISCIPLINES, THIS COURSE FOSTERS INFORMED AND ETHICAL CITIZENSHIP BY EXPLORING HOW JUSTICE IS CONCEPTUALIZED, IMPLEMENTED, AND ANALYZED IN AMERICAN SOCIETY.	UWF GENERAL EDUCATION SLO(S): REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. ADDITIONAL SLO(S): REASON ETHICALLY WITHIN THE TRADITIONS OF CLASSICAL AND CONTEMPORARY THEORIES OF JUSTICE, DUE PROCESS, AND THE RULE OF LAW. APPLY SOCIAL SCIENCE METHODS TO INTERPRET CRIME DATA, POLICY RESPONSES, AND INSTITUTIONAL OUTCOMES AND THEIR IMPACT ON SOCIETY. DESCRIBE THE ORGANIZATION AND FUNCTION OF THE U.S. CRIMINAL JUSTICE SYSTEM WITHIN THE BROADER CONTEXT OF CIVIC AND CONSTITUTIONAL PRINCIPLES. ANALYZE CRIME PATTERNS AND CRITICALLY EVALUATE COMPETING EXPLANATIONS FOR CRIMINAL BEHAVIOR FROM MULTIPLE DISCIPLINARY PERSPECTIVES. EXPLAIN HOW THE COMPONENTS OF THE JUSTICE SYSTEM RESPOND TO CRIME, INCLUDING HOW INSTITUTIONAL PRACTICES REFLECT ENDURING DISCOURSE REGARDING JUSTICE, PUNISHMENT, AND PUBLIC SAFETY.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
CGS	2	020		INTRODUCTION TO MACHINE LEARNING	3		Natural Sciences	Updated	Learning Outcomes	1	Yes	Spring 2025	THIS COURSE OFFERS AN INTRODUCTION TO MACHINE LEARNING THAT IS DESIGNED FOR AN INTERDISCIPLINARY AUDIENCE. STUDENTS IN THIS COURSE WILL CRITICALLY EXAMINE HOW THE SCIENTIFIC METHOD IS USED IN MACHINE LEARNING MODEL CREATION AND EXPLORE THE MACHINE LEARNING LANDSCAPE INCLUDING THE SCOPE AND ITS APPLICABILITY IN A WIDER CONTEXT AND IN A VARIETY OF DISCIPLINES. THIS COURSE WILL ALSO PROVIDE STUDENTS WITH AN OVERVIEW OF THE FIELD OF DATA SCIENCE SHOULD THEY LIKE TO PURSUE IT AS THEIR CHOICE IN HIGHER EDUCATION.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): EXPLAIN WHAT IS MACHINE LEARNING. IDENTIFY TYPES OF MACHINE LEARNING ALGORITHMS. ARTICULATE HOW MACHINE LEARNING IS USED IN PREDICTIVE ANALYTICS. DESCRIBE STRENGTHS AND LIMITATIONS OF MACHINE LEARNING ALGORITHMS. DISCUSS APPLICABILITY OF MACHINE LEARNING ACROSS MULTIPLE DOMAINS. CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD, MODEL CONSTRUCTION, AND USE THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA.
CHM	1	020		CONCEPTS IN CHEMISTRY	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	27	Yes	Fall 2026	THIS COURSE PROVIDES STUDENTS WITH AN INTRODUCTION TO CHEMICAL PRINCIPLES AND APPLICATIONS FOR THE NON-SCIENCE MAJOR. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE SCIENTIFIC METHOD OF PROBLEM SOLVING, CLASSIFICATION OF MATTER, ATOMIC THEORY, THE PERIODIC TABLE, GASES, CHEMICAL REACTIONS, ENERGY, AND CHEMICAL BONDS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN PHYSICAL AND CHEMICAL PROPERTIES AND CHANGES. STUDENTS WILL RECOGNIZE COMPONENTS OF GASEOUS CHEMISTRY. STUDENTS WILL RECOGNIZE COMPONENTS OF AQUEOUS CHEMISTRY INCLUDING PROPERTIES OF WATER, SOLUTIONS, AND ACIDS AND BASES. STUDENTS WILL CORRELATE THE DESIGN OF THE PERIODIC TABLE TO PERIODIC TRENDS AND PHYSICAL AND CHEMICAL PROPERTIES ELEMENTS. STUDENTS WILL WRITE AND INTERPRET CHEMICAL FORMULA AND WRITE BALANCE CHEMICAL EQUATIONS. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DEMONSTRATE CRITICAL THINKING RELATED TO CHEMISTRY ISSUES IN SOCIETY BY USING THE SCIENTIFIC PROCESS AS A TOOL TO CONSTRUCT INFORMED OPINIONS. DISTINGUISH RELIABLE INFORMATION FROM MISINFORMATION AND DISINFORMATION IN ORDER TO FOLLOW THE SCIENTIFIC PROCESS. ENGAGE WITH OTHER STUDENTS IN RESPECTFUL DISCUSSIONS AROUND CHEMISTRY ISSUES IN SOCIETY IN ORDER TO PRACTICE COMMUNICATING THEIR OPINIONS.
CHM	2	045		GENERAL CHEMISTRY I	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	38	Yes	Fall 2026	THIS COURSE IS DESIGNED FOR STUDENTS PURSUING CAREERS IN THE SCIENCES OR WHO NEED A MORE RIGOROUS PRESENTATION OF CHEMICAL CONCEPTS THAN IS OFFERED IN AN INTRODUCTORY COURSE. STUDENTS WILL ENGAGE IN PROBLEM SOLVING AND CRITICAL THINKING WHILE APPLYING CHEMICAL CONCEPTS. TOPICS WILL INCLUDE THE PRINCIPLES OF CHEMISTRY INCLUDING ATOMIC THEORY, ELECTRONIC AND MOLECULAR STRUCTURE, MEASUREMENT, STOICHIOMETRY, BONDING, PERIODICITY, THERMOCHEMISTRY, NOMENCLATURE, SOLUTIONS, AND THE PROPERTIES OF GASES.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL APPLY THE LAW OF CONSERVATION OF MATTER AND ENERGY. STUDENTS WILL IMPLEMENT RULES OF SIGNIFICANT NUMBERS TO ALL MEASUREMENTS. STUDENTS WILL EXPLAIN THE FUNDAMENTAL PROPERTIES OF MATTER INCLUDING BUT NOT LIMITED TO ATOMIC AND ELECTRONIC STRUCTURE, AND PERIODICITY. STUDENTS WILL APPLY IUPAC RULES OF NOMENCLATURE. STUDENTS WILL PREDICT MOLECULAR GEOMETRY AND PROPERTIES FROM BONDING THEORIES. STUDENTS WILL PREDICT AND EXPLAIN THE PRODUCTS OF CHEMICAL REACTIONS (E.G., ACID-BASE, OXIDATION-REDUCTION, PRECIPITATION, DISSOCIATION). UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): BE ABLE TO USE ASSIGNED FORMULA/RULES FOR THESE TOPICS. APPLY THIS BASIC KNOWLEDGE TO SOLVE PROBLEMS. TO PROBLEM SOLVE THE STUDENT WILL LEARN TO: DEFINE THE PROBLEM APPROPRIATELY. DEVELOP DISCIPLINE-BASED STRATEGIES, INCLUDING DIMENSIONAL ANALYSIS. PROVIDE THEIR RATIONALE FOR THE SELECTION OF THE PROBLEM-SOLVING STRATEGY. EVALUATE THE RESULTS QUANTITATIVELY AND QUALITATIVELY. DETERMINE IF THE RESULTS ARE REASONABLE AND ACCURATE BASED UPON THEIR KNOWLEDGE. SHOW CONCERN FOR PRECISION BY AVOIDING CARELESS ERRORS. REVISE STRATEGY IF NECESSARY.
CHM	2	046		GENERAL CHEMISTRY II	3		Natural Sciences	Updated	Learning Outcomes	30	Yes	Fall 2026	CONTINUATION OF CHM 2045 WITH EMPHASIS ON CHEMICAL CALCULATIONS AND PROBLEM SOLVING. TOPICS INCLUDE THERMODYNAMICS, EQUILIBRIA, KINETICS AND AN INTRODUCTION TO TRANSITION METAL COMPLEXES.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DESCRIBE THE FORCES THAT ACT BETWEEN MOLECULES AND IONS. INTERPRET PHASE DIAGRAMS. USE HEATING AND COOLING CURVES TO DETERMINE PHYSICAL PROPERTIES. DESCRIBE THE SOLUTION PROCESS. CALCULATE AND CONVERT AMONG COMMON SOLUTION CONCENTRATION UNITS. CALCULATE THE COLLIGATIVE PROPERTIES OF A SOLUTION. DEFINE CHEMICAL KINETICS, REACTION RATES, AND ACTIVATION ENERGY. WRITE RATE EXPRESSION AND RATE LAW FOR CHEMICAL REACTIONS. DESCRIBE EQUILIBRIUM PROCESSES AND DETERMINE EQUILIBRIUM CONSTANT EXPRESSIONS FOR REACTIONS. DEFINE ACIDS AND BASES AND CALCULATE PH FOR AQUEOUS SOLUTIONS AND BUFFER SYSTEMS. CONSTRUCT AND INTERPRET TITRATION CURVES. DEFINE ENTROPY AND FREE ENERGY. CALCULATE CHANGES IN THERMODYNAMICS FUNCTIONS DURING CHEMICAL REACTIONS. BALANCE REDOX REACTIONS AND DESIGN ELECTROCHEMICAL CELLS. DEFINE RADIOACTIVITY AND NUCLEAR REACTIONS. DETERMINE RADIOACTIVE DECAY RATES FROM HALF-LIFE INFORMATION.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
CIS	2	530		INTRODUCTION TO CYBERSECURITY	3		Social Sciences	Updated	Learning Outcomes	6	Yes	Fall 2026	THIS COURSE INTRODUCES STUDENTS TO CYBERSECURITY. IT PROVIDES INFORMATION RELATED TO CYBER THREATS AS WELL AS THE BASIC SECURITY DESIGN AND INFORMATION ASSURANCE FUNDAMENTALS. IN ADDITION THE COURSE COVERS INFORMATION ASSURANCE CONTROLLING LAWS AND GUIDELINES.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): LIST THE FUNDAMENTAL CONCEPTS OF THE INFORMATION ASSURANCE/CYBER DEFENSE DISCIPLINE. DESCRIBE HOW THE FUNDAMENTAL CONCEPTS OF CYBER DEFENSE CAN BE USED TO PROVIDE SYSTEM SECURITY. IDENTIFY THE BAD ACTORS IN CYBERSPACE AND COMPARE AND CONTRAST THEIR RESOURCES, CAPABILITIES/TECHNIQUES, MOTIVATIONS, AVERSION TO RISK. DESCRIBE DIFFERENT TYPES OF ATTACKS AND THEIR CHARACTERISTICS. IDENTIFY THE NEEDED DESIGN PRINCIPLE WHEN GIVEN A SPECIFIC SCENARIO. LIST THE APPLICABLE LAWS AND POLICIES RELATED TO CYBER DEFENSE AND DESCRIBE THE MAJOR COMPONENTS OF EACH PERTAINING TO THE STORAGE AND TRANSMISSION OF DATA. DESCRIBE THEIR RESPONSIBILITIES RELATED TO THE HANDLING OF INFORMATION ABOUT VULNERABILITIES. DESCRIBE HOW THE TYPE OF LEGAL DISPUTE (CIVIL, CRIMINAL, PRIVATE) AFFECTS THE EVIDENCE USED TO RESOLVE IT. LIST THE FIRST PRINCIPLES OF SECURITY. DESCRIBE WHY EACH PRINCIPLE IS IMPORTANT TO SECURITY AND HOW IT ENABLES THE DEVELOPMENT OF SECURITY MECHANISMS THAT CAN IMPLEMENT DESIRED SECURITY POLICIES. ANALYZE COMMON SECURITY FAILURES AND IDENTIFY SPECIFIC DESIGN PRINCIPLES THAT HAVE BEEN VIOLATED. IDENTIFY THE NEEDED DESIGN PRINCIPLE WHEN GIVEN A SPECIFIC SCENARIO. DESCRIBE WHY GOOD HUMAN MACHINE INTERFACES ARE IMPORTANT TO SYSTEM USE. EXPLAIN THE INTERACTION BETWEEN SECURITY AND SYSTEM USABILITY AND THE IMPORTANCE FOR MINIMIZING THE AFFECTS OF SECURITY MECHANISMS. EXAMINE THE ARCHITECTURE OF A TYPICAL, COMPLEX SYSTEM AND IDENTIFY SIGNIFICANT VULNERABILITIES, RISKS, AND POINTS AT WHICH SPECIFIC SECURITY TECHNOLOGIES/METHODS SHOULD BE EMPLOYED.
CPO	2	002		COMPARATIVE POLITICS	3		Social Sciences	Updated	Learning Outcomes	16	Yes	Fall 2026	EXAMINATION OF POLITICAL PROCESSES AND POLITICAL INSTITUTIONS IN SELECTED FOREIGN COUNTRIES SUCH AS BRITAIN, FRANCE, GERMANY, USSR, JAPAN AND INDIA. METHODS OF CROSS-NATIONAL POLITICAL ANALYSIS. AS WITH ALL INTRODUCTORY SOCIAL SCIENCE COURSES IN THE GENERAL EDUCATION CURRICULUM, THIS COURSE WILL PROVIDE STUDENTS WITH AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHOD. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): IDENTIFY THEORIES OF COMPARING COUNTRIES. EXPLORE THE ADVANTAGES AND LIMITATIONS OF CIVIC PARTICIPATION IN DIFFERENT POLITICAL CONTEXTS. COMPARE AND CONTRAST SPECIFIC COUNTRIES IN TERMS OF THEIR HISTORIES, GOVERNING INSTITUTIONS, AND CHALLENGES.
CRW	2	001		INTRODUCTION TO CREATIVE WRITING	3		Communication	Updated	Learning Outcomes	28	Yes	Fall 2026	OVERVIEW AND INTRODUCTION TO THREE GENRES OF CREATIVE WRITING: POETRY, FICTION, AND CREATIVE NONFICTION; AND INCLUDES ELEMENTS OF THE WESTERN CANON. WILL BE TAUGHT AS PART LECTURE/DISCUSSION AND PART WRITING WORKSHOP. CREDIT CANNOT BE RECEIVED IN BOTH CRW 2001 AND CRW 2000.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): DEMONSTRATE IN WRITTEN WORK THE CONVENTIONS OF POETRY, FICTION, DRAMA, AND NONFICTION INCLUDING METAPHOR, NARRATIVE, METER, TONE AND IMAGERY. SUBMIT ORIGINAL WORK FOR DISCUSSION IN A WORKSHOP ENVIRONMENT AND PROVIDE WRITTEN AND ORAL CRITICISM TO PEERS THROUGHOUT THE DRAFTING PROCESS OF A CREATIVE WORK. REVISE WORK BY INTEGRATING ANALYTICAL COMMENTS BY THE PROFESSOR AND CLASSMATES INTO EACH STUDENT'S REVISION PROCESS OF HIS OR HER CREATIVE WORK.
ECO	2	013		PRINCIPLES OF ECONOMICS MACRO	3	Social Sciences	Social Sciences	Updated	Learning Outcomes	53	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL RECOGNIZE THAT ALL DECISIONS HAPPEN IN AN ENVIRONMENT OF SCARCITY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE REGARDING HOW CHANGES IN AGGREGATE MEASUREMENTS ARE RELATED TO ECONOMIC PERFORMANCE. STUDENTS WILL RECOGNIZE THE RELATIONSHIPS BETWEEN THE COMPONENTS OF THE NATIONAL INCOME ACCOUNTS. STUDENTS WILL ANALYZE THEORY AND EVIDENCE REGARDING FISCAL AND MONETARY POLICIES AND HOW THEY AFFECT THE ECONOMY. STUDENTS WILL IDENTIFY THEORIES OF LONG-TERM ECONOMIC GROWTH AND EXAMINE EVIDENCE FOR THOSE THEORIES. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
ENC	1	101		ENGLISH COMPOSITION I	3	Communication	Communication	Updated	Learning Outcomes	71	Yes	Fall 2026	THIS COURSE INTRODUCES STUDENTS TO RHETORICAL CONCEPTS AND AUDIENCE-CENTERED APPROACHES TO WRITING INCLUDING COMPOSING PROCESSES, LANGUAGE CONVENTIONS AND STYLE, AND CRITICAL ANALYSIS AND ENGAGEMENT WITH WRITTEN TEXTS AND OTHER FORMS OF COMMUNICATION.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL APPLY RHETORICAL KNOWLEDGE TO COMMUNICATE FOR A RANGE OF AUDIENCES AND PURPOSES. STUDENTS WILL EMPLOY CRITICAL THINKING TO ANALYZE FORMS OF COMMUNICATION. STUDENTS WILL ENGAGE IN WRITING PROCESSES THAT INVOLVE DRAFTING, REVISING, AND REFLECTING. UWF GENERAL EDUCATION & COLLEGE-LEVEL COMMUNICATION SLO(S): COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS. ADDITIONAL SLO(S): DEVELOP A WRITING PROJECT THROUGH MULTIPLE DRAFTS. CLEARLY AND EFFECTIVELY COMMUNICATE YOUR IDEAS. APPLY THE SURFACE FEATURES OF WRITING, CORRECTLY IDENTIFYING PATTERNS OF ERRORS. INCORPORATE APPROPRIATE AND ACCURATE CONVENTIONS IN TERMS OF RESEARCH AND SOURCE CITATION. REFLECT ON YOUR WRITING PROCESS THROUGH ANALYSIS OF REVISION AND DRAFTING.
ENC	1	102		ENGLISH COMPOSITION II	3		Communication	Updated	Learning Outcomes	61	Yes	Fall 2026	INTRODUCTION TO PUBLIC WRITING AND RESEARCH WITH AN EMPHASIS ON RHETORICAL AND GENRE ANALYSIS AND PROFESSIONAL/CIVIC DISCOURSE AND PRESENTATION. COURSE PROVIDES INSTRUCTION ON WRITING TO AUDIENCES IN PUBLIC, PROFESSIONAL, AND WORKPLACE SITUATIONS AND CONTEXTS. STUDENTS WILL LEARN TO ORGANIZE AND PRESENT IDEAS IN A RANGE OF DIGITAL AND PRINT GENRES, THROUGH PUBLIC SPEAKING AND MULTIPLE MODES OF COMMUNICATION, INCLUDING WRITTEN, ORAL/SPEECH, VISUAL, AND AUDITORY.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): CLEARLY AND EFFECTIVELY COMMUNICATE YOUR IDEAS IN A RANGE OF DIGITAL AND PRINT GENRES, PUBLIC SPEAKING, AND MULTIPLE MODES OF COMMUNICATION, INCLUDING WRITTEN, ORAL/SPEECH, VISUAL, AND AUDITORY. USE KEY RHETORICAL CONCEPTS THROUGH ANALYZING AND COMPOSING A VARIETY OF TEXTS. EVALUATE AUDIENCE AND SELECT AN APPROPRIATE GENRE AND MEDIUM BASED ON PURPOSE AND CONTEXT.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
ENC	1	102		HONORS ENGLISH COMPOSITION II	3		Communication	Updated	Learning Outcomes	14	Yes	N/A	INTRODUCTION TO PUBLIC WRITING AND RESEARCH WITH AN EMPHASIS ON RHETORICAL AND GENRE ANALYSIS AND PROFESSIONAL/CIVIC DISCOURSE AND PRESENTATION. COURSE PROVIDES INSTRUCTION ON WRITING TO AUDIENCES IN PUBLIC, PROFESSIONAL, AND WORKPLACE SITUATIONS AND CONTEXTS. STUDENTS WILL LEARN TO ORGANIZE AND PRESENT IDEAS IN A RANGE OF DIGITAL AND PRINT GENRES, THROUGH PUBLIC SPEAKING AND MULTIPLE MODES OF COMMUNICATION, INCLUDING WRITTEN, ORAL/SPEECH, VISUAL, AND AUDITORY. THIS COURSE IS OFFERED FOR STUDENTS PARTICIPATING IN THE KUGELMAN HONORS PROGRAM.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): CLEARLY AND EFFECTIVELY COMMUNICATE YOUR IDEAS IN A RANGE OF DIGITAL AND PRINT GENRES, PUBLIC SPEAKING, AND MULTIPLE MODES OF COMMUNICATION, INCLUDING WRITTEN, ORAL/SPEECH, VISUAL, AND AUDITORY. USE KEY RHETORICAL CONCEPTS THROUGH ANALYZING AND COMPOSING A VARIETY OF TEXTS. EVALUATE AUDIENCE AND SELECT AN APPROPRIATE GENRE AND MEDIUM BASED ON PURPOSE AND CONTEXT.
ENL	2	010		HISTORY OF ENGLISH LITERATURE I	3		Humanities	Updated	Learning Outcomes	2	Yes	Fall 2026	HISTORICAL SURVEY OF BRITISH LITERATURE FROM BEOWULF TO 1660. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): RECOGNIZE ELEMENTS OF LITERARY WORKS (SUCH AS PLOT, SETTING, CHARACTER, POINT OF VIEW, FORM, AND NARRATIVE STRUCTURE) AND EFFECTIVELY USE LITERARY AND CRITICAL TERMINOLOGY. CRITICALLY INTERPRET LITERARY WORKS BY ENGLISH WRITERS OF VARIOUS GENRES, PERIODS, TRADITIONS, AND ETHNIC BACKGROUNDS. CONSTRUCT PERSUASIVE ARGUMENTS IN WRITING USING TEXTUAL EVIDENCE AND ANALYSIS. PRESENT IDEAS CLEARLY AND EFFECTIVELY IN WRITTEN AND ORAL COMMUNICATIONS USING PROPER ENGLISH GRAMMAR AND SYNTAX. AVOID PLAGIARISM. PROPERLY CITE SOURCES USING MLA STYLE.
ENL	2	020		HISTORY OF ENGLISH LITERATURE II	3		Humanities	Updated	Learning Outcomes	2	Yes	Spring 2026	HISTORICAL TRENDS: 1660 TO PRESENT. INCLUDES SELECTIONS FROM THE WESTERN CANON. OPEN TO ALL STUDENTS.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): RECOGNIZE ELEMENTS OF LITERARY WORKS (SUCH AS PLOT, SETTING, CHARACTER, POINT OF VIEW, FORM, AND NARRATIVE STRUCTURE) AND EFFECTIVELY USE LITERARY AND CRITICAL TERMINOLOGY. CRITICALLY INTERPRET LITERARY WORKS BY ENGLISH WRITERS OF VARIOUS GENRES, PERIODS, TRADITIONS, AND ETHNIC BACKGROUNDS. CONSTRUCT PERSUASIVE ARGUMENTS USING TEXTUAL EVIDENCE AND ANALYSIS. PRESENT IDEAS CLEARLY AND EFFECTIVELY IN WRITTEN AND ORAL COMMUNICATIONS USING PROPER ENGLISH GRAMMAR AND SYNTAX. AVOID PLAGIARISM. PROPERLY CITE SOURCES USING MLA STYLE.
ESC	2	000		INTRODUCTION TO EARTH SCIENCE	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	29	Yes	Fall 2026	USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE, THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE EARTH'S CONNECTIONS WITH HUMANS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL USE CRITICAL THINKING TO RECOGNIZE THE RIGOROUS STANDARDS OF SCIENTIFIC THEORIES. STUDENTS WILL ANALYZE AND SYNTHESIZE EARTH SCIENCE DATA TO DRAW SCIENTIFICALLY VALID CONCLUSIONS. STUDENTS WILL RECOGNIZE THE DIFFERENT TIME SCALES ASSOCIATED WITH DIFFERENT EARTH PROCESSES. STUDENTS WILL EFFECTIVELY COMMUNICATE THE IMPORTANCE OF THE INTERACTIONS BETWEEN HUMANS AND THE EARTH'S SPHERES. STUDENTS WILL APPLY THEIR UNDERSTANDING OF THESE EARTH SCIENCE PRINCIPLES TO COMPLEX GLOBAL AND LOCAL ISSUES. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): CRITICALLY EXAMINE THE CONCEPTS, POLICIES, AND METHODOLOGIES OF EARTH SCIENCE, AND INTERPRET HOW HUMAN ACTIVITIES AFFECT, AND ARE AFFECTED BY EARTH PROCESSES. DESCRIBE THEIR ENVIRONMENT IN TERMS OF GEOLOGICAL, GEOMORPHOLOGICAL, AND METEOROLOGICAL PROCESSES AND PRINCIPLES. DOCUMENT AND ARTICULATE NATURAL PHYSICAL PROCESSES AND SYSTEMS.
EUH	1	000		WESTERN PERSPECTIVES I	3		Social Sciences	Updated	Learning Outcomes	24	Yes	Fall 2026	STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR, PAST AND PRESENT. THE COURSE SURVEYS THE MAJOR ECONOMIC, SOCIAL, POLITICAL, RELIGIOUS, AND CULTURAL INSTITUTIONS AND IDEAS FROM THE BEGINNING OF WESTERN CIVILIZATION TO THE EARLY MODERN EUROPEAN PERIOD. THIS COURSE EXAMINES THE MAJOR EVENTS IN THE HISTORY OF WESTERN CIVILIZATION FROM ANTIQUITY TO THE 17TH CENTURY. IT ALSO EXAMINES EUROPE'S SOCIAL, RELIGIOUS, SCIENTIFIC, CULTURAL, POLITICAL, AND INTELLECTUAL DEVELOPMENTS FROM ANTIQUITY TO THE 17TH CENTURY.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): TRACE THE GENERAL PROGRESSION OF POLITICS AND SOCIETY IN WESTERN CIVILIZATION. ANALYZE ARGUMENTS, FORM AND SUPPORT CONCLUSIONS, EVALUATE INFORMATION, AND PRESENT THESE CONCLUSIONS IN COHERENT ANALYTICAL PAPERS. EVALUATE AND ANALYZE PRIMARY SOURCES. UTILIZE THE BASIC METHODS AND TRADITIONS OF RESEARCH AND ANALYSIS IN HISTORY.
EUH	1	001		WESTERN PERSPECTIVES II	3		Social Sciences	Updated	Learning Outcomes	22	Yes	Spring 2026	STUDY OF THE WEST'S GEOGRAPHICAL, SOCIO-CULTURAL, POLITICAL AND SCIENTIFIC DEVELOPMENTS WITH AN EMPHASIS ON HOW CHANGES IN THESE AREAS HELPED TO SHAPE CIVILIZATION IN THE WEST, INFLUENCED THE NON-WESTERN WORLD, AND PROVIDED INSIGHT INTO THE CURRENT CONDITIONS IN THE WEST AND ITS RELATIONSHIP WITH THE GLOBAL COMMUNITY.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): RECOGNIZE POLITICAL, SOCIAL, ECONOMIC, TECHNICAL, AND CULTURAL TRENDS IN EUROPEAN HISTORY SINCE 1648. IDENTIFY PRIMARY SOURCES AND USE THEM TO OBTAIN EVIDENCE. SELECT FACTUAL AND INTERPRETIVE INFORMATION FROM SECONDARY SOURCES, SUCH AS TEXTS, MONOGRAPHS, AND LECTURES, REPRESENTING DIFFERENT TYPES AND METHODS OF HISTORY.

Statewide Course Numbering System
General Education Course Report

Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
EVR	2	001		HONORS INTRODUCTION TO ENVIRONMENTAL SCIENCE	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	8	Yes	N/A	THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM NATURAL SCIENCES REQUIREMENT.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL APPLY CRITICAL THINKING TO ANALYSIS AND INTERPRETATION OF ENVIRONMENTAL INFORMATION AND MODEL OUTPUT. STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. STUDENTS WILL EXPLAIN THE BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE. STUDENTS WILL USE EMPIRICAL EVIDENCE TO DESCRIBE THE HISTORICAL AND MODERN CONTEXT OF ENVIRONMENTAL PROBLEMS AND THEIR SOLUTIONS. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
EVR	2	001		INTRODUCTION TO ENVIRONMENTAL SCIENCE	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	32	Yes	Fall 2026	THIS COURSE IS A SURVEY OF BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE AND THEIR APPLICATIONS TO ENVIRONMENTAL ISSUES. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES OR PROGRAMS. CREDIT MAY NOT BE RECEIVED IN BOTH EVR 2001 AND GEO 2330.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL APPLY CRITICAL THINKING TO ANALYSIS AND INTERPRETATION OF ENVIRONMENTAL INFORMATION AND MODEL OUTPUT. STUDENTS WILL APPLY THE SCIENTIFIC METHOD TO EXPLAIN NATURAL EXPERIENCES AND PHENOMENA. STUDENTS WILL EXPLAIN THE BASIC CHEMICAL, BIOLOGICAL, AND PHYSICAL PRINCIPLES OF ENVIRONMENTAL SCIENCE. STUDENTS WILL USE EMPIRICAL EVIDENCE TO DESCRIBE THE HISTORICAL AND MODERN CONTEXT OF ENVIRONMENTAL PROBLEMS AND THEIR SOLUTIONS. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE.
FIN	2	104		PERSONAL FINANCE	3		Social Sciences	Updated	Learning Outcomes	2	Yes	Fall 2026	SURVEY OF PERSONAL FINANCIAL PLANNING TOPICS. INCLUDES: MANAGING MONEY AND CREDIT, PERSONAL LOANS, INSURANCE, INVESTMENTS, HOME OWNERSHIP, AND TAXES.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): UTILIZE TIME VALUE OF MONEY CONCEPTS TO SOLVE A WIDE VARIETY OF FINANCIAL PROBLEMS, INCLUDING AUTO AND REAL ESTATE FINANCING, AS WELL AS RETIREMENT PLANNING. DESCRIBE THE COSTS AND BENEFITS OF HOME, AUTO, HEALTH, AND LIFE INSURANCE POLICIES IN THE LONG-TERM PLANNING OF PERSONAL AND FAMILY FINANCES. IDENTIFY BASIC PERSONAL INCOME TAX CONCEPTS FOR HOUSEHOLD USE. EXPLAIN THE KEY CONCEPTS AND IMPORTANCE OF PERSONAL FINANCIAL STATEMENTS AND BUDGETING FOR HOUSEHOLDS. DESCRIBE IMPORTANT CASH MANAGEMENT CONSIDERATIONS. EXPLAIN THE WISE USE OF CREDIT AND PURCHASING DECISIONS AS THEY RELATE TO INDIVIDUALS. DESCRIBE THE KEY CONSIDERATIONS RELATED TO HOME AND AUTOMOBILE PURCHASE AND FINANCING DECISIONS. IDENTIFY LONG-TERM INVESTMENT AND RETIREMENT CONCEPTS AND STRATEGIES.
GEA	2	000		NATIONS AND REGIONS OF THE WORLD	3		Social Sciences	Updated	Learning Outcomes	22	Yes	Fall 2026	REGIONAL TREATMENT OF THE PHYSICAL AND CULTURAL ENVIRONMENTS OF THE WORLD. INTERDEPENDENCE OF PEOPLES AND NATIONS OF THE WORLD WILL BE STRESSED WITHIN THE CONTEXT OF ENVIRONMENTAL ATTRIBUTES AND SHORTCOMINGS AND HUMAN RESPONSES TO ENVIRONMENTAL OPPORTUNITIES OR LIMITATIONS.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DEFINE AND BE ABLE TO APPLY TO USE KEY CONCEPTS, IDEAS, AND TERMS IN EACH TEXT CHAPTER. IDENTIFY AND EXPLAIN MAJOR GEOGRAPHIC THEORIES POSED AND APPLIED BY GEOGRAPHERS. DESCRIBE GEOGRAPHIC, LAND USE, URBANIZATION, GLOBALIZATION, HISTORIC, CULTURAL, AND ETHNIC MODELS AND CONCEPTS AND THEN BE ABLE TO APPLY THOSE MODELS TO CURRENT AND FUTURE REALMS, REGIONS, AND THE WORLD.
GEB	1	011		INTRODUCTION TO BUSINESS	3		Social Sciences	Updated	Learning Outcomes	46	Yes	Fall 2026	PROVIDES IN-DEPTH COVERAGE OF ALL ASPECTS OF BUSINESS BY PRESENTING AN INTEGRATED AND BALANCED REVIEW OF THE EXTERNAL AND INTERNAL FORCES THAT COMPRISE BUSINESS AND ECONOMIC SYSTEMS. INTENDED PRIMARILY FOR FRESHMEN/SOPHOMORES TO ASSIST THE STUDENT'S SELECTION OF A BUSINESS CAREER OR BUSINESS MAJOR.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DISCUSS WHY BUSINESSES ARE STRUCTURED DIFFERENTLY BECAUSE OF FACTORS SUCH AS GEOGRAPHIC LOCATION, TARGET MARKETS, OR PRODUCT MIXES. DISCUSS THE DIFFERENT ELEMENTS INVOLVED WITH DOING BUSINESS INTERNATIONALLY. DISCUSS HOW BUSINESSES ACHIEVE SUCCESS BY DEMONSTRATING ETHICAL BEHAVIOR. EXPLAIN THE STRATEGIES FOR BUSINESS SUCCESS IN THE RELATIONSHIP ERA. DESCRIBE FACTORS THAT AFFECT PERFORMANCE, MOTIVATION, AND GROUP WORK IN THE WORKPLACE. DESCRIBE THE ELEMENTS OF CUSTOMER-DRIVEN MARKETING. DEMONSTRATE THE USE OF TECHNOLOGY IN BUSINESS. DISCUSS THE BASIC ELEMENTS OF FINANCIAL MANAGEMENT AND INVESTING.
GLY	2	010		PHYSICAL GEOLOGY	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	17	Yes	Fall 2023	USING THE SCIENTIFIC METHOD, CRITICAL THINKING SKILLS, AND DATA ANALYSIS, THIS COURSE WILL EXAMINE THE FUNDAMENTAL PROCESSES OF THE EARTH SYSTEM, COMPOSED OF AN ATMOSPHERE, HYDROSPHERE, CRYOSPHERE, LITHOSPHERE, BIOSPHERE, AND EXOSPHERE THROUGH TIME. THE COURSE WILL ALSO EXPLORE INTERACTIONS BETWEEN THESE SPHERES, INCLUDING CRITICAL ANALYSIS OF SCIENTIFIC THEORIES AND EMPHASIZE LITHOSPHERIC CONNECTIONS WITH HUMANITY.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL USE CRITICAL THINKING TO RECOGNIZE THE RIGOROUS STANDARDS OF SCIENTIFIC THEORIES. STUDENTS WILL ANALYZE AND SYNTHESIZE GEOSCIENCE DATA TO DRAW SCIENTIFICALLY VALID CONCLUSIONS. STUDENTS WILL RECOGNIZE THE DIFFERENT TIME SCALES ASSOCIATED WITH DIFFERENT GEOLOGIC PROCESSES. STUDENTS WILL EFFECTIVELY COMMUNICATE THE IMPORTANCE OF THE INTERACTIONS BETWEEN HUMANS AND EARTH'S SPHERES. STUDENTS WILL APPLY THEIR UNDERSTANDING OF THESE GEOLOGIC PRINCIPLES TO COMPLEX ISSUES. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DESCRIBE THE SCIENTIFIC METHOD AND APPLY IT IN A GEOLOGICAL CONTEXT. DESCRIBE EARTH'S MAJOR SYSTEMS AND EXPLAIN HOW THEY INTERACT. IDENTIFY COMMON ROCKS AND MINERALS AND INTERPRET HOW THEY FORM. DESCRIBE AND INTERPRET THE DEVELOPMENT OF LANDFORMS AND GEOLOGIC STRUCTURES. EXPLAIN THE PLATE TECTONIC THEORY AND EXPLAIN ITS RELATIONSHIP TO EARTH PROCESSES, FEATURES, AND LANDFORMS.
HIS	2	050		EXPLORE HISTORY	3		Social Sciences	Updated	Learning Outcomes	3	Yes	Fall 2026	STUDENTS WILL GAIN AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR, PAST AND PRESENT. THIS COURSE INTRODUCES THE FOUNDATIONS OF HISTORICAL RESEARCH METHODS AND INTERPRETATIONS. STUDENTS WILL LEARN AND PRACTICE HISTORICAL RESEARCH AND WRITING USING APPROPRIATE HISTORICAL RESEARCH TOOLS AND SKILLS. IN ADDITION TO THE BASIC SKILLS INTRODUCED, STUDENTS WILL ALSO DIVE INTO THE MODERN (POST-1700) HISTORY OF EURASIA.	UWF GENERAL EDUCATION SLO(S): REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. ADDITIONAL SLO(S): ANALYZE AND EVALUATE PRIMARY SOURCES AND FORM COHERENT ARGUMENTS, SOLVE PROBLEMS AND IDENTIFY AREAS FOR FURTHER INVESTIGATION. CRITICALLY INTERPRET HISTORICAL EVENTS OR PERIODS THROUGH A VARIETY OF CULTURAL PERSPECTIVES. DEMONSTRATE WRITTEN AND ORAL COMMUNICATION SKILLS SUCCESS.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
HSC	2	100		PERSONAL, FAMILY AND COMMUNITY HEALTH	3		Social Sciences	Updated	Learning Outcomes	25	Yes	Fall 2026	THIS COURSE EXAMINES U.S. HEALTH PRIORITIES WITH AN EMPHASIS ON BEHAVIORAL AND SOCIAL DETERMINANTS OF HEALTH. THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS WILL BE EXPLORED. THIS WILL INCLUDE PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES RELATED TO HEALTH. MATERIAL PRESENTED WILL RAISE LEVELS OF AWARENESS AND PROVIDE INFORMATION NEEDED TO MAKE INFORMED HEALTH RELATED CHOICES, ENCOURAGE ATTITUDE CHANGE, AND DEVELOP DECISION MAKING SKILLS WHICH FACILITATE HEALTHIER LIFESTYLE BEHAVIORS.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DIFFERENTIATE BETWEEN THE EIGHT DIMENSIONS OF WELLNESS AND EXPLAIN THEIR INTERRELATEDNESS. INCREASE KNOWLEDGE OF PREVALENCE, RISK FACTORS, AND TREATMENT TO COMMON HEALTH PROBLEMS. ANALYZE HOW HEALTH BEHAVIORS ARE INFLUENCED BY SOCIAL, POLITICAL, AND ECONOMIC FACTORS. DEMONSTRATE HOW THEORY AND RESEARCH CAN BE APPLIED IN REAL-WORLD SETTINGS TO IMPROVE HEALTH AND WELL-BEING. APPLY STRATEGIES TO IMPROVE PERSONAL HEALTH AND WELL-BEING. SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. VALUES/INTEGRITY FOR SOCIAL SCIENCES - REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
HUM	2	020		HONORS INTRODUCTION TO HUMANITIES	3	Humanities	Humanities	Updated	Learning Outcomes	12	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM HUMANITIES REQUIREMENT.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DEMONSTRATE KNOWLEDGE OF ARTS AND IDEAS AND SYNTHESIZE INFORMATION FROM VARIOUS SOURCES. STUDENTS WILL ANALYZE AND INTERPRET SELECTED EXPRESSIONS OF ARTS AND IDEAS. STUDENTS WILL COMPARE AND CONTRAST SELECTED EXPRESSIONS OF ARTS AND IDEAS. STUDENTS WILL IDENTIFY CONTEXTUAL INFLUENCES ON THE DEVELOPMENT OF INTERDISCIPLINARY ARTS AND IDEAS. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE.
HUM	2	020		INTRODUCTION TO HUMANITIES	3	Humanities	Humanities	Updated	Learning Outcomes	46	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL LEARN ABOUT THE CREATIVE IDEAS AND ACCOMPLISHMENTS OF VARIOUS CULTURES IN VARIOUS FIELDS OF HUMANITIES THAT MAY INCLUDE ART, ARCHITECTURE, DRAMA, HISTORY, MUSIC, LITERATURE, PHILOSOPHY, AND RELIGION. THE COURSE WILL INCLUDE CULTURAL EXPRESSIONS FROM THE WESTERN CANON AND MAY ALSO INCLUDE EXPRESSIONS FROM AROUND THE GLOBE.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DEMONSTRATE KNOWLEDGE OF ARTS AND IDEAS AND SYNTHESIZE INFORMATION FROM VARIOUS SOURCES. STUDENTS WILL ANALYZE AND INTERPRET SELECTED EXPRESSIONS OF ARTS AND IDEAS. STUDENTS WILL COMPARE AND CONTRAST SELECTED EXPRESSIONS OF ARTS AND IDEAS. STUDENTS WILL IDENTIFY CONTEXTUAL INFLUENCES ON THE DEVELOPMENT OF INTERDISCIPLINARY ARTS AND IDEAS. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE.
INR	2	002		INTERNATIONAL POLITICS	3		Social Sciences	Updated	Learning Outcomes	30	Yes	Fall 2026	THIS COURSE EXPLORES THE ORIGINS AND EVOLUTION OF THE INTERNATIONAL SYSTEM, THEORIES FOR UNDERSTANDING INTERNATIONAL POLITICS, AND EXPLANATIONS FOR FOREIGN POLICY, WAR AND TODAY'S GLOBALIZED ORDER. AS WITH ALL INTRODUCTORY SOCIAL SCIENCE COURSES IN THE GENERAL EDUCATION CURRICULUM, THIS COURSE WILL PROVIDE STUDENTS WITH AN UNDERSTANDING OF THE BASIC SOCIAL AND BEHAVIORAL SCIENCE CONCEPTS AND PRINCIPLES USED IN THE ANALYSIS OF BEHAVIOR AND PAST AND PRESENT SOCIAL, POLITICAL, AND ECONOMIC ISSUES.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): RECOGNIZE THE HISTORY OF THE CURRENT INTERNATIONAL SYSTEM. ANALYZE THE CAUSES AND REASONS FOR WAR. INVESTIGATE THE CONSEQUENCES OF COLLECTIVE ACTION PROBLEMS. EVALUATE THE MERITS OF STUDYING INTERNATIONAL RELATIONS.
LIT	2	000		INTRODUCTION TO LITERATURE	3	Humanities	Humanities	Updated	Learning Outcomes	38	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL BE ASSIGNED READINGS REPRESENTATIVE OF A BROAD RANGE OF LITERARY GENRES AND CULTURES. THESE READINGS WILL COVER A VARIETY OF LITERARY MOVEMENTS AND HISTORICAL ERAS. THE READINGS WILL INCLUDE, BUT ARE NOT LIMITED TO, SELECTIONS FROM THE WESTERN CANON. WRITTEN ANALYSIS OF LITERARY WORKS MAY BE REQUIRED. STUDENTS WILL BE PROVIDED WITH OPPORTUNITIES TO PRACTICE CRITICAL INTERPRETATION.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL IDENTIFY A VARIETY OF LITERARY MOVEMENTS, HISTORICAL ERAS, AND/OR CULTURAL CONTEXTS. STUDENTS WILL DEMONSTRATE CRITICAL THINKING AND ANALYTICAL SKILLS. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): PROPERLY IDENTIFY LITERARY AND RHETORICAL ELEMENTS SUCH AS PLOT, TONE, SETTING, METAPHOR, IMAGERY, POINT OF VIEW, FORM, ETC. ANALYZE THE RELATIONSHIP BETWEEN LITERARY/RHETORICAL ELEMENTS AND THE EXPRESSION OF LITERARY MEANING OR CONTENT. DESCRIBE THE SOCIAL, PHILOSOPHICAL AND/OR SCHOLARLY SIGNIFICANCE OF PRIMARY TEXTS FROM DISTINCT LITERARY-HISTORICAL PERIODS. INTERPRET LITERARY TEXTS. PRODUCE SEVERAL ESSAYS THAT DEFEND AN ARGUABLE THESIS WITH CLOSE READINGS OF PRIMARY LITERARY TEXTS. AUTHOR RESPECTFUL REVIEWS OF OTHER STUDENTS' WORK.
LIT	2	030		INTRODUCTION TO POETRY	3		Humanities	Updated	Learning Outcomes	7	Yes	Fall 2026	ELEMENTS OF POETRY, TERMINOLOGY OF PROSODY, GENRE, AND THE POETIC PROCESS. THIS COURSE INCLUDES ELEMENTS OF THE WESTERN CANON. WRITING OF SHORT ANALYTICAL PAPERS AND CREATIVE WORKS. THE COURSE IS OPEN TO ALL UWF STUDENTS.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): PROPERLY IDENTIFY BASIC ELEMENTS OF POETRY, INCLUDING TONE, GENRE, IMAGERY, FIGURES OF SPEECH, AND SYMBOLISM. RECOGNIZE AND APPLY BASIC ELEMENTS OF PROSODY INCLUDING RHYTHM AND METRICS. ANALYZE THE RELATIONSHIP BETWEEN THE FORMAL ELEMENTS OF POETRY AND ITS MEANING OR CONTENT. DESCRIBE THE SOCIAL, PHILOSOPHICAL AND/OR SCHOLARLY SIGNIFICANCE OF POETRY FROM A VARIETY OF CULTURES AND HISTORICAL PERIODS. INTERPRET POETRY IN TRANSLATION. PRODUCE SEVERAL ESSAYS THAT DEFEND AN ARGUABLE THESIS WITH CLOSE READINGS OF POETRY AS WELL AS A NUMBER OF SHORT CREATIVE WORKS.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
MAC	1	105		COLLEGE ALGEBRA	3	Mathematics	Mathematics	Updated	Learning Outcomes	58	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL SOLVE AN EQUATION OR AN INEQUALITY USING AN APPROPRIATE TECHNIQUE. STUDENTS WILL DEFINE AND DESCRIBE FUNCTIONS, THEIR PROPERTIES, AND GRAPHS. STUDENTS WILL MANIPULATE FUNCTIONS TO SIMPLIFY EXPRESSIONS AND FIND NEW FUNCTIONS. STUDENTS WILL USE TRANSFORMATIONS TO WRITE AN EQUATION FOR A FUNCTION AND TO GRAPH A FUNCTION. STUDENTS WILL MODEL AND SOLVE REAL WORLD PROBLEMS USING FUNCTIONS. UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): IDENTIFY FUNCTIONS AND THEIR PROPERTIES. ANALYZE AND GRAPH POLYNOMIAL, RATIONAL, RADICAL, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. PERFORM OPERATIONS ON THESE FUNCTIONS. SOLVE EXPONENTIAL AND LOGARITHMIC EQUATIONS. SOLVE SYSTEMS OF LINEAR EQUATIONS. SOLVE PROBLEMS INVOLVING APPLICATIONS OF ALGEBRAIC AND TRANSCENDENTAL FUNCTIONS.
MAC	1	105	C	COLLEGE ALGEBRA WITH LAB	4	Mathematics	Mathematics	Updated	Learning Outcomes	10	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF EQUATIONS, FUNCTIONS, AND THEIR GRAPHS. EMPHASIS WILL BE PLACED ON QUADRATIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. TOPICS WILL INCLUDE SOLVING EQUATIONS AND INEQUALITIES, DEFINITION AND PROPERTIES OF A FUNCTION, DOMAIN AND RANGE, TRANSFORMATIONS OF GRAPHS, OPERATIONS ON FUNCTIONS, COMPOSITE AND INVERSE FUNCTIONS, BASIC POLYNOMIAL AND RATIONAL FUNCTIONS, EXPONENTIAL AND LOGARITHMIC FUNCTIONS, AND APPLICATIONS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL SOLVE AN EQUATION OR AN INEQUALITY USING AN APPROPRIATE TECHNIQUE. STUDENTS WILL DEFINE AND DESCRIBE FUNCTIONS, THEIR PROPERTIES, AND GRAPHS. STUDENTS WILL MANIPULATE FUNCTIONS TO SIMPLIFY EXPRESSIONS AND FIND NEW FUNCTIONS. STUDENTS WILL USE TRANSFORMATIONS TO WRITE AN EQUATION FOR A FUNCTION AND TO GRAPH A FUNCTION. STUDENTS WILL MODEL AND SOLVE REAL WORLD PROBLEMS USING FUNCTIONS. UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): IDENTIFY FUNCTIONS AND THEIR PROPERTIES. ANALYZE AND GRAPH POLYNOMIAL, RATIONAL, RADICAL, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. PERFORM OPERATIONS ON THESE FUNCTIONS. SOLVE EXPONENTIAL AND LOGARITHMIC EQUATIONS. SOLVE SYSTEMS OF LINEAR EQUATIONS. SOLVE PROBLEMS INVOLVING APPLICATIONS OF ALGEBRAIC AND TRANSCENDENTAL FUNCTIONS.
MAC	1	114		TRIGONOMETRY	3		Mathematics	Updated	Learning Outcomes	44	Yes	Fall 2026	TRIGONOMETRIC FUNCTIONS, THEIR PROPERTIES AND GRAPHS, INVERSE TRIGONOMETRIC FUNCTIONS, THEIR PROPERTIES AND GRAPHS, TRIGONOMETRIC IDENTITIES, CONDITIONAL TRIGONOMETRIC EQUATIONS; SOLUTIONS OF TRIANGLES, VECTOR ALGEBRA, PARAMETRIC EQUATIONS, POLAR COORDINATES, APPLICATIONS. COLLEGE ALGEBRA OR A STRONG HIGH SCHOOL ALGEBRA BACKGROUND IS REQUIRED.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): GRAPH TRIGONOMETRIC AND INVERSE TRIGONOMETRIC FUNCTIONS. DETERMINE VALUES OF TRIGONOMETRIC FUNCTIONS. APPLY TRIGONOMETRIC FORMULAS. ESTABLISH TRIGONOMETRIC IDENTITIES. SOLVE TRIGONOMETRIC EQUATIONS. SOLVE RIGHT AND OBLIQUE TRIANGLES. GRAPH EQUATIONS IN POLAR AND RECTANGULAR COORDINATES. ESTABLISH TRIGONOMETRIC IDENTITIES. SOLVE TRIGONOMETRIC EQUATIONS.
MAC	1	140		PRECALCULUS ALGEBRA	3		Mathematics	Updated	Learning Outcomes	39	Yes	Fall 2023	STRESSES THE ASPECTS OF ALGEBRA THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS. COVERS POLYNOMIALS; RATIONAL FUNCTIONS; LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINED FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; SEQUENCES, AND SERIES; MATHEMATICAL INDUCTION. PREREQUISITE COURSE OR APPROPRIATE SCORE ON PLACEMENT TEST IS REQUIRED.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): ALGEBRAICALLY ANALYZE POLYNOMIAL AND RATIONAL FUNCTIONS. GRAPH AND SOLVE EXPONENTIAL AND LOGARITHMIC FUNCTIONS. SOLVE EXPONENTIAL AND LOGARITHMIC EQUATIONS. SOLVE POLYNOMIAL AND RATIONAL INEQUALITIES. ANALYZE EQUATIONS OF PARABOLAS, ELLIPSES, AND HYPERBOLAS. SOLVE SYSTEMS OF LINEAR EQUATIONS, INCLUDING THE USE OF DETERMINANTS. PERFORM OPERATIONS ON SEQUENCES.
MAC	1	147		PRECALCULUS WITH TRIGONOMETRY	4		Mathematics	Updated	Learning Outcomes	31	Yes	Fall 2026	THIS COURSE STRESSES THE ASPECTS OF ALGEBRA AND TRIGONOMETRY THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. THE COURSE LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS; COVERS POLYNOMIALS, RATIONAL FUNCTIONS, LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINE FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; AND SEQUENCES AND SERIES. ADDITIONALLY, THE COURSE COVERS ANGLES, TRIGONOMETRIC FUNCTIONS AND GRAPHS; INVERSE TRIGONOMETRIC FUNCTIONS AND GRAPHS; TRIGONOMETRIC FORMULAS, IDENTITIES AND EQUATIONS; SOLUTIONS OF TRIANGLES; AND POLAR COORDINATES, EQUATIONS, AND GRAPHS.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): ALGEBRAICALLY ANALYZE POLYNOMIAL AND RATIONAL FUNCTIONS. GRAPH AND SOLVE EXPONENTIAL, LOGARITHMIC, TRIGONOMETRIC, AND INVERSE TRIGONOMETRIC FUNCTIONS. SOLVE EXPONENTIAL, LOGARITHMIC AND TRIGONOMETRIC EQUATIONS. SOLVE POLYNOMIAL AND RATIONAL INEQUALITIES. ANALYZE EQUATIONS OF PARABOLAS, ELLIPSES, AND HYPERBOLAS. SOLVE SYSTEMS OF EQUATIONS, INCLUDING USE OF DETERMINANTS. PERFORM OPERATIONS ON SEQUENCES. DETERMINE VALUES OF TRIGONOMETRIC FUNCTIONS. APPLY TRIGONOMETRIC FORMULAS. ESTABLISH TRIGONOMETRIC IDENTITIES. SOLVE RIGHT AND OBLIQUE TRIANGLES. GRAPH EQUATIONS IN POLAR AND RECTANGULAR COORDINATES.
MAC	1	147		HONORS PRECALCULUS WITH TRIGONOMETRY	4		Mathematics	Updated	Learning Outcomes	3	Yes	N/A	THIS COURSE STRESSES THE ASPECTS OF ALGEBRA AND TRIGONOMETRY THAT ARE IMPORTANT FOR THE CALCULUS SEQUENCE. THE COURSE LAYS EMPHASIS ON GRAPHS IN THE STUDY OF FUNCTIONS AND ALGEBRAIC RELATIONS; COVERS POLYNOMIALS, RATIONAL FUNCTIONS, LOGARITHMIC, EXPONENTIAL, AND PIECEWISE DEFINE FUNCTIONS; INEQUALITIES; CONIC SECTIONS; MATRICES; AND SEQUENCES AND SERIES. ADDITIONALLY, THE COURSE COVERS ANGLES, TRIGONOMETRIC FUNCTIONS AND GRAPHS; INVERSE TRIGONOMETRIC FUNCTIONS AND GRAPHS; TRIGONOMETRIC FORMULAS, IDENTITIES AND EQUATIONS; SOLUTIONS OF TRIANGLES; AND POLAR COORDINATES, EQUATIONS, AND GRAPHS. THIS COURSE IS OFFERED FOR STUDENTS PARTICIPATING IN THE KUGELMAN HONORS PROGRAM.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): ALGEBRAICALLY ANALYZE POLYNOMIAL AND RATIONAL FUNCTIONS. GRAPH AND SOLVE EXPONENTIAL, LOGARITHMIC, TRIGONOMETRIC, AND INVERSE TRIGONOMETRIC FUNCTIONS. SOLVE EXPONENTIAL, LOGARITHMIC AND TRIGONOMETRIC EQUATIONS. SOLVE POLYNOMIAL AND RATIONAL INEQUALITIES. ANALYZE EQUATIONS OF PARABOLAS, ELLIPSES, AND HYPERBOLAS. SOLVE SYSTEMS OF EQUATIONS, INCLUDING USE OF DETERMINANTS. PERFORM OPERATIONS ON SEQUENCES. DETERMINE VALUES OF TRIGONOMETRIC FUNCTIONS. APPLY TRIGONOMETRIC FORMULAS. ESTABLISH TRIGONOMETRIC IDENTITIES. SOLVE RIGHT AND OBLIQUE TRIANGLES. GRAPH EQUATIONS IN POLAR AND RECTANGULAR COORDINATES.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
MAC	2	233		CALCULUS WITH BUSINESS APPLICATIONS	3		Mathematics	Updated	Learning Outcomes	44	Yes	Fall 2026	SETS AND FUNCTIONS; DERIVATIVES; AREAS UNDER A CURVE; INTEGRATION; EXPONENTIALS AND LOGARITHMS; APPLICATIONS OF DERIVATIVES AND INTEGRALS.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): EVALUATE THE LIMITS OF ALGEBRAIC FUNCTIONS. DIFFERENTIATE ALGEBRAIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. EVALUATE INTEGRALS OF ALGEBRAIC, EXPONENTIAL, AND LOGARITHMIC FUNCTIONS. DEMONSTRATE A BROAD UNDERSTANDING OF THE GEOMETRICAL AND ANALYTICAL MEANING OF THE DERIVATIVE AND THE INTEGRAL BY SOLVING APPLICATIONS PROBLEMS.
MAC	2	311		ANALYTIC GEOMETRY AND CALCULUS I	4	Mathematics	Mathematics	Updated	Learning Outcomes	50	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL DEVELOP PROBLEM SOLVING SKILLS, CRITICAL THINKING, COMPUTATIONAL PROFICIENCY, AND CONTEXTUAL FLUENCY THROUGH THE STUDY OF LIMITS, DERIVATIVES, AND DEFINITE AND INDEFINITE INTEGRALS OF FUNCTIONS OF ONE VARIABLE, INCLUDING ALGEBRAIC, EXPONENTIAL, LOGARITHMIC, AND TRIGONOMETRIC FUNCTIONS, AND APPLICATIONS. TOPICS WILL INCLUDE LIMITS, CONTINUITY, DIFFERENTIATION AND RATES OF CHANGE, OPTIMIZATION, CURVE SKETCHING, AND INTRODUCTION TO INTEGRATION AND AREA.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL CALCULATE A LIMIT, DERIVATIVE, OR INTEGRAL USING APPROPRIATE TECHNIQUES. STUDENTS WILL DETERMINE THE CONTINUITY AND DIFFERENTIABILITY OF A FUNCTION. STUDENTS WILL USE LIMITS AND DERIVATIVES TO ANALYZE RELATIONSHIPS BETWEEN THE EQUATION OF A FUNCTION AND ITS GRAPH. STUDENTS WILL APPLY DIFFERENTIATION TECHNIQUES TO MODEL AND SOLVE REAL WORLD PROBLEMS. STUDENTS WILL USE INTEGRALS AND THE FUNDAMENTAL THEOREM OF CALCULUS TO ANALYZE THE RELATIONSHIP BETWEEN THE INTEGRAL OF A FUNCTION AND THE RELATED AREA. UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): EVALUATE LIMITS OF ALGEBRAIC, TRIGONOMETRIC, TRANSCENDENTAL, AND PIECEWISE FUNCTIONS. DETERMINE WHERE ALGEBRAIC, TRIGONOMETRIC, TRANSCENDENTAL, AND PIECEWISE FUNCTIONS ARE CONTINUOUS. DIFFERENTIATE ALGEBRAIC, TRIGONOMETRIC, AND TRANSCENDENTAL FUNCTIONS. EVALUATE SIMPLE INTEGRALS OF ALGEBRAIC, TRIGONOMETRIC, AND TRANSCENDENTAL FUNCTIONS. SHOW A BROAD UNDERSTANDING OF THE GEOMETRICAL AND ANALYTICAL MEANING OF THE DERIVATIVE AND THE INTEGRAL BY SOLVING APPLICATION PROBLEMS.
MAC	2	312		ANALYTIC GEOMETRY AND CALCULUS II	4		Mathematics	Updated	Learning Outcomes	47	Yes	Fall 2026	APPLICATION OF THE DEFINITE INTEGRAL. HYPERBOLIC AND INVERSE TRIGONOMETRIC FUNCTIONS. METHODS OF INTEGRATION. SEQUENCES AND INFINITE SERIES.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): APPLY THE METHOD OF INTEGRATION TO FIND (AREAS BETWEEN CURVES), VOLUMES OF SOLIDS OF REVOLUTION, THE LENGTH OF A PLAIN CURVE AND THE SURFACE AREA OF SOLIDS OF REVOLUTION. APPLY TECHNIQUES OF INTEGRATION TO INCLUDE INTEGRATION BY PARTS, TRIGONOMETRIC SUBSTITUTIONS, PARTIAL FRACTIONS, AND DIRECT SUBSTITUTION. RECOGNIZE AND INTEGRATE LOGARITHMIC, EXPONENTIAL, AND HYPERBOLIC FUNCTIONS. MANIPULATE SEQUENCES AND SERIES: CALCULATE LIMITS OF SEQUENCES AND SUMS OF SERIES. APPLY APPROPRIATE TESTS TO DETERMINE THE CONVERGENCE OF SERIES. DETERMINE TAYLOR SERIES FOR A GIVEN FUNCTION. EVALUATE IMPROPER INTEGRALS. APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION.
MAC	2	313		ANALYTIC GEOMETRY AND CALCULUS III	4		Mathematics	No Updates		45	Yes	Fall 2026	ANALYTIC GEOMETRY AND CALCULUS. VECTORS AND VECTOR-VALUED FUNCTIONS. PARTIAL DIFFERENTIATION. MULTIPLE INTEGRATION.	UWF GENERAL EDUCATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): PERFORM ALGEBRAIC AND GEOMETRICAL MANIPULATIONS OF VECTORS IN 2 AND 3 DIMENSIONS AND SOLVE PROBLEMS IN ANALYTIC GEOMETRY VIA VECTOR MODELS. PERFORM PARTIAL DIFFERENTIATION OF A FUNCTION OF SEVERAL VARIABLES AND INTERPRET THE RESULTS IN THE APPROPRIATE PROBLEM CONTEXTS. DETERMINE AND CLASSIFY THE CRITICAL POINTS OF FUNCTIONS OF SEVERAL VARIABLES. USE THE GRADIENT OF A FUNCTION OF SEVERAL VARIABLES TO SOLVE GEOMETRICAL PROBLEM PERTAINING TO SURFACES. EVALUATE MULTIVARIABLE INTEGRALS.
MAP	2	302		DIFFERENTIAL EQUATIONS	3		Mathematics	Updated	Learning Outcomes	46	Yes	Fall 2026	INTRODUCTION TO ORDINARY DIFFERENTIAL EQUATIONS; EMPHASIS ON LINEAR EQUATIONS, OPERATOR METHODS, SYSTEMS OF EQUATIONS, AND APPLICATIONS.	UWF GENERAL EDUCATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): CLASSIFY FIRST ORDER EQUATIONS BY ORDER, LINEARITY, AND TYPE (SEPARABLE, EXACT, LINEAR, HOMOGENEOUS, BERNOULLI). SOLVE 5 TYPES OF FIRST-ORDER EQUATIONS IDENTIFIED IN #1. ARTICULATE THE MAIN DIFFERENCES BETWEEN LINEAR AND NONLINEAR D.E. TO INCLUDE EXISTENCE AND UNIQUENESS THEOREMS. FIND THE GENERAL SOLUTION FOR HOMOGENEOUS SECOND ORDER EQUATION, GIVEN ONE SOLUTION. SOLVE LINEAR HIGHER-ORDER EQUATIONS WITH CONSTANT COEFFICIENTS. APPLY THE METHODS OF UNDETERMINED COEFFICIENTS AND VARIATION OF PARAMETERS TO FIND A PARTICULAR SOLUTION. SOLVE DIFFERENTIAL EQUATIONS USING LAPLACE TRANSFORMS. UTILIZE THE UNIT STEP FUNCTION TO SOLVE EQUATION INVOLVING PIECE-WISE FORCING TERMS. SOLVE SYSTEMS OF DIFFERENTIAL EQUATIONS USING MATRIX AND OPERATOR METHODS.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
MCB	1	000		FUNDAMENTALS OF MICROBIOLOGY	3		Natural Sciences	Updated	Learning Outcomes	9	Yes	Fall 2026	THIS INTRODUCTORY MICROBIOLOGY COURSE FOR NON-SCIENCE MAJORS IS SPECIFICALLY DESIGNED TO MEET THE PREREQUISITE REQUIREMENT FOR THE FOUR-YEAR BSN DEGREE. THE COURSE COVERS THE PRINCIPLES OF MICROBIOLOGY, INCLUDING THE CELLULAR ORGANIZATION, GROWTH, AND METABOLISM OF MAJOR MICROBIAL GROUPS (BACTERIA, FUNGI, VIRUSES, AND PROTOZOA). ADDITIONALLY, STUDENTS WILL EXPLORE THE CULTIVATION AND CONTROL OF MICROBES, AS WELL AS THE INTERACTIONS BETWEEN MICROORGANISMS AND HUMANS REGARDING DISEASE TRANSMISSION, PATHOGENESIS, CONTROL MEASURES, AND TREATMENT.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): LIST THE CONTRIBUTIONS OF KEY PEOPLE IN THE FIELD OF MICROBIOLOGY. STATE THE GERM THEORY OF DISEASE AND DESCRIBE THE IMPORTANCE OF KOCH'S POSTULATES. DESCRIBE THE DIFFERENCES BETWEEN EUKARYOTIC AND PROKARYOTIC ORGANISMS. EXPLAIN THE TYPES OF METABOLIC PROCESSES AND GROWTH REQUIREMENTS FOUND IN MICROORGANISMS. DESCRIBE FACTORS INVOLVED IN THE GROWTH AND INHIBITION OF GROWTH OF MICROORGANISMS. EXPLAIN THE ROLE OF MICROBES IN DISEASE TRANSMISSION AND PREVENTION. UTILIZE DISTINGUISHING CHARACTERISTICS OF BACTERIA, FUNGI, VIRUSES, AND PARASITES INVOLVED IN DISEASE TO DIAGNOSE INFECTIONS BY THESE MICROBES. CORRELATE DISEASE NAMES TO THE BACTERIA, FUNGI, VIRUSES, AND PARASITES THAT CAUSE THEM. EXPLAIN THE ROLE OF THE CLINICAL LABORATORY IN HELPING DIAGNOSE PATIENTS WITH INFECTIOUS DISEASES. EMPLOY THE PROPER USE OF SCIENTIFIC NAMES, TECHNICAL TERMINOLOGY IN ORAL AND WRITTEN COMMUNICATION. WRITE CLEAR PROSE WHEN ANALYZING THEORIES AND FORMATTING HYPOTHESES IN ESSAY EXAMINATIONS.
MGF	1	130		MATHEMATICAL THINKING	3	Mathematics	Mathematics	Updated	Learning Outcomes	42	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL UTILIZE MULTIPLE MEANS OF PROBLEM SOLVING THROUGH STUDENT-CENTERED MATHEMATICAL EXPLORATION. THE COURSE IS DESIGNED TO TEACH STUDENTS TO THINK MORE EFFECTIVELY AND VASTLY INCREASE THEIR PROBLEM-SOLVING ABILITY THROUGH PRACTICAL APPLICATION AND DIVERGENT THINKING. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DETERMINE EFFICIENT MEANS OF SOLVING A PROBLEM THROUGH INVESTIGATION OF MULTIPLE MATHEMATICAL MODELS. STUDENTS WILL APPLY LOGIC IN CONTEXTUAL SITUATIONS TO FORMULATE AND DETERMINE THE VALIDITY OF LOGICAL STATEMENTS USING A VARIETY OF METHODS. STUDENTS WILL APPLY MATHEMATICAL CONCEPTS VISUALLY AND CONTEXTUALLY TO REPRESENT, INTERPRET AND REASON ABOUT GEOMETRIC FIGURES. STUDENTS WILL RECOGNIZE THE CHARACTERISTICS OF NUMBERS AND UTILIZE NUMBERS ALONG WITH THEIR OPERATIONS APPROPRIATELY IN CONTEXT. STUDENTS WILL ANALYZE AND INTERPRET REPRESENTATIONS OF DATA TO DRAW REASONABLE CONCLUSIONS. UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): DETERMINE EFFICIENT MEANS OF SOLVING A PROBLEM THROUGH THE INVESTIGATION OF MULTIPLE MATHEMATICAL MODELS. APPLY LOGIC IN CONTEXTUAL SITUATIONS TO FORMULATE AND DETERMINE THE VALIDITY OF LOGICAL STATEMENTS USING A VARIETY OF METHODS. APPLY MATHEMATICAL CONCEPTS VISUALLY AND CONTEXTUALLY TO REPRESENT, INTERPRET, AND REASON ABOUT GEOMETRIC FIGURES. RECOGNIZE THE CHARACTERISTICS OF NUMBERS AND UTILIZE NUMBERS ALONG WITH THEIR OPERATIONS APPROPRIATELY IN CONTEXT. ANALYZE AND INTERPRET REPRESENTATIONS OF DATA TO DRAW REASONABLE CONCLUSIONS.
MGF	1	131		MATHEMATICS IN CONTEXT	3		Mathematics	Updated	Learning Outcomes	36	Yes	Fall 2026	THROUGH THIS COURSE, STUDENTS WILL EXPERIENCE THE PRACTICALITY OF MATHEMATICS IN GLOBAL SOCIETY. STUDENTS WILL ENGAGE IN THE APPLICATIONS OF TOOLS AND TECHNIQUES OF MATHEMATICS IN A VARIETY OF CONTEXTUAL SITUATIONS FROM EVERYDAY LIFE. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES/PROGRAMS.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): APPLY MATHEMATICAL MODELS TO CIVICALLY CONTEXTUAL SITUATIONS (E.G., STOCKS, FINANCE, VOTING, POPULATION DYNAMICS, ETC.). ORGANIZE, VISUALIZE, AND MODEL DATA IN A MEANINGFUL WAY. ANALYZE AND INTERPRET REPRESENTATIONS OF DATA TO DRAW REASONABLE CONCLUSIONS. ENGAGE IN WAYS OF THINKING THAT MAY INVOLVE SAMPLE SIZE, COUNTING STRATEGIES, CHANCE, RATIOS, AND PROPORTIONS.
MMC	2	000		PRINCIPLES OF MASS COMMUNICATION	3		Communication	Updated	Learning Outcomes	24	Yes	Spring 2026	PRINCIPLES, ISSUES, ORGANIZATIONS AND FUNCTIONS OF FILM, RADIO, TELEVISION, PRINT AND OTHER MEDIA OF MASS COMMUNICATION. CONSIDERATION OF CURRENT PRACTICES AND RECENT DEVELOPMENTS AND THEIR IMPLICATIONS FOR THE FUTURE DIRECTION OF MASS MEDIA.	UWF GENERAL EDUCATION SLO(S): COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS. ADDITIONAL SLO(S): DEMONSTRATE AN UNDERSTANDING OF THE RESOURCES AVAILABLE FOR PRINT, BROADCAST, AND WEB FOR GATHERING AND DISSEMINATING INFORMATION. IDENTIFY THE STRENGTHS AND DIFFERENCES OF VARIOUS FORMS OF MASS COMMUNICATION. DESCRIBE THE PROCESS OF AUDIENCE ANALYSIS AS IT RELATES TO DIFFERENT FORMS OF MASS COMMUNICATION. ANALYZE HOW THE INTERNET AND SOCIAL MEDIA HAVE CHANGED MASS MEDIA AND COMMUNICATION. ASSESS THE ROLE AND IMPACT MASS COMMUNICATION HAS HAD ON SOCIETIES, ESPECIALLY IN THE UNITED STATES. DIFFERENTIATE MASS COMMUNICATION FROM OTHER SUBSETS OF THE COMMUNICATION DISCIPLINE. COMPARE AND CONTRAST THE DIFFERENCES OF ADVERTISING AND PUBLIC RELATIONS.
MUH	2	004		THE MUSIC EXPERIENCE - CONCERTS	3		Humanities	Updated	Learning Outcomes	1	Yes	Fall 2026	THIS COURSE COVERS MAJOR COMPOSERS AND PERIODS OF MUSIC WITHIN THE WESTERN CANON. ALONG THE WAY, STUDENTS WILL LEARN THE HISTORY AND ETIQUETTE OF CONCERT PERFORMANCE.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. ADDITIONAL SLO(S): EXHIBIT A HISTORICAL PERSPECTIVE INTO THE VARIOUS ERAS AND COMPOSERS OF EUROPEAN, AMERICAN, AND WORLD ART MUSIC. DEMONSTRATE KNOWLEDGE OF HISTORICAL INFLUENCES WHICH HAVE SHAPED COMPOSERS AND THEIR MUSIC AND THE REASONS FOR THE CREATION OF SUCH DIVERSE MUSIC WITHIN EACH STYLISTIC PERIOD AND CULTURE. DEMONSTRATE A BASIC KNOWLEDGE OF THE FUNDAMENTALS OF MUSIC AND THE ACCOMPANYING VOCABULARY. SHOW SKILLS FOR LISTENING TO MANY TYPES OF CULTURALLY DIVERSE MUSIC THROUGH GUIDED LISTENING ACTIVITIES. ARTICULATE KNOWLEDGE OF ACCEPTED CONCERT ETIQUETTE AS WELL AS HOW TO READ A CONCERT PROGRAM WITH INCREASED INSIGHT AND UNDERSTANDING. IDENTIFY DIFFERENT TYPES AND STYLES OF MUSIC. ARTICULATE KNOWLEDGE AND APPRECIATION FOR THE STRUCTURE OF THE ARTS INDUSTRY AS WELL AS THE LEVEL OF ACHIEVEMENT NECESSARY BY PERFORMERS AND COMPOSERS TO MAKE A LIVING AS MUSICIANS.

Statewide Course Numbering System
General Education Course Report

Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
MUL	2	010		HONORS MUSIC APPRECIATION	3	Humanities	Humanities	Updated	Learning Outcomes	6	Yes	N/A	IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. CREDIT CANNOT BE EARNED IN BOTH MUH 2110 AND MUL 2010. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM HUMANITIES REQUIREMENT.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DISCUSS AND ANALYZE MUSIC USING TERMINOLOGY APPROPRIATE FOR THE COURSE. STUDENTS WILL DEMONSTRATE FUNDAMENTAL KNOWLEDGE OF THE WORKS OF SIGNIFICANT COMPOSERS. STUDENTS WILL IDENTIFY CONNECTIONS BETWEEN MUSIC AND THE OTHER ARTS. STUDENTS WILL IDENTIFY HISTORICAL STYLES AND PERIODS BASED ON INSTRUMENTS AND PERFORMANCE PRACTICES UTILIZED. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. ADDITIONAL SLO(S): IDENTIFY MAJOR FORMAL CHARACTERISTICS AND DISTINGUISH BETWEEN MAJOR MUSICAL STYLES OF THE FIVE MAIN PERIODS OF WESTERN MUSIC DEVELOPMENT: MIDDLE AGES, RENAISSANCE, BAROQUE, CLASSICAL, AND THE 20TH-21ST CENTURIES. RECOGNIZE THE DIVERSITY OF HISTORIC AND SOCIAL CIRCUMSTANCES THAT INFLUENCED THE DEVELOPMENT OF WESTERN ART MUSIC, AS WELL AS THE ROLE THAT MUSIC PLAYED IN THE DEVELOPMENT OF OTHER ARTS AND OF THE WESTERN SOCIETY AT LARGE. APPLY THE KNOWLEDGE OF MUSIC HISTORY AND MUSIC THEORY TO THE PERSONAL LISTENING EXPERIENCE, BOTH IN THE CONTEXT OF LIVE MUSICAL PERFORMANCE AND LISTENING TO THE RECORDED MUSIC. LISTEN TO MUSIC ATTENTIVELY AND RECOGNIZE THE MOST IMPORTANT FORMAL CHARACTERISTICS AND ELEMENTS OF MUSIC: MEDIA, TEXTURE, AND GENRE. IDENTIFY BY LISTENING TO MUSIC COMPOSITIONS OF THE MIDDLE AGES AND RENAISSANCE. IDENTIFY BY LISTENING TO MUSIC COMPOSITIONS BY AT LEAST THREE MAJOR COMPOSERS OF EACH OF THE FOLLOWING ERAS: BAROQUE, CLASSICAL, ROMANTIC, AND THE 20TH CENTURY. INTERACT EFFECTIVELY WITH INDIVIDUALS WHO DO NOT SHARE YOUR HERITAGE. USE TECHNOLOGY EFFECTIVELY FOR A VARIETY OF PURPOSES.
MUL	2	010		MUSIC APPRECIATION	3	Humanities	Humanities	Updated	Learning Outcomes	44	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL SURVEY THE HISTORY OF CLASSICAL MUSIC FROM ANTIQUITY TO THE MODERN PERIOD, FOCUSING ON WESTERN MUSIC. THE CURRICULUM MAY ALSO INTEGRATE A VARIETY OF POPULAR AND GLOBAL STYLES WHERE APPROPRIATE. CREDIT CANNOT BE EARNED IN BOTH MUH 2110 AND MUL 2010.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DISCUSS AND ANALYZE MUSIC USING TERMINOLOGY APPROPRIATE FOR THE COURSE. STUDENTS WILL DEMONSTRATE FUNDAMENTAL KNOWLEDGE OF THE WORKS OF SIGNIFICANT COMPOSERS. STUDENTS WILL IDENTIFY CONNECTIONS BETWEEN MUSIC AND THE OTHER ARTS. STUDENTS WILL IDENTIFY HISTORICAL STYLES AND PERIODS BASED ON INSTRUMENTS AND PERFORMANCE PRACTICES UTILIZED. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. ADDITIONAL SLO(S): IDENTIFY MAJOR FORMAL CHARACTERISTICS AND DISTINGUISH BETWEEN MAJOR MUSICAL STYLES OF THE FIVE MAIN PERIODS OF WESTERN MUSIC DEVELOPMENT: MIDDLE AGES, RENAISSANCE, BAROQUE, CLASSICAL, AND THE 20TH-21ST CENTURIES. RECOGNIZE THE DIVERSITY OF HISTORIC AND SOCIAL CIRCUMSTANCES THAT INFLUENCED THE DEVELOPMENT OF WESTERN ART MUSIC, AS WELL AS THE ROLE THAT MUSIC PLAYED IN THE DEVELOPMENT OF OTHER ARTS AND OF THE WESTERN SOCIETY AT LARGE. APPLY THE KNOWLEDGE OF MUSIC HISTORY AND MUSIC THEORY TO THE PERSONAL LISTENING EXPERIENCE, BOTH IN THE CONTEXT OF LIVE MUSICAL PERFORMANCE AND LISTENING TO THE RECORDED MUSIC. LISTEN TO MUSIC ATTENTIVELY AND RECOGNIZE THE MOST IMPORTANT FORMAL CHARACTERISTICS AND ELEMENTS OF MUSIC: MEDIA, TEXTURE, AND GENRE. IDENTIFY BY LISTENING TO MUSIC COMPOSITIONS OF THE MIDDLE AGES AND RENAISSANCE. IDENTIFY BY LISTENING TO MUSIC COMPOSITIONS BY AT LEAST THREE MAJOR COMPOSERS OF EACH OF THE FOLLOWING ERAS: BAROQUE, CLASSICAL, ROMANTIC, AND THE 20TH CENTURY. INTERACT EFFECTIVELY WITH INDIVIDUALS WHO DO NOT SHARE YOUR HERITAGE. USE TECHNOLOGY EFFECTIVELY FOR A VARIETY OF PURPOSES.
PHC	2	082		INFORMATICS AND YOUR HEALTH	3		Natural Sciences	Updated		1	Yes	Summer 2026	MULTI-DISCIPLINARY EXPLORATION OF HOW INFORMATION IS REPRESENTED, PROCESSED, SHARED, AND PROTECTED IN TOOLS/APPLICATIONS DIRECTLY LINKED TO THE HEALTH OF YOU AND THE PLANET. COURSE ASSIGNMENTS PROVIDE STUDENTS WITH OPPORTUNITIES TO EXAMINE IMPACTS ON INDIVIDUALS AND PUBLIC HEALTH, PROVIDE PRACTICE WITH A VARIETY OF DIGITAL TECHNOLOGIES AND DATA COLLECTION STRATEGIES, AND ADDRESS INTERPRETING RESULTS OF AND CONCERNS IN MEDICAL AND HEALTH-RELATED HUMAN SUBJECT RESEARCH. COURSE DELIVERABLES WILL ENABLE STUDENTS TO DEVELOP PROFESSIONAL AND TECHNICAL SKILLS, INCLUDING PRESENTING IDEAS THROUGH WRITTEN/VERBAL COMMUNICATION, CITING AI TOOLS AS PART OF AI-FACILITATED LEARNING, AND APPLYING ETHICAL PROTOCOLS WITHIN AI-AUGMENTED WORKFLOWS FOR VISUALIZING DATA. STUDENTS WILL USE THE SCIENTIFIC METHOD TO FORMULATE HYPOTHESES IN MAP AND DATA DASHBOARD DESIGN PROCESSES TO CREATE VISUALIZATIONS TO EXPLAIN OBSERVED PATTERNS AND STATISTICAL MODELS DERIVED FROM THEIR COLLECTED GEOLOCATED DATA TO FOSTER AN UNDERSTANDING OF SCIENTIFIC PRINCIPLES AND THEIR PRACTICAL APPLICATION TOWARD REAL-WORLD ISSUES.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): USE THE SCIENTIFIC METHOD TO DEVELOP RESEARCH QUESTIONS/HYPOTHESES THAT EXPLAIN DATA COLLECTED FROM NATURAL EXPERIENCES/PHENOMENA RELATED TO HUMAN HEALTH AND THE HEALTH OF OUR PLANET. CRITICALLY EXAMINE AND EVALUATE THE PRINCIPLES OF THE SCIENTIFIC METHOD WHEN CONSTRUCTING MODELS FOR DATA VISUALIZATIONS. PRODUCE MAP-BASED AND DATA DASHBOARD MODELS THAT SUPPORT AUTHOR INTENT AND ADDRESS SPECIFIC RESEARCH QUESTIONS FOR A TARGETED AUDIENCE. DESCRIBE INFORMATICS METHODS AND RESOURCES AND EXPLAIN HOW THEY ARE USED AS STRATEGIC TOOLS TO PROMOTE HEALTH AT THE INDIVIDUAL AND GLOBAL/PLANET LEVEL.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
PHI	2	010		INTRODUCTION TO PHILOSOPHY	3	Humanities	Humanities	Updated	Learning Outcomes	48	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DEVELOP CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF CLASSICAL WESTERN PHILOSOPHICAL VIEWS. STUDENTS WILL ANALYZE, EXPLAIN, AND EVALUATE FOUNDATIONAL CONCEPTS OF EPISTEMOLOGY, METAPHYSICS, AND ETHICS. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS.
PHI	2	010		HONORS INTRODUCTION TO PHILOSOPHY	3	Humanities	Humanities	Updated	Learning Outcomes	9	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL BE INTRODUCED TO THE NATURE OF PHILOSOPHY, PHILOSOPHICAL THINKING, MAJOR INTELLECTUAL MOVEMENTS IN THE HISTORY OF PHILOSOPHY, INCLUDING TOPICS FROM THE WESTERN PHILOSOPHICAL TRADITION, AND VARIOUS PROBLEMS IN PHILOSOPHY. STUDENTS WILL STRENGTHEN THEIR INTELLECTUAL SKILLS, BECOME MORE EFFECTIVE LEARNERS, AND DEVELOP BROAD FOUNDATIONAL KNOWLEDGE. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM HUMANITIES REQUIREMENT.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DEVELOP CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF CLASSICAL WESTERN PHILOSOPHICAL VIEWS. STUDENTS WILL ANALYZE, EXPLAIN, AND EVALUATE FOUNDATIONAL CONCEPTS OF EPISTEMOLOGY, METAPHYSICS, AND ETHICS. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS.
PHI	2	103		CRITICAL THINKING	3		Humanities	Updated	Learning Outcomes	9	Yes	Fall 2026	A COURSE IN PRACTICAL REASONING DESIGNED TO SHARPEN ABILITIES AT ANALYZING, EVALUATING, AND CONSTRUCTING ARGUMENTS. TO ASSIST IN DECISION MAKING, THERE WILL BE AN APPRAISAL OF THE EVALUATION OF EVIDENCE, PRACTICE IN THE DETECTION OF FALLACIES AND IRRELEVANCIES, AND THE TESTING OF THE ARGUMENTS FOR VALIDITY AND RELIABILITY. INCLUDED IN THESE STRATEGIES WILL BE EXAMINING ASSUMPTIONS, QUESTIONING SOCRATICALLY, ANALYZING EXPERIENCES, AND EVALUATING PERSPECTIVES WITHIN THE WESTERN CANON. THESE STRATEGIES WILL BE APPLIED TO A NUMBER OF REAL LIFE SITUATIONS. APPROPRIATE FOR AND APPLICABLE TO ANY MAJOR.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. ADDITIONAL SLO(S): CONSTRUCT CLEAR ARGUMENTS BASED UPON MULTIPLE EXPERIENCES AND PERSPECTIVES FOR REAL-LIFE SITUATIONS. EVALUATE ARGUMENTS FOR FALLACIES AND RELIABILITY.
PHI	2	600		INTRODUCTION TO ETHICS	3		Humanities	No Updates		31	Yes	N/A	THIS COURSE TRACES THE DEVELOPMENT OF ETHICAL THOUGHT FROM THE CLASSICAL PERIOD TO THE PRESENT, FOCUSING ON SEMINAL WORKS FROM THE WESTERN CANON THAT HAVE SHAPED MORAL PHILOSOPHY. READINGS INCLUDE CLASSIC TEXTS BY PLATO, ARISTOTLE, AQUINAS, KANT, MILL, AND OTHER INFLUENTIAL THINKERS WHOSE IDEAS HAVE HELPED FORGE THE MORAL FOUNDATIONS OF WESTERN CIVILIZATION.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): ANALYZE AND COMPARE MAJOR ETHICAL THEORIES AND THEIR APPLICATION TO MORAL DILEMMAS. CRITICALLY ENGAGE WITH PRIMARY TEXTS THAT HAVE SHAPED ETHICAL THOUGHT, PARTICULARLY THOSE CENTRAL TO THE DEVELOPMENT OF MORAL PHILOSOPHY IN WESTERN TRADITIONS. APPLY ETHICAL REASONING TO CONTEMPORARY ISSUES, DEMONSTRATING AN UNDERSTANDING OF HOW HISTORICAL AND CULTURAL CONTEXTS INFLUENCE MORAL JUDGMENTS.
PHI	2	603		ETHICS IN CONTEMPORARY SOCIETY	3		Humanities	Updated	Learning Outcomes	4	Yes	Fall 2026	EXPLORES THE FUNDAMENTAL PROBLEMS OF WESTERN ETHICS, THE CLASSICAL AND JUDEO-CHRISTIAN TRADITIONS, MODERN IDEALS OF THE GOOD FOR THE INDIVIDUAL BUSINESS, POLITICS AND THE ENVIRONMENT WITHIN THE WESTERN CANON.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): ANALYZE THE ETHICAL DIMENSIONS OF ISSUES IN CONTEMPORARY PUBLIC DISCOURSES. EXAMINE ETHICAL THEORIES AND UNDERSTAND THEIR PRACTICAL IMPLICATIONS TO HUMAN LIVING. DEVELOP CRITICAL AND ANALYTICAL THINKING SKILLS THROUGH ETHICAL EVALUATION OF CASE STUDIES. AUGMENT RELEVANT LITERATURE ON CONTROVERSIAL ETHICAL ISSUES. EXPLORE DIVERSE VIEWS IN CONTEMPORARY SOCIETIES.
PHY	1	020		CONCEPTUAL PHYSICS	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	27	Yes	Spring 2026	THIS COURSE OFFERS A COMPREHENSIVE SURVEY OF PHYSICS, COVERING A WIDE RANGE OF TOPICS INCLUDING MOTION, NEWTON'S LAWS, ENERGY, SOUND, HEAT, ELECTRICITY, MAGNETISM, AND OPTICS. EMPHASIZING A CONCEPTUAL UNDERSTANDING OF PHYSICS, THE COURSE INTEGRATES CRITICAL THINKING SKILLS AND REAL-WORLD APPLICATIONS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL CRITICALLY EVALUATE EVERYDAY PHENOMENA USING THE SCIENTIFIC METHOD. STUDENTS WILL EXPLAIN THE BASIS OF PHYSICAL PRINCIPLES (SUCH AS CONSERVATION LAWS) AND HOW THEY APPLY TO EVERYDAY PHENOMENA. STUDENTS WILL INTERPRET INFORMATION CONVEYED IN DIAGRAMS AND GRAPHS. STUDENTS WILL PERFORM SIMPLE CALCULATIONS RELEVANT TO REAL WORLD PROBLEMS. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): DEMONSTRATE KNOWLEDGE OF THE SCIENTIFIC METHOD. DEMONSTRATE KNOWLEDGE OF MEASUREMENTS AND CONVERSIONS. DEMONSTRATE FUNDAMENTAL KNOWLEDGE OF THE TERMINOLOGY, MAJOR CONCEPTS, AND THEORIES OF PHYSICS. RELATE SCIENTIFIC DISCOVERIES AND THEORIES TO BROADER AREAS OF HUMAN CONCERN.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
PHY	2	048		CALCULUS-BASED PHYSICS I	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	29	Yes	Fall 2026	THIS CALCULUS-BASED COURSE SERVES AS THE FIRST IN A TWO-PART SERIES, COVERING TOPICS LIKE KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. DESIGNED FOR SCIENCE AND ENGINEERING MAJORS, THE COURSE INTEGRATES CRITICAL THINKING, ANALYTICAL SKILLS, AND REAL-WORLD APPLICATIONS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL SOLVE ANALYTICAL PROBLEMS DESCRIBING DIFFERENT TYPES OF MOTION, INCLUDING TRANSLATIONAL, ROTATIONAL, AND SIMPLE HARMONIC MOTION. STUDENTS WILL APPLY NEWTON'S LAWS, AND CONSERVATION LAWS TO SOLVE ANALYTICAL PROBLEMS OF MECHANICS. STUDENTS WILL IDENTIFY AND ANALYZE RELEVANT INFORMATION PRESENTED IN VARIOUS FORMATS SUCH AS GRAPHS, TABLES, DIAGRAMS, AND/OR MATHEMATICAL FORMULATIONS. STUDENTS WILL SOLVE REAL WORLD PROBLEMS USING CRITICAL THINKING SKILLS AND KNOWLEDGE DEVELOPED FROM THIS COURSE. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): UTILIZE MODELS OF MOMENTUM CONSERVATION, INTERACTING OBJECTS, ENERGY CONSERVATION, ANGULAR MOMENTUM CONSERVATION, AND THERMODYNAMICS TO DESCRIBE THE NATURAL WORLD. MODEL REALITY IN TERMS OF ABSTRACT OBJECTS AND PHYSICAL LAWS. EXPRESS MODELS VERBALLY, GRAPHICALLY, AND MATHEMATICALLY.
PHY	2	049		CALCULUS-BASED PHYSICS II	3		Natural Sciences	Updated	Learning Outcomes	30	Yes	Fall 2026	CONTINUATION OF PHY 2048. ELECTROSTATICS AND MAGNETISM; BASIC ELECTRIC CIRCUITS; OPTICS; SELECTED TOPICS IN MODERN PHYSICS.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): UTILIZE MODELS OF ELECTRIC AND MAGNETIC FIELDS, ELECTRIC AND MAGNETIC FORCES, ELECTRICAL CIRCUITS, AND ELECTROMAGNETIC RADIATION TO DESCRIBE THE NATURAL WORLD. MODEL REALITY IN TERMS OF ABSTRACT OBJECTS AND PHYSICAL LAWS. EXPRESS THESE MODELS VERBALLY, GRAPHICALLY, AND MATHEMATICALLY.
PHY	2	053		ALGEBRA-BASED PHYSICS I	3	Natural Sciences	Natural Sciences	Updated	Learning Outcomes	31	Yes	Fall 2026	THIS COURSE IS THE FIRST IN A TWO-PART SERIES INTENDED FOR NON-PHYSICS MAJORS, OFFERING AN ALGEBRA AND TRIGONOMETRY APPROACH TO TOPICS SUCH AS KINEMATICS, DYNAMICS, ENERGY, MOMENTUM, ROTATIONAL MOTION, FLUID DYNAMICS, OSCILLATORY MOTION, AND WAVES. THE COURSE FOSTERS ANALYTICAL AND CRITICAL THINKING SKILLS TO PROMOTE A SCIENTIFIC UNDERSTANDING OF THE REAL WORLD.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL SOLVE ANALYTICAL PROBLEMS DESCRIBING DIFFERENT TYPES OF MOTION, INCLUDING TRANSLATIONAL, ROTATIONAL, AND SIMPLE HARMONIC MOTION USING ALGEBRA AND TRIGONOMETRY. STUDENTS WILL APPLY NEWTON'S LAWS, AND CONSERVATION LAWS BY USING ALGEBRA AND TRIGONOMETRY TO SOLVE ANALYTICAL PROBLEMS OF MECHANICS. STUDENTS WILL IDENTIFY AND ANALYZE RELEVANT INFORMATION PRESENTED IN VARIOUS FORMATS SUCH AS GRAPHS, TABLES, DIAGRAMS, AND/OR MATHEMATICAL FORMULATIONS. STUDENTS WILL SOLVE REAL WORLD PROBLEMS USING CRITICAL THINKING SKILLS AND KNOWLEDGE DEVELOPED FROM THIS COURSE. UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): EXPLAIN THE LAWS OF MECHANICS AND USE THEM TO SOLVE REAL WORLD PROBLEMS. STATE AND USE THE LAWS OF CONSERVATION OF MOMENTUM, ENERGY, AND ANGULAR MOMENTUM. APPLY THE LAWS OF MECHANICS TO PLANETARY MOTION AND OSCILLATIONS.
PHY	2	054		ALGEBRA-BASED PHYSICS II	3		Natural Sciences	Updated	Learning Outcomes	30	Yes	Fall 2026	ALGEBRA-BASED PHYSICS II IS THE SECOND OF A TWO-SEMESTER SEQUENCE OF PHYSICS TOPICS CHOSEN AS AN INTRODUCTION TO THIS SCIENCE. THIS IS AN ALGEBRA AND TRIGONOMETRY BASED COURSE. LIGHT; OPTICS; ELECTRICITY AND MAGNETISM; CIRCUITS; ELEMENTARY QUANTUM THEORY; ATOMIC, NUCLEAR AND PARTICLE PHYSICS.	UWF GENERAL EDUCATION SLO(S): EVALUATE SCIENTIFIC INFORMATION USING APPROPRIATE TOOLS AND STRATEGIES OF THE DISCIPLINE. ADDITIONAL SLO(S): UTILIZE MODELS OF ELECTRIC AND MAGNETIC FIELDS, ELECTRIC AND MAGNETIC FORCES, ELECTRICAL CIRCUITS, AND ELECTROMAGNETIC RADIATION TO DESCRIBE THE NATURAL WORLD. MODEL REALITY IN TERMS OF ABSTRACT OBJECTS AND PHYSICAL LAWS. EXPRESS THESE MODELS VERBALLY, GRAPHICALLY, AND MATHEMATICALLY.
PLA	2	013		HONORS SURVEY OF AMERICAN LAW	3		Social Sciences	Updated	Learning Outcomes	1	Yes	N/A	STUDY OF AMERICAN LAW, FOCUSING ON WHY THERE ARE LAWS, AS WELL AS WHO MAKES AND ENFORCES THE LAWS. COVERS WHAT IS COMMONLY KNOWN AS "EVERYDAY LAW," THAT IS, HOW LAW AFFECTS US IN OUR DAILY LIVES. THIS COURSE SURVEYS THE MAIN AREAS OF PROCEDURAL AND SUBSTANTIVE LAW AND PROVIDES AN OVERVIEW OF THE PRACTICE OF LAW. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM SOCIAL SCIENCES REQUIREMENT.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DESCRIBE THE AMERICAN LEGAL SYSTEM. IDENTIFY BASIC KNOWLEDGE OF SUBSTANTIVE AND PROCEDURAL LAWS AND THEIR APPLICATION WITHIN THE AMERICAN LEGAL SYSTEM. OUTLINE BASIC CIVIL AND CRIMINAL PROCEDURE. USE LEGAL TECHNIQUES TO PERSUASIVELY ADVOCATE FOR A CLIENT'S POSITION. ANALYZE ETHICAL PROBLEMS IN THE PRACTICE OF LAW.
PLA	2	013		SURVEY OF AMERICAN LAW	3		Social Sciences	Updated	Learning Outcomes	5	Yes	Fall 2026	STUDY OF AMERICAN LAW, FOCUSING ON WHY THERE ARE LAWS, AS WELL AS WHO MAKES AND ENFORCES THE LAWS. COVERS WHAT IS COMMONLY KNOWN AS "EVERYDAY LAW," THAT IS, HOW LAW AFFECTS US IN OUR DAILY LIVES. THIS COURSE SURVEYS THE MAIN AREAS OF PROCEDURAL AND SUBSTANTIVE LAW AND PROVIDES AN OVERVIEW OF THE PRACTICE OF LAW.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DESCRIBE THE AMERICAN LEGAL SYSTEM. IDENTIFY BASIC KNOWLEDGE OF SUBSTANTIVE AND PROCEDURAL LAWS AND THEIR APPLICATION WITHIN THE AMERICAN LEGAL SYSTEM. OUTLINE BASIC CIVIL AND CRIMINAL PROCEDURE. USE LEGAL TECHNIQUES TO PERSUASIVELY ADVOCATE FOR A CLIENT'S POSITION. ANALYZE ETHICAL PROBLEMS IN THE PRACTICE OF LAW.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
POS	2	041		AMERICAN POLITICS	3	Social Sciences	Social Sciences	Updated	Learning Outcomes	51	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL INVESTIGATE HOW THE NATIONAL GOVERNMENT IS STRUCTURED AND HOW THE AMERICAN CONSTITUTIONAL REPUBLIC OPERATES. IT COVERS THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF AMERICAN GOVERNMENT, INCLUDING BUT NOT LIMITED TO THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION AND ALL ITS AMENDMENTS, AND THE FEDERALIST PAPERS. THE COURSE EXAMINES THE BRANCHES OF GOVERNMENT AND THE GOVERNMENT'S LAWS, POLICIES, AND PROGRAMS. IT ALSO EXAMINES THE WAYS IN WHICH CITIZENS PARTICIPATE IN THEIR GOVERNMENT AND WAYS THEIR GOVERNMENT RESPONDS TO CITIZENS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE BASIC PRINCIPLES AND PRACTICES OF AMERICA'S CONSTITUTIONAL REPUBLIC. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE NATION'S FOUNDING DOCUMENTS, INCLUDING THE DECLARATION OF INDEPENDENCE, THE U.S. CONSTITUTION AND ITS AMENDMENTS, AND THE FEDERALIST PAPERS. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF LANDMARK U.S. SUPREME COURT CASES, LANDMARK LEGISLATION AND LANDMARK EXECUTIVE ACTIONS. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF THE HISTORY AND DEVELOPMENT OF THE AMERICAN FEDERAL GOVERNMENT AND ITS IMPACT ON LAW AND SOCIETY. STUDENTS WILL DEMONSTRATE AN ABILITY TO APPLY COURSE MATERIAL TO CONTEMPORARY POLITICAL ISSUES AND DEBATES. STUDENTS WILL DEMONSTRATE THE ABILITY TO ENGAGE IN DISCUSSION AND CIVIL DEBATE ON AMERICAN POLITICS THAT ARE ASSOCIATED WITH MULTIPLE POINTS OF VIEW. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF THE BASIC PRINCIPLES AND PRACTICES OF AMERICAN DEMOCRACY AND HOW THEY ARE APPLIED IN OUR REPUBLICAN FORM OF GOVERNMENT. DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF THE UNITED STATES CONSTITUTION AND ITS APPLICATION. DEVELOP AND DEMONSTRATE KNOWLEDGE OF THE FOUNDING DOCUMENTS AND HOW THEY HAVE SHAPED THE NATURE AND FUNCTIONS OF OUR INSTITUTIONS OF SELF-GOVERNANCE. DEVELOP AND DEMONSTRATE AN UNDERSTANDING OF LANDMARK SUPREME COURT CASES, LANDMARK LEGISLATION, AND LANDMARK EXECUTIVE ACTIONS AND THEIR IMPACT ON LAW AND SOCIETY.
PSY	2	012		GENERAL PSYCHOLOGY	3	Social Sciences	Social Sciences	Updated	Learning Outcomes	64	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL BE ABLE TO IDENTIFY BASIC PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES FROM HISTORICAL AND CURRENT PERSPECTIVES. STUDENTS WILL BE ABLE TO RECOGNIZE REAL-WORLD APPLICATIONS OF PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES. STUDENTS WILL BE ABLE TO RECOGNIZE BASIC STRATEGIES USED IN PSYCHOLOGICAL RESEARCH. STUDENTS WILL BE ABLE TO DRAW LOGICAL CONCLUSIONS ABOUT BEHAVIOR AND MENTAL PROCESSES BASED ON EMPIRICAL EVIDENCE. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
PSY	2	012		HONORS GENERAL PSYCHOLOGY	3	Social Sciences	Social Sciences	Updated	Learning Outcomes	13	Yes	N/A	IN THIS COURSE, STUDENTS WILL GAIN AN INTRODUCTION TO THE SCIENTIFIC STUDY OF HUMAN BEHAVIOR AND MENTAL PROCESSES. TOPICS MAY BE DRAWN FROM HISTORICAL AND CURRENT PERSPECTIVES IN PSYCHOLOGY. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM SOCIAL SCIENCES REQUIREMENT.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL BE ABLE TO IDENTIFY BASIC PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES FROM HISTORICAL AND CURRENT PERSPECTIVES. STUDENTS WILL BE ABLE TO RECOGNIZE REAL-WORLD APPLICATIONS OF PSYCHOLOGICAL THEORIES, TERMS, AND PRINCIPLES. STUDENTS WILL BE ABLE TO RECOGNIZE BASIC STRATEGIES USED IN PSYCHOLOGICAL RESEARCH. STUDENTS WILL BE ABLE TO DRAW LOGICAL CONCLUSIONS ABOUT BEHAVIOR AND MENTAL PROCESSES BASED ON EMPIRICAL EVIDENCE. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.
REL	1	300		INTRODUCTION TO WORLD RELIGIONS	3		Humanities	Updated	Learning Outcomes	41	Yes	Fall 2026	BROAD UNDERSTANDING OF THE MAJOR RELIGIOUS TRADITIONS, INCLUDING ELEMENTS OF THE WESTERN CANON. MAY INCLUDE JUDAISM, CHRISTIANITY, HINDUISM, BUDDHISM, ISLAM AND OTHERS. COMPARATIVE STUDY OF SIMILARITIES AND DIFFERENCES AMONG THESE TRADITIONS.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS.
SPC	2	608		PUBLIC SPEAKING	3		Communication	Updated	Learning Outcomes	51	Yes	Fall 2026	EMPHASIZES THE LINK BETWEEN THE FUNDAMENTAL THEORIES IN SPEECH COMMUNICATION AND EFFECTIVE PUBLIC SPEAKING. INCLUDES PRACTICAL TRAINING AND STUDY IN PUBLIC PRESENTATION SKILLS, AUDIENCE ANALYSIS, SPEECH CONSTRUCTION AND PROBLEM SOLVING USING LECTURE AND EXPERIENTIAL LEARNING FORMAT. CREDIT MAY NOT BE RECEIVED IN BOTH SPC 2608 AND SPC 2016.	UWF GENERAL EDUCATION SLO(S): PRODUCE (THROUGH SCAFFOLDED FEEDBACK) EFFECTIVE ORAL COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): PRODUCE (THROUGH REVISION) EFFECTIVE WRITTEN COMMUNICATIONS THAT SUPPORT AUTHOR INTENT AND ADDRESS A SPECIFIC AUDIENCE. ADDITIONAL SLO(S): RECOGNIZE THE RELATIONSHIP BETWEEN WORDS AND MEANINGS AND IDENTIFY FACTORS THAT CONTRIBUTE TO A SPEAKER'S EFFECTIVE OR INEFFECTIVE USE OF LANGUAGE. BETTER CONTROL THEIR NONVERBAL OUTPUT AS A SPEAKER, FOLLOWING THE STUDY OF PHYSICAL PRESENTATION STRATEGIES AND PRACTICE. CONSTRUCT SPEECH OUTLINES THAT ARE APPROPRIATE TO THE CONTEXT AND OCCASION. PERFORM PUBLIC SPEECHES IN AN EXTEMPORANEOUS FASHION. ORGANIZE AND SYNTHESIZE INFORMATION FOR PUBLIC PRESENTATION FOLLOWING THE STUDY OF TOPICS SUCH AS: ORGANIZING A SPEECH, UTILIZING APPROPRIATE SUPPORTING MATERIAL, COMPOSING APPROPRIATE INTRODUCTIONS AND CONCLUSIONS, AND UTILIZING APPROPRIATE VISUAL AIDS.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
STA	2	023		ELEMENTS OF STATISTICS	3	Mathematics	Mathematics	Updated	Learning Outcomes	51	Yes	Fall 2026	IN THIS COURSE STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL VISUALIZE AND SUMMARIZE DATA USING DESCRIPTIVE STATISTICS. STUDENTS WILL APPLY BASIC PROBABILITY CONCEPTS TO DRAW REASONABLE CONCLUSIONS. STUDENTS WILL EMPLOY CONCEPTS OF RANDOM VARIABLES, SAMPLING DISTRIBUTIONS, AND CENTRAL LIMIT THEOREM TO ANALYZE AND INTERPRET REPRESENTATIONS OF DATA. STUDENTS WILL CHOOSE AN APPROPRIATE METHOD OF INFERENTIAL STATISTICS, INCLUDING CONFIDENCE INTERVALS AND HYPOTHESIS TESTING, TO MAKE DECISIONS ABOUT A POPULATION BASED ON SAMPLE DATA. STUDENTS WILL MODEL LINEAR RELATIONSHIPS BETWEEN QUANTITATIVE VARIABLES USING CORRELATION AND LINEAR REGRESSION. UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRETING RESULTS OF A SOLUTION. ADDITIONAL SLO(S): DISPLAY AND DESCRIBE DATA. APPLY PROBABILITIES RULES IN SOLVING PROBLEMS. APPLY RULES FOR DISCRETE RANDOM VARIABLES IN SOLVING PROBLEMS. APPLY RULES FOR CONTINUOUS RANDOM VARIABLES IN PROBLEM SOLVING. APPLY RULES FOR ESTIMATION OF PARAMETERS. APPLY HYPOTHESIS TESTING FOR ONE POPULATION. APPLY HYPOTHESIS TESTING FOR TWO POPULATIONS.
STA	2	023		HONORS ELEMENTS OF STATISTICS	3	Mathematics	Mathematics	Updated	Learning Outcomes	14	Yes	Fall 2026	IN THIS COURSE STUDENTS WILL UTILIZE DESCRIPTIVE AND INFERENTIAL STATISTICAL METHODS IN CONTEXTUAL SITUATIONS, USING TECHNOLOGY AS APPROPRIATE. THE COURSE IS DESIGNED TO INCREASE PROBLEM-SOLVING ABILITIES AND DATA INTERPRETATION THROUGH PRACTICAL APPLICATIONS OF STATISTICAL CONCEPTS. THIS COURSE IS APPROPRIATE FOR STUDENTS IN A WIDE RANGE OF DISCIPLINES AND PROGRAMS. THIS COURSE IS OFFERED FOR STUDENTS PARTICIPATING IN THE KUGELMAN HONORS PROGRAM.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL VISUALIZE AND SUMMARIZE DATA USING DESCRIPTIVE STATISTICS. STUDENTS WILL APPLY BASIC PROBABILITY CONCEPTS TO DRAW REASONABLE CONCLUSIONS. STUDENTS WILL EMPLOY CONCEPTS OF RANDOM VARIABLES, SAMPLING DISTRIBUTIONS, AND CENTRAL LIMIT THEOREM TO ANALYZE AND INTERPRET REPRESENTATIONS OF DATA. STUDENTS WILL CHOOSE AN APPROPRIATE METHOD OF INFERENTIAL STATISTICS, INCLUDING CONFIDENCE INTERVALS AND HYPOTHESIS TESTING, TO MAKE DECISIONS ABOUT A POPULATION BASED ON SAMPLE DATA. STUDENTS WILL MODEL LINEAR RELATIONSHIPS BETWEEN QUANTITATIVE VARIABLES USING CORRELATION AND LINEAR REGRESSION. UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRETING RESULTS OF A SOLUTION. ADDITIONAL SLO(S): DISPLAY AND DESCRIBE DATA. APPLY PROBABILITIES RULES IN SOLVING PROBLEMS. APPLY RULES FOR DISCRETE RANDOM VARIABLES IN SOLVING PROBLEMS. APPLY RULES FOR CONTINUOUS RANDOM VARIABLES IN PROBLEM SOLVING. APPLY RULES FOR ESTIMATION OF PARAMETERS. APPLY HYPOTHESIS TESTING FOR ONE POPULATION. APPLY HYPOTHESIS TESTING FOR TWO POPULATIONS.
STA	2	360		INTRODUCTION TO DATA SCIENCE	3		Mathematics	Updated	Learning Outcomes	2	Yes	Fall 2024	THIS IS A FIRST COURSE IN DATA SCIENCE AT THE UNDERGRADUATE LEVEL. IN ADDITION TO DATA ETHICS, THE DATA SCIENCE CYCLE WILL BE COVERED, INCLUDING DATA WRANGLING, EXPLORATORY DATA ANALYSIS, DATA VISUALIZATION, PREDICTIVE MODELING, AND COMMUNICATING RESULTS. AN EMPHASIS WILL BE PLACED ON CONDUCTING REPRODUCIBLE RESEARCH READY FOR DISSEMINATION. THIS COURSE WILL PROVIDE AN OVERVIEW OF COMMON TOPICS IN DATA SCIENCE. NO PRIOR PROGRAMMING OR STATISTICS EXPERIENCE IS NECESSARY FOR THIS COURSE.	UWF GENERAL EDUCATION & COLLEGE-LEVEL COMPUTATION SLO(S): APPLY MATHEMATICAL PRINCIPLES TO DETERMINE A STRATEGY FOR SOLVING A PROBLEM. EXECUTE APPROPRIATE MATHEMATICAL TECHNIQUES FOR SOLVING A PROBLEM AND INTERPRET RESULTS OF A SOLUTION. ADDITIONAL SLO(S): IMPORT DATA INTO SOFTWARE FROM A VARIETY OF SOURCES. PERFORM DATA MANAGEMENT TASKS. CONSTRUCT APPROPRIATE DATA VISUALIZATIONS. CONSTRUCT STATISTICAL MODELS. DRAW CONCLUSIONS USING CONSTRUCTED MODELS. MAKE PREDICTIONS USING CONSTRUCTED MODELS. USE SOFTWARE FOR ANALYSIS AND CONSTRUCT PROFESSIONAL REPORTS INCORPORATING PRINCIPLES OF REPRODUCIBLE RESEARCH.
THE	2	000		THEATRE APPRECIATION	3	Humanities	Humanities	Updated	Learning Outcomes	39	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL EXPLORE DRAMATIC STRUCTURE, TECHNIQUES, AND VARIOUS ORGANIZATIONAL ELEMENTS. THE COURSE PROVIDES AN INTRODUCTION TO THEATRE AS A COLLABORATIVE ART FORM THROUGH THE CRITICAL ANALYSIS OF ITS HISTORICAL CONTEXT, PRODUCTION, THEORY, AND CONNECTIONS TO THEATRICAL LITERATURE, INCLUDING THE WESTERN CANON.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL IDENTIFY THE BASIC PRINCIPLES OF THEATRICAL PERFORMANCE, DESIGN, TECHNOLOGY, ORGANIZATION, AND MANAGEMENT. STUDENTS WILL ASSESS THE SOCIAL SIGNIFICANCE AND THE HUMAN CONDITION AS EXPRESSED THROUGH THE PERFORMING ARTS. STUDENTS WILL EXPLORE AND INTERPRET WORKS OF ART UTILIZING CREATIVE AND CRITICAL THINKING SKILLS. STUDENTS WILL DEMONSTRATE COLLEGE-LEVEL WRITING. STUDENTS WILL DEFINE, COMPARE AND CONTRAST THEATER AS BOTH AN EXPRESSIVE ART FORM AND A COMMERCIAL INDUSTRY. UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OR CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. ADDITIONAL SLO(S): IDENTIFY AND INTERPRET VARIOUS STYLES OF THEATRE. ANALYZE THEATRICAL PRODUCTIONS WITH AN INFORMED CRITICAL EYE. COLLABORATE AND CREATE A SHORT ORIGINAL THEATRICAL PRODUCTION WITHIN A GROUP SETTING. COMMUNICATE EFFECTIVELY AND PERSUASIVELY A CRITIQUE OF A THEATRICAL PRODUCTION AND EXPERIENCE.
THE	2	300		SURVEY OF DRAMATIC LITERATURE	3		Humanities	Updated	Learning Outcomes	9	Yes	Fall 2026	SURVEY OF PLAY SCRIPTS REPRESENTING A SUCCINCT HISTORY OF WESTERN DRAMA. INCLUDES SELECTIONS FROM THE WESTERN CANON.	UWF GENERAL EDUCATION SLO(S): INTERPRET AND ANALYZE TOOLS AND TECHNIQUES OF COMMUNICATION WITHIN CULTURAL FORMS OF CULTURAL CONTEXTS. IDENTIFY THE INTRINSIC VALUE OF CULTURE AND CULTURAL ARTIFACTS. UWF COLLEGE-LEVEL COMMUNICATION SLO(S): COMPOSE AND REVISE A RESEARCHED ACADEMIC PAPER THAT ADHERES TO DISCIPLINE-SPECIFIC CONVENTIONS. ADDITIONAL SLO(S): RECOGNIZE TERMS, CONCEPTS, AND GENRE CONVENTIONS ASSOCIATED WITH DRAMATIC LITERATURE. ANALYZE THE RELATIONSHIP OF DRAMATIC LITERATURE TO CULTURAL AND HISTORICAL CONTEXTS. PRESENT ORIGINAL CRITICAL AND INTERPRETIVE ARGUMENTS ABOUT DRAMATIC LITERATURE. PARTICIPATE IN CLASSROOM DISCUSSIONS AND/OR OTHER CLASS PROJECTS. DEMONSTRATE READING COMPREHENSION.

Statewide Course Numbering System General Education Course Report														
Prefix	Level	Course Number	Lab	Course Title	Credit	General Ed Core Discipline Area	General Ed Discipline Area	Course Review Status	General Education Updates	Total # Institutions Offering Course	Included in 2026-27 Gen Ed List	Last Semester & Year Course Taught	Course Description	Learning Outcomes
CAI	2	004		AI LITERACY	3		Social Sciences	Addition to GE for 27-28 Academic Year		1	No	N/A	THIS COURSE INTRODUCES THE FUNDAMENTAL CONCEPTS, APPLICATIONS, AND SOCIETAL IMPLICATIONS OF ARTIFICIAL INTELLIGENCE (AI). IT COVERS BOTH THE FOUNDATIONS OF HOW AI SYSTEMS FUNCTION AND THEIR ROLE ACROSS DISCIPLINES, EMPHASIZING CORE IDEAS SUCH AS MACHINE LEARNING, NATURAL LANGUAGE PROCESSING, COMPUTER VISION, ROBOTICS, AND GENERATIVE AI. THE COURSE EXAMINES REAL-WORLD APPLICATIONS OF AI ALONGSIDE ISSUES OF ETHICS, BIAS, FAIRNESS, AND THE FUTURE OF WORK. IT CULTIVATES THE ABILITY TO CRITICALLY ANALYZE AI TECHNOLOGIES AND TO APPLY AI CONCEPTS RESPONSIBLY IN EVERYDAY AND PROFESSIONAL SETTINGS.	UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT. ADDITIONAL SLO(S): EXPLAIN THE FOUNDATIONAL CONCEPTS OF ARTIFICIAL INTELLIGENCE. IDENTIFY REAL-WORLD APPLICATIONS OF AI AND ASSESS THEIR BENEFITS AND LIMITATIONS. ANALYZE ETHICAL AND SOCIETAL ISSUES RELATED TO AI. CRITICALLY EVALUATE THE IMPACT OF AI TECHNOLOGIES ON INDIVIDUALS, COMMUNITIES, AND GLOBAL SOCIETY THROUGH DISCUSSION, CASE STUDIES, AND WRITTEN REFLECTION.
ECO	2	013		HONORS PRINCIPLES OF ECONOMICS MACRO	3	Social Sciences	Social Sciences	Addition to GE for 27-28 Academic Year		10	Yes	Fall 2026	IN THIS COURSE, STUDENTS WILL LEARN THE FOUNDATIONS OF MACROECONOMICS AS THE BRANCH OF ECONOMICS CONCERNED WITH HOW DECISION-MAKING, IN AN ENVIRONMENT OF SCARCITY, MAPS ONTO THE AGGREGATE ECONOMY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE RELATED TO THE FOLLOWING CORE SET OF TOPICS: NATIONAL INCOME DETERMINATION, MONEY, MONETARY AND FISCAL POLICY, MACROECONOMIC CONDITIONS, INTERNATIONAL TRADE AND THE BALANCE OF PAYMENTS, AND ECONOMIC GROWTH AND DEVELOPMENT. THIS COURSE MEETS THE KUGELMAN HONORS PROGRAM SOCIAL SCIENCES REQUIREMENT.	STATE GENERAL EDUCATION CORE SLO(S): STUDENTS WILL RECOGNIZE THAT ALL DECISIONS HAPPEN IN AN ENVIRONMENT OF SCARCITY. STUDENTS WILL EXAMINE THEORIES AND EVIDENCE REGARDING HOW CHANGES IN AGGREGATE MEASUREMENTS ARE RELATED TO ECONOMIC PERFORMANCE. STUDENTS WILL RECOGNIZE THE RELATIONSHIPS BETWEEN THE COMPONENTS OF THE NATIONAL INCOME ACCOUNTS. STUDENTS WILL ANALYZE THEORY AND EVIDENCE REGARDING FISCAL AND MONETARY POLICIES AND HOW THEY AFFECT THE ECONOMY. STUDENTS WILL IDENTIFY THEORIES OF LONG-TERM ECONOMIC GROWTH AND EXAMINE EVIDENCE FOR THOSE THEORIES. UWF GENERAL EDUCATION SLO(S): SOLVE PROBLEMS USING SOCIAL SCIENCE METHODS. REASON ETHICALLY IN AN APPROPRIATE DISCIPLINARY CONTEXT.

Certification Form

Academic Year 2027-28 General Education Courses

Please email signed form to Articulation@fldoe.org no later than September 1, 2026.

Dear Commissioner Mack,

I certify that my institution has reviewed our general education course options for compliance with Sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

- ☒ Reviewed Excel spreadsheet provided by the Office of K-20 Articulation.
- ☒ Submitted new courses or changes to the Statewide Course Numbering System (SCNS).

Institution

FCS/SUS President Signature

Board of Trustee Signature

Date

Date

August 13, 2026
Date Approved by the Board of Trustees



Board of Trustees
UNIVERSITY OF WEST FLORIDA

Audit and Compliance Committee

August 13, 2026



Board of Trustees
UNIVERSITY OF WEST FLORIDA

**Audit and Compliance Committee Meeting
Thursday, August 13, 2026
UWF Historic Trust – Museum of Commerce
9:00 a.m. CST**

Members: Chair Chris Young, Janice Gilley, Kishane Patel

Agenda

I. Call to Order

II. Roll Call

III. Greeting

IV. Public Comment

V. Approval of Minutes

A. May 21, 2026 Committee Meeting

VI. New Business

A. Action Items

1. AUD-1: Internal Audit Report – Purchasing Card Audit (Q3 2025-2026)
2. AUD-2: Internal Audit Report – Clery Act – Training of Campus Security Authorities
3. AUD-3: Internal Audit Report – Lab Safety Training – Spring 2026
4. AUD-4: Office of Compliance and Ethics Annual Report
5. AUD-5: Office of Compliance 2026-27 Annual Work Plan

B. Information Items

1. AUD INFO-1: IAMC Update

VII. Good of the Order

VIII. Adjournment



Board of Trustees

UNIVERSITY OF WEST FLORIDA

Audit and Compliance Committee May 21, 2026 Zoom Minutes

Table of Contents

Committee Meeting	2
I. Call to Order	2
II. Roll Call	2
III. Greeting.....	2
IV. Public Comment	2
V. Approval of Minutes.....	2
VI. New Business.....	3
A. Action Items	3
1. AUD-1: Internal Audit Report – Purchasing Card Audit (Q1 2025-26)	3
2. AUD-2: Purchasing Card Audit (Q2 2025-26).....	3
3. AUD-3: Internal Audit Report – Student Hazing Prevention.....	3
4. AUD-4: Internal Audit Report – DAVID Internal Controls and Data Security..	3
5. AUD-5: Internal Audit Report – IIA Cybersecurity Topical Requirement.....	4
6. AUD-6: BOT Audit and Compliance Committee Charter – Proposed Revisions	4
7. AUD-7: IAMC Charter – Proposed Revisions	4
8. AUD-8: Revised 2025/26 and 2026/27 IAMC Work Plans.....	5
9. AUD-9: 2025/26 and 2026/27 IAMC Resource Plan	5
10. AUD-10: Auditor General Audit Report – UWF Financial Statement Audit June 30, 2025.....	5
B. Information Items	6
1. INFO-1: IAMC Department Update	6
VII. Good of the Order	6
VIII.Adjournment 9:24 a.m. CST	6

Committee Meeting**9:09 a.m.**

The public was provided with information on the UWF Board of Trustees website to attend this public meeting virtually through Zoom Webinar.

I. Call to Order

The meeting of the UWF Board of Trustees Audit and Compliance Committee was called to order at 9:09 a.m CST (10:09 am EST) by Committee Chair Chris Young.

II. Roll Call

Chair Young asked Kristie Johnson to conduct roll call. Trustees Chris Young, Janice Gilley, and Kishane Patel were in attendance virtually. Quorum was established.

Other Trustees in attendance included:

Ed Fleming, Kevin Mason, Rebecca Matthews, Rachel Moya, Heather Riddell, Chris Roney, Ashley Ross, Eli Schatz, and Zack Smith were in attendance virtually.

Others in attendance included:

Manny Diaz, Jr., President; Jaromy Kuhl, Senior Vice President and Provost; Clifford Humphrey, Vice President of Strategic Initiatives; Tori Bennett, Vice President of University Advancement; Dan Lucas, Vice President of Finance and Administration; Mary Anderson, Vice President of Student Affairs; Alex Smith, Associate Vice President of External Affairs and Government Relations; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Senior Associate VP, Human Resources; David Fugett, General Counsel; Cass Boatwright, Assistant Vice President and Chief Operating Officer; David Bryant, Chief Audit Executive; Matt Packard, Chief Compliance Officer; Dallas Snider, Vice Provost; Jeffrey Djerlek, Senior Associate Vice President and Controller; Angela Bryan, Assistant Vice President, Planning and Institutional Performance; Mohamed Khabou, Dean of Hal Marcus College of Science and Engineering; Denise Soares, Dean of School of Education; Robert Overton, Executive Director of UWF Historic Trust; Brittany Sherwood, Chief Communications Officer; Anna Lochas, Director of Events; and Kristie Johnson, Board of Trustees Liaison.

III. Greeting

Chair Young welcomed everyone to the meeting and noted that there were ten action items and one information item on the Audit and Compliance Committee agenda.

IV. Public Comment

Chair Young opened the floor for public comment. There was none.

V. Approval of Minutes

Chair Young reminded the committee members that they had been given the opportunity ahead of time to review the minutes of the February 12, 2026, Audit and

Compliance Committee meeting. Chair Young asked for a motion to approve the minutes as presented if there were no changes or corrections.

Motion by: Trustee Patel

Seconded by: Trustee Gilley

Motion passed unanimously.

VI. New Business

A. Action Items

1. AUD-1: Internal Audit Report – Purchasing Card Audit (Q1 2025-26)

2. AUD-2: Purchasing Card Audit (Q2 2025-26)

David Bryant, Chief Audit Executive, presented action items one and two together because they were similar audits, both determining compliance with UWF p-card regulations. He noted minor exceptions but continued that neither audit included any findings nor recommended management actions. Mr. Bryant recommended acceptance of both audit reports.

Chair Young asked for a motion to accept the internal audit reports issued on the purchasing card audit for quarter one, 2025-2026 and quarter two, 2025-2026 as presented.

Motion by: Trustee Gilley

Seconded by: Trustee Patel

Motion passed unanimously.

3. AUD-3: Internal Audit Report – Student Hazing Prevention David Bryant presented the audit on student hazing prevention, to evaluate compliance with the Stop Campus Hazing Act and to assess training effectiveness. One recommendation was provided relating to the reconciliation of student rosters to training records which as accepted by management. Mr. Bryant recommended acceptance of the internal audit report.

Chair Young asked for a motion to accept internal audit report on student hazing prevention.

Motion by: Trustee Patel

Seconded by: Trustee Gilley

Motion passed unanimously.

4. AUD-4: Internal Audit Report – DAVID Internal Controls and Data Security

Mr. Bryant continued by describing the audit on the Driver and Vehicle Information Database Internal Controls and Data Security audit, stating its objectives were to determine compliance with the MOU, with the Florida Highway Safety and Motor Vehicle

Organization and to determine that user activity was proper. He noted that there were minor administrative exceptions but no significant deficiencies, findings or recommendations. Mr. Bryant recommended acceptance of the internal audit report.

Chair Young asked for a motion to accept the internal audit report for David Internal Controls and Data Security.

Motion by: Trustee Gilley

Seconded by: Trustee Patel

Motion passed unanimously.

5. AUD-5: Internal Audit Report – IIA Cybersecurity Topical Requirement

David Bryant continued by presenting the audit on the Institute of Internal Auditors, Cybersecurity Topical Requirement with objectives to determine compliance with the topical requirement and to demonstrate compliance with current engagements with the new requirement which requires consideration of cybersecurity in every audit completed. Two recommendations followed from the report, to update both the Audit and Compliance Committee and Internal Auditing Charters to the International Professional Practices Framework which includes the Global Internal Audit Standards. Mr. Bryant recommended acceptance of the internal audit report given that action items 6 and 7 provided those changes.

Chair Young asked for a motion to accept the internal audit report for the cybersecurity topical requirement as presented.

Motion by: Trustee Patel

Seconded by: Trustee Gilley

Motion passed unanimously.

6. AUD-6: BOT Audit and Compliance Committee Charter – Proposed Revisions

Mr. Bryant reviewed the previously mentioned revisions to the Board of Trustees Audit and Compliance Committee Charter.

Chair Young asked for a motion to approve the proposed revisions to the Audit and Compliance Committee Charter as presented.

Motion by: Trustee Gilley

Seconded by: Trustee Patel

Motion passed unanimously.

7. AUD-7: IAMC Charter – Proposed Revisions

Mr. Bryant reviewed the previously mentioned revisions to the Internal Auditing and Management Consulting Charter.

Chair Young asked for a motion to approve the proposed revisions to the Internal Auditing and Management Consulting Charter as presented.

Motion by: Trustee Patel

Seconded by: Trustee Gilley

Motion passed unanimously.

8. AUD-8: Revised 2025/26 and 2026/27 IAMC Work Plans
Mr. Bryant presented changes to the 2025-26 IAMC annual work plans as required by BOG regulations. Changes including trading one project planned in 2025-26 with one slated for completion in 2026-27. Mr. Bryant recommended approval of those plan revisions.

Chair Young asked for a motion to approve the approve the revised annual IAMC work plans.

Motion by: Trustee Gilley

Seconded by: Trustee Patel

Motion passed unanimously.

9. AUD-9: 2025/26 and 2026/27 IAMC Resource Plan
Mr. Bryant outlined BOG regulations and IA standards requiring committee approval of the resources for internal audit functions including budget, staffing, and technology. He recommended approval of the 25-26 and 26-27 annual resources plans.

Chair Young asked for a motion to approve the 2025-26 and 2026-27 IAMC Resource Plan.

Motion by: Trustee Patel

Seconded by: Trustee Gilley

Motion passed unanimously.

10. AUD-10: Auditor General Audit Report – UWF Financial Statement Audit June 30, 2025
Jeffrey Djerlek, Controller, requested approval of the Auditor General audit of the UWF Financial Statement ending June 30, 2025. Mr. Djerlek reviewed the audit results which concluded that the financial statements were fairly presented with no material mistakes.

Chair Young asked for a motion to accept the Auditor General audit of the UWF Financial Statement June 30, 2025.

Motion by: Trustee Gilley

Seconded by: Trustee Patel

Motion passed unanimously.

B. Information Items

1. INFO-1: IAMC Department Update

David Bryant presented an overview of activities within the department as required by the department Charter and in some cases, BOG regulations. These included current projects, updates on the status of previous findings and recommendations, external audit progress, and annual communications.

VII. Good of the Order

Chair Young identified that all agenda items had been discussed. Chair Young asked if the committee members had any additional business to discuss.

VIII. Adjournment

9:24 a.m. CST

Chair Young thanked those in attendance for their participation. With no other business to discuss, Chair Young adjourned the meeting at 9:24 a.m. CST/10:24 a.m. EST.



Board of Trustees
Audit and Compliance Committee
August 13, 2026

Internal Audit Report – Purchasing Card Audit (Q3 2025-26)

Recommended Action:

Recommend acceptance of internal audit report issued.

Background Information:

We audited purchasing card activities for the period January 1, 2026 through March 31, 2026. During this period, there were approximately 7,700 transactions, totaling approximately \$3.24 million.

This audit was part of our 2025/26 approved audit work plan. The audit report was issued on June 22, 2026. Our objectives were to determine the extent of compliance with UWF PCard requirements by cardholders and approvers.

Results

We conducted audit testing to determine whether all transactions had been assigned to expense reports by cardholders. As of April 16, 2026, we noted that there were 44 transactions, totaling \$19,362.48, for 17 cardholders, which had not been assigned by a cardholder to an expense report.

We conducted audit testing to determine whether cardholders submitted their expense reports to their approvers by the established deadlines. For the quarter, we noted 235 expense reports which had not been submitted by the deadlines. In our report, we provided a breakdown of these exceptions by division.

We conducted audit testing to determine whether approvers had reviewed and approved expense reports by the established deadlines. For the quarter, we noted 48 expense reports which had not been approved by the deadlines. In our report, we provided a breakdown of these exceptions by division.

We selected 82 individual transactions, totaling \$274,979.28, which represented 8.48% of the \$3.24 million of transactions, to test for compliance with various PCard policies. We questioned the utilization of a PCard and the general ledger account coding of one transaction. We noted three transactions which were made for prohibited/restricted items. In addition, there were five transactions, totaling \$6,690.18, for which we could not determine if the approver had reviewed the receipt before designating approval.

Recommendations

The exceptions noted in our report appeared to be isolated incidences, and did not appear to represent a lack of, or widespread failure of, established internal controls. As such, no recommendations were offered.

Implementation Plan:

N/A

Fiscal Implications:

Fiscal oversight by the Board of Trustees

Relevant Authority:

BOG Regulation 4.002

Supports Strategic Direction(s):

6: Operational Excellence

Documents:

1. Internal Audit Report – Purchasing Card Audit (Q3 2025-26)

Prepared by:

David J. Bryant, Chief Audit Executive, IAMC, President's Division, DBryant1@uwf.edu

Presenter:

David J. Bryant, Chief Audit Executive



**UNIVERSITY OF
WEST FLORIDA**

Purchasing Card Audit (Q3 2025/26)
Engagement Report # PCA25-26_003

Internal Auditing & Management Consulting
June 22, 2026

David J. Bryant, CIA, CFE, CPA, CGFM, CGAP, CRMA
Chief Audit Executive

Audit Team
Christy Motley
Internal Auditor

BACKGROUND

The UWF Office of Procurement and Contracts has approximately 390 PCards currently issued to employees. Employees are required to be trained in PCard policies and procedures before receiving a card or being assigned other PCard responsibilities. Between January 1, 2026, and March 31, 2026, there were approximately 7,700 transactions, totaling approximately \$3.24 million.

UWF uses SAP Concur, a web-based travel and PCard system, to manage PCard and travel expenses. The general timeline and description of PCard activities is as follows:

- All PCard charges uploaded from the credit card company (J.P. Morgan Bank) to Concur throughout a given month should be reviewed by the cardholder. The cardholder, or a designated delegate, should assign the transaction to a Concur expense report, assign account coding, and attach applicable invoices and other supporting documentation. The report should be submitted to their approver by the 15th day of the following month (i.e. January transactions should be submitted by February 15). If the deadline falls on a weekend or holiday, the deadline would be extended to the following business day.
- Depending on the department and the index a transaction is charged to, there may be multiple levels of review/approval. Approvers should review the invoices included in the expense report. All levels of approval should be completed by the last day of the month (i.e. the expense report submitted by February 15 should be fully approved by February 28). If the deadline falls on a weekend or holiday, the deadline would be extended to the following business day.

Until a transaction has been added to an expense report and the expense report has been approved by all required approvers, the costs are not posted to the general ledger accounts. As such, financial budgets/reports do not include this outstanding activity, which may result in errors, overspending, or the inability of management to make planning decisions.

In October 2024, at the President's direction, the Vice President of Finance & Administration created a task force that recommended changes to PCard policies that would serve to strengthen general understanding of the policies and increase compliance with them. The implemented changes appear to have accomplished these objectives.

Quarterly audits of PCard compliance are included in the annual IAMC work plans each year.

SCOPE AND OBJECTIVES

We audited Purchasing Card (PCard) activities for the period of January 1, 2026, through March 31, 2026. This audit was included in the 2025/26 audit work plan. Our objectives were to determine the extent of compliance with UWF PCard requirements by cardholders and approvers.

Audit fieldwork began on April 9, 2026, and ended on June 5, 2026. Our audit conforms to the Institute of Internal Auditors' *International Professional Practices Framework*, which includes the *Global Internal Audit Standards*.

ENGAGEMENT METHODOLOGY

We extracted charge transaction information from Concur and from the J. P. Morgan Bank database. We performed the following test:

- Reconciliation of the activity recorded in Concur to the activity documented in the J.P. Morgan database to ensure all transactions were imported into the Concur system

We extracted expense report details from Concur. We performed the following tests:

- All transactions were assigned to expense reports by the appropriate deadlines
- Expense reports were submitted by established deadlines
- Expense reports were approved by established deadlines
- Approval of the expense reports by the appropriate approvers was documented in Concur

For transactions assigned to expense reports, we selected transactions for testing based on a variety of attributes, including:

- Merchant Category Codes (MCC)
- Random cardholder activity
- Unusual/unknown vendors
- Transaction amounts

Merchant category codes, general ledger account numbers, and vendor names were examined to identify unusual transactions. We searched for duplicate transactions, those with invalid sales taxes added, and charges that might be split into smaller amounts to circumvent spending limits for individual cardholders. **We reviewed a total of 82 individual transactions, totaling \$274,979.28, which represents 8.48% of the \$3.24 million of transactions for January 1, 2026, to March 31, 2026, period.**

We reviewed individual receipts/invoices to determine if Concur documented appropriate review by approvers.

KEY OBSERVATIONS

1. During our review of Concur activity for the quarter, we noted as of April 16, 2026, there were 44 transactions, totaling \$19,362.48, for 17 cardholders, which had not been assigned by a cardholder to an expense report. Of those 44 transactions, five were from prior months.

We identified two January transactions for an inactive cardholder on our Unassigned JPMC Credit Card Transaction report for February. IAMC worked with Procurement to identify the appropriate parties to resolve the outstanding transactions in a timely manner.

During our fieldwork, the appropriate parties were notified, the transactions were added to an expense report, and the expense report was subsequently submitted and approved.

2. During our testing of expense reports, we noted cardholders had not submitted expense reports timely to their approver, which were due by the 15th day after the end of the month. If the deadline falls on a weekend or holiday, the deadline extends to the next business day. The details are as follows:

Transactions	Expense Report Due By	# of Expense Reports Not Submitted	# of Transactions Represented	Value of Transactions Represented
January 2026	02/16/26	73	443	\$205,761.86
February 2026	03/16/26	89	549	\$285,242.23
March 2026	04/15/26	73	500	\$214,159.04
Totals		235	1,492	\$705,163.13

The breakdown of the 235 unsubmitted expense reports for the quarter by division is as follows:

Cardholder Division/Department	January 2026	February 2026	March 2026	Total
Academic Affairs	13	13	12	38
Biology	3	0	2	5
Theatre	4	3	0	7
Others (2 reports or less)	6	10	10	26
Student Affairs	12	4	8	24
Housing Residence Life	7	1	3	11
Student Engagement	1	2	3	6
Others (2 reports or less)	4	1	2	7
Finance and Administration	0	1	0	1
Others (2 reports or less)	0	1	0	1
Office of the President	46	68	50	164
Athletics	40	60	45	145
Small Business Development Center	4	4	1	9
University President	2	1	3	6
Others (2 reports or less)	0	3	1	4
University Advancement	2	3	3	8
Others (2 reports or less)	2	3	3	8
Totals	73	89	73	235

3. During our testing of expense report approvals, we noted expenses reports which were submitted to the approver, but the approver had not acted on the reports by the end of the month. If the deadline falls on a weekend or holiday, the deadline extends to the next business day. The details are as follows:

Transactions	Expense Report Approval Due By	# of Expense Reports Not Approved	# of Cardholders Represented	Value of Transactions Represented
January 2026	03/02/26	18	14	\$143,646.19
February 2026	03/31/26	15	12	\$32,145.28
March 2026	04/30/26	15	15	\$51,907.80
Totals		48	41	\$227,699.27

The breakdown of the 48 unapproved expense reports for the quarter by division is as follows:

Cardholder Division	January 2026	February 2026	March 2026	Total
Academic Affairs	7	1	3	11
Student Affairs	0	1	2	3
Finance and Administration	1	3	0	4
Office of the President	9	7	9	25
University Advancement	1	3	1	5
Totals	18	15	15	48

Some of the exceptions noted above may be the result of transactions which should have been submitted and approved on prior months' expense reports but were instead assigned to the current month's expense report.

Of the 48 total reports for the quarter that were not approved by the appropriate deadlines, 14 of the 18 reports for January were submitted late, 13 of the 15 reports for February were submitted late, and 11 of 15 reports for March were submitted late. In total, 38 of the 48 reports (79.17%) were submitted to the approvers past the submission deadlines. Late submissions impact the amount of time approvers have available to review the reports and ultimately limit or prevent approval of the reports by the end of the month, as required.

4. All approved expense reports tested were approved by the appropriate approvers.
5. During our testing of transactions, we noted a variety of minor exceptions. The details are as follows:
 - a. A \$25,390.00 transaction for electronic hardware

- This purchase was for operating capital outlay (OCO) greater than \$5,000, which pursuant to the UWF Procurement Reference Guide must be purchased via a purchase order, not via PCard
 - The transaction was improperly coded to Information Technology Supplies, instead of Operating Capital Outlay
 - An asset tag(s) was not assigned because of the incorrect coding
 - A journal entry to correct the coding was subsequently processed after the transaction was questioned
 - IAMC has notified the Controller's Office of the potential need for an asset tag(s)
- b. Three transactions were made for prohibited/restricted items:
- A \$15.05 transaction for a personal meal
 - No JIRA ticket was processed to notify Procurement and IAMC, as required by the UWF Procurement Card Reference Guide
 - The University was subsequently reimbursed by the cardholder
 - A \$45.00 transaction for a personal travel expense
 - No JIRA ticket was processed to notify Procurement and IAMC, as required by the UWF Procurement Card Reference Guide
 - The University was subsequently reimbursed by the cardholder
 - A \$288.00 transaction for an on-campus conference registration
 - The transaction was paid via PCard instead of interdepartmental billing via Journal entry, as required by the UWF Procurement Card Reference Guide
- c. One transaction included sales tax totaling \$36.26
- The sales tax was recovered from the vendor through issuance of a credit, which occurred during the same billing cycle
- d. There was no evidence in Concur that the receipt was reviewed for five of the 82 transactions totaling \$6,690.18.¹
- All five transactions were for purchases in the Academic Affairs Division.

¹ Some approvers may have reviewed the five invoices/receipts noted in 5.d. above, however, the Concur application does not register such review if the approver only "hovers" over the invoice/receipt image with their mouse, without clicking on the item.

CONCLUSIONS

Governance, Risk Management, and Controls

In our opinion, we found that governance over PCard transactions was generally sufficient to ensure applicable risks are being adequately considered and managed. The University has developed PCard policies and guidelines that govern PCard usage. Internal controls designed to ensure that PCard transactions are proper are in place and appear to be operating effectively. In addition, the University has established processes to address and follow up on instances of non-compliance with established controls.

Purchasing Card Transactions and Reporting

The exceptions noted above appear to be isolated incidents, and do not appear to represent a lack of, or wide-spread failure of, established internal controls. As such, we offer no recommendations or proposed corrective action plans.

We appreciate the cooperation, professionalism, and responsiveness of the employees who participated in the audit.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "David G. Bryant". The signature is fluid and cursive, with a long horizontal stroke at the end.

David Bryant, CIA, CFE, CPA, CGFM, CGAP, CRMA
Chief Audit Executive

REPORT DISTRIBUTION

Manny Diaz Jr., President
Trustee Rebecca Matthews, BOT Chair
Trustee Chris Young, Chair BOT Audit & Compliance Committee
Trustee Janice Gilley, BOT Audit & Compliance Committee
Trustee Kishane Patel, BOT Audit & Compliance Committee
Alex Smith, Director of Government and External Affairs
David Fugett, General Counsel
Dr. Jaromy Kuhl, Sr. Vice President and Provost
Dr. Mary Anderson, Vice President, DAESA
Daniel Lucas, Vice President, Finance and Administration/CFO
Tori Bennett, Vice President, University Advancement
Cass Boatwright, Chief Operating Officer
Jeffrey Djerlek, Sr. Associate Vice President and University Controller
Jaime Hoelscher, Manager, FL Auditor General
Ken Danley, Supervisor, FL Auditor General
Julie Leftheris, BOG Inspector General
Kristie Johnson, BOT Liaison



Board of Trustees
Audit and Compliance Committee
August 13, 2026

Internal Audit Report – Clery Act – Training of Campus Security Authorities

Recommended Action:

Recommend acceptance of internal audit report issued.

Background Information:

We performed a management advisory service reviewing Clery Act – Training of Campus Security Authorities (CSA) for the period of January 1, 2025, through December 31, 2025. This engagement was part of our 2025/26 approved audit work plan. The engagement report was issued on June 10, 2026.

Our objectives were:

- 1) Determine whether the University has developed an effective methodology for identifying CSAs
- 2) Evaluate whether identified CSAs have received formal notification of their status
- 3) Evaluate whether CSAs understand their reporting requirements
- 4) Assess the CSA notification and training program effectiveness
- 5) Determine CSA training completion rates

Results

UWF does not currently have a finalized institutional policy governing CSA identification, notification, or training. We noted gaps in the current CSA identification and training processes. The University Police Department and other University leadership have taken constructive steps to begin addressing these deficiencies.

Recommendations

We offered three recommendations:

- 1) Establish a documented process for identifying CSAs
- 2) Establish a documented process for administering and monitoring CSA training
- 3) Finalize and adopt a University Clery Act policy

Management has agreed with our recommendations and has developed action plans and targeted implementation dates for all action plans.

Implementation Plan:

See the Management Responses to Recommendations section of the internal audit report.

Fiscal Implications:

Fiscal oversight by the Board of Trustees

Relevant Authority:

BOG Regulation 4.002

Supports Strategic Direction(s):

6: Operational Excellence

Documents:

1. Internal Audit Report – Clery Act – Training of Campus Security Authorities

Prepared by:

David J. Bryant, Chief Audit Executive, IAMC, President's Division, DBryant1@uwf.edu

Presenter:

David J. Bryant, Chief Audit Executive



**UNIVERSITY OF
WEST FLORIDA**

Clery Act – Training of Campus Security Authorities

Engagement Report # MAS25-26_005

Internal Auditing & Management Consulting
June 10, 2026

David J. Bryant, CIA, CFE, CPA, CGFM, CGAP, CRMA
Chief Audit Executive

Audit Team
James White
Internal Auditor II

BACKGROUND

The Jeanne Clery Campus Safety Act¹ (Clery Act) requires all Title IV institutions to collect and publicly disclose campus crime statistics. Accurate crime statistics depend on Campus Security Authorities (CSAs)² reporting crimes they receive in good faith or personally witness. The University of West Florida Police Department (UPD) serves as the primary Clery Act compliance entity at UWF, with responsibility for identifying CSAs and ensuring those identified are aware of their Clery Act crime reporting requirements. UPD reports through the Division of Administration and Finance.

While 34 CFR 668.46 defines CSA categories and requires institutions to collect crime statistics from all CSAs, the regulation does not contain an explicit training requirement for CSAs. The only training mandate within the Clery regulatory framework applies to a narrow subset of officials who conduct disciplinary proceedings related to Violence Against Women Act (VAWA) offenses.³

CSA Training at UWF

UPD currently uses SCOOP⁴ to deliver and track CSA training. The training module directs individuals to review a video and PowerPoint hosted in Confluence⁵, then complete a certification acknowledgment confirming they understand their CSA role and will report Clery-reportable offenses to UWF Police via the CSA Report Form. The training also links to a definitions page for Clery-reportable offenses. Training assignments in SCOOP are managed by UPD, and completion data is maintained through the ITS Certifications dashboard in Tableau⁶. The training assignment itself serves as the primary method of notifying individuals of their CSA designation. At the time of this engagement, UWF did not have a finalized institutional policy governing CSA identification, notification, or training.

CSA Identification

Historically, Human Resources (HR) would provide UPD with a monthly new-hire list, and UPD would determine which employees needed to be assigned CSA training. At the time of this engagement, this process was no longer consistently performed, and no formal documentation of coordination between HR and UPD existed regarding CSA identification responsibilities.

¹Renamed from the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by the Stop Campus Hazing Act, signed December 23, 2024.

²34 CFR 668.46(a) defines four categories of CSAs: (1) campus police or security departments; (2) individuals with campus security responsibility not part of a formal department; (3) individuals designated in institutional policy to receive crime reports; and (4) officials with significant responsibility for student and campus activities.

³34 CFR 668.46(k)(2)(ii) requires annual training for officials conducting disciplinary proceedings related to dating violence, domestic violence, sexual assault, and stalking. This applies to a narrow subset of campus officials, not all CSAs.

⁴SCOOP is a web-based training platform used by UWF, managed through the ITS Certifications dashboard in Tableau, to assign and track employee completion of required certifications and training modules.

⁵Confluence is a web-based collaboration and documentation platform developed by Atlassian, used by UWF departments to create, share, and manage internal knowledge and procedural content.

⁶Tableau is a data visualization and analytics platform used by UWF ITS to build interactive dashboards, including the "All Required Certs by Person" dashboard referenced in this engagement.

Key Personnel Concerns

This engagement originated from concerns raised by key personnel during IAMC's annual risk assessment process. The former Vice President of Academic Engagement and Student Affairs identified CSA training as an area in need of review, noting that while training responsibility lies with the Police Department, there were concerns about training faculty and staff outside the UPD area. The Vice President and Dean of Students expressed similar concerns, confirming that while the Division of Student Affairs (DSA) has a solid training plan in place for its own area, other campus areas may not have been trained. Personnel changes within UPD were also identified as a factor that may have disrupted training continuity.

SCOPE AND OBJECTIVES

We performed a management advisory service reviewing Clery Act Compliance – Campus Security Authority (CSA) Training for the period of January 1, 2025, through December 31, 2025. This engagement was included in the approved 2025/26 work plan. Our objectives were to:

- Determine whether UWF has developed an effective methodology for identifying employees meeting the definition of a Campus Security Authority
- Evaluate whether identified CSAs have been formally notified of their status
- Evaluate whether CSAs outside the Police Department understand their reporting obligations
- Assess the Police Department's CSA notification and training program effectiveness
- Determine CSA training completion rates across campus departments

Fieldwork began on February 3, 2026 and ended on April 15, 2026. As a management advisory service, this engagement provides observations and recommendations rather than audit assurance. Our work conforms to the *Institute of Internal Auditors' International Professional Practices Framework*, which includes *the Global Internal Audit Standards*.

ENGAGEMENT METHODOLOGY

We reviewed applicable federal statutes and regulations, including The Jeanne Clery Campus Safety Act and 34 CFR 668.46, as well as the DOE Clery Act Appendix to the Federal Student Aid Handbook.⁷

We requested and reviewed documentation from UPD and HR, including any written policies or procedures governing CSA identification and training, written guidance provided to CSAs, and information related to HR's role in identifying CSA-qualifying positions.

We reviewed CSA training completion data from the ITS Certifications dashboard in Tableau. We interviewed key personnel including UPD's Administrative Specialist and Accreditation Manager, the Senior Associate Vice President and Chief Human Resources Officer, and the Vice President and Dean of Students.

We reviewed the UPD website for publicly available CSA information and guidance. We reviewed IAMC records for prior engagements related to CSA training and found none within the past five years.

⁷The 2016 Handbook for Campus Safety and Security Reporting was rescinded because "much of the guidance provided was outside of the scope of the relevant statutory and regulatory authority." The 2020 Appendix acknowledged the 2016 Handbook had expanded the CSA definition to include individuals who should likely not be designated under a strict interpretation of the regulatory framework.

We reviewed the SCOOP CSA training module content, including the Confluence-hosted training materials and certification acknowledgment.

We analyzed training completion data to categorize and summarize training statuses across the assigned population. We submitted follow-up questions to UPD regarding training assignment timing, certification duration, completion deadlines, record reconciliation frequency, and consequences for non-completion. Our observations and recommendations are based on interviews with key personnel, review of documentation and training completion data, follow-up inquiries, and analysis of applicable regulatory requirements.

KEY OBSERVATIONS

CSA Policy

UPD provided a draft policy (PS-03, Clery Act) addressing CSA identification and training procedures, but the policy had not been formally adopted at the time of our review. Without a finalized policy, there is no institutional standard governing CSA identification, training content, frequency, or completion requirements.

See our recommendations in the Recommended Management Actions section.

CSA Identification Process

UWF does not have a formalized, systematic process for identifying employees who meet the regulatory definition of a Campus Security Authority. HR confirmed there is no policy, criteria, or workflow mechanism to flag CSA-qualifying positions during the hiring or position modification process. There is no standard CSA verbiage in job descriptions and no review step during position creation or modification to assess whether a role qualifies as a CSA. UPD has acknowledged that it cannot independently identify all CSAs outside its own department.

Without a systematic identification process, there is a risk that employees with significant responsibility for student and campus activities are not being identified, trained, or made aware of their reporting obligations. Employees unaware of their CSA status are less likely to report Clery-reportable offenses they learn of through their role, which could result in omissions from the University's Annual Security Report. The Department of Education may impose civil penalties for Clery Act violations, currently up to \$71,545 per violation, including violations related to inaccurate crime statistics and inadequate administrative capability around CSA identification and training.

See our recommendations in the Recommended Management Actions section.

CSA Training Completion Data

We reviewed training completion data from the ITS Certifications dashboard, which reflects individuals currently assigned the “Campus Security Authority Training and Quiz” module in SCOOP. At the time of our review, 617 individuals were assigned the training module.

Among the 617 total assigned individuals, 542 had completed the training, 55 had not started the training, and 20 had expired certifications.

To assess the operational controls surrounding training assignment and monitoring, we submitted follow-up questions to UPD. UPD confirmed that training is assigned annually, with certifications

expiring after one year, and that ITS sends an automated reminder 30 days prior to expiration. Beyond this automated notification, however, there is no defined deadline for completing the training once assigned, no established consequences for non-completion, and no standard governing how frequently completion records are reviewed or how incomplete training is followed up on. UPD also confirmed that the employee list previously provided by Human Resources is no longer being received, as UPD's prior HR contact is no longer with the University.

The completion data and follow-up responses indicate that while a training mechanism exists, the surrounding controls are informal and inconsistent. Without defined completion expectations, reconciliation procedures, or escalation protocols, UPD's ability to monitor and enforce training compliance is limited.

To further evaluate whether the non-completion populations reflected stale population data or active non-compliance, we selected a sample of ten individuals (five Expired and five Not Started) and verified their status through the University's Campus and Student Directories. All ten individuals were confirmed to be actively employed or enrolled at UWF, and all appear to be assigned properly to departments consistent with the Clery Act standard of "significant responsibility for student and campus activities," such as Athletics, Student Engagement, Recreation Services, and Academic Advising. **Our testing indicates that the observed non-completions are primarily attributable to active members of the University community who have not completed the required training, and not because of outdated assignment records.**

The data above only reflects completion among those already assigned the module. It does not account for employees across campus who may qualify as CSAs under 34 CFR 668.46(a) but have not yet been identified or assigned training. The completion rates above should therefore be understood in the context of the identification gap described previously: the population assigned training may not represent the full population of individuals who should be designated as CSAs.

See our recommendations in the Recommended Management Actions section.

CONCLUSIONS

Governance, Risk Management, and Controls

UPD and University leadership have demonstrated awareness of the gaps in CSA identification and training processes and have taken constructive steps toward remediation. During the course of this engagement, key personnel collaboratively developed a structured approach for identifying CSAs, updating SCOOP training content, and establishing ongoing enrollment and completion tracking. UPD understands the risks associated with Clery Act non-compliance and is working towards developing stronger internal controls and governance over the CSA process. The University's responsiveness and commitment to the approach outlined in this report position it to strengthen its CSA training program going forward.

CSA Identification and Training

At the time of our review, UWF did not have a finalized institutional policy governing CSA identification, notification, or training, though a draft policy (PS-03) is in development. The historical process by which HR provided new hire information to UPD was no longer consistently performed, and UPD cannot independently identify all CSAs outside its own department. CSA training is delivered through SCOOP and tracked via the ITS Certifications dashboard; however, the

surrounding controls, including completion deadlines, reconciliation procedures, and escalation for non-completion, are informal. Finalizing and formalizing these processes will reduce the risk of underreporting Clery-reportable crimes.

RECOMMENDED MANAGEMENT ACTIONS

1. Human Resources should coordinate with UPD to establish a documented process for identifying individuals, job descriptions, and/or positions which should be classified as CSAs. Alternatively, the University could consider classifying all employees as CSAs.
2. Human Resources should coordinate with UPD to establish a documented process for CSA training administration and monitoring, including:
 - enrolling identified CSAs in training
 - determining completion deadlines
 - developing a reconciliation schedule for reviewing completion records
 - developing escalation procedures for non-compliance with training requirements
 - determining consequences for failure to complete required training
3. Upon finalizing the processes for identifying and training of CSAs, UPD should coordinate with the General Counsel and Human Resources to finalize and adopt a written University Clery Act policy, which establishes institutional standards for CSA identification, notification, training, and reporting.

We appreciate the cooperation, professionalism, and responsiveness of the employees who were involved in the engagement.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "David G. Bryant". The signature is fluid and cursive, with a large initial "D" and "B".

David Bryant, CIA, CFE, CPA, CGFM, CGAP, CRMA
Chief Audit Executive

REPORT DISTRIBUTION

Manny Diaz Jr., President
Trustee Rebecca Matthews, BOT Chair
Trustee Chris Young, Chair BOT Audit & Compliance Committee
Trustee Janice Gilley, BOT Audit & Compliance Committee
Trustee Kishane Patel, BOT Audit & Compliance Committee
Alex Smith, Associate Vice President of External Affairs & Government Relations
David Fugett, General Counsel
Dr. Jaromy Kuhl, Provost
Dan Lucas, Chief Financial Officer
Cass Boatwright, Chief Operating Officer
Jamie Sprague, Chief Human Resources Officer
Dr. Mary Anderson, Vice President of DSA
Roman Jackson, Chief of Police
Sabra Cupples, Administrative Specialist
Jaime Hoelscher, Manager, FL Auditor General
Ken Danley, Supervisor, FL Auditor General
Julie Leftheris, BOG Inspector General
Kristie Johnson, BOT Coordinator

MANAGEMENT RESPONSES TO RECOMMENDATIONS

Recommendation #1 – Establish a documented process for identifying CSAs.

Management Response

HR and UPD agree and will coordinate to develop a documented process for identifying CSAs within the University, including consideration of classifying all employees as CSAs.

Responsible Party

Jamie Sprague (HR), in coordination with Roman Jackson (UPD)

Targeted Implementation Date

September 30, 2026

Risk Prioritization: 1 of 3

Risk Rating: Moderate⁸

Recommendation #2 – Establish a documented process for administering and monitoring CSA training.

Management Response

HR and UPD agree and will coordinate to develop a documented process for CSA training administration and monitoring within the University.

Responsible Party

Jamie Sprague (HR), in coordination with Roman Jackson (UPD)

Targeted Implementation Date

November 30, 2026

Risk Prioritization: 2 of 3

Risk Rating: Moderate⁸

Recommendation #3 – Finalize and adopt a University Clery Act policy.

Management Response

UPD agrees and is actively developing the University Clery Act Policy.

Responsible Party

Roman Jackson (UPD), in coordination with David Fugett (GC) and Jamie Sprague (HR)

Targeted Implementation Date

April 30, 2027

Risk Prioritization: 3 of 3

Risk Rating: Moderate⁸

⁸ See Appendix A.

APPENDIX A – RISK RATING FRAMEWORK

Risk Rating	Criteria
High	Significant internal control or risk management concern that if not corrected or mitigated could lead to serious consequences. Immediate attention from University personnel required.
Moderate	Minor procedural lapses, internal control gaps, and/or failure of defined controls which could lead adverse impacts. Timely attention from University personnel is warranted.
Low	Recommendation may lead to improvement in the quality and/or efficiency of the process or area audited, or conformance to best practices. Routine attention from University personnel is warranted.



Board of Trustees
Audit and Compliance Committee
August 13, 2026

Internal Audit Report – Lab Safety Training – Spring 2026

Recommended Action:

Recommend acceptance of internal audit report issued.

Background Information:

We audited Lab Safety Training for the Spring 2026 semester. This audit was part of our 2025/26 approved audit work plan. The audit report was issued on June 22, 2026.

Our objectives were:

- 1) Ensure there is a methodology for identifying individuals requiring lab safety training
- 2) Ensure there is a process for assigning training
- 3) Ensure there is a process to follow up with individuals who have not completed their training
- 4) Determine the rate of compliance with lab safety training requirements for the Spring 2026 semester

Results

While governance over lab safety training was generally sufficient, we noted opportunities to strengthen internal controls related to identification of instructors requiring training, compliance with assigned training requirements, and development of a reporting, monitoring, and follow-up process to address non-compliance.

Recommendations

We offered four recommendations:

- 1) Fully implement the CampusOptics platform
- 2) Develop and utilize a reporting, monitoring, and follow-up process
- 3) Develop additional processes for identifying all instructors teaching labs which may require lab safety training
- 4) Include a lab safety training audit in the 2027/28 IAMC Annual Work Plan

Management has agreed with our recommendations and has developed action plans and targeted implementation dates for all action plans.

Implementation Plan:

N/A

Fiscal Implications:

Fiscal oversight by the Board of Trustees

Relevant Authority:
BOG Regulation 4.002

Supports Strategic Direction(s):
6: Operational Excellence

Documents:

1. Internal Audit Report – Lab Safety Training – Spring 2026

Prepared by:

David J. Bryant, Chief Audit Executive, IAMC, President's Division, DBryant1@uwf.edu

Presenter:

David J. Bryant, Chief Audit Executive



**UNIVERSITY OF
WEST FLORIDA**

Lab Safety Training – Spring 2026
Audit Report # AUD25-26_008

Internal Auditing & Management Consulting
June 22, 2026

David J. Bryant, CIA, CFE, CPA, CGFM, CGAP, CRMA
Chief Audit Executive

Audit Team
Lauren Alidor
Internal Auditor II

BACKGROUND

The University of West Florida (UWF) has adopted Policy ES-02.02-06/14 to document its commitment to environmental health and safety standards. This policy tasks the Department of Environmental Health and Safety (EH&S) with overseeing, enforcing, and assisting departments with implementation of standards and policies related to environmental safety. EH&S works to promote a culture of safety, health, and environmental protection for the campus community by facilitating a variety of critical initiatives integral to University operations. EH&S helps ensure compliance through high quality training, comprehensive workplace evaluation, hazardous materials management, regulatory information management, and minimization of potential liabilities. The training of University staff is a key component of this compliance.

Laboratory Safety at UWF

UWF offers several courses classified as “labs.” These labs are taught in various schools at the University, including the Hal Marcus College of Science and Engineering (HMCSE), the Usha Kundu, MD College of Health (UKCOH), and the College of Arts, Social Sciences and Humanities (CASSH). Some labs require the instructor to complete a series of safety training courses/modules prior to the lab's commencement. In addition to General Lab Safety Training, there are numerous other safety training modules which may be required. These modules are assigned based on an EH&S assessment of the substances and equipment to be used during instruction. The process for identifying, assigning, and following up on training is generally as follows:

- An instructor is assigned by an academic department to teach a lab, which may require completion of specific lab safety training courses/modules
- A representative for the academic department notifies EH&S of the instructor
- The Environmental Coordinator contacts the instructor to obtain the details of the work to be performed throughout the course, including the substances and equipment to be used
- The Environmental Coordinator reviews the course and determines if any of the lab safety training modules are required
- If training is required, the Environmental Coordinator adds the instructor to Canvas¹, where lab safety training is currently housed
- The Environmental Coordinator then assigns specific training modules in Canvas based on his assessment
- Once the training has been assigned in Canvas, the Environmental Coordinator emails the instructor with the specific modules assigned to them
- Once assigned training(s), instructors are expected to complete the training prior to the commencement of the course to be instructed
- Upon completion of each training module, the instructor receives a completion certification
- All training certifications expire after one year, and must be retaken/refreshed
- At this time, no formal process exists to follow up with instructors who have been assigned training but have not completed it, nor is there a formal process for following up with instructors whose training certifications have expired

¹ Canvas is the official learning management system of UWF. It serves as a central hub where instructors can post course materials and assignments and students can submit assignments, check grades, and communicate with instructors.

Prior Engagements

2014/15

Internal Auditing and Management Consulting (IAMC) conducted a Lab Safety and Security Audit as part of its 2014/15 annual work plan. The report (#UWF15-16_001) offered multiple recommendations, including:

Procedures should be developed and implemented to ensure all lab faculty and staff attend the appropriate initial and annual refresher training prior to beginning lab work.

2017/18

IAMC conducted an audit of the HMCSE Dean's Office as part of its 2017/18 annual work plan. The report (#UWF17-18_007) offered multiple recommendations, including:

HMCSE and EH&S should work in collaboration to refine their current process for ensuring all faculty, staff, graduate and undergraduate research assistants, directed studies students and registered volunteers are appropriately trained prior to conducting any work in University laboratories.

As a result of the sustained noncompliance with lab safety training requirements, IAMC was asked by the former provost to periodically perform engagements related to attendance and completion of lab safety training.

2018/19

IAMC conducted a review of lab safety training for the Fall 2018 semester as part of its 2018/19 annual work plan. The report (#MAS18-19_003) stated:

In total, 86 individuals were evaluated, with the majority having obtained the appropriate training by the specified date. Approximately 93% of the applicable test population was found to be compliant with required lab safety training. This level of compliance is a significant improvement over what was noted in the 2015 and 2018 audits.

In addition, IAMC conducted a review of lab safety training for the Spring 2019 semester as part of its 2018/19 annual work plan. The report (#MAS18-19_004) determined:

- *HMCSE's training compliance rate was 96%*
- *CASSH's training compliance rate was 100%*
- *UKCOH's training compliance rate was 50%*

2019/20

IAMC conducted a review of lab safety training for the Fall 2019 semester as part of its 2019/20 annual work plan. The report (#MAS19-20_002) determined:

- *HMCSE's training compliance rate was 93%*
- *CASSH's training compliance rate was 46%*
- *UKCOH's training compliance rate was 71%*

The decrease in compliance for CASSH was associated with the addition of instructors requiring training who were previously unknown to EH&S.

2022/23

In the report for the lab safety training review for the Fall of 2019, IAMC proposed reducing the frequency of its review to once per year, however, the onset of the COVID 19 pandemic significantly

impacted IAMC's engagements. IAMC was unable to conduct a subsequent review of lab safety training until the Fall 2022 semester, as part of its 2022/23 annual work plan. The report (#MAS22-23_002) determined:

- *HMCSE's training compliance rate was 93%*
- *CASSH's training compliance rate was 8%*
- *UKCOH's training compliance rate was 100%*

The report concluded:

Compliance with University lab safety training requirements remains high in HMCSE and UKCOH; however, internal controls over lab safety within CASSH should be strengthened. The applicable departments should ensure their faculty, staff, graduate and undergraduate assistants, directed studies students, and registered volunteers (as applicable) are appropriately trained prior to engaging in any activities for which this training would apply.

As part of its ongoing risk assessment process, IAMC included an audit of lab safety training in its 2025/26 annual work plan.

CampusOptics

Many of the current procedures built into the lab safety training process are manual in nature. As a result, EH&S is moving toward the implementation of CampusOptics, a cloud-based environmental, health, and safety management platform designed specifically for colleges and universities. The platform's key capabilities include (but are not limited to):

- **Chemical and Waste Management:** Allows for the tracking of chemical inventories and managing hazardous waste pickups
- **Safety Inspections:** Allows for users to oversee safety inspections of laboratories
- **Training and Compliance:** Allows for the automation of safety training assignments, tracks compliance, and generates a variety of reports

The Environmental Coordinator reports that EH&S has begun the initial implementation of the various aspects of CampusOptics. Although significant tasks associated with the implementation remain, EH&S anticipates completing these tasks, including training office administrators and principal investigators, during the fall 2026 semester.

SCOPE AND OBJECTIVES

We performed an audit of Laboratory Safety Training for the period of Spring 2026 (January 7, 2026 through May 2, 2026). Our objectives were to:

- Ensure there is a methodology for identifying individuals requiring lab safety training
- Ensure there is a process for assigning training
- Ensure there is a process to follow up with individuals who have not completed their training
- Determine the rate of compliance with lab safety training requirements

Audit fieldwork began on April 28, 2026 and ended on June 22, 2026. Our engagement conforms to the Institute of Internal Auditors' *International Professional Practices Framework*, which includes the *Global Internal Audit Standards*.

ENGAGEMENT METHODOLOGY

We reviewed applicable authoritative guidance, including UWF policies. We interviewed key personnel within the department of EH&S to gain an understanding of how instructors are identified for training, how training is assigned, and how instructors are followed up with when training has been assigned but not completed. We reviewed applicable prior engagements. We requested and reviewed training monitoring documentation and verified that training completion documentation is being retained. Using this information, we then determined the rate of compliance with lab safety training requirements.

We identified the labs taught during Spring 2026 along with the associated instructor(s) of record for those labs. We contacted EH&S to verify the training requirements for those instructors. We researched each instructor on the EH&S *Science Training Matrix* to determine their training status as of Spring 2026. We obtained completion documentation for those instructors who had completed the required training courses prior to the Spring 2026 term. We then followed up to determine if any other instructors became compliant at any point during the Spring 2026 term, or thereafter. Finally, we calculated compliance rates. Our observations and recommendations are based upon the results of audit testing and our evaluation of the existence and operation of internal controls over the lab safety training process.

KEY OBSERVATIONS

Instructor Identification Methodology

Instructor identification is the foundation for compliance with the University's lab safety training requirements. EH&S's current identification methodology requires significant reliance upon academic departments to consistently identify and report instructors who may require training. Of the 66 instructors determined to be non-exempt and requiring training, our testing resulted in the after-the-fact identification of 3 instructors. **These 3 instructors taught labs in Spring 2026 but were not reported to EH&S and therefore did not complete the requisite training prior to their lab courses commencing.**

See our recommendations in the Recommended Management Actions section.

Training Assignment Methodology

When an instructor is assigned by an academic department to teach a lab, a representative from the academic department is required to contact EH&S so that a determination can be made about the need for lab safety training for that instructor. Upon being notified, EH&S collaborates with the instructor to determine if the details of the course would necessitate lab safety training. If training is required, EH&S assigns the required modules in Canvas. It appears EH&S has developed an effective methodology for assigning lab safety training once an instructor has been identified and reported to them.

No Findings or Recommended Management Actions.

Formalized Follow-up Process

When initially identified and assigned lab safety training, instructors are encouraged by the Environmental Coordinator to add calendar reminders to complete annual training to stay in compliance. **EH&S does not currently have a formalized follow-up process to follow up with**

instructors who have been identified for and assigned training but have not completed it or whose training certifications have expired.

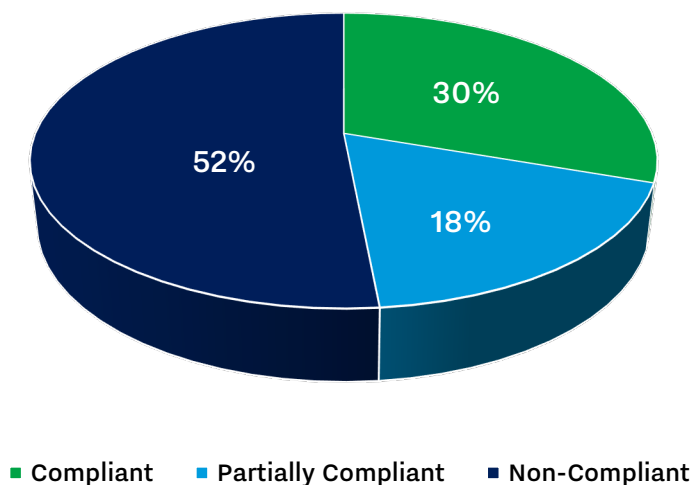
While the absence of a formal follow-up process would typically factor into our determination of the overall effectiveness of governance and associated internal controls, and likely result in a recommendation(s), the impending implementation of CampusOptics should serve to appropriately remediate this deficiency. The functions of CampusOptics include automated training reminders, automated and on-demand reporting, supervisor notification of missed deadlines or lapsed certifications, and workflow restrictions for individuals with expired certifications.

See our recommendations in the Recommended Management Actions section, which are related to recommending EH&S fully implement CampusOptics and develop a utilization methodology.

Lab Safety Compliance Rate

We determined compliance for instructors teaching labs during the Spring 2026 semester. To be considered compliant with lab safety training requirements, an instructor must have been compliant for the entire semester, with no gaps in compliance (i.e. an instructor must have taken the training prior to the commencement of semester and training did not expire prior to the end of the semester). Of the 66 instructors teaching a lab during the Spring 2026 semester, which required at least one lab safety training module, 60 were instructors in HMSCE, 5 were instructors in UKCOH, and 1 was an instructor in CASSH. **Only 20 of the 66 instructors were found to be compliant for the full semester**, all of whom were HMSCE instructors. Compliance statuses are depicted below:

**Lab Safety Training Compliance
Spring 2026 Semester**



Traditionally, during engagement fieldwork awareness of an audit topic increases and compliance rates tend to increase. As such, we determined the current compliance of the 66 instructors towards the end of our fieldwork, which was as follows:

- 55% of instructors were compliant as of June 8, 2026
- 45% of instructors were non-compliant as of June 8, 2026

See our recommendations in the Recommended Management Actions section.

CONCLUSIONS

Governance and Risk Management

In our opinion, we found that governance over lab safety training was generally sufficient, with management having considered risks and establishing a strong Environmental Health & Safety function and a University-wide policy related to its operation. To help ensure its objectives related to lab safety training, the University has developed internal controls and processes related to:

- The creation of a variety of safety training modules delivered through a well-known platform
- The identification of instructors requiring training
- The establishment of a process for assigning training modules.

While minor exceptions were noted for instructors requiring training not being communicated to EH&S, the internal controls designed to ensure that instructors are being identified and assigned lab safety training are in place and appear to be generally effective.

A strong follow-up mechanism to ensure internal controls are operating effectively is crucial to any successful governance model. Having no formal methodology to follow up with instructors who have been identified and assigned training increases the risk of the University not meeting its control objectives of an effective lab safety training program. The absence of a follow-up methodology appears to be having a direct impact on the rate of compliance with lab safety training requirements. As such, opportunities exist to strengthen governance related to follow-up.

Internal Controls

Identification of Individuals Requiring Lab Safety Training

During fieldwork, we noted that a methodology exists for identifying instructors to be assessed by EH&S to determine if safety training is necessary. The current instructor identification methodology is based almost exclusively on the academic department notifying EH&S of lab instructors. During fieldwork, we noted multiple instructors who taught a lab course during the Spring 2026, which were not reported to EH&S to determine if training was required. IAMC presented these instructors to EH&S. EH&S subsequently determined that three of these instructors required and should have taken one or more lab safety training modules, based on the courses taught. As such, opportunities exist to strengthen internal controls related to instructor identification.

Assignment of Lab Safety Training

EH&S has developed an effective methodology for assigning training. Once identified, EH&S collaborates with the instructor to determine lab safety training requirements. Applicable training modules are then assigned in Canvas. This process appears to be operating effectively.

Lab Safety Training and Follow-Up

EH&S does not currently have a formalized process to follow up with instructors who have been assigned training but have not completed it or for instructors whose training certifications have expired. As discussed above, IAMC determined 43 instructors were assigned training that was never completed or was completed previously and subsequently expired. Lack of a formalized follow-up process appears to be directly impacting rates of compliance with lab safety training requirements. As such, opportunities exist to strengthen internal controls related to follow-up, which should increase compliance rates.

The implementation of CampusOptics will automate current manual processes and enhance existing controls. Governance over lab safety training objectives should be enhanced with the implementation of CampusOptics, as it includes mechanisms for monitoring non-compliance with assigned training and the expiration of previous training. EH&S should fully implement CampusOptics and develop a methodology for utilizing its monitoring functions. These new internal controls should lead to increased compliance rates.

RECOMMENDED MANAGEMENT ACTIONS

This audit is the seventh IAMC lab safety training engagement in the last 12 years. These engagements have resulted in varying degrees of compliance and similar recommendations related to enhancing internal controls. IAMC acts as an independent safety net and advisor, not a substitute for management governance and internal controls. While IAMC evaluates the effectiveness of controls, the ultimate responsibility for establishing, maintaining, and executing governance, risk management, and day-to-day controls rests with management. As such, we recommend the following management actions:

1. We recommend EH&S fully implement CampusOptics, including:
 - Activation of automated reminders for upcoming expiring training
 - Activation of supervisor notification for instructors with incomplete training or expired training certifications
2. As CampusOptics is implemented and its functionalities are activated, we recommend EH&S develop and utilize a reporting, monitoring, and follow-up process for addressing instructors with incomplete training or expired certifications
3. Academic Affairs and the academic departments should coordinate with EH&S to develop additional processes for identifying all instructors teaching labs who may require lab safety training
4. With full implementation of CampusOptics anticipated during the 2026/27 year, we recommend IAMC conduct a lab safety training audit as part of its 2027/28 annual work plan

We appreciate the cooperation, professionalism, and responsiveness of the employees who were involved in the audit.

Respectfully submitted,



David Bryant, CIA, CFE, CPA, CGFM, CGAP, CRMA
Chief Audit Executive

REPORT DISTRIBUTION

Manny Diaz Jr., President

Trustee Rebecca Matthews, BOT Chair

Trustee Chris Young, Chair BOT Audit & Compliance Committee

Trustee Janice Gilley, BOT Audit & Compliance Committee

Trustee Kishane Patel, BOT Audit & Compliance Committee

Alex Smith, Associate Vice President of External Affairs & Government Relations

David Fugett, General Counsel

Dr. Jaromy Kuhl, Provost

Matthew Packard, Chief Compliance Officer

Michael Cobb, Director, Environmental Health & Safety

Derek Krepp, Coordinator, Environmental Health & Safety

Jaime Hoelscher, Manager, FL Auditor General

Ken Danley, Supervisor, FL Auditor General

Julie Leftheris, BOG Inspector General

Kristie Johnson, BOT Coordinator

MANAGEMENT RESPONSES TO RECOMMENDATIONS

Recommendation #1 – Fully implement the CampusOptics platform

Management Response

EH&S agrees. EH&S has begun implementation of the CampusOptics platform.

Responsible Party – Michael Cobb, Director, EH&S

Targeted Implementation Date – December 31, 2026

Risk Prioritization: 1 of 4

Risk Rating²: Moderate

Recommendation #2 – Develop and utilize a reporting, monitoring, and follow-up process

Management Response

EH&S agrees. Once CampusOptics is fully implemented and its functionalities are activated, EH&S will develop and utilize a reporting, monitoring, and follow-up methodology.

Responsible Party – Michael Cobb, Director, EH&S

Targeted Implementation Date – December 31, 2026

Risk Prioritization: 2 of 4

Risk Rating²: Moderate

Recommendation #3 – Develop additional processes for identifying all instructors teaching labs which may require lab safety training

Management Response

Academic Affairs and EH&S agree. Academic Affairs will work with EH&S to develop additional processes to ensure all instructors (across all colleges) that teach labs are reported to EH&S so the need for lab safety training can be determined.

Responsible Party – Dr. Jaromy Kuhl, Provost

Targeted Implementation Date – November 30, 2026

Risk Prioritization: 3 of 4

Risk Rating²: Moderate

Recommendation #4 – Include a lab safety training audit in the 2027/28 IAMC Annual Work Plan

Management Response

EH&S and IAMC agree. IAMC will include lab safety training in its annual risk assessment process

² See Appendix A.

and recommend to the Board of Trustees Audit & Compliance Committee the inclusion of a lab safety training audit in the 2027/28 IAMC Annual Work Plan. This audit will be in addition to IAMC's follow-up process for recommendations made in this report.

Responsible Party – David Bryant, Chief Audit Executive

Targeted Implementation Date – June 30, 2027

Risk Prioritization: 4 of 4

Risk Rating²: Moderate

APPENDIX A – RISK RATING FRAMEWORK

Risk Rating	Criteria
High	Significant internal control or risk management concern that if not corrected or mitigated could lead to serious consequences. Immediate attention from University personnel required.
Moderate	Minor procedural lapses, internal control gaps, and/or failure of defined controls which could lead adverse impacts. Timely attention from University personnel is warranted.
Low	Recommendation may lead to improvement in the quality and/or efficiency of the process or area audited, or conformance to best practices. Routine attention from University personnel is warranted.



Board of Trustees
Full Board Meeting
August 13, 2026

Approval of the Office of Compliance and Ethics Annual Report and Infographic

Recommended Action:

Motion: Approval of the Office of Compliance and Ethics Annual Report and Infographic

Background Information:

Florida Board of Governors Regulation 4.003, SUS Compliance and Ethics Programs, requires that all State University System institutions report annually on the effectiveness and general activities of compliance and ethics programs.

To better facilitate oversight, this year the annual report includes both an infographic providing key statistics, and a more narrative driven annual report. The purpose of the infographic is to provide quick insight into current trends and program effectiveness. Whereas the Annual Report provides a “deeper dive” by providing a greater level of specificity regarding how the Office of Compliance and Ethics meets the Florida Board of Governors required elements of an effective compliance program as established in Board of Governors Regulation 4.003, SUS Compliance and Ethics Programs.

Implementation Plan:

Upon BOT approval, the OCE Annual Report and Infographic will be shared with the State University System Compliance and Ethics Consortium and the Board of Governor’s Office of the Inspector General and Director of Compliance.

Fiscal Implications:

NA

Relevant Authority:

Board of Governors Regulation 4.003, State University System Compliance and Ethics Programs

Supports Strategic Direction(s):

Strategic Direction: Operational Excellence

6.1 Effective and timely business and operational services informed by best practices.

6.3 Assure accountability of operations and outcomes to appropriate internal and external stakeholders.

Strategic Direction: Culture of Respect and Civility

7.1 Maintain a welcoming and respectful environment for employees, students, visitors and service partners.

7.2 Ensure a commitment to open- minded and tolerant civil discourse.

Documents:

1. OCE Annual Report
2. Infographic

Prepared by:

Matt Packard, CCEP, Chief Compliance Officer, Compliance and Ethics, mpackard@uwf.edu

Presenter:

Matt Packard, CCEP, Chief Compliance Officer



Office of
Compliance and Ethics
UNIVERSITY OF WEST FLORIDA



Annual Report

2025-2026

Prepared by: Matthew W. Packard, CCEP
Chief Compliance Officer, Office of Compliance & Ethics

Executive Summary:

The mission of the University of West Florida's ("UWF") Office of Compliance and Ethics' ("OCE") to establish and maintain a centralized compliance and ethics function and promote a system-wide culture of compliance, integrity, and ethical behavior.

The OCE strives to achieve this through adherence to the "elements of an effective compliance and ethics program," originally set forth in Chapter 8 § 8B2.1, Effective Compliance and Ethics Programs, of the U.S. Federal Sentencing Guidelines and enshrined with regulatory authority via the Florida Board of Governors ("BOG") Regulation 4.003, State University System Compliance and Ethics Programs.

In recognition of these guiding principles, the OCE annual report is presented within the context of these elements, which OCE defines as the following:

1. Governance & Accountability
2. Policies & Procedures
3. Education & Awareness
4. Auditing, Monitoring, & Risk Assessment
5. Response, Prevention, & Enforcement
6. Incentives & Discipline
7. Measure Program Effectiveness

Special thanks go out to the many individuals who help make OCE's mission a reality. Compliance is a collective effort and none of the following achievements could have been possible without the dedication and effort of countless individuals who dedicate their time, energy, and effort toward helping UWF meet its compliance goals. Go Argos!

Respectfully yours,

A handwritten signature in blue ink, reading "Matt Packard".

Matt Packard, CCEP
Chief Compliance Officer



2025-2026

The Office of Compliance & Ethics:

Annual Report



Program Benefits:

- Proactively protects from financial and reputational harm
- Promotes commitment to the value of integrity
- Facilitates effective risk management and mitigation

Report Highlights:

- Community Day of Giving
- Policy Updates
- UWF leading Peer Review of the University of North Florida

Report appendices:

- Integrity Helpline Statistics
- OCE's Risk Framework Model

Governance & Oversight

UWF's compliance and ethics function is structured to operate independently, with oversight provided by the Board of Trustees Audit and Compliance Committee and a direct reporting relationship to the University President. This top-down structure is essential to an effective compliance and ethics program because it ensures the function has the authority, objectivity, visibility, and institutional support necessary to carry out its responsibilities and promptly elevate significant matters when needed.

The Chief Compliance Officer, Matt Packard, CCEP, leads the University's compliance and ethics function and is responsible for developing, implementing, and maintaining UWF's compliance and ethics program in accordance with Board of Governors Regulation 4.003, State University System Compliance and Ethics Programs. In this role, the CCO provides a variety of services, such as, training and education on compliance and ethics matters, manages the UWF Integrity Helpline, supports the review and investigation of potential compliance concerns, reports significant compliance matters to the President and Board of Trustees, and supports the University's enterprise risk management activities and risk assessment processes.

The Chief Compliance Officer's direct access to senior leadership and the Board of Trustees Audit and Compliance Committee strengthens the University's ability to identify, assess, and respond to compliance risks in a timely and effective manner. This structure reinforces UWF's commitment to accountability, transparency, ethical conduct, and sound institutional governance.

To extend the reach of the Office of Compliance and Ethics across the University, the CCO works collaboratively with a broad network of Compliance Partners and actively participates in key committees, councils, and workgroups. This collaborative model helps embed compliance and ethics considerations into institutional planning, operations, decision-making, and strategic initiatives. Examples of this engagement include service on the Florida State University System Enterprise Risk Management Consortium, Florida State University System Compliance and Ethics Consortium, UWF Extended Cabinet, Targeted Accreditation Workgroups, Research Compliance Support Group, Foreign Influence Workgroup, InfoSys Workgroup, and Higher Education Opportunity Act Consumer Information oversight. The CCO also serves in leadership or designated compliance roles related to Electronic Information and Technology Accessibility ("EITA"), Payment Card Industry Data Security Standards compliance, General Data Protection Regulation ("GDPR") privacy, copyright compliance and Digital Millennium Copyright Act ("DMCA") matters, and broader compliance accountability oversight.

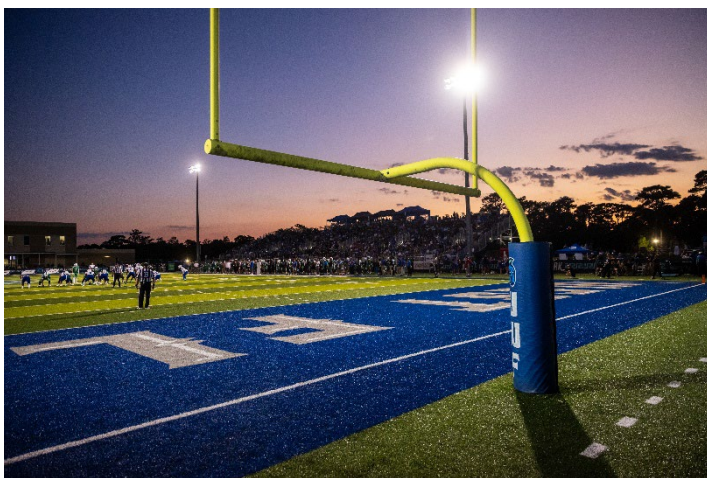
Together, this governance structure, direct reporting relationship, and collaborative operating model demonstrate UWF's strong commitment to maintaining an effective compliance and ethics program. They also help ensure that compliance risks are appropriately identified, communicated, and addressed in support of the University's mission, values, and long-term institutional success.

What is Compliance & Ethics?

One of the most common misconceptions of compliance and ethics functions is that they exist only to make people follow rules. And while it is undeniable that rule following is a vital component, especially for UWF, where public funding is integral to our carrying out our vision. It is only one aspect of what compliance and ethics programs offer.

The purpose of the OCE extends beyond regulatory adherence; OCE also supports the university's broader mission of education, research, and public service. A strong compliance and ethics framework enable the university to manage resources responsibly, safeguard academic and research integrity, and promote equitable treatment across all levels of the institution. These efforts contribute directly to operational excellence and reinforce the credibility of the university as a steward of public trust and academic leadership.

Moreover, compliance and ethics programs empower faculty, staff, and students by offering guidance, training, and accessible reporting tools. These resources encourage transparency and facilitate early detection of potential issues before they escalate. By embedding ethical practices into daily operations and strategic planning, OCE not only mitigates legal and reputational risks but also models the values of integrity and accountability that are essential in helping the next generation of voyagers to find their way!



2026 Argos Day of Service

Dedicated to giving back to the community, Matt Packard, CCEP, UWF's Chief Compliance Officer ("CCO") participated in this year's UWF Day of Giving campaign through volunteering at the UWF Community Garden (see photo on page 10).

Wednesday, April 15, 2026 marked the UWF Faculty and Staff Day of Service project at the UWF Community Garden where the UWF CCO worked alongside volunteers from across the UWF community by planting, weeding and cleanup.

The UWF Community Garden was established in 2009 in collaboration with Manna, a local food pantry. With the help of the UWF Kugelman Honors Program, the garden found a permanent site on campus near the water tower and WUWF (Building 88).

Policies & Procedures

Policies and procedures are among the most visible elements of an effective university compliance and ethics program. They translate UWF's legal, regulatory, ethical, and operational obligations into clear expectations for employees, students, volunteers, and others across the University community. When well designed, they provide a practical roadmap for ethical decision-making, consistent operations, accountability, and institutional risk management.

UWF's policy framework connects complex requirements—including laws, accreditation standards, Board of Governors regulations, grant conditions, privacy rules, accessibility standards, financial controls, and employment requirements—to day-to-day operations. Policies define expectations, responsibilities, and authority, while procedures establish the steps needed to apply them consistently across the University.

This framework is especially important because compliance responsibility is distributed throughout the institution. Common standards help

responsible offices understand their obligations, promote consistent decision-making, and reduce confusion, duplication, conflicting practices, and informal workarounds that increase risk.

Policies Updated in 2025-26:

- *New Academic Degree Program Approval*
- *Substantive Change*
- *Representation of Accreditation Status in Print and Electronic Media*
- *Academic Freedom and Responsibility for Out of Unit Instructional Personnel*
- *Continuity of Leadership Plan*
- *Investment Policy*
- *Board of Trustees Public Comment*
- *Presidential Evaluation Policy*
- *University Neutrality*
- *Use of Fireworks on University Property*
- *Emergency Management*
- *Risk Management for University Automobiles*
- *Food Safety for Campus Events*
- *Separations from Employment*
- *Prohibition of Discrimination, Harassment and Retaliation*
- *Responding to Allegations of Misconduct in Research*
- *Animals Used in Research, Teaching, and Testing Activities*
- *Protection of Human Research Subjects*
- *Conflicts of Interest in Federally Funded Research*

Education & Awareness

Proper education and awareness ensure faculty, staff, and students understand their responsibilities under laws, regulations, and institutional policies, significantly reducing the risk of unintentional violations and unintended fees. Targeted training equips individuals with the tools to recognize and respond appropriately to ethical dilemmas, while ongoing awareness efforts keep compliance issues visible and relevant. Collectively, these efforts promote accountability,

support institutional integrity, and help the university meet its legal and accreditation obligations. Moreover, by clear communication of compliance obligations, frees time for faculty and staff to focus on their areas of expertise, rather than chasing down statutes and regulations.

Specifically, OCE has created a number of accountability and awareness tools that make compliance more accessible,

including the Compliance Calendar and Accountability Matrix, which provide up-to-date information on UWF's reporting requirements and job role accountability.

OCE Training initiatives include:

- Required New Employee Orientation Compliance and Ethics Training
- Identity Theft Prevention
- Supervisor Code of Conduct Training
- PCI DSS Training

Auditing, Monitoring & Risk Assessment

Over the past year, the Risk and Compliance Council has been on hiatus as we formally transitioned to the Enterprise Risk Management (ERM) Committee. This decision was made in order to further align proactive risk management with the priorities set by the Board of Governors and institutions across the State University System. By reducing the size of the Committee from over two dozen members, to a

much more agile 12-14-person group. In addition, the Committee adopted the structured ACUA framework to systematically address strategic, financial, operational, reputational, compliance, and safety risks.

More recently, 2026 marked the creation of the first coordinated, State University System ERM initiative. At the state level, Chief

Compliance Officer, Matt Packard, CCEP, formally joined the SUS Enterprise Risk Management Consortium (SUSERM), which was established to serve as a unified platform for ERM professionals across Florida's public universities. The purpose of this initiative is to promote collaboration, advance risk management practices, and support institutions in navigating an increasingly complex higher education environment.

Response, Prevention & Enforcement

To prevent wrongdoing and promote a safe, ethical workplace, UWF maintains robust hiring practices. All employment finalists must successfully complete a background screening before receiving an offer, while candidates for positions designated as roles of "Special Trust" must also undergo a Level 2 fingerprint-based background check.

UWF's Integrity Helpline is another key component of the Office of Compliance and Ethics' response, prevention, and enforcement efforts. The anonymous reporting

system provides employees with a safe, confidential channel to ask questions, raise concerns, and report suspected misconduct without fear of retaliation. Helpline data also help the University identify emerging risks, address concerns before they escalate, strengthen accountability, and reinforce a culture of trust, transparency, and ethical decision-making.

During FY 2025–26, UWF received approximately 0.52 Helpline reports per 100 employees, down from 1.08 the previous year and

below the national benchmark of 1.01 reported by the NAVEX Global Hotline Incident Management Benchmarking Report. Most reports involved Human Resources (37%) and Financial Affairs (19%), followed by regulatory matters (13%); Title IX, academic, and athletics matters (6%); and other matters (13%). These patterns generally align with higher-education trends, in which Human Resources concerns represent the largest category of reports.

Incentives & Discipline

To promote the university's cultural values and shared expectations, OCE collaborates with the Office of General Counsel, Human Resources, and Internal Auditing and Management Consulting to triage employee reports and coordinate any subsequent investigations initiated through the Integrity Helpline.

When an investigation concludes, disciplinary action may be warranted depending on the findings. The university follows formal disciplinary procedures, which are clearly outlined in the Standards of Conduct. Specifically, the Standards for Disciplinary Action Table provides a framework for progressive discipline across a range of workplace behaviors. This structured approach

ensures disciplinary measures are applied consistently, promptly, and equitably.

To further advance awareness of the Code of Conduct and reinforce ethical workplace behavior through a top-down model, OCE launched a targeted Code of Conduct training for supervisors in 2024-25. Additionally, a Compliance and Ethics module was added to the New Employee Orientation program to ensure all new hires are introduced to the university's ethical standards and expectations from the outset.



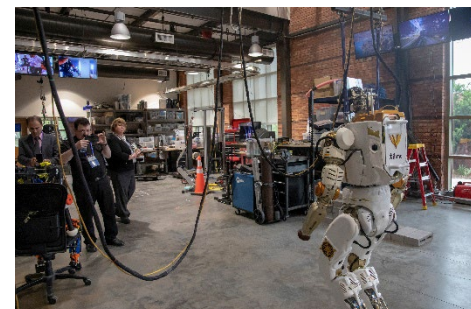
Measure Program Effectiveness

Continuous improvement is essential to maintaining an effective compliance and ethics program, particularly as the University navigates an increasingly complex and evolving regulatory environment.

In June 2026, UWF's Chief Compliance Officer, Matt Packard, CCEP, began leading an external review of the University of North Florida's Compliance and Ethics Program, assisted by New College of Florida's Chief Compliance Officer and Chief Audit Executive. This peer-review process fulfills a SUS external review requirement established under Board of Governors Regulation 4.003(7)(c). UWF underwent a similar review in 2022 and is scheduled for its next external review in 2027.

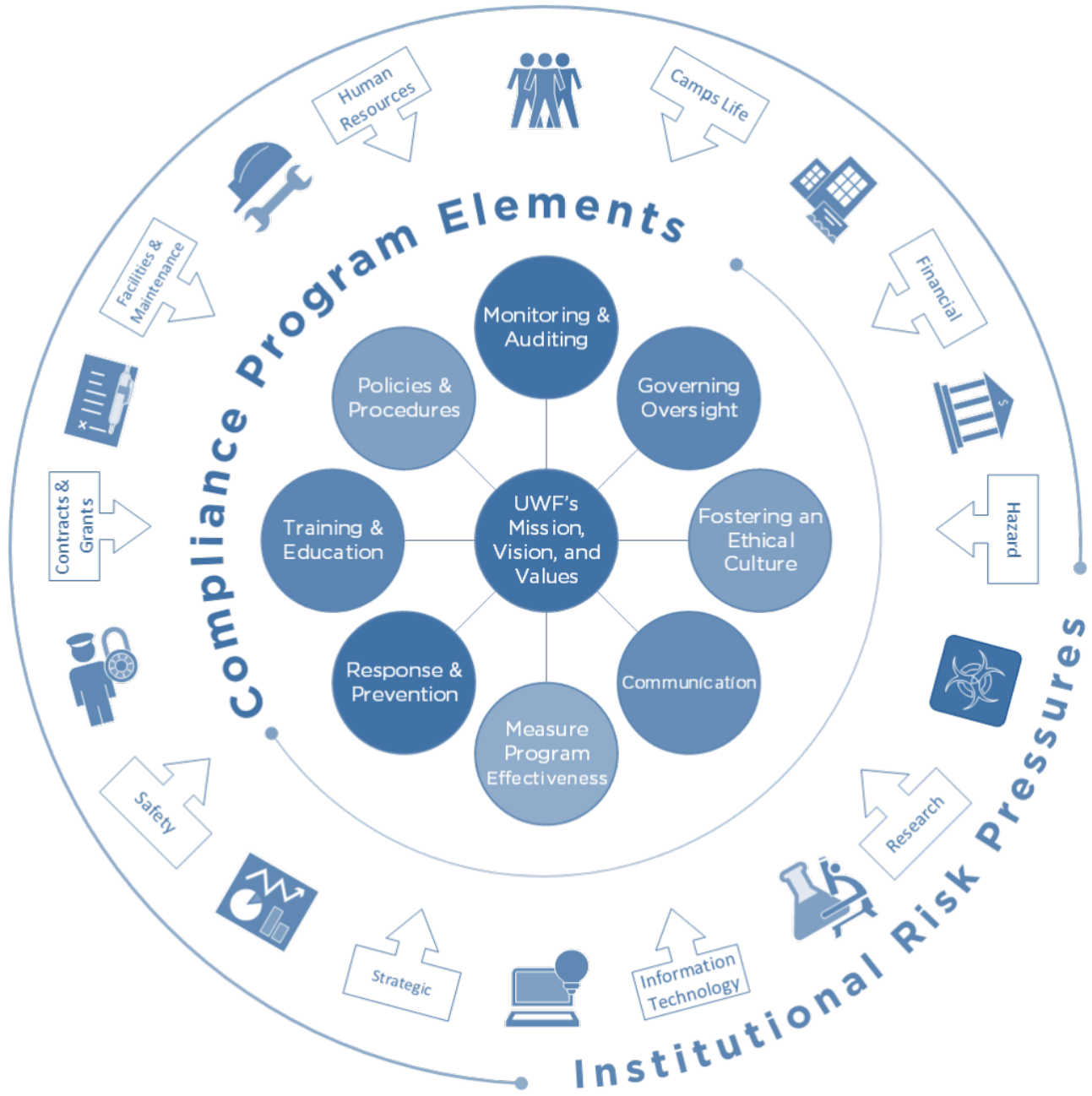
These reviews provide valuable benchmarking data across State University System institutions and help identify program strengths, opportunities for improvement, and effective practices.

At the institutional level, the Office of Compliance and Ethics uses several measures to evaluate and strengthen program effectiveness. These include direct access and reporting to the Board of Trustees Audit and Compliance Committee, biannual meetings with the University President, annual reporting and infographics, and collaborative work planning. Together, these practices promote accountability, support informed oversight, and help ensure the program remains aligned with University priorities.



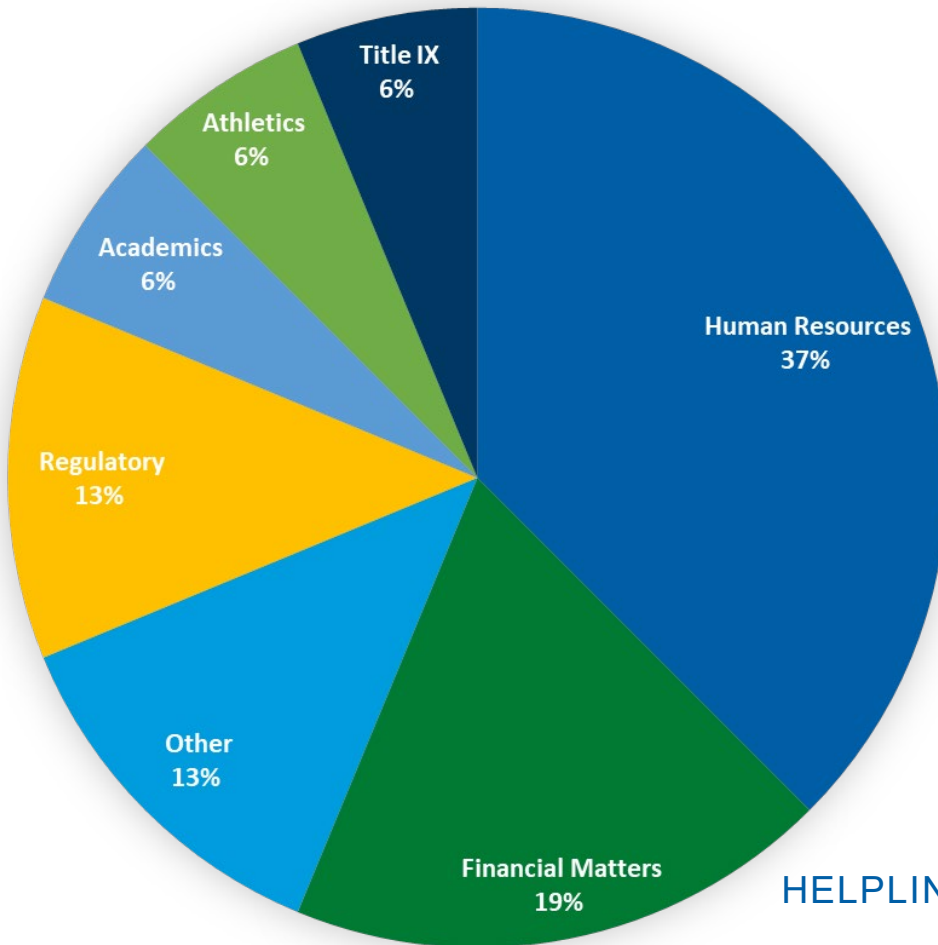
“UWF operates with fairness, respect, and integrity in all matters: Doing the right thing for the right reason.”

UWF Compliance Risk Framework

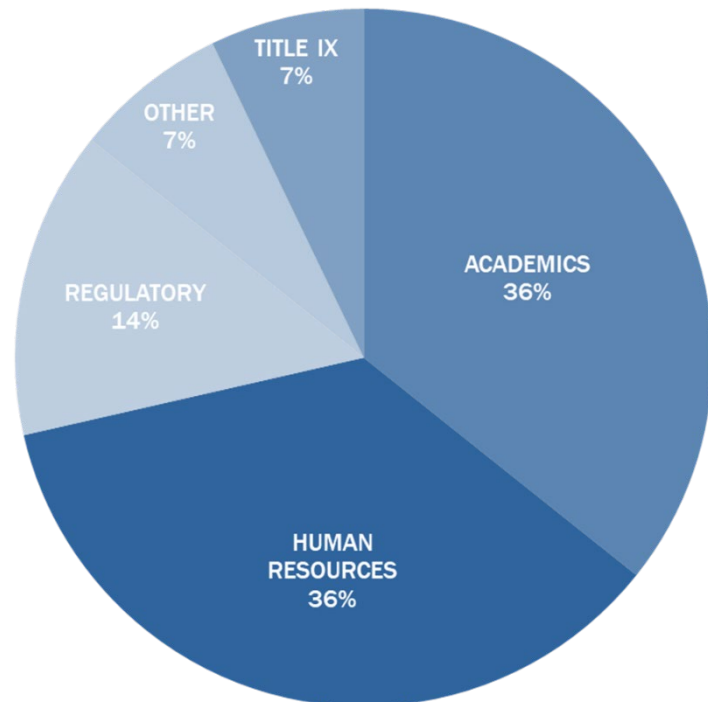


UWF Integrity Helpline Statistics

HELPLINE STATISTICS 2026 - 2027



HELPLINE STATISTICS 2025 - 2026



Office of Compliance and Ethics

11000 University Parkway
Building 10, Room 119
Pensacola, FL 32514

PHONE:
(850) 857-6070

E-MAIL:
oce@uwf.edu
mpackard@uwf.edu

OCE is on the Web!

Visit at:

uwf.edu/compliance-and-ethics



Chief Compliance Officer, Matt Packard pitching in at the UWF Community Garden during the 2026 UWF Day of Service



Office of
Compliance and Ethics
UNIVERSITY OF WEST FLORIDA

2025-26 Year in Review Infographic

The Office of Compliance and Ethics (“OCE”) helps maintain the integrity, reputation, and community’s trust in our institution. OCE helps ensure we adhere to all relevant laws, regulations, and ethical standards, fostering a safe and fair environment for all. Furthermore, OCE helps mitigate risks, avoid legal issues, and promote transparency and accountability. These efforts enhance our institutional credibility and contribute to the overall betterment of our campus community by promoting responsible and principled behavior.



Regulatory Accountability

800+

Unique Compliance
Obligations

Reviewed and Assigned

Across 65+ Compliance Partners



Open Lines of Communication

145+

Compliance
Calendar

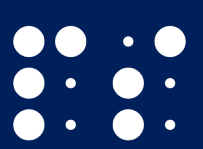
Reminders

Issued in FY 2025-26



SUS 5-year Peer Reviews

UWF Chief
Compliance Officer
starts work on third
SUS Compliance
and Ethics Peer
Review in six (6)
years



Digital Accessibility & Procurement

OCE Conducted Over 1500 Digital
Accessibility Contract Reviews to Date

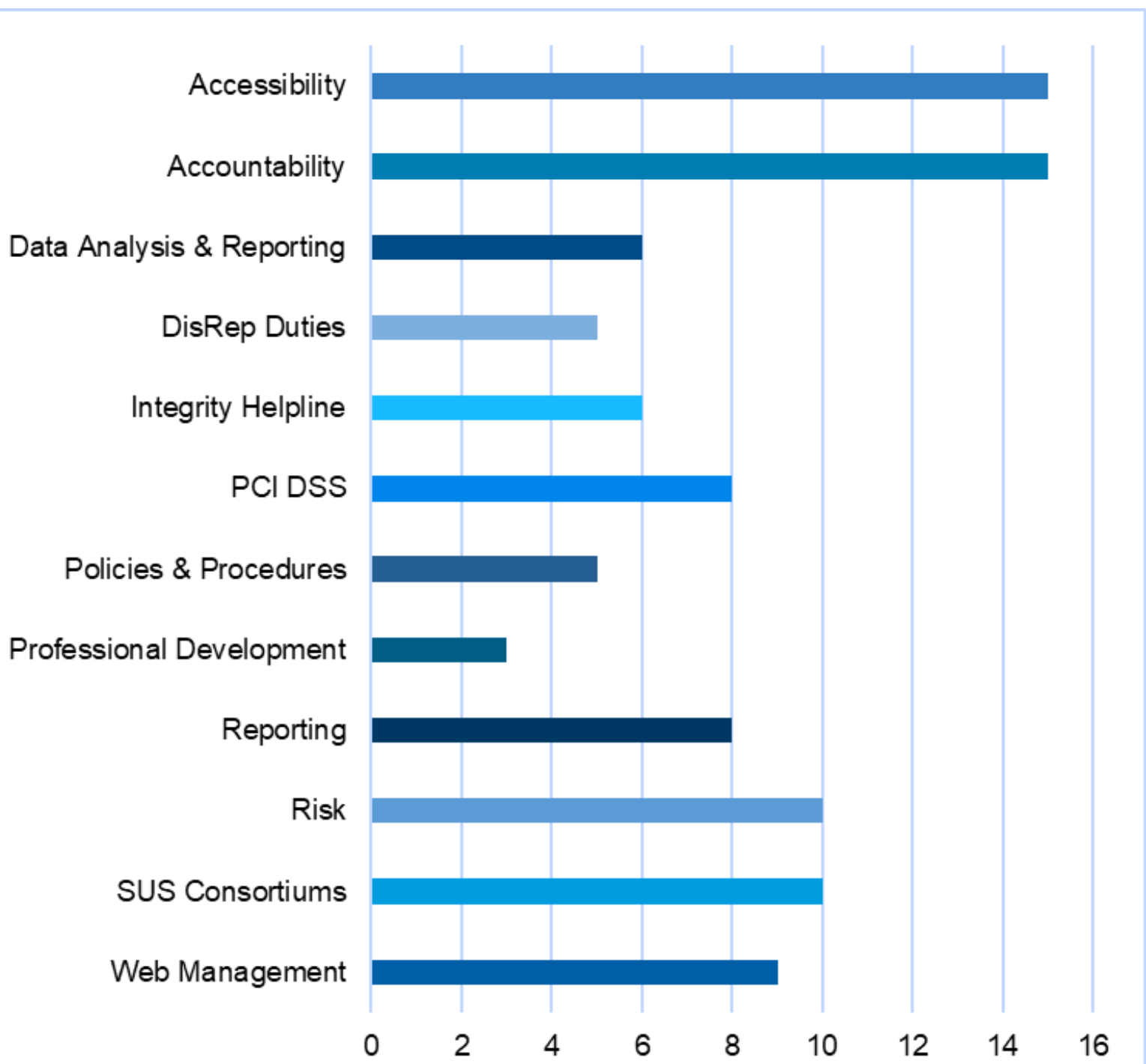
1500+

Over 300 Conducted
in FY 2025-26

Title II Compliance | EITA Web Compliance | UWF.edu
Accessibility Widget | 97% AVG 25-26 compliance rating



Summary of Activities



Credit Card Data Compliance

Payment Card Data Security Compliance, Reporting, and Training

7 Unique
Merchant
Accounts

20+ Dedicated
Devices

150+
Employees
Trained
Annually

7 Annual Self-
Assessment
Questionnaires



OCE Training Initiatives

Identity Theft
Prevention

- Commonly referred to as “Red Flag Training”
- Targeted Financial Employees
- Completion Percentage 95%

Supervisor
Code of
Conduct
Training

- Targeted supervisor training RE: reinforcing workplace standards
- Increase workplace ethics awareness & promotion of the UWF Code of Conduct Policy

New
Employee
Orientation

- Basic Compliance and Ethics training introduced to all new hires starting February 2025
- First system-wide compliance and ethics training

Credit Card
Processor
Training

- 150+ trained annually

Automated
Training
Notifications

- Employees will start receiving automated email reminders for job-role required training



Policy Review Initiative

2002 – 2022:
Average policy
reviews per
year = 6.7

2023-2026:
Average policy
reviews per
year = 21.5

2025-2026:
19 Policies
Updated

Nineteen

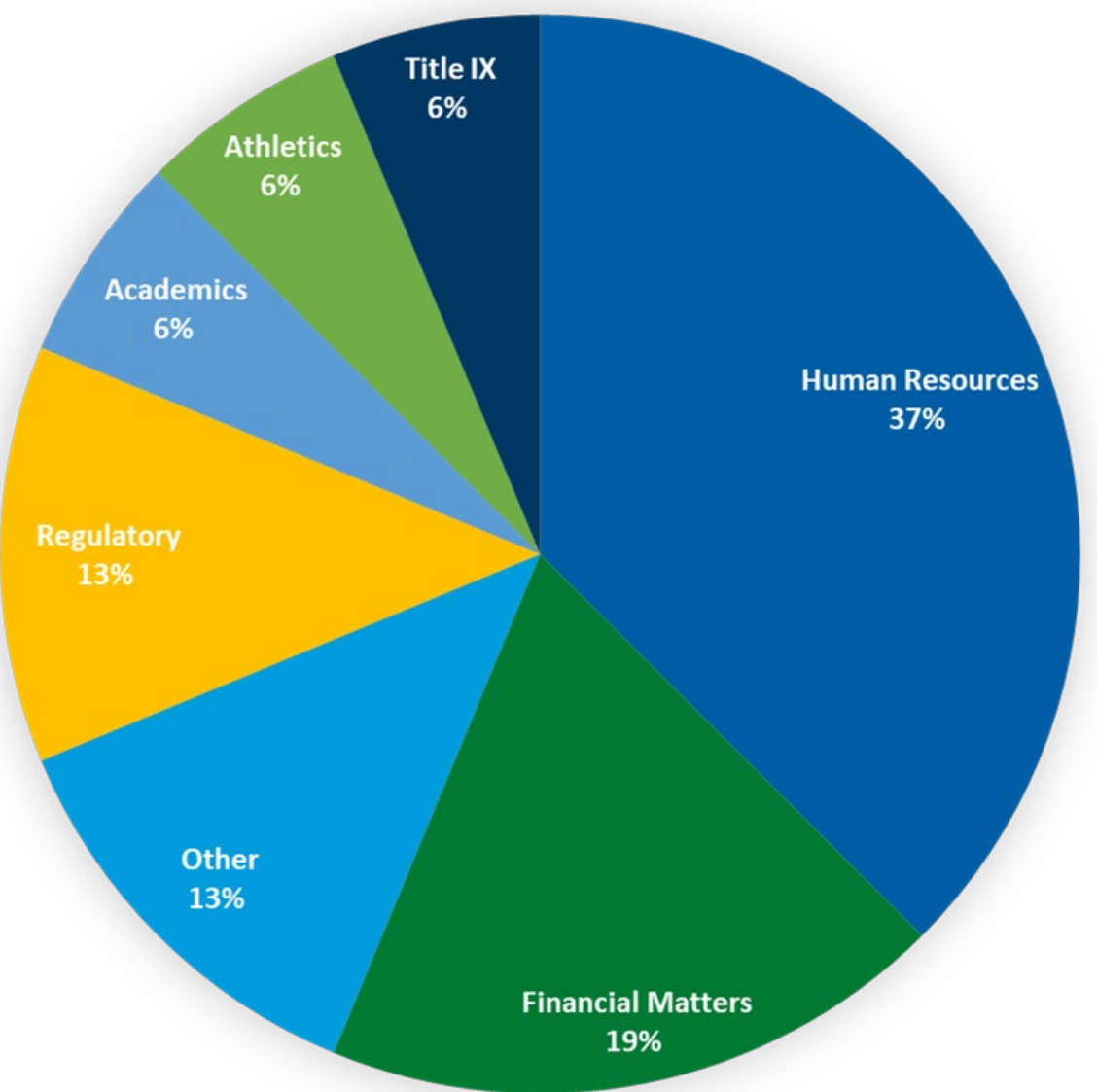
UWF Policies

Reviewed &

Updated in 25-26



25-26 Integrity Helpline Reporting Summary





Board of Trustees
Full Board Meeting
August 13, 2026

Approval of 2026-2027 Office of Compliance and Ethics (OCE) Work Plan

Recommended Action:

Motion: Approval of 2026-2027 Office of Compliance and Ethics (OCE) Work Plan

Background Information:

The annual Office of Compliance and Ethics Work Plan supplements annual reporting with the next year's Work Plan in order to provide stakeholders with a more holistic overview of the planned activities and operational scope of the Office of Compliance and Ethics.

Additionally, the Work Plan is specifically formatted to reinforce compliance with the program requirements established in the Florida Board of Governors Regulation 4.003, State University System Compliance and Ethics Programs.

Implementation Plan:

None

Fiscal Implications:

NA

Relevant Authority:

Board of Governors Regulation 4.003, State University System Compliance and Ethics Programs

Supports Strategic Direction(s):

Strategic Direction: Operational Excellence

6.1 Effective and timely business and operational services informed by best practices.

6.3 Assure accountability of operations and outcomes to appropriate internal and external stakeholders.

Strategic Direction: Culture of Respect and Civility

7.1 Maintain a welcoming and respectful environment for employees, students, visitors and service partners.

7.2 Ensure a commitment to open- minded and tolerant civil discourse

Documents:

1. OCE 2026-27 Work Plan

Prepared by:

Matt Packard, CCEP, Chief Compliance Officer, Compliance and Ethics, mpackard@uwf.edu

Presenter:

Matt Packard, CCEP, Chief Compliance Officer



2026-27 Compliance & Ethics Work Plan

The mission of the Office of Compliance and Ethics (“OCE”) is to establish and maintain a centralized compliance and ethics function that promotes a university-wide culture of compliance, integrity, and ethical conduct. OCE is a forward-thinking function that focuses on initiatives that provide proactive safeguards, establish internal controls, and implement protective measures to mitigate risk and uphold the university’s reputation.

The purpose of the Compliance & Ethics Work Plan is to outline the elements of an effective compliance and ethics program as defined by Florida Board of Governor’s Regulation 4.003, State University System Compliance and Ethics Programs and provide specific examples of how each fundamental obligation is satisfied through a selection of OCE operational responsibilities.

Governance & Oversight

Promote accountability among UWF employees for compliance with federal, state and local laws and regulations, and appoint knowledgeable individuals responsible for aiding in the development and implementation of a comprehensive compliance and ethics program

Serve on the UWF Enterprise Risk Management Committee.

Chair the UWF Payment Card Industry Data Security Standards workgroup; provide guidance and policy support; administer Credit Card Processor training

Appropriately delegate the University’s compliance obligations to accountable persons by use of the UWF Compliance Calendar and Accountability Matrix

Provide employees with ample resources and guidance through the university’s business library and continuous communication with compliance partners.

	Serve on various standing committees and workgroups to provide compliance guidance and help achieve UWF's strategic mission
	Spearhead UWF's Electronic Information Technology & Accessibility initiative and ensure all UWF's digital offerings are accessible to all persons through the contract review process

Response, Prevention, & Enforcement

Create an effective communication network that allows for the efficient dissemination of information to compliance partners and provide an easily accessible mechanism for employee reporting	Administer the UWF Integrity Helpline to ensure cases are properly assigned, receive prompt attention, are thoroughly investigated, and are closed in a timely manner
	Continually maintain and promote UWF compliance and ethics website and UWF business library resources
	Maintain effective compliance communications through the use of the compliance partner network
	Issue regulatory alerts, reporting deadlines, and updates at least monthly
	Collaborate with Integrity Helpline Partners to review allegations of misconduct and support the investigation process
	Monitor the EITA web portal and respond promptly to reports of barriers to accessibility within the uwf.edu web domain

Education & Awareness

Educate the UWF community on compliance obligations, regulatory requirements, and how compliance and ethics are incorporated into, and support, UWF's strategic goals

Coordinate annual compliance and ethics training for the Board of Trustees (BOT) in accordance with state and federal regulations

Report significant instances of fraud to the President, Board of Trustees, and when applicable, to the Board of Governors in accordance with BOG Regulation, 4.001, University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement

Administer Identity Theft Prevention (ITP) and Credit Card Processor (CCP) Training certifications to applicable employee populations

Provide targeted compliance and ethics training and communications to UWF employees to supplement existing employee training programs

Evaluate the effectiveness of UWF's training programs and identify potential regulatory or strategic gaps

Policies & Procedures

Work with relevant areas to maintain and develop University policies, procedures, and regulations that suitably represent UWF's commitment to ethical conduct and compliance with all applicable laws and regulations

Assist subject matter experts and responsible offices in the continuous review of UWF policies with special attention to any policy over five years old

Review, develop, and promote UWF's employee codes of conduct in order to adequately communicate the University's ethical expectations

Ensure that policies and procedures accurately reflect UWF's commitment to ethical conduct and foster a university-wide culture of compliance

Monitor changes to the Board of Governors regulatory library and ensure UWF policies and procedures are updated as required

Auditing, Monitoring & Risk Assessment

Identify and remediate noncompliance through annual risk assessments and develop proactive programs designed to monitor areas of risk

Utilize the UWF Compliance Data, Accountability Matrix, and Compliance Calendar to monitor compliance obligations and designate accountability

Collaborate with the UWF Enterprise Risk Management Committee to facilitate the annual system-wide risk assessment and develop a corresponding risk heat map.

Communicate Risk Assessment findings to senior leadership and the Board's Audit & Compliance Committee as appropriate

Conduct data analysis of past and present risk assessment data and develop an annual risk report to develop and maintain risk dashboards

Collaborate with the UWF Enterprise Risk Management Committee to communicate university risk data to the appropriate persons

Work with General Counsel, Office of Human Resources, and Research Administration and Engagement to assist with the university-wide conflict of interest and outside commitment processes

Discipline and Incentives

Promote the compliant and ethical behavior through incentives and appropriate disciplinary guidelines

Promote accountability and consistent discipline by adhering to the UWF Standards of Conduct policy

Collaborate with UWF Integrity Helpline Partners to ensure consistent disciplinary measures during investigations

Promote awareness of UWF policies and procedures and applicable regulatory requirements through periodic reminders and employee resources

Identify opportunities for compliance incentives to promote ethical behavior and reinforce a university-wide culture of compliance

Work with senior leaders to emphasize compliance and ethical behavior in their messaging and incorporate these values when conducting performance reviews

Measure Program Effectiveness

Evaluate and report on the overall performance of the UWF compliance function and the compliance and ethics culture at UWF

Create and submit the Office of Compliance and Ethics Annual Report to the BOT Audit and Compliance Committee and BOG

Monitor, maintain, and evaluate Integrity Helpline data to identify trends and potential red flags.

Continuously monitor the Compliance and Ethics Program's adherence to BOG Regulation 4.003

Collaborate with SUS Compliance Consortium in a statewide compliance program benchmarking and facilitation

Coordinate with the SUS Compliance and Ethics Consortium to carry out 5-year program evaluations



Board of Trustees
Full Board Meeting
August 13, 2026

IAMC Department Update

Recommended Action:

None – Informational Items Only

Background Information:

The purpose of this Information Item is to provide the Committee with an overview of activities within Internal Auditing & Management Consulting, as required by the IAMC Charter.

- 1) Internal audits and management advisory services in progress
 - University Commons and Events Services – Revenue Controls
 - Purchasing Card Audit (Q4 2025/26)
 - Florida Small Business Development Center – UWF
 - 2025/26 IAMC Annual Report
- 2) Audit follow-up activities
- 3) External audits in progress
 - UWF 2025/26 Financial Audit – Auditor General
- 4) Miscellaneous Items
 - Staffing update

Implementation Plan:

None

Fiscal Implications:

Fiscal oversight by the Board of Trustees.

Relevant Authority:

BOG Regulation 4.002
IAMC Charter

Supports Strategic Direction(s):

6: Operational Excellence

Documents:

1. IAMC Engagement Memos

2. Audit Findings Status – July 15, 2026

Prepared by:

David J. Bryant, Chief Audit Executive, IAMC, President's Division, x2638, DBryant1@uwf.edu

Presenter:

David J. Bryant, Chief Audit Executive



July 10, 2026

To: Cass Boatwright
Assistant Vice President/Chief Operating Officer

From: David Bryant
Chief Audit Executive

Re: Engagement Memo – Purchasing Card (PCard) Audit (Q4 2025/26)

Internal Auditing & Management Consulting is performing our quarterly Purchasing Card (PCard) Audit. This is a University-planned audit and part of the approved 2026/27 work plan. The objectives of the audit are:

- To determine the extent of compliance with the University's Procurement Card policies by cardholders and approvers,
- To confirm the propriety of any charges with atypical characteristics, and
- To identify potential internal controls or training needs to improve compliance and efficiency.

The audit will focus on PCard transactions from April 1, 2026 through June 30, 2026. The audit scope includes:

- Review of cardholder transaction documentation for a sample of purchases,
- Verification of proper approvals, receipts, and business purposes,
- Assessment of compliance with purchasing limits, restricted items, reconciliation requirements, and submission/approval deadlines, and
- Testing of selected transactions for policy exceptions or unusual activity.

Fieldwork is expected to occur through August 31, 2026. This audit will be conducted in accordance with the *Institute of Internal Auditors' International Professional Practices Framework*, which includes the *Global Internal Audit Standards*.

Upon completion of fieldwork, you and your management team will be provided with an exposure draft of the audit report to allow you to respond to any noted recommendations and/or observations. These responses will be incorporated into the final draft of our audit report. The final report will then be distributed to appropriate senior officials and submitted to the Board of Trustees for review and approval. If necessary, follow-up procedures will be performed to monitor the status of corrective actions.

We look forward to working with your department during the audit process and welcome your questions and comments.

Cc:

Dan Lucas – Vice President for Finance and Administration
Jeffrey Djerlek – Sr. Associate Vice President and Controller

office 850.474.2638

dbryant1@uwf.edu

<https://uwf.edu/offices/internal-auditing-compliance>

UWF Internal Auditing and Management Consulting
Audit Findings Follow-Up Status Report
July 15, 2026

	Audit ID	Finding #	Finding Title	Report Issued	Initial Implementation Date	Revised Implementation Date
Outstanding Follow-Ups						
1	25-26_001 Athletics Budget Review and Athlete Degree Progress	1	Retain intervention documentation	10/05/25	05/15/26	08/31/26
2	24-25_005 Third Party Risk Management	4	Lack of internal controls to validate changes to a vendor's file	06/02/25	05/31/26	08/31/26
3	25-26_006 Student Hazing Prevention	1	Reconciliation of hazing education completion records	03/06/26	08/01/26	
4	MAS25-26_005 Clery Act - Training of CSAs	1	Establish a documented process for identifying CSAs	06/10/26	09/30/26	
5	AUD25-26_008 Lab Safety Training - Spring 2026	3	Develop additional processes for identifying all instructors teaching labs	06/20/26	11/30/26	
6	MAS25-26_005 Clery Act - Training of CSAs	2	Establish a documented process for administering and monitoring CSA training	06/10/26	11/30/26	
7	AUD25-26_008 Lab Safety Training - Spring 2026	1	Implement CampusOptics platform	06/20/26	12/31/26	
8	AUD25-26_008 Lab Safety Training - Spring 2026	2	Develop and utilize a reporting, monitoring, and follow-up process	06/20/26	12/31/26	
9	MAS25-26_005 Clery Act - Training of CSAs	3	Finalize and adopt a University Clery Act policy	06/10/26	04/30/27	
10	AUD25-26_008 Lab Safety Training - Spring 2026	4	Include a lab safety training audit in the 2027/28 IAMC Annual Work Plan	06/20/26	06/30/27	

Implemented since 7/1/25 (for reporting purposes)						
1	MAS25-26_006 IIA Cybersecurity Topical Requirement	1a	Changes to IAMC Charter	02/27/26	Implemented	
2	MAS25-26_006 IIA Cybersecurity Topical Requirement	1b	Changes to BOT Audit and Compliance Committee Charter	02/27/26	Implemented	
3	2026-018 - AG - Operational Audit	1	Background Screenings	09/03/25	Implemented	
4	2026-018 - AG - Operational Audit	2	Tangible Personal Property	09/03/25	Implemented	
5	2026-018 - AG - Operational Audit	3	Historical Treasures	09/03/25	Implemented	
6	2026-018 - AG - Operational Audit	4	Purchasing Card Cancellations	09/03/25	Implemented	
7	24-25_006 Foreign Travel & Screening	2	Submission of INTRAV Requests	06/24/25	Implemented	
8	25-26_002 International Affairs	1	Recruitment Program Profit/Loss	06/11/25	Implemented	
9	24-25_005 Third Party Risk Management	1	Lack of a TPRM policy and procedure framework	06/02/25	Implemented	
10	24-25_005 Third Party Risk Management	2	Lack of a third party vendor risk assessments	06/02/25	Implemented	
11	24-25_005 Third Party Risk Management	3	Failure to validate vendor taxpayer identification numbers (TINS)	06/02/25	Implemented	
12	23-24_008 Procurement Competitive Negotiations	1	Update SOPs Related to Solicitations	06/26/24	Implemented	
13	23-24_008 Procurement Competitive Negotiations	2	Standardize Team Folders	06/26/24	Implemented	
14	23-24_008 Procurement Competitive Negotiations	3	Provide for Staffing	06/26/24	Implemented	



Board of Trustees
UNIVERSITY OF WEST FLORIDA

Full Board Meeting

August 13, 2026

Full Board Meeting
Thursday, August 13, 2026
UWF Historic Trust – Museum of Commerce
9:00 a.m. CST

Agenda

I. Call to Order

II. Roll Call

III. Greeting

IV. Public Comment

V. Approval of Minutes

A. June 18, 2026 Board of Trustees Meeting

VI. Reports

A. Chairman's Report

B. President's Report

C. Provost's Report

D. Athletics Report

E. Faculty Report

F. Student Report

G. Program Report: Small Business Development Center

H. Board of Trustees Committee Reports

1. Academic Affairs Committee

2. Audit and Compliance Committee

3. Finance, Facilities, & Operations Committee

4. Student Affairs Committee

5. Presidential Performance Evaluation & Metrics Committee

I. Direct Support Organization Reports

1. UWF Business Enterprises, Inc.

2. UWF Foundation, Inc.

3. UWF Historic Trust, Inc.

VII. Unfinished Business

A. Consent Agenda

1. ACA-1: 2026 Textbook and Instructional Materials Affordability Annual Report
2. ACA-2: General Education Course Offerings
3. AUD-1: Internal Audit Report – Purchasing Card Audit (Q3 2025-2026)
4. AUD-2: Internal Audit Report – Clery Act – Training of Campus Security Authorities
5. AUD-3: Internal Audit Report – Lab Safety Training – Spring 2026
6. AUD-4: Office of Compliance and Ethics Annual Report
7. AUD-5: OCE 2026-2027 Annual Workplan

VIII. New Business

A. Action Items

1. BOT-1: UWF-PBA Law Enforcement Officers & Law Enforcement Corporals Collective Bargaining Agreement Reopeners
2. BOT-2: Legislative Budget Request
3. BOT-3: Endorsement of the SUS Free Expression Statement
4. BOT-4: Naming of the University of West Florida Field House
5. BOT-5: Presidential Performance Evaluation and Bonus

B. Information Items

1. BOT INFO-1: Board Self-Evaluation Report

IX. Good of the Order

X. Adjournment

Mission: *UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.*



Board of Trustees

UNIVERSITY OF WEST FLORIDA

Full Board Meeting
Thursday, June 18, 2026
UWF Conference Center
9:00 a.m. CST
Minutes - DRAFT

Board Meeting

9:02 a.m.

The public was provided with information on the UWF Board of Trustees website to attend this public meeting in person at the UWF Conference Center or virtually through Zoom Webinar.

I. Call to Order

The meeting of the UWF Board of Trustees was called to order at 9:02 a.m. by Chair Rebecca Matthews.

II. Roll Call

Chair Matthews asked Kristie Johnson to conduct roll call. Trustees Ed Fleming, Janice Gilley, Kevin Mason, Rebecca Matthews, Rachel Moya, Kishane Patel, Heather Riddell, Chris Roney, Ashley Ross, Eli Schatz, Zack Smith, Gordon “Flash” Sprague and Chris Young were in attendance. A quorum was present.

Others in attendance included:

Manny Diaz, Jr., President; Dr. Jaromy Kuhl, Senior Vice President and Provost; Dr. Clifford Humphrey, Vice President of Strategic Initiatives; Tori Bennett, Vice President of University Advancement; Dan Lucas, Vice President of Finance and Administration; Dr. Mary Anderson, Vice President of Academic Engagement and Student Affairs; Alex Smith, Associate Vice President of Governmental and External Affairs; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Senior Associate VP, Human Resources; David Fugett, General Counsel; Cass Boatwright, Assistant Vice President and Chief Operating Officer; Jeffrey Djerlek, Senior Associate Vice President for Finance and University Controller; Dr. Dallas Snider, Vice-Provost; Dr. Angela Bryan, Assistant Vice President for Planning and Institutional Performance and Accreditation Liaison Officer; Anna Lochas, Director of Events; and Kristie Johnson, Board of Trustees Liaison.

III. Greeting

Chair Matthews welcomed everyone to the special meeting and thanked them for their time. She welcomed Trustees Roney and Sprague to their first in-person board meeting, Judge Paul Bailey, and Nicole Gislason, Director of the Haas Center. Chair Matthews acknowledged the passing of

Professor Westcott from the Department of Psychology as well as Peter Miller's retirement. During her greeting, the chair also allowed Chief Jackson and his officers to present the board and cabinet with the new UWF Police Department challenge coins. She also thanked the staff and UWF Historic Trust for hosting the board at a reception the evening prior to the meeting.

IV. Public Comment

There was no public comment.

V. Approval of Minutes

Chair Matthews reminded the committee members that they had been given the opportunity ahead of time to review the minutes of the April 23, 2026 Board of Trustees Meeting. Chair Matthews asked for a motion to approve the minutes as presented if there were no changes or corrections.

Motion by: Trustee Riddell

Seconded by: Trustee Schatz

Motion passed unanimously.

VI. Reports

A. Chairman's Report

Chair Matthews added to her greeting that she would attend a different reception for the UWF Historic Trust that evening for the new America250 exhibit and gave an update to the Board on her recent activities, including a meeting with the SGA cabinet.

B. President's Report

President Diaz presented an update on University Strategic Directions and recent University initiatives including student and faculty honors, construction progress on the Darrell Gooden Stadium and Synapse building, and the Pensacola Museum of History's "Road to Revolution" exhibit.

C. 2026 Legislative Session Update

Alex Smith reviewed the 2026 Legislative Session, UWF budget and project awards, and plans for lobbying moving forward. Trustee Fleming requested talking points to avoid line item vetoes for our interests. The President, Trustee Gilley, and Trustee Patel commented and offered praises on the good work done this year. The President also encouraged all to tell the UWF story to assist with the legislative efforts.

D. Provost's Report

Dr. Kuhl briefed the board on our performance on Board of Governors Performance Based Funding (PBF) Metrics and announced UWF's standings within the State University System, finishing second

Mission: *UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.*

among all other Universities. He also explained the PBF 2.0 model and warned that all university scores are expected to decline with the redesigned benchmarks and metrics. The President added that with the Board of Governors' new scale, all universities would be starting fresh, a new baseline established, and the BOG will want to see new growth across areas. He also lauded the work of the Provost's Office along with the faculty and staff that resulted in UWF's finish among preeminent universities.

E. Faculty Report

Trustee Riddell presented the recent activities and accomplishments of UWF Faculty members.

F. Student Report

Trustee Schatz commented briefly on student activities since the last meeting including his recent visit to FSU in May for the Florida Student Association meeting where the group of student government presidents decided to highlight Processes Worth Replicating between universities. He also shared some of the goals for the coming year including connection and communication, restructuring the senate meeting and bylaws to advocate better for the student voice, school spirit, and leadership development.

G. Program Report: Haas Center

Nicole Gislason, Executive Director of the Haas Center, presented a report on workforce data and economic impact analysis results for the Florida Panhandle.

H. Board of Trustees Committee Reports

1. Academic Affairs Committee

Trustee Smith reported on two action items and two information items from the Academic Affairs Committee meeting held May 21, 2026 and recommended approval of both action items in the consent agenda.

2. Audit and Compliance Committee

Vice Chair Young reported that the Audit and Compliance Committee met on May 21, 2026 and recommended approval of all ten action items from that committee in the consent agenda later in the meeting.

3. Finance, Facilities, & Operations Committee

Trustee Moya reported that the Finance, Facilities, and Operations Committee met on Thursday, May 21, 2026. The committee had two action items and one information item on their agenda with the action items reflected on the consent agenda for the current full board meeting.

Mission: *UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.*

4. Student Affairs Committee

Trustee Roney reported that the Student Affairs Committee met on May 21, 2026 and recommended approval of the one action item from that meeting on the consent agenda later in the meeting.

The meeting recessed at 10:29am and reconvened at 10:40am.

I. Direct Support Organization Reports

1. UWF Business Enterprises, Inc.

Vice Chair Young reviewed the April 27, 2026 BEI board meeting with trustees as well as the performance status for contracts.

2. UWF Foundation, Inc.

Trustee Ross provided updates from University Advancement and from the UWF Alumni Association. She reviewed the financial standing, reported on the Foundation Board meeting held June 17, 2026 and summarized committee activities. Trustee Ross requested that the full UWF Foundation Board report be provided as an addendum to these minutes.

3. UWF Historic Trust, Inc.

Chair Matthews summarized a report from the UWF Historic Trust Meeting held on May 18, 2026 which included financial standing, board appointments, and committee activities.

VII. Unfinished Business

A. Consent Agenda

1. ACA-1: Specialized Admissions Status Reaffirmation
2. ACA-2: Tenure as a Condition of Employment
3. AUD-1: Internal Audit Report – Purchasing Card Audit (Q1 2025-26)
4. AUD-2: Internal Audit Report – Purchasing Card Audit (Q2 2025-26)
5. AUD-3: Internal Audit Report – Student Hazing Prevention
6. AUD-4: Internal Audit Report – DAVID Internal Controls and Data Security
7. AUD-5: Internal Audit Report – IIA Cybersecurity Topical Requirement
8. AUD-6: BOT Audit and Compliance Committee Charter – Proposed Revisions
9. AUD-7: IAMC Charter – Proposed Revisions
10. AUD-8: Revised 2025/26 and 2026/27 IAMC Work Plans

Mission: *UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.*

- 11.AUD-9: 2025/26 and 2026/27 IAMC Resource Plan
- 12.AUD-10: Auditor General Audit Report – UWF Financial Statement Audit
June 30, 2025
- 13.FFO-1: Approval of FY2027/28 - 2031/32 Capital Improvement Plan
- 14.FFO-2: University Carryforward Spending Plan & Fixed Capital Outlay Budget
- 15.STU-1: Amendment to UWF Regulation-3.042, Admission of International
Students

Chair Matthews asked if anyone wished to pull an item for further discussion from the consent agenda. Seeing none, Chair Matthews asked for a motion to adopt the recommendations of the Academic Affairs, Audit and Compliance, Finance, Facilities, and Operations, and Student Affairs Committees as reflected on the consent agenda.

Motion by: Trustee Fleming
Seconded by: Trustee Roney
Motion passed unanimously.

VIII. New Business

A. Action Items

1. BOT-1: Historic Trust Board New Appointments and Reappointment

Tori Bennett reviewed the Historic Trust Board Appointments and Reappointment.

Chair Matthews asked for a motion to approve appointments to the UWF Historic Trust Board of Directors beginning July 1, 2025.

Motion by: Trustee Sprague
Seconded by: Trustee Schatz
Motion passed unanimously.

2. BOT-2: Foundation Board of Directors New Appointments

Tori Bennett reviewed the Foundation Board of Directors New Appointments.

Chair Matthews asked for a motion to approve appointments to the UWF Foundation Board of Directors beginning July 1, 2025.

Motion by: Trustee Mason
Seconded by: Trustee Schatz
Motion passed unanimously.

3. BOT-3: Resolution in Recognition of Distinguished Service

Chair Matthews praised Paul Bailey's work as a former Trustee, congratulated him on his appointment to the bench, and asked for a motion to adopt Resolution 2026.4 in Recognition of Distinguished Service to the University of West Florida.

***Mission:** UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.*

Judge Bailey commented briefly.

Motion by: Trustee Smith
Seconded by: Trustee Patel
Motion passed unanimously.

4. BOT-4: Tenure

Provost Kuhl presented a request with approval from the President to approve tenure for four members of the UWF faculty.

Chair Matthews asked for a motion to approve tenure for the nominees.

Motion by: Trustee Smith
Seconded by: Trustee Schatz
Motion passed unanimously.

5. BOT-5: DSO Operating Budgets for FY2026/27 and DSO Resources Utilized

Jeffrey Djerlek, Senior Associate Vice President for Finance and University Controller reviewed the DSO operating budget and resources utilized for the 2026-2027 fiscal year.

Chair Matthews asked for a motion to approve the Direct Support Operations' annual budgets and estimated university resources utilized for fiscal year 2026-2027.

Motion by: Trustee Mason
Seconded by: Trustee Sprague
Motion passed unanimously.

6. BOT-6: Estimated FY 2026-2027 Consolidated Operating Budget

Jeffrey Djerlek reviewed the estimated 2026-2027 Consolidated Operating Budget for the board.

Chair Matthews asked for a motion to approve the estimated FY 2026-2027 Consolidated Operating Budget for the fiscal year ending June 30, 2027, including both appropriated and non-appropriated funds.

Motion by: Trustee Fleming
Seconded by: Trustee Schatz
Motion passed unanimously.

7. BOT-7: Revision of BOT-14 Presidential Evaluation Policy

General Counsel David Fugett presented revisions to BOT-14 Presidential Evaluation Policy, a policy established in 2017 that had never been revised. He thanked Trustee Gilley, chair of the Presidential Performance Evaluation and Metrics Committee, for guiding the process and thanked Trustee Riddell for helpful comments that were incorporated into the final draft.

Chair Matthews asked for a motion to approve revisions to BOT-14 Presidential Evaluation Policy as presented.

Motion by: Trustee Gilley

Mission: *UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.*

Seconded by: Trustee Schatz

Motion passed unanimously.

Trustee Gilley requested a waiver/extension of the July 1st due date to establish an evaluation instrument this year given the proximity of the deadline to the June 18 meeting. Chair Matthews approved an extension to Trustee Gilley and the PPEM committee as requested, for this year only.

8. BOT-8: Charter School Update and Approval

President Diaz clarified the request as a recommendation to approve an application for a charter school that has been reviewed by the Florida Charter School Innovation Center at Miami Dade College (same institute that reviews for state charter school commission and under agreement UWF has with them). This board action allows UWF to authorize the school but UWF will not operate the school. There would be a shared use agreement with the school to allow Somerset to operate on the UWF campus. Responsibilities of UWF as authorizer are oversight and compliance. Dan Lucas, Vice President of Finance and Administration, CFO, presented a request to approve the newly received application from Somerset Academy. The licensing agreement would allow them to add facilities and operate the school. Dr. Karina Iber, a UWF alumna and Somerset Academy representative, and Alex Cordoves, a representative of Academica, attended in person to review their request. Dr. Bernie Montero, Suzette Ruiz, Julio Robaina, Danai Amaya, Adri Lima, Sarah Frye, and Frankie Mestre were available from Somerset and Academica via Zoom in order to answer questions from Trustees.

Chair Matthews asked for a motion to approve the Charter School application for Somerset Academy.

Motion by: Trustee Roney

Seconded by: Trustee Sprague

Trustee Fleming commented in support of School Choice. Trustee Gilley commented in support of this action. Trustee Sprague commented on the success of the PSC charter school and in support of the action. Trustee Riddell raised several questions which were answered. Trustee Gilley asked if there had been any other outside interest from Charter Schools to which Dan Lucas advised there was not. Trustee Sprague asked who the target market was for the charter school to which Dan Lucas advised UWF students were a target.

Motion passed unanimously.

B. Information Items

1. INFO-1: Accreditation Update

Vice-Provost Dallas Snider provided an update on the accreditation status with HLC, with a site visit expected in summer of 2027 and completion possible in late 2027 or early 2028. UWF maintains accreditation with SACSCOC.

2. INFO-2: 2026 UWF Board of Trustees Self-Evaluation Effectiveness Survey

Dr. Angela Bryan, Assistant Vice President for Planning and Institutional Performance and Accreditation Liaison Officer, introduced the evaluation process and instrument.

Mission: *UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.*

IX. Good of the Order

Chair Matthews mentioned the next Board of Trustees Meeting to be held August 13th at the Museum of Commerce, Argo Rally at Seville Quarter, and the first home football game of the season on August 27th. Chair Matthews asked if the board members had any additional business to discuss. No other business was discussed.

X. Adjournment

With no other business to discuss, Chair Matthews adjourned the meeting at 11:48 a.m. CST.



Division of University
Advancement
UNIVERSITY OF WEST FLORIDA

**Trustee Ross DSO Report
BOT Board Meeting, June 18, 2026**

Advancement Report -

FY26 How Are We Doing:

- Total New Cash, New Pledges and New Planned Gifts since July 1, 2025 - as reported to the Board as of March 11th - **\$10,460,693**
- Annual Fund: **\$2,357,621** (representing 8,285 donors) - up \$341,658 prior year to date
- **577** Nautilus level donors (donors at \$1,000 or more) - up 100 prior year to date

Some Recent Gift Highlights:

- \$200,000 gift from Site & Utility LLC to support the Athletics Excellence fund.
- \$155,000 gift from Ascension Sacred Heart of Pensacola to support the Ascension Sacred Heart Immersive Education Initiative.
- \$25,000 gift from Wells Fargo Foundation to support the Small Business Development Center.
- \$15,000 gift from Walmart to support the Argo Pantry.

Foundation Board Updates -

The full board met on Wednesday, June 17th and affirmed all the actions taken at the committee level.

ACTION ITEM #1: The board ratified the Investment Committee's action to rebalance the portfolio by reducing equities from eight different investments and moving \$1 million to Doubleline Low Duration and \$1.5 million to PIMCO Short Term Instl.

ACTION ITEM #2: The board ratified the Investment Committee's action to accept the recommendation of CAPTRUST by investing \$2 million in The Resolute Fund VII, L.P.

ACTION ITEM #3: The board ratified the Audit Budget Committee's action to approve the revised 2026 Summer projects to include the \$400,000 fire alarm upgrades that will be installed across campus.

ACTION ITEM #4: The board ratified the Audit Budget Committee's action to approve the FY27 Housing Operating Budget as presented.

ACTION ITEM #5: The board ratified the Audit Budget Committee's action to approve the FY27 Foundation Operating Budget as presented.

ACTION ITEM #6: The board ratified the Nominating Committee's action to approve Jason Lombardo, Debbie Ritchie, and Lewis Bear III for the three Presidential appointments and Lane Harper for the Alumni appointment to the Foundation Board of Directors.

ACTION ITEM #7: The board ratified the Nominating Committee's action to approve the Slate of Officers as presented.

The board also recognized outgoing board members for their committed service including Connie Bookman, James Hosman, and Bill Rone.

Alumni Report -

Spring Semester Events/Initiatives:

- Alumni Events hosted in May included local happy hours with Pensacola Young Professionals and Pensacola State College Alumni Association, a reception at the annual TeCMEN Industry Day on Okaloosa Island in partnership with The Haas Center, and a special on-campus Grad Celebration for the class of 2026.
- Alumni Association partnered with Athletics for a new "Argos All Access" event on May 12 - alumni met with coaches, toured facilities, viewed the stadium construction site, and heard an update from staff promoting UWF's new Division I status and fundraising campaign.
- Since launching the Philanthropy Cords program in Fall 2025, the program has exceeded expectations. We have received 415 gifts through the initiative, more than doubling our student giving goal.
- All Spring 2026 grads were emailed a personalized, UWF-branded video clip of their walk across the stage thanks to the Alumni Association and SGA. The clips were professionally produced by a company called StageClip. 1,538 clips were created and shared by our newest alumni and their families, with over 56,000 views on social media.

Upcoming UWF Alumni Events:

- June 17, 2026 - UWF Alumni Party Deck at the Blue Wahoos Baseball Game
- August 6, 2026 - Summer Sendoff with Undergraduate Admissions in Miramar Beach for incoming freshman and parents
- August 12, 2026 - Argo Rally with Athletics



Consent Agenda

Consent Agenda Items:

1. ACA-1: Textbook and Instructional Materials Affordability
2. ACA-2: General Education Course Offerings
3. AUD-1: Internal Audit Report – Purchasing Card Audit (Q3 2025-26)
4. AUD-2: Internal Audit Report – Clery Act – Training of Campus Security Authorities
5. AUD-3: Internal Audit Report – Lab Safety Training – Spring 2026
6. AUD-4: Office of Compliance and Ethics Annual Report
7. AUD-5: OCE 2026-2027 Annual Workplan

Trustees may pull any individual item from the consent agenda for further review as needed. Each item was fully discussed during the committee meetings and all recommendations of the committees reflect the proposed action provided on the agenda.



Board of Trustees
Full Board Meeting
August 13, 2026

Collective Bargaining Agreement with the Florida Police Benevolent Association, Inc. (PBA) for Law Enforcement Officers and Law Enforcement Corporals

Recommended Action:

Motion: Ratify the 2024-2027 UWF-PBA Collective Bargaining Agreement 2026 Reopener

Background Information:

The current Collective Bargaining Agreement between the University and the Florida Police Benevolent Association, Inc. (PBA) is effective from September 15, 2024, through September 14, 2027.

Article 32.1 of the CBA states the following:

“This agreement shall be effective upon ratification by both parties and shall remain in full force and effect for three years from that date. The following shall be subject to renegotiation on an annual basis on May 1, of each year:

- A. Wages (Article 22)
- B. Benefits (Article 23)
- C. Up to two (2) additional articles chosen by each party.”

Representatives of the UWF Board of Trustees and the PBA began negotiating a successor Collective Bargaining Agreement on May 7, 2026, at the mutual agreement of both parties. Negotiations between the parties were concluded on June 26, 2026, resulting in the following changes to the 2024-2027 Agreement (please see the supporting documentation for full details):

Article 9- Promotions

- Defined terms
- Updated what qualifies as training hours for the purpose of promotion
- Re-introduces the implementation of a Corporal exam for promotion
- Updated the eligibility criteria for promotion

Article 14- Workday and Workweek

- 14.3 Special Compensatory Leave
 - Removed the accrual of special compensatory leave
 - In-unit employees who have special compensatory leave on the books, will need to use this leave in lieu of other types of leave except sick until the balance reaches zero

Article 16- Leave

- Defined the actual time span for a holiday
- Defined how the in-unit employee will be paid for a holiday that falls on the employee's regular day off
- Updated how in-unit employees are paid for winter holiday

Article 20- Uniforms and Equipment

- Removed the \$400 clothing allowance

Article 22- Wages

- 22.5
 - Changed the dates to 2026-2027
 - Added a 3% recurring wage action to the employee's base pay effective the first day of the second pay period after ratification by both parties
 - Removed the "me-too" clause

During the last publicly noticed meeting between UWF and PBA, it was agreed that the 2025 Reopener of the Agreement would go to the full Board of Trustees August 2026 meeting.

Implementation Plan:

The Florida Police Benevolent Association, Inc. ratified the proposed changes to the 2026 Reopener to the Collective Bargaining Agreement on July 9, 2026, with full support.

Once these articles are ratified by the BOT, they will be incorporated into the full book.

Fiscal Implications:

Approximately \$25,000 to increase the current in-unit personnel permanent salary.

Relevant Authority:

Collective Bargaining Agreement with the Florida Police Benevolent Association, Inc. (PBA) Law Enforcement Officers and Law Enforcement Corporals

Supports Strategic Direction(s):

2: Employee Success

Documents:

1. Agreed upon Article 9
2. Agreed upon Article 14
3. Agreed upon Article 16
4. Agreed upon Article 20
5. Agreed upon Article 22
6. Current CBA 2024-2027

Prepared by:

Jamie C Sprague, Senior Associate Vice President, Human Resources, Division of Academic Affairs, jsprague@uwf.edu

Presenter:

Jamie C Sprague, Senior Associate Vice President, Human Resources, Division of Academic Affairs

Article 9

PROMOTIONS

~~9.1 Policy. The filling of vacant positions should be used to provide career mobility for employees and should be based on the relative merit and fitness of the applicants. The University shall fill a vacant position with the applicant who, in its judgment, is most qualified to perform the duties as described in the class specification, position description, and other documents describing the position. Promotions shall follow the University Policy HR-20.02-09/15, Recruitment, Selection, and Appointment.~~

~~9.2——Promotion to Corporal.~~

~~A. Only those employees who have been certified as a law enforcement officer pursuant to Chapter 943, Florida Statutes, must meet the following requirements in order to be promoted to Corporal:~~

- ~~1.——Candidates must have at least two years or more of previous law enforcement experience.~~
- ~~2.——Candidates must have completed their probation orientation year.~~
- ~~3.——Candidates must have completed all training courses listed below and produce a certificate for each training course within the past three years:~~

~~a. FDLE Online Classes~~

- ~~i.——Autism Spectrum Disorders (ASD) and Interviews~~
- ~~ii.——Diabetic Emergency and Officer Response~~
- ~~iii.——Risk Protection Orders (RPO)~~
- ~~iv.——Stress Management and Mental Health~~

~~b. Police Once Academy Online Classes~~

- ~~i.——Cultural Awareness and Diversity Overview~~

- ii. — Report Writing Elements of the Crime
- iii. — Report Writing English Skills
- iv. — Report Writing Evidence Collection
- v. — Report Writing Keys to Time Management
- vi. — Report Writing Reviewing
- vii. — Report Writing Spell Check
- viii. — Development Leadership
- ix. — Effective Presentation Basics
- x. — Emotional Intelligence for Leaders
- xi. — Leadership v. Management
- xii. — Supervisor Skills
- xiii. — Transition from Peer to Supervisor
- xiv. — ADA Compliance in a Business Course
- xv. — Anti-Harassment in Workplace
- xvi. — Dealing with Angry Employees
- xvii. — Drug and Alcohol Awareness
- xviii. — FMLA Training for Supervisors
- xix. — Risk of Social Media in the Workplace
- xx. — Sexual Harassment for Managers
- xxi. — Violence in the Workplace
- xxii. — Time Management Skills
- xxiii. — Tactical Communications Applied to Email

c. — UWF Online Training

- i. — Family Educational Rights and Privacy Act (FERPA)

d. — If any of these courses are automatically removed from the list by the training entity, the employee will not be held responsible for completing the course within the specified timeframe. If the course is renamed, the employee will be responsible for completing the course. It is the employee's responsibility to check with the Police department administrative staff to ensure that all courses have been completed within the specified timeframe.

4. — Candidate's last performance evaluation must have a rating of Above or Superior.

- 5.—~~Other Areas to be Considered in the Selection Process:~~
 - a.—~~Candidate's attendance record.~~
 - b.—~~Candidate's disciplinary record.~~
 - c.—~~Candidate's training record.~~
 - d.—~~Candidate's previous supervisory experience.~~
- 6.—~~Beginning January 1, 2024, an in-unit employee who is eligible for promotion to corporal using the criteria above and has been placed in a vacant corporal position on an acting basis for a period of eight (8) consecutive months, shall be promoted to the vacant corporal position to which they were temporarily assigned.~~
- 7.—~~When a law enforcement officer is promoted to a law enforcement corporal, there will be a twelve-month probationary period before the promotion is made permanent. If the employee's performance is below standards and it is determined by the Chief of Police that the employee cannot carry out the duties required of a law enforcement corporal, then the employee will be reclassified to a law enforcement officer with a 10% reduction in salary.~~

ARTICLE 9 PROMOTIONS

9.1 Definitions

- A. The term *seniority* as used in this article is defined in Article 24 of this Agreement.
- B. The term *years of service* as used in this Article shall mean total years of continuous service as a University of West Florida Police Department in a sworn classified position.
- C. The term *Prior Service* as used in this article shall mean the total years of full-time employment as a Certified Law Enforcement Officer who has experience with a Law Enforcement Agency.
- D. Training hours defined as *qualifying training hours* for the purposes of promotion include hours of approved CJSTC training courses, or other courses approved by the Chief of Police that the candidate for promotion successfully completed. Approved CJSTC training hours completed are also acceptable if the course is required by the agency and is not considered mandatory retraining, block training or in-service training conducted by the agency (ex: ICS courses would be accepted.) CJSTC training that will not count for promotion includes mandatory training classes necessary to maintain officers' certification or classes conducted by the agency that are mandatory for all officers in a specific class or bargaining unit to attend (such as DV, Range, etc.) Candidates for

promotion may use approved CJSTC training courses obtained within three years of employment with the University of West Florida Police Department under the following conditions:

- a. The course must be an approved by Florida CJSTC or equivalent training course by the Chief of Police.
- b. The training does not qualify as mandatory retraining as described above.
- c. The candidate must have been employed with an approved or qualifying law enforcement agency at the time of the training and verified through FDLE.
- d. The course completion certificate must be submitted to the Training Section OIC for verification and approval.

9.2 Implementation

CJSTC advanced/specialty courses completed or in which the member is actively enrolled as of the date of ratification may be used to satisfy the requirements set forth for promotion. The University may add to the list of approved courses at their discretion. Should any course be deleted from the list or eliminated by CJSTC, officers who have completed the affected course shall maintain appropriate credit toward these requirements.

9.3 Promotion to Corporal

A. A written examination and oral interview shall be established for law enforcement Corporal Positions. The examination and interview process will be conducted pursuant to the process set forth, as outlined below.

B. Promotional process

The following procedure shall be followed for the classifications of Corporal and scored as follows:

Written Exam 50%
Oral Interview 40%
Practical Assessment 10%

a. Written examination

- i. A written examination comprised of a minimum of 50 questions shall be developed by subject matter experts. Each correct answer shall be

worth two (2) points. Subject matter experts shall be selected by agreement between the University and the PBA President.

- ii. The written exam will be scored as 50% of the final total score. The minimum score to pass the test will be 80%. The top five (5) candidates for ~~sergeant~~ Corporal will proceed to the next step of the process, oral interview. Topics may include but are not limited to:

University Policy

Florida State Statutes

Rules of Criminal Procedure

Search and Seizure Laws

Rules of Civil Procedure Civil Liability

- iii. A minimum of thirty (30) days of study time shall be provided. Study material shall be developed and identified prior to the beginning of the 30-day study period.

b. Oral examination

- i. An oral examination will be comprised of five to ten questions developed by subject matter experts. The subject matter experts will train the Oral Interview Board on the scoring process. The Board and scoring process will remain consistent throughout the oral examination process. The oral examination will be scored as 40% of the final score.
- ii. The Oral Interview Board will be comprised of 5 members. One member will be selected by the University, and one member will be selected by the PBA. The University and the PBA will provide two names to the other; each will have one veto. If no veto is placed the University or the PBA may select either as their selection on the Board. If a veto is lodged against one of the selections, the alternate will be selected for the Board. The remaining three board members will be officers of the rank being tested for or higher from other local agencies.
- iii. Topics may include but are not limited to: University Policy; Florida State Statute; Rules of Criminal Procedure; Human Resources Rules and Procedures, and relevant questions pertaining to the member's experience, training.

c. Practical Assessment

- i. The practical assessment will be based on a high stress, critical thinking scenario, involving supervisor roles and responsibilities. The subject matter experts will train the Assessment Board on the scoring process. The Board and scoring process will remain consistent throughout the assessment process. The practical assessment will be scored as 10% of the final score.
- ii. The Practical Assessment Board will be comprised of 5 members. One member will be selected by the University, and one member will be selected by the PBA. The University and the PBA will provide two names to the other; each will have one veto. If no veto is placed the University or the PBA may select either as their selection on the Board. If a veto is lodged against one of the selections, the alternate will be selected for the Board. The remaining three board members will be officers of the rank being tested for or higher from other local agencies.

d. Higher Education Points

- i. Points are awarded for the highest degree received and only one degree may be claimed. The following points are awarded for degrees:
 - 1. Associates: 1 point
 - 2. Bachelors: 2 points

e. Promotional process overview

- i. The promotional process will be conducted as a blind process to ensure fair scoring and treatment of all candidates.

Officers will submit an application for the promotional process through the Human Resources Department. All applications received by the posted deadline will be evaluated against stated eligibility requirements. Each applicant will be notified of their eligibility. The photo ID will not contain any demographic information, such as name or date of birth. The reference number and ID will identify the eligible candidate throughout the promotional process and will be used on all written materials. The Human Resources will maintain a confidential listing of reference numbers assigned to each eligible candidate.

The written exam will be proctored by the Human Resources staff. Each candidate will be required to show their University Argo identification card for admittance to the testing room. The candidates' reference number will

be placed on the answer sheet. Upon completion of the written exam, the candidates' thumb print will be placed on the top of the answer sheet when it is turned into the proctor. There will be no study materials, electronics (cell phones, computers, smart glasses, etc.), or heavy clothing (jackets, etc.) allowed in the testing room.

At the conclusion of the testing process, each phase of testing will be "blindly" scored utilizing reference numbers only. The score from each phase will be added together to comprise a total score for each candidate. This process will be monitored by the Human Resources.

A promotional eligibility list will be compiled and certified by the Human Resources. After certification, Human Resources will send a list with the candidate's unique identifier and test score to the UWF Chief of Police. The Chief of Police will post this list via University email. The scores and corresponding reference numbers presented to the University will be listed in descending order with the highest score being number one on the list and the lowest score being the last score on the list. In the event of a tie, the candidate who is most senior by rank, then seniority in the bargaining unit, will be placed ahead of the other candidate. The University may review personnel and disciplinary folders of each candidate or establish a board for this purpose to determine the best candidates for promotion. Names and other identifying information will be redacted from the personnel and disciplinary folders to preserve the blind promotional process.

The University has the option to select from the top three candidates from the certified promotional list. Any candidate that is passed over will retain their position on the list for future consideration. If a candidate is to be passed over, the University will meet with the candidate and inform them of the reason.

Active Military:

In the case of active military deployments, Human Resources will reserve confidential testing materials and will make arrangements for qualified candidates to take the entire exam by proctor, if possible, or the candidate will be permitted to complete the process within thirty (30) days of returning to work. After completion of the exam, the candidate's score will be merged into the existing list. A minimum of thirty (30) days of study time shall be provided. Study material shall be developed and identified prior to the beginning of the thirty (30) day study period.

C. A new promotional list shall be established upon completion of the testing of the applicants and will remain valid for a period of 12 months, at which time a new series of exams will be given and a new list established. Within 90 days of the expiration of each list, Human Resources will begin the process to establish a new list.

a. Promotional Testing Dates shall be implemented as follows:

- i. November 1st (or the first Monday thereafter) Human Resources shall announce the beginning of the promotion application process.
- ii. December 1st (or first Monday thereafter) application process shall be opened for members to verify eligibility for promotion with Human Resources.
- iii. On the first Monday after winter holiday the study materials shall be released to members eligible to test.
- iv. February 1st (or first Monday thereafter) Written portion of test is held.
- v. February 15th (or first Monday thereafter) Oral Interview portion of test begins.
- vi. March 1st (or first Monday thereafter) the final list shall be established and published.
- vii. If the agency has exhausted 75% of the promotional list, the University may, at their discretion, begin the promotional process prior to the 12-month period ending.

D. Eligibility for promotion shall be based upon the following:

a. Law Enforcement Corporal:

- i. Two (2) years of full-time continuous service as a Law Enforcement officer with the University and successfully complete probation; or
- ii. One (1) year of full-time continuous service as a Law Enforcement Officer with the University, successfully complete probation and four (4) years law enforcement experience with a law enforcement agency.

b. Probationary period: All Officers promoted to Corporal shall serve a one (1) year probationary period following the date of promotion.

c. The candidate must have completed the Field Training Officer course in accordance with department policy prior to applying for the promotional exam. The candidate must have completed the General Instructor Techniques or a Line Level Supervisor course within a year of being promoted to Corporal. Exception to the second course completion timeframe can be provided by the Chief of Police if the course is not available during the Corporal probationary period.

E. Demotion: All Corporals that have been demoted, whether voluntary or involuntary, shall be allowed to retest for promotion two (2) calendar year from the date of demotion.

9.4 Voluntary Change In Job Classification

A. An employee who elects to receive a voluntary demotion/change in classification shall have their pay adjusted to the pay grade of the job classification to which the demotion/change is made as follows:

B. The rate of pay shall be determined by subtracting 10% from employees that have been demoted, taking into consideration the pay grade, years of service, and experience of the new class as approved by the University.

This article was tentatively agreed by both parties:



Chase Horne, PBA Representative

6/26/26
Date



Jamie C Sprague, Chief Negotiator
Senior Associate Vice President, Human Resources

6/26/2026
Date

APPENDIX G

Article 14

WORKDAY AND WORKWEEK

14.1 Workweek.

- A. The University and the PBA understand and agree that the ultimate decision of employee shift schedule and workday length rests with the University.
- B. The normal work period for each full-time employee shall be eighty hours in a fourteen-day period. The University may establish an alternate work period. Prior to implementing such an alternate work period, the University shall provide the PBA with the proposed alternate work period and a list of those employees affected. The PBA may consult with the University over the proposed alternate work period. If consultation is requested, the University shall not implement the alternate work period until the parties have consulted.
- C. When required hours of work exceed the approved work period, the compensation for overtime worked will be paid at time and a half.
- D. An employee will be given fourteen days' notice of a change in the employee's work period, work hours or days off, except in an official emergency or to meet unforeseen law enforcement needs.
- E. An employee who rotates to a different shift shall receive a minimum of two shifts (16 hours) off between the end of the current shift assignment and the beginning of the new shift assignment, except when an emergency or staffing limitation does not permit.

- 14.2 Workday. The University shall not require an employee to split a workday into two or more segments without the agreement of the employee, except in an official emergency or to meet unforeseen law enforcement needs.

14.3 Special Compensatory Leave.

A. ~~Special compensatory leave shall be accrued for University holidays not worked, emergency closures, and winter break. An employee may accumulate up to 240 hours of special compensatory leave. Once an employee reaches 240 hours of special compensatory leave, the employee shall use special compensatory leave in lieu of using other accrued leave types until the balance reaches 240. An employee who has special compensatory leave balances shall use special compensatory leave in lieu of other leave types except sick leave until the balance reaches zero.~~

~~B. Effective the date of the 2025 Reopener ratification, for employees who have special compensatory leave balances more than 240 hours, the excess special compensatory leave hours shall be paid out to the employee. This special compensatory pay out will be paid on the first paycheck after ratification.~~

14.4 Compensation for Special Duty.

A. When an employee works an event for which the Department is reimbursed at a premium rate of pay, and such event is outside the employee's approved work period, the employee will receive premium (time and a half) pay for working that event. The hours for which premium pay is received shall not be counted as hours worked for the purpose of calculating overtime for the approved work period.

B. An employee reporting to a special duty event, described in Section 14.4.A, shall be guaranteed three hours of premium pay if an event is canceled or concluded prior to the end of the three-hour period covered by the guaranteed pay provision. An employee's failure to adhere to the Department's procedures for determining the status of the event prior to reporting for such duty will cause the employee to lose eligibility for the guaranteed three hours. If after the employee reports to work, the event is canceled or concluded prior to the end of the guaranteed three hours, management may assign other law enforcement duties within the scope of the employee's position description during the guaranteed three-hour period.

UWF Proposed
May 28, 2026

C. In the event that an employee attends a department authorized or required training, the Chief of Police or designee will calculate the time from the University to the site and the employee can include that time calculated as time worked.

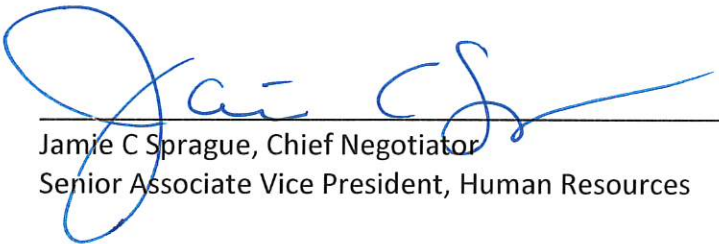
This article was ratified by both parties on ~~November 13, 2025~~ DATE.

This article was tentatively agreed by both parties:



Chase Horne, PBA Representative

Date 6/26/26



Jamie C Sprague, Chief Negotiator
Senior Associate Vice President, Human Resources

Date 6/26/2026

APPENDIX H

Article 16

LEAVE

16.1 Employees may be granted leave as provided in the University Employment policies. Employees covered by this CBA are entitled to thirty-six (36) hours of bereavement leave. This bereavement leave must be taken in whole workdays. For this article workdays are defined as twelve hours per day.

16.2 Holiday Leave

- A. Employees shall be entitled to holidays pursuant to actual scheduled workdays, which is up to twelve hours per day. When an employee works on a holiday, the employee shall be paid time and half for all hours worked. The holiday will be 12:00 am to 11:59 pm on the designated holiday calendar day. If a holiday falls on a member's normal day off, the employee shall be paid regular pay for up to twelve (12) hours per holiday in addition to their normally scheduled hours for that pay period.
- B. The University Police Department may require an employee to reduce the number of hours scheduled to work during winter holiday. When this occurs, the employee shall receive administrative leave with pay for the hours the employee would have been scheduled to work up to twelve (12) hours for each day.
- C. Holidays will follow the University Regulation for holidays as signed by the President of the University.

~~16.2~~16.3 Job Related Disability Leave. Paid or unpaid job-related disability leave shall be in accordance with Chapter 440. F.S.

~~16.3~~16.4 Leave to Supplement Workers' Compensation Benefits and Alternate Duty.

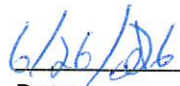
- A. An employee is eligible to use paid leave to supplement workers' compensation benefits in accordance with UWF Employment Policies.

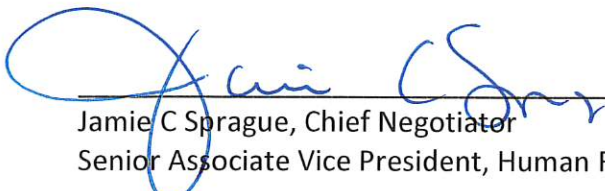
- B. When an employee has been determined eligible to receive a temporary partial disability benefit or a temporary total disability benefit pursuant to the provisions of Section 440.15, F.S., and there is medical certification that the employee temporarily cannot perform the duties of the employee's regular position but can perform some type of work beneficial to the University, the employee may be returned to the payroll at his/her regular rate of pay to perform such duties as the employee is capable of performing.
- C. If the University returns an employee to alternate duty, the University shall reassign the employee to his/her regular duties when the employee becomes medically able to perform such duties.
- D. A complaint concerning the administration of this Section may be grieved in accordance with Article 5 of this Agreement up to and including Step 2.

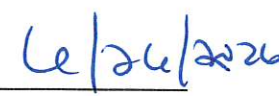
This article was ratified by both parties on ~~November 13, 2025~~ DATE.

This article was tentatively agreed by both parties:


Chase Horne, PBA Representative


Date


Jamie C Sprague, Chief Negotiator
Senior Associate Vice President, Human Resources


Date

Article 20

UNIFORMS AND EQUIPMENT

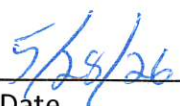
- 20.1 Uniforms. All employees shall receive a standard issue of Class A uniforms and Class B uniforms and uniform accessories and may request replacement of such uniforms as needed. Requests for replacement of uniforms and equipment required by policy shall be honored in a timely fashion and not unreasonably denied. Class A uniforms are designated for a formal event or detail. Class B uniforms may be worn all year long unless a Class A uniform is specified. Employees may be required to wear the Class A uniform at all events designated by the Chief of Police or designee.
- 20.2 Uniform accessories and equipment will include the following minimum requirements:
- A. Gun belt, either 2 1/4 inches or 3 inches, as appropriate for the individual employee;
 - B. Firearm safety (snatch resistant) holster; and,
 - C. Three (3) magazines and an approved case for spare ammunition.
- 20.3 Uniform Maintenance and Shoe Allowance. The University will provide employees who are furnished and required by the University to wear a uniform, a uniform maintenance allowance in the amount of \$450.00 unless laundry and dry-cleaning facilities are available, and the service is furnished by the University without cost to the employees. In addition, such employees shall receive a shoe allowance in the amount of \$150.00 annually, unless shoes are furnished by the University.
- 20.4 Clothing Allowance. Employees assigned to full-time plain clothes positions shall receive ~~a clothing allowance in the amount of \$400.00 and~~ a shoe allowance in the amount of \$150.00 annually unless shoes are furnished by the University.

UWF Proposed
May 28, 2026

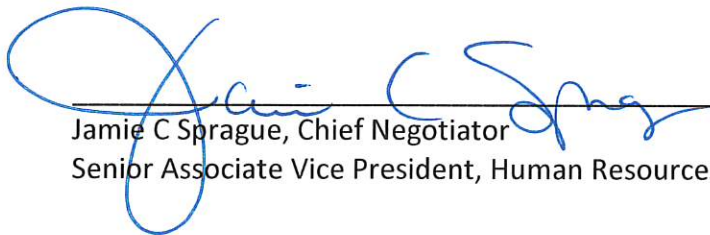
This article was tentatively agreed by both parties:



Chase Horne, PBA Representative



Date



Jamie C Sprague, Chief Negotiator
Senior Associate Vice President, Human Resources



Date

Article 22

WAGES

22.1 General Increases:

- A. Each eligible employee shall receive any increases appropriated for that purpose by the Florida Legislature for 2024-2027.
- B. Employees who meet the criteria for increases as set forth by the Florida Legislature and who have a current performance evaluation of "satisfactory" or better, shall be eligible for the legislatively appropriated increases.
- C. Eligible employees whose salaries are funded from a contract, grant, auxiliary, or local fund shall receive salary increases equivalent to employees whose salaries are funded from E&G sources, provided that such salary increase is permitted by the terms of the contract or grant and adequate funds are available for this purpose within the contract, grant, auxiliary, or local fund. In the event such salary increases are not permitted by the terms of the contract or grant, or in the event adequate funds are not available, the Board or its representatives shall seek to have the contract or grant modified to permit such increases.

22.2 Salary Increase Upon Promotion.

- A. An employee who is promoted from Law Enforcement Corporal shall receive an increase of ten percent to base salary.
- B. An employee temporarily promoted to an acting rank pursuant to Article 10 shall receive an increase of ten percent of the current base salary during the period of the temporary promotion.

22.3 Merit Increases for Performance. Employees may be eligible to receive a pay increase based on performance utilizing the same criteria applied to University Work Force employees.

22.4 Further increases will be negotiated at openers per amended article 32.

22.5 Wages for ~~2025-2026~~ 2026-2027

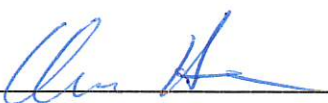
- A. The minimum starting salary for a Law Enforcement Officer will be \$53,750.
- B. The minimum starting salary for a Law Enforcement Corporal will be \$58,750.

~~C. Employees in Law Enforcement Officer and Law Enforcement Corporal positions will be eligible for a \$1,000 permanent salary increase to the base salary. This permanent salary increase to base will be effective the first day of the pay period following ratification.~~

D.C. A 3% recurring wage action to employee's base salary to be effective on the first day of the second pay period after ratification by both parties. The employee must be continuously employed on the effective date. The employee must have an Above or Superior on the 24-25 performance evaluation, no suspension without pay in the past year, and not be issued a separation with advance notice.

22.6 ~~In-unit employees covered by this agreement will be eligible to receive any across the board pay adjustments or cost of living adjustment that any other University employee receives without negotiations. These across the board pay adjustments would be those approved by the University President or any other governing body of the University.~~

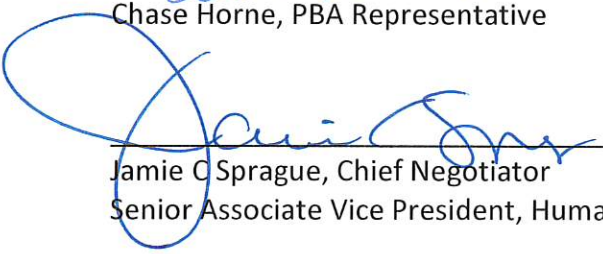
This article was tentatively agreed by both parties:



Chase Horne, PBA Representative

6/26/26

Date



Jamie C Sprague, Chief Negotiator
Senior Associate Vice President, Human Resources

6/26/2026

Date

Collective Bargaining Agreement

between the

University of West Florida

and the

Florida Police Benevolent Association, Inc.

Certification Number 1443

Law Enforcement Unit

Effective September 15, 2024 to September 14, 2027

2025 Reopener Ratified on November 13, 2025

2026 Reopener Ratified on DATE

TABLE OF CONTENTS

Article	Title	Page
1	Recognition	1
2	Definitions	2
3	Discrimination	3
4	Employee Representation and PBA Activities	4
5	Grievance Procedure	8
6	Internal Investigation, Just Causes, Disciplinary Action, and Separation with Advanced Notice	14
7	Layoffs, Recall, and Furloughs	18
8	Change in Assignment	18
9	Promotions – See Appendix F	19
10	Classification Review	21
11	Personnel Records	22
12	Health and Safety	23
13	Performance Evaluations	24
14	Workday and Workweek—See Appendix G	25
15	On-call Assignments, Call-back, and Court Appearances	28
16	Leave – See Appendix H	28
17	Learning Opportunities	29
18	Dues Deductions	30
19	Outside Activity and Conflicts of Interest	31
20	Uniforms and Equipment	32
21	Travel Expenses	33
22	Wages – See Appendix I	33
23	Benefits	35
24	Seniority	36
25	Grooming standards – See Appendix J	37
26	Replacement of Personal Property	38
27	No Strike	39
28	Prevailing Rights	39
29	Management Rights	39
30	Totality of Agreement	40
31	Savings Clause	40
32	Duration	41
33	Signature Page	42
Appendix A	PBA Represented Classes	43
Appendix B	Dues Deductions Authorization Form	44
Appendix C	Step 1 Grievance Form	45
Appendix D	Step 2 Grievance Form	47
Appendix E	Notice of Arbitration Form	49
Appendix F	Article 9 Promotions Ratified 11.13.2025	51
Appendix G	Article 14 Workday and Workweek Ratified 11.13.2025	54
Appendix H	Article 16 Leave Ratified 11.13.2025	56
Appendix I	Article 22 Wages Ratified 11.13.2025	57
Appendix J	Article 25 Grooming Standards Ratified 11.13.2025	59

AGREEMENT

THIS AGREEMENT is between the UNIVERSITY of WEST FLORIDA BOARD OF TRUSTEES (hereinafter referred to as the University), and the FLORIDA POLICE BENEVOLENT ASSOCIATION, INC. (hereinafter referred to as the PBA) representing the employees in the Law Enforcement Bargaining Unit; and

WHEREAS, it is recognized by the University and the PBA that the public policy of the State and the purpose of Part 11, Chapter 447, Florida Statutes, is to provide statutory implementation of Section 6, Article 1 of the Constitution of the State of Florida, and to promote harmonious and cooperative relationships between the University and its employees, both collectively and individually, and to protect the public by assuring , at all times, the orderly and uninterrupted operations and functions of the University; and

WHEREAS it is recognized by the University and the PBA that terms and conditions of employment of employees are contained in this Agreement and in the University, Employment Rules and Policies; and

WHEREAS the above language is a statement of intent and, therefore, not subject to the grievance procedure as outlined in Article 5.

NOW, THEREFORE, in consideration of the mutual covenants herein contained, the University and the PBA do agree as follows:

Article 1 RECOGNITION

1.1 Inclusions.

A. The University hereby recognizes the PBA as the exclusive representative for the purpose of collective bargaining with respect to wages, hours, and terms and conditions of employment for all employees included in the Law Enforcement Bargaining Unit as defined in Certification No. 1443 issued by the Florida Public Employees Relations Commission on November 17, 2003.

B. This Agreement includes all full-time and part-time employees in the classifications and positions listed in Appendix A of this Agreement, except for those individuals filling full-time and part-time positions excluded pursuant to Section 1.2.

1.2 Exclusions. This Agreement specifically excludes employees in positions designated with managerial, confidential, temporary, or emergency status, and all persons paid from Other Personal Services (OPS) Funds.

1.3 Classes and Positions.

A. When the University establishes a new law enforcement classification or revises an existing classification so that its bargaining unit designation is changed, the University shall notify the PBA regarding the proposed bargaining unit designation of the class. The PBA shall notify the University, in writing, within fifteen {15} days of receipt of the notice, of any comments it has regarding the bargaining unit designation or of its desire to discuss such designation. If, following such discussion, the PBA disagrees with the bargaining unit designation of the class, it may request that the Florida Public Employees Relations Commission resolve the dispute through unit clarification proceedings.

B. When a new position is created in a classification that is included in a bargaining unit, and the University determines that the position should be excluded from the unit due to its managerial or confidential status, the University shall notify the PBA of such determination. The PBA shall notify the University, in writing, within fifteen {15} days of receipt of the notice, of any comments it has regarding the bargaining unit designation or of its desire to discuss such designation. If, following such discussion, the PBA disagrees with the bargaining unit designation of the position, it may request that the Florida Public Employees Relations Commission resolve the dispute of unit placement.

Article 2

DEFINITIONS

The terms used in this Agreement are defined as follows:

2.1 Approved Work Period - Forty (40) hours in a seven-day period or eighty{80} hours in a fourteen {14} day period, as determined by the University.

2.2 "Chief Executive Officer" means the President of the University of West Florida or his/her designee.

2.3 "Days" means calendar days, excluding any day observed as a University holiday.

2.4 "Employee" means a member of the bargaining unit as it is described in Article 1 and includes Law Enforcement Officers and Law Enforcement Corporals at the University of West Florida.

2.5 "Employee Grievance Representative" means an employee who has been designated by the PBA to investigate grievances and to represent grievant(s) at Step 1 when the PBA has been selected as the employee's representative.

2.6 "President" refers to the President of the University of West Florida or his/her designee.

2.7 "President of the Florida Police Benevolent Association" includes the elected president and his/her designated representatives.

2.8 "Regular Status" is earned by an employee, after successfully completing the position orientation year.

2.9 "University" means the University of West Florida or the University of West Florida Board of Trustees.

Article 3 DISCRIMINATION

3.1 Non-Discrimination Policy - State and Federal Law.

A. The University, the PBA and employees shall not discriminate against any employee based upon race, color, gender, religion, national origin, age, veteran status, disability, sexual orientation or marital status, nor shall the Board or the PBA abridge any employee rights related to union activity granted under Chapter 447, Florida Statutes.

B. Employees shall not discriminate or harass any individual based upon the protected classes set forth in 3.1A above. Sexual harassment is a prohibited form of gender discrimination.

C. The PBA shall have the right to consult, as described in Article 4, on issues of discrimination, including sexual harassment.

D. Employees are required to immediately report to appropriate administrators, unlawful discrimination or harassment which they observe, or which is reported to them. Appropriate administrators include, but are not limited to, the employee's immediate supervisor, the next level supervisor, Human Resources Director, Equal Opportunity Coordinator, any director or vice president, the Director of the Informal Dispute Resolution Office or the General Counsel's Office.

3.2 Affirmative Action Program.

The PBA agrees to support the University's current affirmative action programs.

Article 4 EMPLOYEE REPRESENTATION AND PBA ACTIVITIES

4.1 Designation and Selection of Representatives.

A. The President of the PBA shall annually furnish to the University, no later than July 1, a list of Employee Grievance Representatives, PBA Staff Representatives, and other PBA representatives who are designated to assist in processing grievances. This list shall include the name, address, work telephone number and class title of each Employee Grievance Representative, PBA Staff Representative, and other PBA grievance representatives. The Board will not recognize any person as an Employee Grievance Representative, PBA Staff Representative, or other PBA grievance representative whose name does not appear on the list. This list may be amended as new representatives are designated by the PBA.

B. A total of three (3) in-unit employees may be designated to serve as Employee Grievance Representatives.

4.2 Representative Access.

A. Employee Grievance Representatives, PBA Staff Representatives, and other PBA grievance representatives shall have access to the premises of the University in accordance with policies regarding public access to University property and may request access to premises not available to the public under University policies. Permission for such access for the purpose of investigating an employee's grievance shall not be unreasonably denied and shall be limited to the working hours of the employee with whom the representative wishes to speak. Such access and investigation shall not impede University operations.

B. The PBA shall have the right to use University facilities for meetings on the same basis as they are available to other University-related organizations.

4.3 Consultation.

A. Consultation with the Chief of Police. The Chief of Police or his or her representatives shall meet with up to three (3) local PBA representatives or such other number as the parties agree, to discuss matters pertinent to the implementation or administration of this Agreement or any other mutually agreeable matters. The party requesting consultation shall submit a written list of agenda items no less than one (1) week in advance of the meeting. The other party shall also submit a written list of agenda items in advance of the meeting if it wishes to discuss specific issues. The University and the PBA understand and agree that such meetings may be used to resolve problems regarding the implementation and administration of the Agreement; however, such meetings shall not constitute or be used for the purpose of collective bargaining.

B. Consultation with Vice President. The appropriate vice president or his or her representatives shall meet with up to three (3) local PBA representatives, or such other number as the parties agree, to discuss matters pertinent to the implementation or administration of this Agreement or any other mutually agreeable matters. The party requesting consultation shall submit a written list of agenda items no less than one (1) week in advance of the meeting. The other party shall also submit a written list of agenda items in advance of the meeting if it wishes to discuss specific issues. The University and the PBA understand and agree that such meetings may be used to resolve problems regarding the implementation and administration of the Agreement; however, such meetings shall not constitute or be used for the purpose of collective bargaining.

C. If a consultation meeting is held during the working hours of any employee participant, such participant shall be excused without loss of pay for that purpose. Attendance at a consultation meeting outside of regular working hours shall not be deemed time worked.

4.4 Bulletin Boards.

B. Where the University Police Department (hereinafter "Department") controlled bulletin boards are available, the Department agrees to provide space on such bulletin boards for PBA use. Where bulletin boards are not available, the Department agrees to provide wall

space for PBA purchased bulletin boards. The PBA shall also have the right to maintain or use at least one bulletin board per building where a substantial number of employees report for duty.

C. The materials posted on the boards shall be related only to PBA matters and shall not contain anything that violates or has the effect of violating any law, rule, or regulation. No material shall be posted which is derogatory to any person or organization, or which constitutes election campaign materials for or against any person or organization or faction thereof, except that election material relating to PBA elections may be posted on such boards.

D. Posting must be dated and bear the signature of an authorized in-unit PBA representative.

4.5 Agenda, Rules and Employee Information Provided.

A. Upon written request of the PBA, the University will, on a semi-annual basis, provide a

list of in-unit employees with the name, work address, classification title, gross salary, and date of hire for each employee.

B. The University shall provide the PBA with a copy of its personnel regulations or policies by posting them on the UWF Human Resources website: www.uwf.edu/ohr.

C. At least twenty (20) days prior to the adoption or amendment of any University personnel regulation which will change the terms and conditions of employment for in-unit employees, the University will provide notice to the PBA of its intended action, including a copy of the proposed regulation, a brief explanation of the purpose and effect of the proposed regulation, and the name of a person at the University to whom the PBA may provide comments, concerns, or suggested revisions. (This notice provision will not apply where a regulation is promulgated as an emergency regulation). The PBA may provide written comments, concerns, or suggested revisions to the University contact person or request negotiations within twenty (20) days of receipt of the notice. The University will consider and respond in writing to the comments, concerns, and suggestions of the PBA within ten (10) days of their receipt by the University; such response will include the reasons for rejecting any suggested revisions.

4.6 Negotiations.

A. Parties and Location.

1. The PBA agrees that all collective bargaining is to be conducted with University representatives designated for that purpose by the President. There shall be no negotiations by the PBA at any other level.
2. Negotiations shall be held in Pensacola, Florida.

B. Negotiation Committee. The PBA may designate in writing no more than three (3) employees to serve on its Negotiation Committee and not more than two (2) employees to serve as alternates for Committee members who are unable to attend a negotiating session.

C. Negotiation Leave.

1. For each round of negotiations, one Committee member shall be granted time off with pay to attend negotiating sessions with the Board.
2. Committee members shall be credited with the number of hours spent in attendance at negotiations, not to exceed the number of hours in the employee's regular workday. The time in attendance at such negotiating sessions shall not be counted as hours worked for the purpose of computing compensatory time or overtime.
3. Committee members shall not be reimbursed for travel, meals, lodging, or any expense incurred in connection with attendance at negotiating sessions.
4. The selection and attendance of any employee shall not impede the operations of the work unit.

4.7 Leave for Negotiating and Other PBA Activities

A. An alternate who is not substituting for an absent Committee member may request unpaid

leave or accrued annual or compensatory leave for the purpose of attending negotiating sessions. Such leave shall not impede the operations of the University or be unreasonably denied.

B. Employees may request unpaid leave or accrued annual or compensatory leave for the purpose of attending PBA conventions, conferences, meetings, and negotiating sessions as long as such leave does not impede the operations of the University; such requests shall not be unreasonably denied. When such requests are denied, the supervisor shall provide such denial in writing.

Article 5
GRIEVANCE PROCEDURE

5.1 Policy.

A. The University and the PBA encourage the informal resolution of employee complaints. To that end, employees should present such complaints for review and discussion as soon as possible to the University representative who has authority to address the complaint. Such review and discussion should be held with a view to reaching an understanding that will resolve the complaint in a manner satisfactory to the employee, without need for recourse to the formal grievance procedure prescribed by this Article. If the complaint is not resolved by such informal discussion, the employee may proceed to file a grievance consistent with the provisions of this Article.

B. "Grievance" means a dispute filed with the University's Management Representative using Appendix C or D, as appropriate, concerning the interpretation or application of a specific provision of this Agreement, except as exclusions are noted. All grievances must be filed within thirty (30) days of the act or omission giving rise to the grievance or the date on which the employee knew or reasonably should have known of such act or omission if that date is later.

C. "Grievant" means an employee or group of employees who has/have filed a grievance in a dispute over a provision of this Agreement which confers rights upon the employee. The PBA may file a grievance in a dispute over a provision of this Agreement that confers rights upon the PBA.

D. "Management Representative" means an individual designated to hear grievances on behalf of the University.

E. A grievant who decides to use this Grievance Procedure shall, prior to the Step 1 meeting, choose whether to be represented by the PBA. A grievant shall not be represented by a PBA representative who is in a supervisory or subordinate position to the employee in the University.

1. When the grievant has elected PBA representation, both the grievant and the PBA Representative shall be notified of the Step 1 meeting. Further, any written communication concerning the grievance or its resolution shall be sent to both the grievant and the PBA Representative, and any decision agreed to by the University and the PBA shall be binding on the grievant.

2. If the grievant is not represented by the PBA, the Management Representative shall timely notify the PBA such that the PBA is given reasonable opportunity to be present at any meeting called for the resolution of such grievance. The processing of the grievance and any resolution will be in accordance with the terms of this Agreement.

3. The PBA shall not be bound by the decision of any grievance or arbitration in which the grievant was not represented by the PBA.

F. Except for suspensions, the filing or pendency of any grievance under the provisions of this Article shall in no way operate to impede, delay, or interfere with the right of the University to take the action it proposes, subject to the final disposition of the grievance. Suspension shall not be imposed until the final disposition of the grievance, if any, except where such suspension is made pending the outcome of a criminal investigation.

G. The resolution of a grievance prior to a written decision of an arbitrator shall not establish a precedent binding on the PBA, or the University.

H. Only those acts or omissions and sections of the Agreement identified at Step 1 may be considered in subsequent steps.

I. There shall be no reprisals against any of the participants in the procedures contained herein by reason of such participation.

J. If a grievance meeting is held or requires reasonable travel time during the working hours of any required participant, such participant shall be excused without loss of pay for that purpose. Attendance at grievance meetings outside of the regular working hours shall not be deemed time worked.

K. Each grievance, request for review and arbitration notice must be submitted in writing on the appropriate form attached to this Agreement as Appendices C, D and E, respectively and shall be signed by the grievant. One Appendix C, D, and E may be filed in a grievance with more than one grievant, provided that the respective appendix bears the signatures of all grievants. Grievances shall be considered filed upon date of receipt. Except for the initial filing of the grievance, if there is difficulty in meeting any time limit, a PBA representative may sign such forms for the grievant.

5.2 Procedures.

A. Step 1

1. An employee having a grievance shall file the applicable grievance form (Appendix C) at Human Resources within thirty (30) days following the occurrence of the event giving rise to the grievance. The grievance shall set forth the complete facts on which the grievance is based, the specific provision(s) of the Agreement allegedly violated, and the relief requested. The Chief of Police or designee shall schedule a Step 1 meeting between the grievant, the grievant's designated representative, grievant's supervisor, or other appropriate individuals. The grievant shall have the right to present any evidence in support of the grievance at this meeting. If the meeting does not result in resolution of the grievance, the Chief of Police or designee will proceed with processing the grievance and issuing a written decision, stating the reasons therefore, to grievant or grievant's designated representative within thirty (30) days following the conclusion of the meeting, unless an extension has been granted. If an extension was granted, the decision shall be made by the agreed upon date. A copy of the decision shall be sent to the grievant and to the PBA if grievant elected not to be represented by the PBA. The decision shall be transmitted by personal delivery with written documentation of receipt; by certified mail, return receipt requested; or via email to a uwf.edu email address.

2. Where practicable, the University shall make available to the grievant or grievant's designated representative, documentation referenced in the Step 1 decision prior to its issuance. All documents referred to in the decision and any additional documents presented by the grievant shall be attached to the decision, together with a list of these documents. In advance of the Step 1 meeting, the grievant shall have the right, upon written request, to a copy of documents identified as relevant to the grievance.

3. In the absence of an agreement to extend the period for issuing the Step 1 decision, the grievant may proceed to Step 2 if the grievant or grievant's designated representative has not received the written decision by the end of the thirtieth (30th) day following the conclusion of the Step 1 meeting.

B. Step 2 - Management Representative

1. If the grievance is not satisfactorily resolved at Step 1, the grievant may file a written request for review (using Appendix D form) with the Step 2 Management Representative within thirty (30) days following receipt of the Step 1 decision by grievant or grievant's designated representative. When the grievance is eligible for initiation at Step 2, the

grievance form must contain the same information as a grievance filed at Step 1 above. The Step 2 Management Representative may have a meeting with the employee and/or the designated representative to discuss the grievance.

2. The Step 2 Management Representative shall issue a written decision to the grievant or grievant's designated representative, stating the reasons therefore, within thirty (30) days following the conclusion of the meeting. The decision shall be transmitted by personal delivery with written documentation of receipt; by certified mail, return receipt requested; or via email to a uwf.edu email address.

C. Step 3 - Arbitration.

1. If the grievance is not resolved at Step 2, the grievant or grievant's designated representative may appeal the Step 2 decision to Arbitration on a Notice of Arbitration form as set forth in Appendix E; this appeal shall be filed within thirty (30) days after receipt of the decision at Step 2. A grievant may appeal a grievance to Arbitration whether or not he/she was represented by the PBA at an earlier step.

2. The University and the PBA may, by written agreement, submit related grievances for hearing before the same arbitrator.

3. The arbitrator shall be one person from a panel of seven (7) permanent arbitrators, mutually selected by the University and the PBA to serve for any case or cases submitted. If agreement is not reached on one or more of the seven (7) arbitrators within sixty (60) days following the signing or effective date of this Agreement, whichever is later, the parties may, by mutual agreement, request the Federal Mediation and Conciliation Service, American Arbitration Association, or the Florida Public Employee Relations Commission to provide a list of fifteen (15) arbitrators. The University and the PBA shall select the arbitrator(s) by alternately striking from the list until the required number of names remain. The party to strike first shall be determined by the flip of a coin.

4. Arbitrability. Issues of arbitrability shall be bifurcated from the substantive issue(s) and, whenever possible, determined by means of a hearing conducted by conference call. The arbitrator shall have ten (10) days from the hearing to render a decision on arbitrability. If the issue is judged to be arbitrable, an arbitrator shall then be selected to hear the substantive issue(s) in accordance with the provisions of Section 5.2. C.3.

5. Arbitration hearings shall be held at times and locations agreed to by the parties. Under normal circumstances, hearings will be held in Pensacola; however, selection of the site shall

take into account the availability of evidence, location of witnesses, and existence of appropriate facilities.

6. The arbitrator may fashion an appropriate remedy to resolve the grievance and, provided the decision is in accordance with his/her jurisdiction and authority under this Agreement, the decision shall be final and binding on the University, the PBA, the grievant(s), and other employees. In considering a grievance, the arbitrator shall be governed by the following provisions and limitations:

- a. The arbitrator shall issue his/her decision not later than forty-five (45) days from (45) days from the date of the closing of the hearing or the submission of briefs, whichever is later.
- b. The arbitrator's decision shall be in writing and shall set forth the arbitrator's opinion and conclusions on the issue(s) submitted.
- c. The arbitrator shall have no authority to determine any other issue and shall refrain from issuing any statement of opinion or conclusion not essential to the determination of the issue(s) submitted.
- d. The arbitrator shall limit his/her decision strictly to the application and interpretation of the specific provisions of this Agreement.

7. The arbitrator shall be without power or authority to make any decisions:

- a. Contrary to or inconsistent with, adding to, subtracting from, or modifying, altering, or ignoring in any way the terms of this Agreement, or the provisions of applicable law, rules, or regulations having the force and effect of law; or
- b. Limiting or interfering in any way with the powers, duties, and responsibilities of the State under its Constitution, applicable law, rules, and regulations having the force and effect of law, except as such powers, duties, and responsibilities have been abridged, delegated, or modified by the provisions of this Agreement.

8. The arbitrator's award may include back pay to the grievant(s); however, the following limitations shall apply to such monetary awards:

- a. No award for back pay shall exceed the amount of pay the employee would otherwise have earned at his/her regular rate of pay, and such back pay shall not be retroactive to a date earlier than the date of the occurrence of the event giving rise to the grievance under consideration, and in no event more than thirty (30) days prior to the filing of the grievance; and

b. The award shall not exceed the actual loss to the grievant, and will not include punitive damages, overtime, on-call, or other speculative compensation that might have been earned, and shall be reduced by replacement compensation received by the employee during the period of time affected by the award.

9. The reasonable fees and expenses of the arbitrator shall be borne solely by the party who fails to prevail in the hearing; however, each party shall be responsible for compensating and paying the expenses of its own representatives, attorneys, and witnesses. If the arbitrator fashions an award in such a manner that the grievance is sustained in part and denied in part, the parties will evenly split the arbitrator's fees and expenses.

10. The PBA will not be responsible for the costs of an arbitration to which it was not a party.

5.3 Time Limits.

A. Failure to initiate a grievance within the time limits specified shall be deemed a waiver of the grievance. Failure at any step of this procedure to submit a grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision at that Step.

B. Failure at any Step of this procedure to communicate the decision on a grievance within the specified time limits shall permit the grievant, or the PBA where appropriate, to proceed to the next step.

C. The time limits specified in any step of this procedure may be extended, in any specific instance, by written agreement.

D. Claims of either an untimely filing or untimely appeal shall be made at the Step in question.

E. In the event that any action falls due on a Saturday, Sunday, or holiday (as referred to in Section 2.3}, the action will be considered timely if it is accomplished by 5:00 p.m. on the following business day.

5.4 Exceptions.

A. Nothing in this Article or elsewhere in this Agreement shall be construed to permit the PBA or an employee to process a grievance (1) on behalf of any employee without his/her

consent, or (2) with respect to any matter which is at the same time the subject of an action which has been filed by a grievant in another forum, administrative or judicial. As an exception to this provision, a grievant may file an EEOC charge while a grievance is in progress when such filing becomes necessary to meet federal filing deadlines pursuant to 42, U.S. C. Section 2000et seq.

B. The University and the PBA may mutually agree to waive Steps 1 and 2 of the grievance procedures in order to expedite the processing of a grievance.

Article 6
INTERNAL INVESTIGATIONS, JUST CAUSES, DISCIPLINARY ACTION,
AND SEPARATION WITH ADVANCE NOTICE

6.1 Policy. The University and the PBA endorse the principle of progressive discipline. The purpose of this Article is to provide a prompt and equitable procedure for disciplinary action taken with just cause. Supervisors shall provide privacy to the extent practicable when administering disciplinary actions.

6.2 Internal Investigations.

A. The parties recognize that law enforcement personnel occupy a special place in American society. Therefore, it is understood that the University has the right to expect that a professional standard of conduct be adhered to by all law enforcement personnel regardless of rank or assignment. Since internal investigations may be undertaken to inquire into complaints of misconduct, the University reserves the right to conduct such investigations to uncover the facts in each case, but expressly agrees to carefully guard and protect the rights and dignity of accused employees. In the course of any internal investigation, the investigative methods and processes used will be consistent with the law.

B. When a complaint of misconduct is made against an employee, the University will make every effort to ensure that the complaint, if verbal, and any statements regarding the complaint are reduced to writing, signed, and under oath. If the complaint is criminal in nature, the complaint and any statement received should also be under oath.

C. For the purpose of this Section, "Interrogation" refers to a disciplinary investigation meeting in response to a complaint in which the information to be obtained from an employee by management at that meeting will be the basis for a decision as to whether to suspend or

dismiss the employee. It does not include counseling sessions, meetings at which the employee is solely being advised of intended disciplinary action and offered an opportunity to explain why he/she should not be disciplined, or inquiries which may result in oral or written reprimands. If during the inquiry, it is concluded that more serious discipline is warranted, the inquiry will cease, and the matter will proceed in accordance with internal investigation procedures. The employee has the right, upon request, to PBA representation at any such meeting.

D. When an employee is provided a written set of questions to which to respond or is interrogated concerning a complaint, the employee will be informed prior to such written questions being provided or prior to interrogation of the nature of the investigation and whether the employee is the subject of the investigation or a witness in an investigation. Where requested, an employee shall be given up to twenty-four (24) hours to respond to such written questions or to contact, consult with, or secure the attendance of a representative at the interrogation. If the employee is the subject of the investigation, the employee will also be informed of each complaint against him/her and will be permitted to review all written statements made by the complainant and witnesses immediately prior to the beginning of the investigative written questioning or interrogation. Pursuant to Section 112.533, Florida Statutes, the employee who is the subject of the investigation shall not disclose the contents to anyone other than his/her representative or attorney until the investigation is complete.

E. Written questioning and interrogations shall be conducted in a professional, non-coercive manner.

F. The employee shall, upon request, receive a copy of his/her written or recorded statement at no cost. No recording or transcription of the investigative interrogation will be made without the knowledge of all participants present at the interrogation.

G. Upon the conclusion of the investigation by the Department, the employee who is the subject of an internal investigation shall be notified in writing of the disposition of the case. Such investigation shall ordinarily be completed within forty-five (45) days after the complaint is filed, unless circumstances necessitate a longer period. An investigation shall not exceed one hundred and twenty (120) days without the approval of the President or designee outside of the Department. The employee shall be notified in writing if an extension is authorized by the President or designee.

H. In cases where the University determines that the employee's absence from the work location is essential to the investigation and the employee cannot be reassigned to other duties pending completion of the investigation, the employee shall be placed on administrative leave with pay.

I. No employee shall be required to submit to a polygraph test, or any device designed to measure the truthfulness of responses during an investigation of a complaint unless authorized by statute or a decision of the Florida Supreme Court.

J. Non-sustained findings may not be inserted in personnel records or referred to in performance evaluations.

6.3 Just Cause.

A. Disciplinary actions administered to regular status employees may be taken only for just cause. An employee who has not attained regular status, by completing a position orientation year, shall not have access to the grievance procedure in Article 5 when disciplined.

B. Suspensions, Dismissals, Disciplinary Demotions, and Reductions in Base Pay for Disciplinary Reasons. If filed within thirty (30) days from the date of receipt of notice from the University, by personal delivery or by certified mail, return receipt requested, a complaint by an employee with regular status concerning a suspension, dismissal, disciplinary demotion, or reduction in base pay may be grieved and processed through the Arbitration Step, in accordance with the Grievance Procedure in Article 5 of this Agreement; however, in order to expedite the review of dismissal actions, such grievances may be filed at Step

C. Written Reprimands.

1. Written reprimands shall be subject to the grievance procedure in Article 5, but only through step 2.

2. Written reprimands shall not be used for purposes of progressive discipline, if the employee has maintained a discipline-free work record for at least three (3) consecutive years. Such written reprimands shall be marked "invalid for progressive disciplinary purposes due to a three (3) year discipline-free work period" at any time after that three

(3) year period, upon written request of the employee. However, such written reprimands can be used to show that an employee had knowledge of a concern or had previously been warned about an activity.

D. Oral Reprimands.

1. Oral reprimands shall be subject to the grievance procedure in Article 5 but only through Step 1.
2. Oral reprimands shall not be used for purposes of progressive discipline, if the employee has maintained a discipline-free work record for at least three (3) years. Such oral reprimands shall be marked "invalid" for progressive disciplinary purposes due to a three (3) year discipline-free work period, any time after the three (3) year period, upon written request of the employee. However, such oral reprimands can be used to show that an employee had knowledge of a concern or had previously been warned about an activity.

E. Notification to Employee. Each employee shall be furnished a copy of all disciplinary actions placed in the employee's official personnel file and shall be permitted to respond thereto.

F. PBA Representation. An employee may request that a PBA Staff Representative or Employee Grievance Representative be present during any disciplinary investigation meeting in which the employee is being questioned relative to alleged misconduct of the employee, or during a predetermination conference in which suspension, dismissal, disciplinary demotion, or reduction in base pay of the employee is being considered.

6.4 Aspects of discipline not covered by this Agreement shall be governed by the University Employment Policies and University Regulations.

6.5 Separation with Advance Notice (SWAN)

- A. An employee may be separated from the University without cause as long as he or she is provided with appropriate advance notice.
- B. Decisions for separation with advance notice shall not be based on constitutionally impermissible grounds.
- C. Employees who have completed their position orientation year shall be given ninety (90) days' notice.

D. In the event of a break in service for more than one semester in one full year or more than two semesters in two full years, only service following such break shall be counted for purposes of determining length of service. Approved paid or unpaid leaves shall not be considered a break in service.

E. In the event of a break in service for more than one semester in one full year or more than two semesters in two full years, only service following such break shall be counted for purposes of determining length of service. Approved paid or unpaid leaves shall not be considered a break in service.

F. An employee who has received an advance notice of separation may be reassigned to other duties, responsibilities and locations for the duration of the notice period.

G. An employee who has received advance notice of separation shall not receive any pay increases during the advance notice period.

H. Aspects of Separation with Advance Notice not set forth in this Agreement shall be governed by the University Employment Policies and University Regulations.

Article 7

LAYOFFS, RECALL, AND FURLOUGHS

7.1 Layoffs. When employees are to be laid off, the University shall implement such layoffs in accordance with the procedures contained in University Employment policy.

7.2 Recall. When a vacancy occurs or a new position is established, laid off employees shall be recalled in accordance with the procedures contained in University Employment policy. Employees who are recalled after layoff will not have to complete another probation period or position orientation year.

7.3 Furloughs. When employees are to be furloughed, the University shall implement such furlough in accordance with procedures contained in the University Employment policy.

Article 8

CHANGE IN ASSIGNMENT

8.1 Change in Assignment. An employee who has completed the position orientation year who meets all University eligibility requirements may apply for a change in assignment to a different position in the same class or a different shift at the University according to

University procedures. Prior to filling a vacancy, except by demotion, the University shall consider the needs of the Department and applicable change in assignment requests. The hiring authority shall normally fill a bona fide vacancy with the employee who has the greatest length of service in the class, who is best qualified for the position and who has submitted a change in assignment request. If, however, the employee with the greatest length of service in the class is not selected for the vacant position, all employees who have requested a change in assignment who have a greater length of service than the individual selected shall be notified in writing of the University's decision, with a copy to the PBA. Except when agreed otherwise by the PBA and the University, the notification shall contain the reason(s) the less senior applicant was selected.

8.2 Involuntary Change in Assignment.

- A. An employee may be required to reside within a reasonable distance of a work unit.
- B. Nothing contained in this Agreement shall be construed to prevent the University, at its discretion, from effecting a change in assignment of any employee according to the needs of the University. However, it is understood that the University will make an effort not to effect any change in assignment which will impose a residency hardship on the employee (in that the employee must relocate his/ her residence from a permanent home presently owned or cancel a rental lease extending more than three months). An employee shall, if practicable, be given a minimum of fourteen (14) days' notice prior to the University effecting such change in assignment.
- C. Nothing contained in this Agreement shall be construed to prevent the University from making a change in assignment of any employee during an official emergency or as otherwise required to meet unforeseen law enforcement needs.

8.3 Grievability. An employee complaint concerning the administration of this Article may be grieved in accordance with Article 5 of this Agreement but only through Step 1. The initiation of a grievance claiming a residency hardship shall stay any required change in residence until final disposition of the grievance. In considering such a grievance, weight shall be given to the needs of the University against the hardship on the employee.

**Article 9
PROMOTIONS**

See Appendix F

9.1 Policy. The filling of vacant positions should be used to provide career mobility for employees and should be based on the relative merit and fitness of the applicants. The

9.2 University shall fill a vacant position with the applicant who, in its judgment, is most qualified to perform the duties as described in the class specification, position description, and other documents describing the position Promotions shall follow the University Policy HR- 20.02-09/15, Recruitment, Selection, and Appointment.

9.3 Promotion to Corporal.

A. Only those employees who have been certified as a law enforcement officer pursuant to Chapter 943, Florida Statutes, must meet the following requirements in order to be promoted to Corporal.

1. Candidates must have at least two years or more of previous law enforcement experience.
2. Candidates must have completed their probation orientation year.
3. Candidates must have completed all training courses listed below and produce a certificate for each training course within the past three years.

a. FDLE Online Classes

- i. Autism Spectrum Disorders (ASD) and Interviews
- ii. Diabetic Emergency and Officer Response
- iii. Risk Protection Orders (RPO)
- iv. Stress Management and Mental Health

b. Police Once Academy Online Classes

- i. Communication Skills 1
- ii. Communication Skills 2
- iii. Communication Skills 3
- iv. Communication Skills 4
- v. Cultural Awareness and Diversity Overview
- vi. Report Writing Elements of the Crime
- vii. Report Writing English Skills
- viii. Report Writing Evidence Collection
- ix. Report Writing Keys to Time Management
- x. Report Writing Reviewing
- xi. Report Writing Spell Check
- xii. Development Leadership
- xiii. Effective Presentation Basics

- xiv. Emotional Intelligence for Leaders
- xv. Leadership v. Management
- xvi. Supervisor Skills
- xvii. Transition from Peer to Supervisor
- xviii. ADA Compliance in a Business Course
- xix. Anti-Harassment in Workplace
- xx. Dealing with Angry Employees
- xxi. Diversity in the Workplace
- xxii. Drug and Alcohol Awareness
- xxiii. FMLA Training for Supervisors
- xxiv. Risk of Social Media in the Workplace
- xxv. Sexual Harassment for Managers
- xxvi. The LGBTQ Community
- xxvii. Violence in the Workplace
- xxviii. Time Management Skills
- xxix. Tactical Communications Applied to Email

c. UWF Online Training

- i. Family Educational Rights and Privacy Act (FERPA)

4. Candidate's last performance evaluation must have a rating of Above or Superior.

5. Other Areas to be Considered in the Selection Process:

- a. Candidate's attendance record.
- b. Candidate's disciplinary record.
- c. Candidate's training record.
- d. Candidate's previous supervisory experience.

Article 10

CLASSIFICATION REVIEW

10.1 Review of Assigned Duties.

A. Except in case of an official emergency, employees shall not be required to perform work not included in the employee's position description.

B. When an employee alleges that the employee is being regularly required to perform duties which are not included in the employee's position description, and the duties assigned are not included in the class specification to which the position is allocated, the employee may request a review under the University Grievance Process for Employee Not Covered by a Bargaining Unit, through Step 1. The employee has the right to PBA representation at the complaint review meeting.

10.2 Acting Ranks. An employee who is designated by the appropriate supervisor to temporarily perform a major portion of duties of a position in a higher classification than the employee's current classification shall receive a pay increase for the period of time such duties are assigned consistent with University procedures, provided such duties are performed for a period of more than twenty-two (22) workdays within any six (6) consecutive months.

Article 11

PERSONNEL RECORDS

11.1 Personnel File.

A. There shall be only one official personnel file for each employee, which shall be maintained in the Central Human Resources Office of the University unless a different location is approved by the Chief Executive Officer. Duplicate personnel files may be established and maintained within the University. Such duplicate personnel files may contain part, or all of the items filed in the official personnel file but may not contain any items which are not filed in the official personnel file except as provided in Section 11.1.B.

B. The University and the PBA agree that counseling letters or memos are not discipline, and that such documents issued on or after July 1, 1999, shall be maintained only in the Department file.

C. An employee will have the right to review his/her official personnel file at reasonable times under the supervision of the designated records custodian. An employee may attach a concise statement in response to any items included in the file and shall be sent a copy of any derogatory material which is placed in the file.

D. Where the Chief Executive Officer, the courts, an arbitrator, or other statutory authority determines that a document has been placed in an employee's personnel file in error, or is otherwise invalid, such document will be removed from the personnel file.

11.2 Privacy. The University is governed by the provisions of Chapter 119, Florida Statutes, and recognizes that certain information relating to law enforcement officers is exempt from release and shall protect this information from release except as required by law, court order, or other legitimate governmental purpose.

Article 12
HEALTH AND SAFETY

12.1 The University shall make every reasonable effort to provide employees with a safe and healthy working environment. The University and the PBA agree to work cooperatively toward reducing job-related injuries and workers' compensation costs by encouraging improved safety measures.

12.2 Safety Committee. The person who will serve on this committee will be the Crime Prevention Training Officer or designee when needed.

12.3 Employee Health and Safety.

A. When the University requires an employee to use or wear health or safety equipment, such equipment will be provided by the University.

B. Any employee who becomes aware of a work-related accident shall immediately notify the supervisor or the supervisor's designee of the area where the incident occurred.

C. When an employee believes an unsafe or unhealthy working condition exists in the work unit, the employee shall immediately report the condition to the supervisor or the supervisor's designee. The University shall investigate the report and respond to the employee.

12.4 Vehicles and Equipment.

A. Vehicles used by employees, whether or not issued to the employee, shall be maintained in safe operating condition by the University. Marked patrol vehicles shall be equipped with the standard police package. The University shall use high visibility lights on University vehicles as dictated by University needs. When employees are required to drive scooters, golf carts, all- terrain vehicles, or other similar vehicles, such vehicles shall be operated in accordance with their stated warranty and the officer shall be properly trained in the operation of such vehicle.

B. Where the University has determined that an employee should be provided with a police baton, electric restraining device, Taser or other such weapon as the University deems appropriate, such employee shall be properly trained by a certified instructor in its use. The University will provide training for employees when they are provided with new equipment.

C. The University shall provide its employees with custom-fitted bullet resistant vests. Vests shall be replaced as per the stated warranty not to exceed five years. The wearing of these vests is mandatory. Employees are required to wear the vest when on-duty assigned to uniformed patrol functions, including uniformed special details. The University reserves the right to require the wearing of the vest under other specified conditions or special circumstances.

12.5 Firearms.

A. The University shall provide its employees with semi-automatic firearm. The type of semiautomatic firearm shall be at the University's discretion. The University will attempt to provide a semi-automatic firearm that is suitable to the employee's stature and hand size.

B. In order to promote safety in the use of firearms by employees, the University guarantees that each employee is allowed to fire his/her firearm in an approved course at least once every six (6) months, at no cost to the employee. Such training shall be for the purpose of qualifying in the use of firearms.

C. The University shall issue new factory ammunition for on-duty use when needed.

12.6 Tobacco and Vaping

A. The Surgeon General of the United States has determined that using tobacco in any form or vaping contributes to the development of a number of heart and lung diseases.

B. The University will not hire University Police applicants as employees who uses tobacco in any form or vapes. Employees shall not use tobacco in any form or vape for the duration of their employment.

Article 13 PERFORMANCE EVALUATIONS

13.1 Performance Evaluations.

A. Performance evaluations shall ordinarily be made by the employee's immediate supervisor who shall be responsible for the timely evaluation of the employee. The evaluation may be reviewed but shall not be changed by a higher-level administrator. The immediate supervisor shall be the person regularly assigned to direct the work of the employee, or, if unavailable, the next higher-level administrator.

B. The employee shall be provided with information regarding the basis of the evaluation. Performance ratings shall be based on an analysis of the employee's actual job performance. Numerical arrest, citation, or violation quotas will not be used as the principal basis for determining the overall level of rating for any employee and each employee will be evaluated without comparison to other employees.

C. The University will make a good faith effort to provide employees and supervisors with training in performance evaluation procedures.

D. Where an employee who has attained regular status in the class does not meet performance standards, the University shall develop a performance plan intended to correct performance deficiencies.

E. Such an employee shall be granted, upon written request, an opportunity to discuss with an administrator at the next higher-level concerns regarding the evaluation which rates the employee as not meeting performance standards. If that meeting does not resolve the employee's concerns, the employee shall be granted, upon written request, a performance evaluation review conference with the Management Representative. These reviews shall ensure that the performance evaluation was not done in an arbitrary or capricious manner.

F. The employee may be removed from his/her class no sooner than sixty (60) days after receipt of the improvement plan if adequate improvement in performance is not made.

13.2 Grievability. A grievance may be filed only by an employee with regular status in his/her current class who is demoted or dismissed for an evaluation of not meeting performance standards pursuant to the provisions of Section 5.3.

Article 14

WORKDAY AND WORKWEEK

See Appendix G

14.1 Workweek.

A. The University and the PBA understand and agree that the ultimate decision of employee shift schedule and workday length rests with the University.

B. The normal work period for each full-time employee shall be forty hours in a Seven-day period. The University may establish an alternate work period which shall not exceed eighty hours in a fourteen-day work period. Prior to implementing such an alternate work period, the University shall provide the PBA with the proposed alternate work period and a list of those employees affected. The PBA may consult with the University over the proposed alternate work period. If consultation is requested, the University shall not implement the alternate work period until the parties have consulted.

C. When required hours of work exceed the approved work period (either forty h o u r s during a seven day period, or eighty hours during a fourteen day pay period), the compensation for overtime worked shall be in the form of cash payment unless the employee and the supervisor agree that the employee be credited with compensatory leave.

D. An employee will be given fourteen days' notice of a change in the employee's work period, work hours or days off, except in an official emergency or to meet unforeseen law enforcement needs.

E. An employee who rotates to a different shift shall receive a minimum of two shifts (16 hours) off between the end of the current shift assignment and the beginning of the new shift assignment, except when an emergency situation or staffing limitation does not permit.

14.2 Workday. The University shall not require an employee to split a workday into two or more segments without the agreement of the employee, except in an official emergency or to meet unforeseen law enforcement needs.

14.3 Special Compensatory Leave.

A. An employee may accumulate up to two hundred and forty hours of special compensatory leave. The University may pay for a specified amount of unused special compensatory leave at any time when the employee's balance is over 240 hours. The amount of payment to the employee will only bring the employee's balance back to 240 hours. If the University decides to pay for a specified amount of unused special compensatory leave, the employee cannot request to keep the special compensatory leave instead of being paid. The University will provide fourteen days' notice when paying for the special compensatory leave as specified in this paragraph.

B. When an employee has accumulated in excess of two hundred and forty hours of

special compensatory leave, the supervisor may require an employee to use any part of the employee's accrued special compensatory leave in increments of twelve hours or in increments equivalent to the number of hours of work in an employee's regularly scheduled workday. Normally, an employee will be given fourteen days' notice when required to use special compensatory leave as specified in this paragraph.

- C. If an employee is eligible to earn special compensatory leave, the Division Head may pay the employee for any or all of the employee's accrued special compensatory leave under special circumstances such as a natural disaster or winter break. When this is approved, the employee cannot elect to keep the accrued compensatory leave in lieu of payment. The Division Head will notify eligible employees in writing of this special circumstance.

14.4 Compensation for Special Duty.

A. When an employee works an event for which the Department is reimbursed at a premium rate of pay, and such event is outside the employee's approved work period (either forty hours during a seven-day period or eighty hours during a fourteen day period), and a holiday(s) occurs, or the employee uses sick leave in that work period, such employee will receive premium (time and a half) pay for working that event. However, use of annual leave, administrative leave, compensatory leave, and/or any other leave during the approved work period will result in the earning of special compensatory leave rather than premium pay. The hours for which premium pay is received shall not be counted as hours worked for the purpose of calculating overtime for the approved work period.

B. An employee reporting to a special duty event, described in Section 14.4.A, shall be guaranteed three hours of premium pay if an event is canceled or concluded prior to the end of the three hour period covered by the guaranteed pay provision. An employee's failure to adhere to the Department's procedures for determining the status of the event prior to reporting for such duty will cause the employee to lose eligibility for the guaranteed three hours. If after the employee reports to work, the event is canceled or concluded prior to the end of the guaranteed three hours, management may assign other law enforcement duties within the scope of the employee's position description during the guaranteed three hour period.

C. In the event that an employee attends a department authorized or required training, the Chief of Police or designee will calculate the time from the University to the site and the employee can include that time calculated as time worked.

Article 15
ON-CALL ASSIGNMENTS, CALL-BACK, AND COURT APPEARANCES

- 15.1 On-Call Assignment. "On-call" assignment shall be defined as any time when appropriate management has instructed the employee, in writing, to remain available to work during an off-duty period. An employee who is so instructed shall be required to leave work where the employee may be reached by telephone or by other electronic signal device in order to be available to return to a work location on short notice to perform assigned duties.
- 15.2 On-Call Payment.
- A. On-call is not compensable for purposes of computing overtime; however, travel time to and from work when called back is compensable time.
- B. An employee who is required to be on-call shall be compensated by payment of a fee in the amount of one dollar {\$1.00} for each hour such employee is required to be on-call.
- C. An employee who is required to be on-call on a Saturday, Sunday, or a holiday will be compensated by payment of a fee in an amount equal to one-fourth {1/4} of the hourly minimum for the employee's class for each hour such employee is required to be available.
- 15.3 Call-Back. If an employee is called back to perform work beyond the employee's scheduled hours of work for that day, the employee shall be credited with the greater of the actual time worked, including time to and from the employee's home to the assigned work location, or two {2} hours.
- 15.4 Court Appearances. If an employee is subpoenaed to appear as a witness in a job-related court case, not during the employee's regularly assigned shift, the employee shall have the option to either accept the witness fee or be granted a minimum of two and a half (2 1/2) hours which shall be counted as hours worked.

Article 16
LEAVE

See Appendix H

- 16.1 Employees may be granted leave as provided in the University Employment policies. Bereavement leave workdays are defined as twelve hours per day.

16.2 Employees shall be entitled to holidays pursuant to actual scheduled workdays, which is twelve hours per day. When an employee works on a holiday, the employee will be credited for twelve hours of special compensatory leave. When the holiday falls on the employee's day off, the employee will be credited for eight hours of special compensatory leave.

16.3 Job Related Disability Leave. Paid or unpaid job-related disability leave shall be in accordance with Chapter 440. F.S.

16.4 Leave to Supplement Workers' Compensation Benefits and Alternate Duty.

A. An employee is eligible to use paid leave to supplement workers' compensation benefits in accordance with UWF Employment Policies.

B. When an employee has been determined eligible to receive a temporary partial disability benefit or a temporary total disability benefit pursuant to the provisions of Section 440.15, F.S., and there is medical certification that the employee temporarily cannot perform the duties of the employee's regular position but can perform some type of work beneficial to the University, the employee may be returned to the payroll at his/her regular rate of pay to perform such duties as the employee is capable of performing.

C. If the University returns an employee to alternate duty, the University shall reassign the employee to his/her regular duties when the employee becomes medically able to perform such duties.

D. A complaint concerning the administration of this Section may be grieved in accordance with Article 5 of this Agreement up to and including Step 2.

Article 17

LEARNING OPPORTUNITIES

17.1 Law Enforcement Training. The University and the PBA recognize the importance of training programs to develop skills in our law enforcement officers and supervisors. The University will make a reasonable effort to continue existing training programs in law enforcement techniques and to develop new programs, and to ensure that opportunities to attend law enforcement and salary incentive training programs are equitably distributed among employees.

17.2 Tuition Waiver Program. The University shall make available to employees the Tuition Waivers that are available to University Work Force employees in accordance with the applicable University policy.

17.3 Health and Fitness Program. The University shall consult with the PBA prior to implementing a mandatory health and fitness program for employees. Such consultations shall not constitute a waiver of the PBA's right to negotiate concerning changes in terms and conditions of employment.

Article 18

DUES DEDUCTIONS

18.1 Deductions and Remittances.

A. During the term of this Agreement, the University will deduct PBA dues and other authorized deductions in an amount established by the PBA and certified in writing by the President of the Northwest Chapter of PBA to the University, from employees' pay for those employees who individually make such request on the deduction form provided by the PBA included as Appendix B. Such deductions will be made by the University when other payroll deductions are made and will begin with the pay for the first full pay period following receipt of the authorization by the University.

B. Where an employee has been suspended or dismissed and subsequently returned to work with full or partial back pay, the University shall deduct the PBA membership dues that are owed for the period for which the employee receives back pay. Dues deduction will be resumed for such employees and those employees who return from unpaid leave.

C. The PBA shall advise the University of any increase in dues or other authorized deductions in writing at least thirty (30) days prior to its effective date.

D. This Article applies only to the deduction of membership dues and uniform assessments, if any, and shall not apply to the collection of any fines, penalties, or special assessments.

E. The University will not be required to process Dues Deductions Authorization Forms that are: (1) incorrectly and/or incompletely filled out; (2) postdated; or (3) submitted to the University more than sixty (60) days following the date of the employee's signature.

F. Deductions of dues and other authorized deductions shall be remitted exclusively to the President of the Northwest Chapter of PBA by the University within thirty (30) days after

the deductions are made, or as soon as practical thereafter, along with a list containing the names of the employees for whom the remittance is made.

18.2 Insufficient Pay for Deduction. In the event an employee's salary earnings within any pay period, are not sufficient to cover dues and any other authorized deductions, it will be the responsibility of the PBA to collect its dues and uniform assessments for that pay period directly from the employee.

18.3 Termination of Deduction. Deductions for PBA dues and other authorized deductions shall continue until either: 1) revoked by the employee by providing the University and with thirty (30) days written notice that the employee is terminating the prior check-off authorization; 2) revoked in accordance with Florida law; 3) the termination of employment; or 4) the transfer, promotion, or demotion of the employee out of this bargaining unit. If these deductions are continued when any of the above situations occur, the PBA shall, upon notice of the error, reimburse the employee for the deductions that were improperly withheld.

18.4 Indemnification. The PBA shall indemnify, defend, and hold the University, the University of West Florida Board of Trustees, the Board of Governors, the State of Florida, and their officers, officials, agents, and employees harmless against any claim, demand, suit, or liability (monetary or otherwise), and for all legal costs arising from any action taken or not taken in complying with this Article. The PBA shall promptly refund to the University any funds received in accordance with this Article that are in excess of the amount of dues and other authorized deductions which the University has agreed to deduct.

Article 19

OUTSIDE ACTIVITY AND CONFLICTS OF INTERESTS

19.1 Outside Activity -General.

A. A University Police in-unit employee will abide by the University policy regarding Outside Activities and Conflict of Interests.

19.2 Outside Employment - Police Employment.

A. Outside police employment shall be limited to off-duty police employment on any property or in any facilities that are under the guidance, supervision, regulation, or control of the University, in accordance with the provisions of Section 1012.97, F.S. Employees

engaged in, or anticipating, outside police employment shall seek permission in writing from the University. Such a decision will be in accordance with the policy established by the University on such matters. Approval for such outside employment shall not be unreasonably withheld and will be granted if it:

1. Does not constitute a conflict of interest;
2. Does not interfere with the employee's primary duties as a University law enforcement officer; and
3. Is within the duties and responsibilities the employee performs or may reasonably be expected to perform as a part of his/her job duties and responsibilities.

B. Employees may be permitted to wear their uniform and use their personal equipment, patrol car, or vessel during approved outside police employment.

C. An employee's complaint concerning the denial of an outside employment request shall be grievable up to Step 1.

19.3 Reimbursement of Costs. All mileage placed on a University automobile in outside police employment shall be paid for by the employee at the mileage rate established in Section 112.061, Florida Statutes.

Article 20

UNIFORMS AND EQUIPMENT

20.1 Uniforms. All employees shall receive a standard issue of Class A uniforms and Class B uniforms and uniform accessories and may request replacement of such uniforms as needed. Requests for replacement of uniforms and equipment required by policy shall be honored in a timely fashion and not unreasonably denied. Class A uniforms are designated for a formal event or detail. Class B uniforms may be worn all year long unless a Class A uniform is specified. Employees may be required to wear the Class A uniform at any and all events designated by the Chief of Police or designee.

20.2 Uniform accessories and equipment will include the following minimum requirements:

- A. Gun belt, either 2 1/4 inches or 3 inches, as appropriate for the individual employee;
- B. Firearm safety (snatch resistant) holster; and,

C. Three (3) magazines and an approved case for spare ammunition.

20.3 Uniform Maintenance and Shoe Allowance. The University will provide employees who are furnished and required by the University to wear a uniform, a uniform maintenance allowance in the amount of \$450.00 unless laundry and dry-cleaning facilities are available, and the service is furnished by the University without cost to the

employees. In addition, such employees shall receive a shoe allowance in the amount of \$150.00 annually, unless shoes are furnished by the University.

20.4 Clothing Allowance. Employees assigned to full-time plain clothes positions shall receive a clothing allowance in the amount of \$ 400.00 and a shoe allowance in the amount of \$150.00 annually, unless shoes are furnished by the University.

Article 21 TRAVEL EXPENSES

Emergency Travel. When an emergency arises requiring temporary personnel assignment with less than forty-eight hours' notice, the University agrees to make the necessary payment to the vendor for meals and lodging for such employees. The employee shall have no responsibility to make such payments to the vendor. Travel vouchers will be submitted as required by the University.

Article 22 WAGES

See Appendix I

22.1 General Increases:

- A. Each eligible employee shall receive any increases appropriated for that purpose by the Florida Legislature for 2024-2027.
- B. Employees who meet the criteria for increases as set forth by the Florida Legislature and who have a current performance evaluation of "satisfactory" or better, shall be eligible for the legislatively appropriated increases.
- C. Eligible employees whose salaries are funded from a contract, grant, auxiliary, or local fund shall receive salary increases equivalent to employees whose salaries are funded from E&G sources, provided that such salary increase is permitted by the terms of the contract or grant and adequate funds are available for this purpose within the contract, grant, auxiliary, or local fund. In the event such salary increases are not permitted by the terms of the contract or grant, or in the event adequate funds are not

available, the Board or its representatives shall seek to have the contract or grant modified to permit such increases.

22.2 Salary Increase Upon Promotion.

- A. An employee who is promoted from Law Enforcement Corporal shall receive an increase of ten percent to base salary.
- B. An employee temporarily promoted to an acting rank pursuant to Article 10 shall

receive an increase of ten percent of the current base salary during the period of the temporary promotion.

22.3 Merit Increases for Performance. Employees may be eligible to receive a pay increase based on performance utilizing the same criteria applied to University Work Force employees.

22.4 Further increases will be negotiated at openers per amended article 32.

22.5 Wages for 2024-2025

- A. The minimum starting salary for a Law Enforcement Officer will be \$52,750.
- B. The minimum starting salary for a Law Enforcement Corporal will be \$57,750.
- C. If a Law Enforcement Officer of Law Enforcement Corporal is not at the starting salary, then the base salary will be raised to the new base salary.

22.6 In-unit employees covered by this agreement will be eligible to receive any across the board pay adjustments or cost of living adjustment that any other University employee receives without negotiations. These across the board pay adjustments would be those approved by the University President or any other governing body of the University.

Article 23
BENEFITS

23.1 State Employee Health Insurance Program. The University and the PBA support legislation to provide adequate and affordable health care insurance to all employees.

23.2 Death in The Line of Duty Benefits. Funeral and burial expenses, education benefits, and the State Employees Group Health Self-Insurance Plan premium for the employee's surviving spouse and children will be provided as per applicable Florida statutes.

23.3 Retired Employees.

A. Employees who have retired under the Florida Retirement System with the University shall be eligible, upon request, to receive on the same basis as other employees the following benefits, subject to University rules and procedures:

1. Retired employee identification card;
2. use of the University library (i.e., public rooms, lending and research service); and
3. placement on designated University mailinglists.

B. In addition, fees may be charged retired employees for the following, and/or access granted to them on a space available basis:

1. use of University recreational facilities;
2. a University parking decal; and
3. course enrollment of retired employees sixty (60) years or older who meet the Florida residency requirements, without payment of fees, on a space available basis, in accordance with Section 1009.26, Florida Statutes.

C. Under normal retirement, including disability retirement, an employee shall be presented one complete uniform including the badge worn by him/her, the employee's firearm if one had been issued as part of the employee's equipment, and an identification card clearly marked "RETIRED" consistent with the provisions of Section 112.193, Florida Statutes.

23.4 Award Program. The University agrees to promote a program of recognition awards for employees which shall include:

- A. Upon promotion, a framed certificate certifying the promotion;

- B. Awards for bravery and outstanding service;
- C. Service awards through the use of framed certificates, patches, or pins recognizing years of service with the University, specifically recognizing fifteen, twenty, and twenty-five years of service; and
- D. Upon normal retirement, an identification card and badge reflecting a one "military grade" honorary promotion.

23.5 Wellness Program.

The University and the PBA recognize the benefits of wellness programs. Prior to implementing any new wellness program for law enforcement officers, the University will consult with the PBA regarding the proposed wellness program. If the parties cannot reach an agreement, any portion of the proposed program that represents a change in terms and conditions of employment would then be subject to collective bargaining prior to implementation.

Article 24

SENIORITY

- 24.1 Definition. For the purpose of this Article, "seniority" shall be defined as continuous service in the job classification; provided, however, that any unauthorized absence for three (3) or more consecutive days shall be considered a break in service.
- 24.2 Seniority Application. Except under extraordinary circumstances, vacations, shifts, shift transfers, and regular days off shall be scheduled with due regard for the needs of the University, seniority, and employee preference. The University and the PBA understand that there may be times when the needs of the University will not permit such scheduling.
- 24.3 Vacation and Holiday Leave. Where practicable, leave of forty (40) contiguous hours or more, or for holidays requested, shall be requested at least sixty (60) days in advance of such leave in order that the provisions of this Article may be fully implemented; however, in implementing this provision, nothing shall preclude the University from making reasonable accommodations for extraordinary leave requests or ensuring the fair distribution of leave during favored holidays.

Article 25
GROOMING STANDARDS

See Appendix J

- 25.1 Haircuts will conform to the following standards: Hair on top of the head will be neatly groomed. The length or bulk of the hair will not be excessive or present a ragged, unkempt appearance. When combed, it will not fall over the ears or eyebrows, or touch the collar, except for the closely cut hair at the back of the neck. The hair of uniformed female members may touch the shirt collar but not fall below the collar's edge and may cover a portion of the ear. Long hair must be worn up in a neat, stylish manner that permits the wearing of the hat. Conspicuous barrettes, pins, or combs will not be worn.
- 25.2 If an employee desires to wear sideburns, they will be neatly trimmed. The base will be a clean-shaven horizontal line. Sideburns will not extend downward beyond the lowest part of the exterior ear opening.
- 25.3 If a beard, mustache or goatee is worn, it must be kept neatly trimmed and tidy. The beard or goatee must have even growth (not patchy). No portion of the mustache extending beyond the corners of the mouth will fall below a line parallel with the bottom of the lower lip. Handlebar mustaches are not allowed. If a beard or goatee is worn, it shall be in accordance with the following:
- A. The beard or goatee shall be worn with a mustache.
 - B. The beard or goatee shall not be thicker than 1/4 inch.
 - C. The beard or goatee shall cover the chin, but not extend back more than 1/2 inch toward the throat.
 - D. The beard or goatee and mustache shall not be colored or dyed except to match the employee's natural hair color.
 - E. The beard or goatee shall be modified to accommodate Department equipment when operationally required.
 - F. If the beard or goatee does not meet the standards set forth in this article, command staff will direct the employee to bring the beard or goatee into compliance.

25.4 Cosmetics and Jewelry. If worn, cosmetics shall be subdued and blended to match the natural skin color of the individual. False eyelashes are prohibited. Fingernails should be clear and trimmed so as not to extend beyond the tips of the fingers. Fingernail polish, if worn, shall be clear. Female officers may wear small post earrings. Necklaces shall not be visible when the uniform is worn.

25.5 Tattoos shall be covered if the tattoo can be seen outside the standard issued uniform. A sleeve may be worn and must be navy blue or black in color. The exception to this is the wedding band tattoo.

Article 26

REPLACEMENT OF PERSONAL PROPERTY

26.1 Policy. An employee, while on duty and acting within the scope of employment, who suffers damage or destruction of the employee's watch or prescription eyewear, or such other items of personal property as have been given prior approval by the University as being required by the employee to adequately perform the duties of the position, will be reimbursed or have such property repaired or replaced as provided herein. A written report must be filed detailing the circumstances under which such property was damaged or destroyed.

26.2 Specific Reimbursement Allowances and Approvals.

A. Upon proper documentation by the employee of the amount expended, the University shall authorize reimbursement for repair or replacement of such property, not to exceed the following amounts:

1. Watch - \$up to 200;
2. Prescription eye wear - \$up to 300 (including any required examination);
3. Other Items - The Chief of Police shall have final authority to determine the reimbursement value of any items other than watches or prescription eye wear; and
4. Total allowable per incident - \$500.

B. Such reimbursement shall be with the approval of the Chief of Police. Approval shall not be unreasonably withheld.

Article 27

NO STRIKE

27.1 No Strike Agreement. Neither the PBA nor any of its officers or agents nor Members covered by this Agreement, nor any other employees covered by this Agreement, will instigate, promote, sponsor, or engage in any prohibited activities as defined in Section 447.203(6), Florida Statutes.

27.2 Penalty. Any or all employees who violate any provision of the law prohibiting strikes, or of this Article, will be subject to disciplinary action up to and including discharge, and any such disciplinary action by the University shall not be subject to the Grievance Procedure established herein.

Article 28

PREVAILING RIGHTS

28.1 All pay and benefits provisions published in the University Employment Policies which cover employees, and which are not specifically provided for or modified by this Agreement or by the Legislature shall be in effect during the term of this Agreement.

28.2 Any claim by an employee concerning the application of such provisions shall not be subject to the Grievance Procedure of this Agreement but shall be subject to the method of review prescribed by the University Employment Policies, or other appropriate administrative or judicial remedy.

Article 29

MANAGEMENT RIGHTS

The PBA agrees that the University has, and will continue to retain, whether exercised or not, the right to determine unilaterally the purpose of the University, set standards of services to be offered to the public, and exercise control and discretion over its organization and operations, It is the right of the University to direct its employees, take disciplinary action for proper cause, and relieve its employees from duty because of lack of work or for other legitimate reasons, except as abridged or modified by the express provisions of this Agreement; provided, however, that the exercise of such rights shall not preclude an employee or employee representative from raising a grievance on any such decision which violates the terms and conditions of this Agreement.

Article 30
TOTALITY OF AGREEMENT

30.1 The University and the PBA acknowledge that, during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to present proposals with respect to any and all matters lawfully subject to collective bargaining, and that all of the understandings and agreements arrived at by the University and the PBA thereby are set forth in this Agreement, and that it shall constitute the entire and sole Agreement between the parties for its duration,

30.2 The University and the PBA, during the term of this Agreement, voluntarily and unqualifiedly waive the right, and agree that the other shall not be obligated, to bargain collectively with respect to any subject or matter whether or not referred to or covered by this Agreement, even though such subject or matter may not have been within the knowledge or contemplation of the parties at the time they negotiated or signed this Agreement.

Modifications. Nothing herein shall preclude the University or the PBA from mutually agreeing to alter, amend, supplement, delete, enlarge, or modify any of the provisions of this Agreement in writing.

Article 31
SAVINGS CLAUSE

If any provision of this Agreement should be rendered or declared invalid, unlawful, or not enforceable by any court action or by reason of any existing or subsequently enacted legislation; or if the appropriate governmental body having amendatory power to change a law, rule, or regulation which is in conflict with a provision of this Agreement, fails to enact or adopt an enabling amendment to make the provision effective, in accordance with Section 447.309(3), Florida Statutes; then such provision shall not be applicable, performed, or enforced, but the remaining parts or portions of this Agreement shall remain in full force and effect for the term of this Agreement.

Article 32

DURATION

32.1 This Agreement shall be effective upon ratification by both parties and shall remain in full force and effect for three years from that date. The following shall be subject to renegotiation on an annual basis beginning on May 1, of each year:

- A. Wages (Article 22)
- B. Benefits (Article 23)
- C. Up to two (2) additional articles chosen by each party.

32.2 Negotiations for a successor Agreement shall begin no later than October 1, of the year preceding

the expiration of the contract. In the event that the University and the PBA fail to secure a successor Agreement prior to the expiration date of this Agreement, the parties may agree in writing to extend this Agreement for any period of time.

32.3 The parties recognize that during the term of this Agreement situations may arise which require that terms and conditions not specifically and clearly set forth in this Agreement must be clarified or amended. Under such circumstances, the Association is specifically authorized by bargaining unit members to enter into the settlement of grievance disputes or memorandum of understanding that clarifies or amends this Agreement, without having to be ratified by bargaining unit members.

Collective Bargaining Agreement
between The University of West Florida
And
The Florida Benevolent Associate, Inc.
Certification Number 1443, Law Enforcement
Unit

September 15, 2024 to September 14, 2027

This agreement has been ratified by:

For the University of West Florida Board of Trustees:


48B66CB8F5554D4...
Jamie C Sprague, Chief Negotiator, University of West Florida

9/13/2024

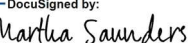
Date

DocuSigned by:

03086AC89429448...
Chari Suzanne Lewis, UWF Board of Trustees

9/13/2024

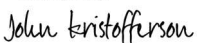
Date

DocuSigned by:

051A367C370040B...
Martha D. Saunders, President, University of West Florida

9/13/2024

Date

For the Police Benevolent Association, Inc.:

DocuSigned by:

8D2FAF88E6F9476...
John Kristofferson, Chief Negotiator, PBA

9/17/2024

Date

DocuSigned by:

AA2FAE59A4804FB...
Taylor Lopes, UWF PBA Representative

9/17/2024

Date

APPENDIX
UNIVERSITY OF WEST FLORIDA

APPENDIX A

PBA REPRESENTED CLASSES

The parties have agreed that the following class codes are included within the bargaining units indicated, and that this list may be amended by agreement of the parties or by order of the Florida Public Employees Relations Commission:

Law Enforcement Certification No. 1443:

All law enforcement officers of the University of West Florida certified pursuant to Chapter 943, Florida Statutes, in the following classifications: Law Enforcement Officer and Law Enforcement Corporal.

CLASSCODE	CLASS TITLE
8515	Law Enforcement Officer
8517	Law Enforcement Corporal

APPENDIX
UNIVERSITY OF WEST FLORIDA

APPENDIX B

UNIVERSITY OF WEST FLORIDA PBA DUES DEDUCTIONS AUTHORIZATION

I, _____
(Full Name - Print) (Social Security Number)

an employee of the University Police Department directs the University, to deduct from my regular biweekly or monthly salary the membership dues and other authorized deductions, if any, as established from time to time by the employee organization certified to represent the bargaining unit indicated.

The University is directed to begin the deduction that is appropriate for the option selected below with the first pay period following the date this authorization form is received by the University and to continue said deduction until: 1) revoked by me at any time upon 30 days written notice to the University, 2) my transfer, promotion or demotion out of this bargaining unit, 3) the termination of my employment, or 4) revoked pursuant to Section 447.507, Florida Statutes. The deductions made pursuant to this authorization shall be transmitted to the employee organization certified to represent this unit.

Law Enforcement (Check One Only) Unit

Option: A

Payroll Deduction Code 0678

MY SIGNATURE HEREON IS AUTHORIZATION FOR THE UNIVERSITY OF WEST FLORIDA TO
RELEASE MY SOCIAL SECURITY NUMBER IN REPORTING DUES DEDUCTIONS.

Date

Signature

Distribution of Copies:

Original: University

Copy: Association

APPENDIX C
UNIVERSITY OF WEST FLORIDA

STEP 1 GRIEVANCE FORM PBA

This grievance form must be filed with Human Resources. This grievance was received and filed with the University Human Resources by (CHECK ONE):

MAIL (CIRCLE ONE: certified, registered, restricted delivery, return receipt requested); OR

PERSONAL DELIVERY. Personal Delivery requires signature of recipient.

Received by: _____ Date: _____

Faxed documents do not constitute an appropriate format for filing of grievances.

GRIEVANT NAME: _____
Off. Tel. No. _____

DEPT/DIV: _____

GRIEVANT'S DESIGNATED

REPRESENTATIVE NAME: _____ Off. Tel. No. _____

DEPT/DIV: _____

OFFICE ADDRESS: _____

All University communications shall go to the Grievant's designated representative at the above address.

STATEMENT OF GRIEVANCE - must cite the specific Articles and Sections of the Agreement allegedly violated and the specific acts or omissions giving rise to the allegations:

APPENDIX C
UNIVERSITY OF WEST FLORIDA

REMEDY SOUGHT:

(See next page for additional requirements)

AUTHORIZATION

I will be represented in this grievance by: (check one - representative must sign on appropriate line):

PBA _____

Myself _____

Other _____

I UNDERSTAND AND AGREE THAT BY FILING THIS GRIEVANCE, I WAIVE WHATEVER RIGHTS I MAY HAVE UNDER CHAPTER 120 OF THE FLORIDA STATUTES WITH REGARD TO THE MATIERS I HAVE RAISED HEREIN AND UNDER ALL OTHER UNIVERSITY PROCEDURES WHICH MAY BE AVAILABLE TO ADDRESS THESE MATIERS.

Signature of Grievant(s)

Date

(The grievance will not be processed unless signed by the grievant.)

The Step 1 decision shall be transmitted to Grievant's Designated Representative by personal delivery with written documentation of receipt or by certified mail, return receipt requested. A copy of this decision shall be sent to grievant and the local PBA Chapter if grievant elected not to be represented by PBA.

APPENDIX D
UNIVERSITY OF WEST FLORIDA

STEP 2 GRIEVANCE FORM PBA

This grievance form must be filed with Human Resources. This grievance was received and filed with the University Human Resources by (CHECK ONE):

MAIL (CIRCLE ONE: certified, registered, restricted delivery, return receipt requested); OR PERSONAL DELIVERY. Personal Delivery requires signature of recipient.

Received by- - - - - Date, - - - - -

Faxed documents do not constitute an appropriate format for filing of grievances.

GRIEVANT NAME:

Off. Tel. No.

DEPT/DIV:

GRIEVANT'S DESIGNATED
REPRESENTATIVE NAME:

Off. Tel. No.

DEPT/ DIV:

OFFICE ADDRESS:

All University communications shall go to the Grievant's Designated Representative at the above address.

STATEMENT OF GRIEVANCE - must cite the specific Articles and Sections of the Agreement allegedly violated and the specific acts or omissions giving rise to the allegations:

REMEDY SOUGHT:

APPENDIX D
UNIVERSITY OF WEST FLORIDA

(See page 2 for additional requirements)

AUTHORIZATION

I will be represented in this grievance by: (check one - representative must sign on appropriate line):

PBA _____

Myself _____

Other _____

1 UNDERSTAND AND AGREE THAT BY FILING THIS GRIEVANCE, 1
WAIVE WHATEVER RIGHTS 1 MAY HAVE UNDER CHAPTER 120 OF
THE FLORIDA STATUTES WITH REGARD TO THE MATTERS 1 HAVE RAISED HEREIN AND
UNDER ALLOTHER UNIVERSITY PROCEDURES WHICH MAY BE AVAILABLE TO ADDRESS
THESE MATTERS.

Signature of Grievant(s)

Date

(The grievance will not be processed unless signed by the grievant.)

The Step 2 decision shall be transmitted to Grievant's Designated Representative by personal delivery with written documentation of receipt or by certified mail, return receipt requested. A copy of this decision shall be sent to grievant and the local PBA Chapter if grievant elected not to be represented by PBA.

APPENDIX E
UNIVERSITY OF WEST FLORIDA

NOTICE OF ARBITRATION PBA

This grievance form must be filed with Human Resources. This grievance was received and filed with the University Human Resources by (CHECK ONE):

MAIL (CIRCLE ONE: certified, registered, restricted delivery, return receipt requested); OR PERSONAL DELIVERY. Personal Delivery requires signature of recipient.

Received by- - - - - Date, _____

Faxed documents do not constitute an appropriate format for filing of grievances.

The Police Benevolent Association (PBA) hereby gives notice of its intent to proceed to proceed to arbitration in connection with the decision of the University dated and received by the Grievant's Designated Representative on _____ in the grievance of:

NAME: _____

University File No. _____

The following statement of issue(s) before the Arbitrator is proposed:

Signature of PBA Representative Date

I hereby authorize the PBA to proceed to arbitration with my grievance. I also authorize the PBA and the University or its representatives to use, during the arbitration proceedings, copies of any materials in my personnel file pertinent to this grievance and to furnish copies to the arbitrator.

Signature of Grievant(s) Date

(This request for arbitration will not be processed unless signed by grievant.)

For the PBA

Date

This notice should be sent to:

For the PBA Date

For the UWF Date

University of West Florida Human
Resources Building 20 E

For the UWF Date

APPENDIX F

Article 9 PROMOTIONS

9.1 Policy. The filling of vacant positions should be used to provide career mobility for employees and should be based on the relative merit and fitness of the applicants. The University shall fill a vacant position with the applicant who, in its judgment, is most qualified to perform the duties as described in the class specification, position description, and other documents describing the position Promotions shall follow the University Policy HR- 20.02-09/15, Recruitment, Selection, and Appointment.

9.2 Promotion to Corporal.

A. Only those employees who have been certified as a law enforcement officer pursuant to Chapter 943, Florida Statutes, must meet the following requirements in order to be promoted to Corporal.

1. Candidates must have at least two years or more of previous law enforcement experience.
2. Candidates must have completed their probation orientation year.
3. Candidates must have completed all training courses listed below and produce a certificate for each training course within the past three years.

a. FDLE Online Classes

- i. Autism Spectrum Disorders (ASD) and Interviews
- ii. Diabetic Emergency and Officer Response
- iii. Risk Protection Orders (RPO)
- iv. Stress Management and Mental Health

b. Police Once Academy Online Classes

- i. Cultural Awareness and Diversity Overview
- ii. Report Writing Elements of the Crime
- iii. Report Writing English Skills
- iv. Report Writing Evidence Collection
- v. Report Writing Keys to Time Management
- vi. Report Writing Reviewing

- vii. Report Writing Spell Check
- viii. Development Leadership
- ix. Effective Presentation Basics
- x. Emotional Intelligence for Leaders
- xi. Leadership v. Management
- xii. Supervisor Skills
- xiii. Transition from Peer to Supervisor
- xiv. ADA Compliance in a Business Course
- xv. Anti-Harassment in Workplace
- xvi. Dealing with Angry Employees
- xvii. Drug and Alcohol Awareness
- xviii. FMLA Training for Supervisors
- xix. Risk of Social Media in the Workplace
- xx. Sexual Harassment for Managers
- xxi. Violence in the Workplace
- xxii. Time Management Skills
- xxiii. Tactical Communications Applied to Email

c. UWF Online Training

- i. Family Educational Rights and Privacy Act (FERPA)

- d. If any of these courses are automatically removed from the list by the training entity, the employee will not be held responsible for completing the course within the specified timeframe. If the course is renamed, the employee will be responsible for completing the course. It is the employee's responsibility to check with the Police department administrative staff to ensure that all courses have been completed within the specified timeframe.

- 4. Candidate's last performance evaluation must have a rating of Above or Superior.
- 5. Other Areas to be Considered in the Selection Process:
 - a. Candidate's attendance record.
 - b. Candidate's disciplinary record.
 - c. Candidate's training record.
 - d. Candidate's previous supervisory experience.
- 6. Beginning January 1, 2024, an in-unit employee who is eligible for promotion to corporal using the criteria above and has been placed in a vacant corporal position on an acting basis for a period of eight (8) consecutive months, shall be promoted to the vacant corporal position to which they were temporarily assigned.

7. When a law enforcement officer is promoted to a law enforcement corporal, there will be a twelve-month probationary period before the promotion is made permanent. If the employee's performance is below standards and it is determined by the Chief of Police that the employee cannot carry out the duties required of a law enforcement corporal, then the employee will be reclassified to a law enforcement officer with a 10% reduction in salary.

This article was ratified by both parties on November 13, 2025.

APPENDIX G

Article 14 WORKDAY AND WORKWEEK

14.1 Workweek.

- A. The University and the PBA understand and agree that the ultimate decision of employee shift schedule and workday length rests with the University.
- B. The normal work period for each full-time employee shall be eighty hours in a fourteen-day period. The University may establish an alternate work period. Prior to implementing such an alternate work period, the University shall provide the PBA with the proposed alternate work period and a list of those employees affected. The PBA may consult with the University over the proposed alternate work period. If consultation is requested, the University shall not implement the alternate work period until the parties have consulted.
- C. When required hours of work exceed the approved work period, the compensation for overtime worked will be paid at time and a half.
- D. An employee will be given fourteen days' notice of a change in the employee's work period, work hours or days off, except in an official emergency or to meet unforeseen law enforcement needs.
- E. An employee who rotates to a different shift shall receive a minimum of two shifts (16 hours) off between the end of the current shift assignment and the beginning of the new shift assignment, except when an emergency or staffing limitation does not permit.

14.2 Workday. The University shall not require an employee to split a workday into two or more segments without the agreement of the employee, except in an official emergency or to meet unforeseen law enforcement needs.

14.3 Special Compensatory Leave.

- A. Special compensatory leave shall be accrued for University holidays not worked, emergency closures, and winter break. An employee may accumulate up to 240 hours of special compensatory leave. Once an employee reaches 240 hours of special

compensatory leave, the employee shall use special compensatory leave in lieu of using other accrued leave types until the balance reaches 240.

B. Effective the date of the 2025 Reopener ratification, for employees who have special compensatory leave balances more than 240 hours, the excess special compensatory leave hours shall be paid out to the employee. This special compensatory pay out will be paid on the first paycheck after ratification.

14.4 Compensation for Special Duty.

A. When an employee works an event for which the Department is reimbursed at a premium rate of pay, and such event is outside the employee's approved work period, the employee will receive premium (time and a half) pay for working that event. The hours for which premium pay is received shall not be counted as hours worked for the purpose of calculating overtime for the approved work period.

B. An employee reporting to a special duty event, described in Section 14.4.A, shall be guaranteed three hours of premium pay if an event is canceled or concluded prior to the end of the three-hour period covered by the guaranteed pay provision. An employee's failure to adhere to the Department's procedures for determining the status of the event prior to reporting for such duty will cause the employee to lose eligibility for the guaranteed three hours. If after the employee reports to work, the event is canceled or concluded prior to the end of the guaranteed three hours, management may assign other law enforcement duties within the scope of the employee's position description during the guaranteed three-hour period.

C. In the event that an employee attends a department authorized or required training, the Chief of Police or designee will calculate the time from the University to the site and the employee can include that time calculated as time worked.

This article was ratified by both parties on November 13, 2025.

APPENDIX H

Article 16

LEAVE

16.1 Employees may be granted leave as provided in the University Employment policies. Employees covered by this CBA are entitled to thirty-six (36) hours of bereavement leave. This bereavement leave must be taken in whole workdays. For this article workdays are defined as twelve hours per day.

16.2 Employees shall be entitled to holidays pursuant to actual scheduled workdays, which is up to twelve hours per day. When an employee works on a holiday, the employee shall be paid time and half for all hours worked. .

16.3 Job Related Disability Leave. Paid or unpaid job-related disability leave shall be in accordance with Chapter 440. F.S.

16.4 Leave to Supplement Workers' Compensation Benefits and Alternate Duty.

A. An employee is eligible to use paid leave to supplement workers' compensation benefits in accordance with UWF Employment Policies.

B. When an employee has been determined eligible to receive a temporary partial disability benefit or a temporary total disability benefit pursuant to the provisions of Section 440.15, F.S., and there is medical certification that the employee temporarily cannot perform the duties of the employee's regular position but can perform some type of work beneficial to the University, the employee may be returned to the payroll at his/her regular rate of pay to perform such duties as the employee is capable of performing.

C. If the University returns an employee to alternate duty, the University shall reassign the employee to his/her regular duties when the employee becomes medically able to perform such duties.

D. A complaint concerning the administration of this Section may be grieved in accordance with Article 5 of this Agreement up to and including Step 2.

This article was ratified by both parties on November 13, 2025.

Appendix I

Article 22 WAGES

22.1 General Increases:

- A. Each eligible employee shall receive any increases appropriated for that purpose by the Florida Legislature for 2024-2027.
- B. Employees who meet the criteria for increases as set forth by the Florida Legislature and who have a current performance evaluation of "satisfactory" or better, shall be eligible for the legislatively appropriated increases.
- C. Eligible employees whose salaries are funded from a contract, grant, auxiliary, or local fund shall receive salary increases equivalent to employees whose salaries are funded from E&G sources, provided that such salary increase is permitted by the terms of the contract or grant and adequate funds are available for this purpose within the contract, grant, auxiliary, or local fund. In the event such salary increases are not permitted by the terms of the contract or grant, or in the event adequate funds are not available, the Board or its representatives shall seek to have the contract or grant modified to permit such increases.

22.2 Salary Increase Upon Promotion.

- A. An employee who is promoted from Law Enforcement Corporal shall receive an increase of ten percent to base salary.
- B. An employee temporarily promoted to an acting rank pursuant to Article 10 shall receive an increase of ten percent of the current base salary during the period of the temporary promotion.

22.3 Merit Increases for Performance. Employees may be eligible to receive a pay increase based on performance utilizing the same criteria applied to University Work Force employees.

22.4 Further increases will be negotiated at openers per amended article 32.

22.5 Wages for 2025-2026

- A. The minimum starting salary for a Law Enforcement Officer will be \$53,750.
- B. The minimum starting salary for a Law Enforcement Corporal will be \$58,750.
- C. Employees in Law Enforcement Officer and Law Enforcement Corporal positions will be eligible for a \$1,000 permanent salary increase to the base salary. This permanent salary increase to base will be effective the first day of the pay period following ratification.

22.6 In-unit employees covered by this agreement will be eligible to receive any across the board pay adjustments or cost of living adjustment that any other University employee receives without negotiations. These across the board pay adjustments would be those approved by the University President or any other governing body of the University.

This article was ratified by both parties on November 13, 2025.

Appendix J

Article 25 GROOMING STANDARDS

- 25.1 Haircuts will conform to the following standards: Hair on top of the head will be neatly groomed. The length or bulk of the hair will not be excessive or present a ragged, unkempt appearance. When combed, it will not fall over the ears or eyebrows, or touch the collar, except for the closely cut hair at the back of the neck. The hair of uniformed female members may touch the shirt collar but not fall below the collar's edge and may cover a portion of the ear. Long hair must be worn up in a neat, stylish manner that permits the wearing of the hat. Conspicuous barrettes, pins, or combs will not be worn.
- 25.2 If an employee desires to wear sideburns, they will be neatly trimmed. The base will be a clean-shaven horizontal line. Sideburns will not extend downward beyond the lowest part of the exterior ear opening.
- 25.3 If a beard, mustache or goatee is worn, it must be kept neatly trimmed and tidy. The beard or goatee must have even growth (not patchy). No portion of the mustache extending beyond the corners of the mouth will fall below a line parallel with the bottom of the lower lip. Handlebar mustaches are not allowed. If a beard or goatee is worn, it shall be in accordance with the following:
- A. The beard or goatee shall be worn with a mustache.
 - B. The beard or goatee shall not be thicker than 1/4 inch.
 - C. The beard or goatee shall cover the chin but not extend back more than 1/2 inch toward the throat.
 - D. The beard or goatee and mustache shall not be colored or dyed except to match the employee's natural hair color.
 - E. The beard or goatee shall be modified to accommodate Department equipment when operationally required.
 - F. If the beard or goatee does not meet the standards set forth in this article, command staff will direct the employee to bring the beard or goatee into compliance.
- 25.4 Cosmetics and Jewelry. If worn, cosmetics shall be subdued and blended to match the natural skin color of the individual. False eyelashes are prohibited. Fingernails should be clear

and trimmed so as not to extend beyond the tips of the fingers. Fingernail polish, if worn, shall be clear. Female officers may wear small post earrings. Necklaces shall not be visible when the uniform is worn.

- 25.5 Tattoos are allowed except on the face, neck, and scalp area. Any visible tattoo(s) must be covered if the maximum dimensions of the tattoo(s) or adjacent tattoo(s) are more than 3"x5" (as tested by placed a standard 3"x5" notecard over the tattoo). Any visible tattoo must not be potentially offensive to the community, as determined by the Chief of Police or designee. Tattoos cannot feature any obscenity or political statements. Covering tattoos to meet the standard must be done using apparel or makeup approved by the department. Any exception must be approved by the Chief of Police.

This article was ratified by both parties on November 13, 2025.



**Board of Trustees
Full Board Meeting
August 13, 2026**

2027-2028 Legislative Budget Request

Recommended Action:

Motion: Approve the 2027-2028 Legislative Budget Request for the UWF Comprehensive Excellence Initiative

Background Information:

One Legislative Budget Request is being submitted for review and approval.

UWF Comprehensive Excellence Initiative: Talent Gateway, Research Faculty, and Civic Education Academy (\$5,588,000)

This Legislative Budget Request is strategically designed to sustain momentum, broaden institutional impact, and fulfill key metrics in the UWF Accountability Plan and Florida Board of Governors' SUS 2030 Strategic Plan. Securing these funds will allow UWF to develop innovative, collaborative pathways that expand the state's research capacity, support regional employers, and strengthen the workforce talent pipeline through three interconnected institutional initiatives:

1. **Establishing the UWF Talent and Industry Gateway:** Serving as a high-touch corporate interface, the Gateway will convert regional business and industrial challenges into formal applied research projects, industry contracts, and direct student internship pipelines.
2. **Expanding the Cohort of STEM Research-Focused Faculty:** Recruited to meet growing regional R&D demands, these specialized faculty lines will aggressively pursue competitive federal, state, and industry awards, directly driving progress toward the SUS 2030 targets for increased total research expenditures.
3. **Elevating the Academy of American Civic Republicanism:** This funding will expand the Academy into a nationally recognized center for research, teaching, and civic education, positioning the university as a vital statewide resource for civic literacy and constitutional study.

Implementation Plan:

Please refer to the Legislative Budget Request documentation for the respective implementation strategies.

Fiscal Implications:

None, if the full amount of funds requested is received.

Relevant Authority:

BOG Regulation 1.001(6) University Board of Trustees Powers and Duties

BOG Regulation 9.007(8) State University Operating Budgets and Requests

Supports Strategic Direction(s):

- 1.1: Student Centered and Focused
 - 2.1: Employee Success
 - 3: Exceptional Academic Programming and Scholarship Aligned With State Needs
 - 4.1 & 4.2: Community and Economic Engagement
-

Documents:

- 1. 2027-2028 Legislative Budget Request for the UWF Comprehensive Excellence Initiative

Prepared by:

Dr. Jaromy Kuhl, Senior Vice President and Provost, Division of Academic Affairs, jkuhl@uwf.edu

Presenter:

Dr. Jaromy Kuhl, Senior Vice President and Provost



State University System
Education and General
2027-2028 Legislative Budget Request
Form I

University(s): University of West Florida	
Request Title:	<i>UWF Comprehensive Excellence Initiative: Talent Gateway, Research Faculty, and Civic Education Academy</i>
Date Request Approved by University Board of Trustees:	
Recurring Funds Requested:	\$5,588,000
Non-Recurring Funds Requested:	
Total Funds Requested:	\$5,588,000
Please check the request type below:	
Shared Services/System-Wide Request	☐
Unique Request	☒

I. Purpose:

1. *Describe the overall purpose of the plan, specific goal(s) and metrics, specific activities that will help achieve the goal(s), and how these goals and initiatives align with strategic priorities and accountability plan established by each university (include whether this is a new or expanded service/program). If expanded, what has been accomplished with the current service/program?*

The University of West Florida (UWF) continues to cement its reputation as an educational and economic powerhouse by achieving historic breakthroughs in student enrollment, institutional performance, and targeted research capacity. This proven track record of success delivers exceptional value to policy leaders, employers, taxpayers, students and families.



UWF recently surpassed 15,000 enrolled students for the first time in its history, reaching a record enrollment of 15,442. This milestone was driven in part by a 14% surge in incoming transfer students and an 8% increase in graduate enrollment. This growth is mirrored by the university's stellar execution of the Florida Board of Governors' performance-based funding metrics. UWF earned an elite 92 out of 100 points, standing as the *only* institution in the entire system to successfully meet all 11 rigorous accountability goals. Central to this success is UWF's rapid expansion of its research and academic footprint in critical STEM and Health fields. These high-demand disciplines have catalyzed local commercial partnerships and robust post-graduation outcomes, leading the state with 80.1% of bachelor's graduates directly entering meaningful careers or continuing their education within one year of graduation.

Overall Purpose:

UWF's Legislative Budget Request is strategically designed to sustain this momentum, broaden institutional impact, and fulfill key metrics in the UWF Accountability Plan and Florida Board of Governors' SUS 2030 Strategic Plan. Securing these funds will allow UWF to develop innovative, collaborative pathways that expand the state's research capacity, support regional employers, and strengthen the workforce talent pipeline through three interconnected institutional initiatives:



1. **Establishing the UWF Talent and Industry Gateway:** Serving as a high-touch corporate interface, the Gateway will convert regional business and industrial challenges into formal applied research projects, industry contracts, and direct student internship pipelines.
2. **Expanding the Cohort of STEM Research-Focused Faculty:** Recruited to meet growing regional R&D demands, these specialized faculty lines will aggressively pursue competitive federal, state, and industry awards, directly driving progress toward the SUS 2030 targets for increased total research expenditures.
3. **Elevating the Academy of American Civic Republicanism:** This funding will expand the Academy into a nationally recognized center for research, teaching, and civic education, positioning the university as a vital statewide resource for civic literacy and constitutional study.



Through these three initiatives, this LBR will allow UWF to establish a robust network of institutional expertise. Together, these initiatives directly advance the BOG SUS 2030 Strategic Plan by building the capacity to recruit nationally recognized scholars, expand high-demand academic offerings, and significantly increase externally funded STEM, civics, and humanities research—benefiting both Northwest Florida and the entire state.

The UWF Talent and Industry Gateway (The Gateway) will serve as the university's centralized "front door" for business and industry, establishing a coordinated, customer-centered model for industrial partnership development. This initiative accelerates economic growth by transforming industry needs into strategic collaborations, including student internships, job placements, and employer-sponsored projects. By matching employer demand with university talent and faculty expertise, The Gateway streamlines the pathway from initial inquiry to action, creates new revenue streams, and drives collaborative applied research. Ultimately, these commercial partnerships will increase total research expenditures, improving UWF's standing in the National Science Foundation HERD report and fulfilling key annual Accountability Plan metrics.

The Academy for American Civic Republicanism (The Academy) will establish a nationally recognized academic center at UWF dedicated to research, teaching, and civic education. Fully aligned with the Florida Board of Governors' SUS 2030 Strategic Plan and UWF's Accountability Plan, this initiative develops a new area of institutional expertise through strategic investments in world-class faculty, innovative research, student success, and statewide partnerships. Specifically, The Academy will serve as a statewide resource enabling the university to recruit nationally recognized scholars, expand capacity in civics and humanities research, and promote civic literacy.

Specific Activities Funded by the LBR

New funding will establish two centralized hubs designed to streamline external collaboration, expand research, and enhance regional engagement.

The Gateway will deploy a unified, customer-facing platform, combining a professional downtown physical space with a digital partnership portal, to manage business requests seamlessly from initial contact to completed action. This shared system will eliminate campus silos by tracking intake, project routing, and performance metrics within a centralized Customer Relationship Management (CRM) portal. Through this portal, UWF will efficiently align industry demands with workforce training, student internships, and faculty-led applied research. Over time, the platform will feature a dashboard to help the university monitor employer engagement, project conversion rates, repeat partnerships, and the overall operational performance of The Gateway. Beyond monitoring and tracking, the core of these initiatives will center on faculty- and student-led projects directly initiated by industry needs.

By creating one shared system for intake, routing, follow-up, and reporting, UWF will improve coordination, measure partnership activity, track conversion, and provide a more consistent experience for business and industry partners. Through The Gateway, UWF will increase its annual research expenditures.



The Academy will recruit research faculty, instructional faculty, postdoctoral fellows, and professional staff who will advance scholarship, expand undergraduate instruction, mentor students, compete for external grants, and develop partnerships with educational institutions throughout Florida. Research faculty will maintain active publication agendas while teaching reduced course loads that support sustained scholarly productivity. Teaching faculty will expand course offerings in American history, western civilization, constitutionalism, classics, religion, political thought, civic literacy, and related disciplines. Postdoctoral fellows will contribute to faculty research, publication projects, grant development, and classroom instruction. Professional staff will coordinate academic operations, curriculum management, assessment, grants administration, and faculty support.

The Academy will collaborate with State University System institutions, Florida school districts, museums, archives, libraries, and civic organizations to strengthen civic education and constitutional literacy across the state. During the phased implementation period, savings generated through staged hiring will be directed toward faculty start-up support, archival research, digital humanities resources, library acquisitions, and research infrastructure necessary for long-term success.

Strategic Alignment with FL BOG SUS 2030 and UWF Accountability Plan

The Gateway and The Academy support the FL BOG SUS 2030 plan and UWF's Accountability Plan in the following way.

World-class talent and Employment metrics:

- Metric 10 (Internships): The Gateway directly expands internships, capstones, and project-based learning opportunities with leading regional employers.
- Metric 1 (Post-Graduation): By building direct pathways between students and industry partners, The Gateway accelerates placement rates into high-skill positions paying \$40,000+ within one year of graduation.
- Metric 2 (Median Wages): Incorporates workforce studies and employer feedback to align academic preparation with high-demand, high-wage local career fields.

Expanding Research Expenditures and Industry Partnerships

- Civic and Humanities Funding: The Academy will secure external funding (grants, contracts, and philanthropic gifts) for civics and humanities research.
- Industry Research and Development: The Gateway establishes a structured mechanism for industry-sponsored research.
- Industry Partnerships with Iconic Companies: The Gateway will pursue industry partnerships, which includes internships and faculty engagements, with companies defined as iconic in the FL SUS 2030 plan.



Attracting Elite Faculty & Boosting Scholarly Productivity

- Faculty Excellence: The Gateway and The Academy support the recruitment and retention of top-tier scholars by offering competitive research starts and specialized workloads.
- Scholarly Output: The Academy targets a milestone scholarly footprint by Year 5, aiming for at least two books published by academic presses, ten peer-reviewed articles/chapters, and three edited volumes/digital humanities projects annually.

Enhancing Student Access & Civic Engagement

- Career Readiness: Through The Academy, students gain direct access to nationally recognized scholars and active research in constitutional studies, public history, and civic education, preparing them for high-impact careers in Florida's legal, educational, and public policy sectors.

Budget by Year

Category	Year 1	Year 2	Year 3	Year 4
Gateway Staff/Personnel	\$260,000	\$590,000	\$590,000	\$590,000
Renovation / Tenant Improvements	\$610,000	-	-	-
CRM / Partnership Portal / Software	\$230,000	\$270,000	\$285,000	\$295,000
Technology / Hardware / AV	\$285,000	-	-	-
Grant Support	\$200,000	\$200,000	\$200,000	\$200,000
Furnishings / Fixtures / Equipment	\$150,000	-	-	-
Gateway Marketing / Outreach / Materials	\$135,000	\$150,000	\$135,000	\$125,000
Training / Change Management	\$55,000	\$45,000	\$45,000	\$45,000
Lease / Occupancy / Utilities	-	\$350,000	\$315,000	\$385,000
Industry Partnership & Student Projects	-	\$245,000	\$315,000	\$245,000
Travel	-	\$55,000	\$55,000	\$55,000
Gateway CRM Enhancements	-	\$45,000	\$40,000	\$40,000
Contingency	\$75,000	\$50,000	\$20,000	\$20,000
STEM Faculty (research-focused)	\$0	\$1,000,000	\$2,000,000	\$2,000,000
STEM Research startup	\$2,000,000	\$1,000,000	\$0	\$0
Academy Faculty & Staff	\$1,588,000	\$1,588,000	\$1,588,000	\$1,588,000
Total	\$5,588,000	\$5,588,000	\$5,588,000	\$5,588,000



2. *Describe any projected impact on academic programs, student enrollments, and student services.*

The Gateway and The Academy will strengthen academic programs, student enrollment, and student services by connecting employer needs with UWF's academic, workforce, research, and student talent assets. These initiatives provide a structured mechanism to identify academic needs, industry demand, route employer needs to academic units, and support internships, student projects, applied research, customized training, certificates, and career-connected learning experiences. Academic programs will receive timely employer feedback on workforce needs, skills gaps, and industry priorities. That feedback will guide curriculum updates, capstones, certificates, continuing education, and applied learning opportunities. The initiative will support enrollment by enhancing UWF's career centered value proposition for prospective and current students, particularly in workforce-aligned fields such as business, engineering, cybersecurity, data analytics, health care, maritime, advanced manufacturing, and logistics. The initiative is expected to increase enrollment and research capacity by increasing the number of the faculty who are research-focused in high demand areas of strategic emphasis.

Student services will gain stronger coordination among academic units, Career Services, the Office of Workforce Development, the Office of Industrial Innovation, Continuing Education, centers and institutes, and employer partners. Through the CRM/partnership portal, UWF will track employer requests, match students with internships and projects, document outcomes, and expand meaningful experiential learning and career preparation opportunities.

II. Return on Investment: *Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. Similarly, if the issue focuses on expanding access to academic programs or student services, indicate the current and expected outcomes*

Aligned with the SUS 2030 World-Class Talent framework, this initiative establishes permanent faculty capacity and industry connections to drive measurable returns in research, external funding, workforce preparation, and partnerships with iconic companies. Progress will be tracked across two major institutional metrics:

1. Research Expenditures (Projected 11% Annualized ROI)

Using an FY 2025/2026 baseline of \$48,000,000, the joint impact of The Gateway and The Academy is projected to scale university research expenditures along the following growth trajectory:

- Year 1: Focuses on talent acquisition, infrastructure deployment, and establishing The Gateway framework.
- Year 2: Anticipated to surpass \$53,000,000.



- Year 3: Projected to reach \$60,000,000.
- Long-Term Outlook: Expected to mature and stabilize at \$65,000,000.

2. Undergraduate Internship Completion Rates

The Gateway will directly increase the percentage of undergraduate students completing career-connected internships prior to graduation:

- Baseline (AY 2023/2024): 33% of bachelor's degree graduates completed an internship.
- Year 3 Target: Projected to increase to 43% by the conclusion of the project's third year.

III. Personnel: *Describe personnel hiring and retention plans, making sure to connect both plans to initiative(s) and goal(s) described in section I. State the amount of faculty FTE and staff FTE and estimated funding amounts used for retention and new hires in each category. In describing faculty hires, provide overall hiring goals, including academic area(s) of expertise and anticipated hiring level (e.g., assistant professor, associate professor, full professor). Please describe how funds used for faculty or staff retention will help the institution achieve its stated goals.*

Personnel for the Talent and Industry Gateway

The Gateway will fund one Director of Partnership and Talent Engagement and four customer-facing project managers. The director will have experience and expertise in developing external partnership and building internship programming. The initiative requests up to 5.0 staff FTE at full operating capacity. In Year 1, the Director will be hired immediately at an estimated annual cost of \$150,000, including benefits, and two project managers will be hired mid-year at an estimated annual cost of \$110,000 each, including benefits. Beginning in Year 2, the team will be completed by adding 2 more project managers, for an estimated annual personnel cost of \$590,000, including benefits.

Role	Annual Salary + Benefits	Year 1 FTE Factor	Year 1 Cost	Year 2 Cost
Director	\$150,000	1.0x	\$150,000	\$150,000
Project Manager 1	\$110,000	0.5x	\$55,000	\$110,000
Project Manager 2	\$110,000	0.5x	\$55,000	\$110,000
Project Manager 3	\$110,000	0.0x	-	\$110,000
Project Manager 4	\$110,000	0.0x	-	\$110,000
Total			\$260,000	\$590,000

The Director will lead the partner experience strategy, supervise the team, manage the employer pipeline and coordinate activities with academic units, and ensure that industry inquiries move from intake to action. The four project managers will be trained across UWF's workforce



development, applied research, data analytics, innovation, continuing education, student talent, and academic program assets so that employer requests are routed to the appropriate department, faculty member, center, or service. Two project managers will require technical proficiency across university platforms, including the CRM/partnership portal, student engagement systems, project tracking tools, reporting systems, and dashboards. Two project managers will be relationship and communications oriented, focusing on employer outreach, discovery meetings, partner follow-up, event support, customer service, and translating business needs into internships, student projects, applied research, training, or innovation support.

This staffing model will help UWF improve speed of service, increase employer engagement, convert inquiries into active partnerships, expand student and workforce outcomes, and strengthen applied research connections across the University. Staff retention funds will help UWF achieve The Gateway's goals by preserving the employer relationships, institutional knowledge, and cross-campus coordination needed to operate a reliable front door for business and industry. This team will allow UWF to reduce response times, maintain the CRM/partnership pipeline, convert business inquiries into internships, student projects, applied research, contracts, sponsorships, and training opportunities, and consistently measure outcomes over the five-year funding period.

Personnel for the STEM Research Faculty

The table below describes the \$2M in funding for research-focused faculty. All faculty as part of this initiative will be hired at the Associate level or above.

STEM Research Faculty Area	Salary + Benefits	#faculty	Cost
Health and Technology	\$200,000	3	\$600,000
Computational Intelligence	\$250,000	2	\$500,000
Intelligent Systems and Engineering	\$200,000	3	\$600,000
Data Science	\$150,000	2	\$300,000
Total			\$2,000,000

Our goal is to hire 10 new research-focused faculty members over a two-year period, onboarding five by the end of Year 1 and an additional five by the end of Year 2. Unallocated salary funds from Years 1 and 2 will be redirected to fund startup packages for these incoming faculty lines.

The workload for these faculty positions will balance instructional demands with active external engagement:

- Instructional Support: Teach high-demand STEM and Health courses to support expanding student enrollment.
- Research & Funding Agenda: Maintain an active funded/sponsored research portfolio dedicated to pursuing and submitting federal, state, and corporate grant and contract applications.



- **Talent and Industry Gateway Collaborations:** Partner directly with industry and business partners on collaborative research projects through The Gateway.

Personnel for the Academy

Recurring funds will support the phased recruitment of fourteen new positions over four years. Eight positions will be filled during Year One, five positions during Year Two, and one position during Year Three. The Academy will reach full operational capacity during Year Four. The phased hiring plan will allow the University to recruit nationally competitive faculty while directing temporary savings toward faculty start-up support, archival research, library acquisitions, digital humanities resources, and research infrastructure.

Faculty hiring will establish UWF's academic areas of expertise in American civic thought, constitutionalism, political theory, history, and civic literacy. The Academy will recruit one Research Professor, one Associate Research Professor, one Assistant Research Professor, two Assistant Professors, three Lecturers, one Distinguished Resident Scholar, and three Postdoctoral Fellows. Research faculty will maintain active scholarly agendas while teaching reduced course loads. Instructional faculty will expand undergraduate course offerings and strengthen civic literacy instruction. Postdoctoral fellows will support faculty research, publication, grant development, and classroom instruction.

Professional staff will include one Administrative Coordinator and one Academic Programs and Research Coordinator. These positions will provide the operational support necessary for academic programming, curriculum coordination, assessment, grant administration, faculty support, research reporting, and strategic planning, thereby sustaining The Academy's long-term growth.

The request will create approximately 12 faculty FTE and 2 staff FTE, representing approximately \$1.588 million in recurring salary and fringe costs at full implementation. Personnel funding is dedicated to new positions that directly support The Academy's instructional, research, and statewide service missions.

Academy Faculty and Staff	Salary + Benefits	#faculty	Cost
Research Professor	\$150,000	1	\$150,000
Associate Research Professor	\$137,000	1	\$137,000
Assistant Research Professor	\$123,000	1	\$123,000
Assistant Professor	\$116,000	2	\$232,000
Lecturer	\$96,000	3	\$288,000
Distinguished Resident Scholar	\$150,000	1	\$150,000
Postdoctoral Fellow	\$110,000	3	\$330,000
Administrative Coordinator	\$89,000	1	\$89,000
Academic Programs/Research Coordinator	\$89,000	1	\$89,000
Total		14	\$1,588,000



IV. Facilities

(If this issue requires an expansion or construction of a facility, please complete the following table):

Facility Project Title	Fiscal Year	Amount Requested	Priority Number
N.A.			





Board of Trustees
Full Board Meeting
August 13, 2026

Endorsement of the State University System (SUS) Free Expression Statement

Recommended Action:

Endorse the State University System of Florida Free Expression Statement

Background Information:

In 2019, the Board of Governors and the twelve institutions comprising the state university system adopted a statement of free expression that promotes full, open, and civil discourse. In 2022, the BOG published its Civil Discourse Final Report, which reviews current best practices and presents seven recommendations to the SUS. Recommendation III states that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse. The statement is brought before the UWF Board of Trustees annually for their endorsement.

Implementation Plan:

The BOG's Statement of Free Expression is brought before the UWF Board of Trustees for endorsement annually.

Fiscal Implications:

None

Relevant Authority:

Board of Governor's 2022 Civil Discourse Final Report

Supports Strategic Direction(s):

Strategic Direction 7: Culture of Respect and Civility

Documents:

1. State University System of Florida Statement of Free Expression.
2. Board of Governor's 2022 Civil Discourse Final Report

Prepared by:

Clifford Humphrey, VP of Strategic Initiatives, chumphrey@uwf.edu

Presenter:

Clifford Humphrey, VP of Strategic Initiatives, chumphrey@uwf.edu



**STATE UNIVERSITY
SYSTEM OF FLORIDA**

Free Expression Statement

The State University System of Florida and its twelve public postsecondary institutions adopt this Statement on Free Expression to support and encourage full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state. The purpose of this Statement is to affirm our dedication to these principles and to seek our campus communities' commitment to maintaining our campuses as places where the open exchange of knowledge and ideas furthers our mission.

A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, individuals are free to express any ideas and opinions they wish, even if others may disagree with them or find those ideas and opinions to be offensive or otherwise antithetical to their own world view. The very process of debating divergent ideas and challenging others' opinions develops the intellectual skills necessary to respectfully argue through civil discourse. Development of such skills leads to personal and scholarly growth and is an essential component of the academic and research missions of each of our institutions.

It is equally important not to stifle the dissemination of any ideas, even if other members of our community may find those ideas abhorrent. Individuals wishing to express ideas with which others may disagree must be free to do so, without fear of being bullied, threatened or silenced. This does not mean that such ideas should go unchallenged, as that is part of the learning process. And though we believe all members of our campus communities have a role to play in promoting civility and mutual respect in that type of discourse, we must not let concerns over civility or respect be used as a reason to silence expression. We should empower and enable one another to speak and listen, rather than interfere with or silence the open expression of ideas.

Each member of our campus communities must also recognize that institutions may restrict expression that is unlawful, such as true threats or defamation. Because universities and colleges are first and foremost places where people go to engage in scholarly endeavors, it is necessary to the efficient and effective operations of each institution for there to be reasonable limitations on the time, place, and manner in which these rights are exercised. Each institution has adopted regulations that align with Florida's Campus Free Expression Act, section 1004.097, Florida Statutes, and with the United States and Florida Constitutions and the legal opinions interpreting those provisions. These limitations are narrowly drawn and content-neutral and serve to ensure that all members of our campus communities have an equal ability to express their ideas and opinions, while preserving campus order and security.

Civil Discourse Final Report 2022



CIVIL DISCOURSE INITIATIVES in the STATE UNIVERSITY SYSTEM

INTRODUCTION

As members of many different societal groups and communities, people thrive on the personal interactions that occur every minute of every day. These ongoing interactions provide the foundation for learning, discovery, and growth in a university setting. More specifically, open-minded, tolerant, and respectful discourse among campus community members is critical to enabling students to learn and pursue their educational goals, faculty to effectively teach, and staff to pursue fulfilling work.

To promote civil discourse in the State University System, the Board of Governors, the presidents of Florida's twelve public universities, adopted a "Statement of Free Expression" in 2019. The Board's statement directly aligns with the well-established "Chicago Principles" that originated at the University of Chicago in 2014 to articulate the university's overarching commitment to free, robust, and uninhibited debate. Universities have widely adopted the Chicago Principles throughout the U.S.

The Board's Statement of Free Expression was endorsed by the twelve state universities as a vehicle to establish, maintain, and support a full and open discourse and the robust exchange of ideas and perspectives on all university campuses (See Appendix A). The statement reinforces that a critical purpose of a higher education institution is "to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated."

Board of Governors Chair Syd Kitson established the Board's Civil Discourse Initiative during his January 2021 "State of the System" address. Chair Kitson expressed concern regarding the steady decline in respectful discourse among those with differing viewpoints. He stated that the university setting could provide a foundation for understanding, learning, and growth in this area. Chair Kitson tasked Governor Tim Cerio to lead the initiative through the Strategic Planning Committee. Governor Cerio has stated that "Civil discourse, conducted civilly without fear of reprisal, is critical to free speech and ensuring academic and intellectual freedom – not just on our university campuses, but throughout our country."

The 2018 Legislature established the Campus Free Expression Act in section 1004.097, Florida Statutes. This statute provides direction and relevance to the Board's initiative as it codifies an individual's right to engage in free-speech activities at public higher education institutions. It also prohibits a public institution from shielding students, faculty, or staff from expressive activities while authorizing a public institution to create and enforce reasonable restrictions under specified conditions.

CIVIL DISCOURSE: BEST PRACTICES

The State University System

The state universities provided information on activities and initiatives promoting and supporting civil discourse in their campus communities. Best practices gleaned from a review of their submissions were highlighted within the following four categories.

1. Workshops & Professional Development: Presentations, lectures, workshops, or training designed to provide opportunities for faculty, staff, students, and campus partners to learn how to engage in and facilitate dialogue respectfully.
2. Speakers, Dialogue & Debate: Events or programs that provide opportunities for faculty, staff, and students to engage in, observe, or facilitate conversations and encourage civil discourse.
3. Outreach (on and off-campus): Programs, workshops, and or campaigns with external partners help cultivate a campus culture of civil discourse.
4. Research and Academic Affairs: Research-based initiatives, web tools, and courses designed to provide opportunities for students, faculty, and staff to engage in and learn about issues related to civil discourse in a formal setting.

Additionally, the committee researched established national programs addressing civil discourse and interviewed prominent authorities in this area. Interviews were conducted with Dr. Robert George, McCormick Professor of Jurisprudence & Director, James Madison Program at Princeton University; Dr. Lynn Pasquerella, President of the Association of American Colleges and Universities; Dr. Diana Hess, Dean, University of Wisconsin School of Education; Ms. Liz Joyner, Founder & C.E.O., the Village Square; Dr. Bill Mattox, Director, James Madison Institute's Marshall Center for Educational Options; Dr. Tim Chapin, Dean, FSU College of Social Sciences and Public Policy, and Dr. Jonathan Haidt, founder of the Heterodox Academy.

National Models

A review of the national postsecondary system and institutional civil discourse programs identified a number of highly regarded initiatives and strategies that promote and support civil discourse. Examples include the following.

- The Center for Peace and Conflict Resolution, Brigham Young University: The Center's primary focus is conflict resolution. Through mediation, arbitration, training workshops, research, conferences, academic courses, and consultations, the Center assists both the university and the community in building skills and promoting understanding of peace, negotiation, communication, and conflict resolution.
- Heterodox Academy: Heterodox Academy is a nonpartisan international collaborative of professors, administrators, and students committed to enhancing the quality of research and education by promoting open inquiry, viewpoint diversity, and constructive disagreement in institutions of higher learning. The

Heterodox Academy was founded in 2015 by scholar Jonathan Haidt. He was prompted by his views on the negative impact that the lack of ideological diversity has had on the quality of research within the Academy.

The Academy collaboratively engages with universities throughout the U.S. to promote rigorous, open, and responsible interactions across lines of difference as essential to separating good ideas from bad and making good ideas better. Heterodox scholars view the university as a place of collaborative truth-seeking, where diverse scholars and students approach problems and questions from different points of view in pursuit of knowledge, discovery, and growth.

- The Institute for Civic Discourse and Democracy, Kansas State University: The Institute pursues theories and practice in civic discourse that are identified to advance improvements in all campus and community interactions. The Institute supports public conversation to elevate specific qualities of civic discourse, including inclusiveness, equality, reciprocity, reflection, reason-giving, and shared decision-making. The Institute offers certificates and degrees through the university's communication studies department; and offers workshops, facilitator training, and research opportunities through the Kansas Civic Life Project.
- The James Madison Program in American Ideals and Institutions: The James Madison Program is a scholarly institute within the Department of Politics at Princeton University and is dedicated to exploring enduring questions of American constitutional law and Western political thought. The James Madison Program was founded in 2000 by Dr. Robert George, McCormick Professor of Jurisprudence at Princeton University, and follows the University of Chicago's principles on freedom of expression.

The James Madison Program promotes teaching and scholarship in constitutional law and political thought and provides a forum for free expression and robust civil dialogue and debate. The Program hosts visiting postdoctoral and undergraduate fellows and offers various activities, courses, summer programs, and other related activities promoting free expression.

RECOMMENDATIONS

All 12 universities in the State University System have voiced a commitment to civil discourse and have provided numerous examples of programs and policies to establish, maintain, and support civil discourse throughout their living, learning, and working environment.

In recent years, there have been incidents of unacceptable behaviors and violations of codes of conduct and personnel policies relating to civil discourse by administrators, faculty, and students in the system. When such incidents occur, universities must respond to grievances with rapid response, thorough review, and adjudication according to their established policies. This process is most valuable when the conflict is resolved,

the impacted individuals are redressed, and all involved can learn and grow from the experience.

Moreover, programming restricting participation based on race or ethnicity, and in violation of existing university policies, has occurred with more frequency on Florida campuses. Although perhaps well-intentioned, often the effect of these programs is to further divide and disenfranchise, rather than promote understanding through civil discourse.

The Board of Governors as Advocate

The Board of Governors, responsible for the management and operation of the State University System, is unequivocal in its support of civil discourse throughout its 12 campus communities. The Board believes that each campus community member has a unique and critical role in the adherence to civil discourse and the ongoing support of the establishment, maintenance, and evaluation of civil discourse initiatives.

The Board of Governors' "Statement of Free Expression" remains an integral part of the Board's three-pronged mission for state universities: to deliver a high-quality academic experience for students, to engage in meaningful and productive research, and to provide a valuable public service for the benefit of local communities, metropolitan regions, and the state.

- I. **The Board of Governors expects that the leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse by promoting, supporting, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse in all campus interactions, including academic, administrative, extracurricular, and social dealings.**

University Planning

In its 2025 Strategic Plan, the Board of Governors sets forth its mission for the State University System and further states that the state universities will "*support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.*" The Board strongly believes that the state universities are well-positioned to provide the foundation for civil discourse learning, understanding, and growth for all campus community members.

Each university's Accountability Plan is an annual report of specific accountability measures and strategic plans.

- II. **The Board of Governors recommends that each university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community. The Board of Governors will include similar statements and principles in its Strategic Plan for the State University System.**

University Leadership

State university boards of trustees have the powers and duties necessary for each university's operation, management, and accountability. University civil discourse policies, programs, and initiatives should be viewed as strategic priorities by each board of trustees. The Board of Governors also believes that university faculty senates and student governments have a vital role and should participate early and often in the development, implementation, evaluation, and support of civil discourse programs and initiatives.

- III. **The Board of Governors recommends that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse.**
- IV. **The Board of Governors recommends that each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.**

The University President

The university president has primary responsibility for establishing the campus culture and setting the day-to-day living, learning, and working environment for all university community members. The president directs and monitors these efforts and is ultimately accountable for the civil discourse climate in the campus community.

Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties, states that the annual evaluation for university presidents addresses "responsiveness to the Board of Governors' strategic goals and priorities."

- V. Beginning in the 2022 presidential evaluation and contract renewal cycle, as a part of a president's evaluation, the Chair of the Board of Governors will consult with the board of trustees chair to review the university's campus free speech climate, including adherence to the principles set forth in the Board's Statement of Free Expression, the occurrence and the resolution of any issues related to the university's compliance with substantiated violations of section 1004.097, Florida Statutes, and the implementation of best practices promoting civil discourse.

Academic, Student, and Administrative Affairs

Board of Governors Regulation 1.001, University Boards of Trustees Powers & Duties, directs each board of trustees to adopt regulations or policies for a student code of conduct and establish a personnel program for all university employees. These policies are required to include standards for performance and conduct as well as disciplinary actions, complaints, appeals, and grievance procedures.

A university's personnel policies, orientation programs, and student code of conduct are critical to setting the tone for a climate of open-mindedness and tolerance for civil discourse. More specifically, all university campus areas, including classrooms, lecture halls, offices, and extracurricular, residential, and social locales, offer opportunities for learning, tolerance, and growth. Academic deans and directors, student affairs administrators, faculty, and students share responsibility for establishing and reinforcing tolerant, open-minded, and respectful discourse on a university campus.

- VI. The Board of Governors recommends that university academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse, and that they are in compliance with section 1004.097, Florida Statutes.

Best Practices for Civil Discourse

- VII. The Board of Governors recommends implementing the following best practices based on its review of university programs and initiatives that effectively promote and support civil discourse.

- **Instill the importance of civil discourse, academic freedom, and free speech from day one**, utilizing student and employee orientation sessions, public assemblies, and official university documents and communications.
- **Schedule and host ongoing, campus-wide forums, dialogues, and debates** on various issues and perspectives to promote open discussion, understanding, and learning opportunities.
- **Foster intellectual diversity** by encouraging university leadership to: (1) promote viewpoint diversity and open-minded discussion and debate, and (2) highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.
- **Avoid disinvitations** by developing clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.
- **Provide targeted educational and professional development opportunities** for university administrative employees to reinforce free expression and open-minded debate norms.
- **Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints and create processes to evaluate the strength of such environments.**

Appendix A

State University System of Florida

Statement of Free Expression

April 15, 2019

The State University System of Florida and its twelve public postsecondary institutions adopt this Statement on Free Expression to support and encourage a full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state. The purpose of this statement is to affirm our dedication to these principles and to seek our campus communities' commitment to maintaining our campuses as places where the open exchange of knowledge and ideas furthers our mission.

A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, individuals are free to express any ideas and opinions they wish, even if others may disagree with them or find those ideas and opinions to be offensive or otherwise antithetical to their own worldview. The very process of debating divergent ideas and challenging others' opinions develops the intellectual skills necessary to respectfully argue through civil discourse. Development of such skills leads to personal and scholarly growth and is an essential component of each of our institutions' academic and research missions.

It is equally important not to stifle the dissemination of any ideas, even if other members of our community may find those ideas abhorrent. Individuals wishing to express ideas with which others may disagree must be free to do so without fear of being bullied, threatened, or silenced. This does not mean that such ideas should go unchallenged, as that is part of the learning process. And though we believe all members of our campus communities have a role to play in promoting civility and mutual respect in that type of discourse, we must not let concerns over civility or respect be used as a reason to silence expression. We should empower and enable one another to speak and listen, rather than interfere with or silence the open expression of ideas.

Each member of our campus communities must also recognize that institutions may restrict unlawful expression, such as true threats or defamation. Because universities and colleges are first and foremost places where people go to engage in scholarly endeavors, it is necessary to the efficient and effective operations of each institution for there to be reasonable limitations on the time, place, and manner in which these rights are exercised. Each institution has adopted regulations that align with Florida's Campus

Free Expression Act, section 1004.097, Florida Statutes, and the United States and Florida Constitutions and the legal opinions interpreting those provisions. These limitations are narrowly drawn and content-neutral and serve to ensure that all members of our campus communities have an equal ability to express their ideas and opinions while preserving campus order and security.



STATE UNIVERSITY SYSTEM OF FLORIDA





Board of Governors
State University System of Florida

325 West Gaines Street, Suite 1614

Tallahassee, Florida 32399

Phone: (850) 245-0466

www.flbog.edu



Board of Trustees
Full Board Meeting
August 13, 2026

Naming of the University of West Florida Field House

Recommended Action:

Approve renaming the University of West Florida Fieldhouse to the PenAir Field House at UWF.

Background Information:

In 2016, PenAir Credit Union made a \$1 million commitment to support UWF football. In recognition of this gift, the University named its on-campus football field "PenAir Field" for a 10-year term. The naming term began in 2016 and was scheduled to conclude on June 30, 2026. In 2020, there was an addendum to the original agreement which extended the term of the naming of PenAir Field three years to June 30, 2029. This addendum was to accommodate UWF playing games downtown and not yet playing games in PenAir Field.

As part of the development of Darrell Gooden Stadium, the University requested that the PenAir Field naming conclude two years earlier than originally anticipated - in 2027 instead of 2029. PenAir Credit Union agreed to this request and approved an adjustment to the original naming arrangement.

In recognition of PenAir's longstanding partnership and the two years remaining under the original agreement, the University proposes granting PenAir Credit Union the naming rights to "PenAir Field House" for three University fiscal years, beginning July 1, 2026, and concluding June 30, 2029. This three-year naming term will serve as a mutually agreed-upon substitute for taking the name off "PenAir Field" two years early.

Implementation Plan:

Upon Board of Trustee's approval, re-naming the fieldhouse will be updated through communications, publications, signage, websites and other related materials.

Fiscal Implications:

Cost to reprint or change signage, approximately \$2,765.

Relevant Authority:

267.062, Florida Statutes; BOG Reg. 9.005, Naming of Buildings and Facilities; BOT 08.04-02/24 Policy Concerning Naming Opportunities

Supports Strategic Direction(s):

Strategic Direction 1: Student Centered and Focused

Strategic Direction 3: Exceptional Academic Programming and Scholarship Aligned with State Needs

Strategic Direction 6: Operational Excellence

Documents:

1. PenAir Credit Union Gift Agreement, Amended in 2026
2. University Policy BOT-08.04-02/24 Naming Opportunities

Prepared by:

Tori Bennett, Vice President, Division of Advancement, President, UWF Foundation, Inc.
tbennett@uwf.edu

Presenter:

Tori Bennett, Vice President, Division of Advancement, President, UWF Foundation, Inc.
tbennett@uwf.edu

**GIFT AGREEMENT ADDENDUM
PENAIR CREDIT UNION AND
THE UNIVERSITY OF WEST FLORIDA FOUNDATION, INC.**

PenAir Credit Union made a pledge to the University of West Florida Foundation, Inc., to name the University Park Field complex. The University of West Florida extended the agreement in 2020.

The University of West Florida would again like to adjust and extend the term of this agreement. Here are the terms of the gift agreement addendum that extends the agreement:

1. The original agreement was for a ten year term. It began in 2016 and was scheduled to be completed at the end of the 2025-26 fiscal year ending on 6/30/26.
2. This 2020 addendum added three years to the original agreement. The revised ending date of the agreement was at the end of the 2028-29 fiscal year ending on 6/30/29.
3. This 2026 addendum adjusts the term for “PenAir Field” and creates a term for the naming of “PenAir Fieldhouse.”
 - The UWF football stadium will continue to be called “PenAir Field” through 6/30/27.
 - The UWF Field House will receive the name “PenAir Fieldhouse” beginning on 7/1/26 and run for three university fiscal years until 6/30/29.
4. The intent of this agreement is for UWF to provide PenAir Credit Union the naming rights for “PenAir Fieldhouse” for three years as a substitute for taking the name off of “PenAir Field” two years early.
5. PenAir Credit Union will not be required to pay additional support other than the amount in the original agreement as part of this extension.

Lee Morgan
President & CEO
PenAir Credit Union

Date

Tori Bennett
Vice President for University Advancement
President, UWF Foundation, Inc.

Date

David L. Scott
Associate Vice President
Department of Intercollegiate Athletics

Date



UNIVERSITY POLICY BOT-08.04-02/24

TO: The University of West Florida Community

FROM: Dr. Martha D. Saunders, President

SUBJECT: Naming Opportunities

RESPONSIBLE OFFICE: University Advancement

I. Purpose:

It is the intention of the University of West Florida (the “University”) to honor and recognize outstanding support of and service to the University through the naming of Elements that support the institutional mission. Naming recognition may be extended to individuals (living or deceased), corporations, foundations, and others. This policy sets forth guidelines for naming opportunities at the University.

II. Definitions:

Element – includes, but is not limited to, University Facilities, educational units, scholarships, and endowments that support the institutional mission of the University.

University Facility – has the same meaning as the definition of the term in Board of Governors (“BOG”) Regulation 9.005, Naming of Buildings and Facilities.

III. Policy:

A. General Policies

1. The University may grant permanent or temporary naming recognition in connection with a University Facility, college, school, department, center, institute, program, or other major unit if the minimum requirements are met. The naming of these Elements requires recommendation of the President and the approval of the Board of Trustees (“BOT”). The BOT reserves the right to deny naming rights even if minimum requirements are met.
2. Any name recommended for consideration under these guidelines must be one that would bring distinction and honor to the University and must be consistent with the mission, values, and traditions of the University.

3. The naming of any Element shall be in accordance with the provisions of applicable Florida statutes and BOG regulations. Endowments do not require the approval of the BOT.
4. The naming of any University Facility must be approved by the BOT as a noticed, non-consent agenda item.
5. The Foundation may set minimum gift requirements for naming opportunities. Information pertaining to minimum requirements can be obtained from the Foundation.

B. Naming in Recognition of Outstanding Service (Non-gift related honorary)

1. Non-gift related naming should be reserved for individuals who are of recognized accomplishment and character. University Elements may be named in recognition of outstanding service by someone who has distinguished themselves through significant contributions of the community, profession or the University. Because of the public visibility and significance associated with such prestigious recognition, the University should only recognize those who have attained achievements of distinction and who are held in high esteem for their integrity and ethical standards as determined in the University's sole discretion.
2. An Element may not be named on a non-gift related basis for an active member or employee of the BOG or an active trustee, employee, or student of the University.
3. Prior to recommending a naming based on outstanding service to the University, the President will seek the counsel of the Honorary Awards and Recognition Committee ("HARC").

C. Naming in Recognition of Financial Support (Gift-related honorary)

1. Gift-related naming of a University Facility for an individual, family, corporation, foundation, or organization requires a gift of 25% or more of the total construction cost of the University Facility. In the case of a gift for a University Facility that is to be named with funds required for construction or renovation, naming rights may be requested once a charitable gift of sufficient magnitude has been received to commence the project.
2. A naming in recognition of financial support will be presented to the President by the Vice President for University Advancement upon certification of the University of West Florida Foundation (the "Foundation"). The President will then make a recommendation to the BOT for consideration. Naming proposals will be consistent with University policies and will not only reflect the donor's financial support, but also the donor's commitment to the mission, values, and traditions of the University.
3. The Foundation shall have the latitude to approve a multi-year payment plan for the establishment of an endowment at the major gift level, as determined by the

Foundation. All gift agreements shall contain language specifying that naming recognition is contingent on satisfaction of the donor's payment obligations.

4. A named fund may be established in response to an initial gift toward a good faith pledge.

D. Additional Naming Opportunities

1. Additional naming opportunities may be approved at the sole discretion of the President or the President's designee. These opportunities shall include campus spaces such as classrooms, laboratories, seminar rooms, conference rooms, offices, and similar spaces, and other Elements such as scholarships, assistantships, fellowships, lectureships, professorships, and chairs. Prior to approving such an opportunity, the President may, but is not required to, seek the advice of the HARC.
2. Naming of benches, fountains, gardens, walkways, theatre seats, and other such structures and spaces shall be addressed, developed, and implemented on a case-by-case basis by staff with the approval of the President or designee. The appropriate minimum gift level will be calculated based on a variety of factors including, but not limited to, location, structure, scale, and function.

III. Permanency of Names

Unless a fixed term is provided for the gift agreement, every name assigned to a facility, activity, or program is intended to be enduring. However, it is foreseeable that situations may arise whereby the University determines that the naming period has concluded.

A. Removal, Revocation, or Renaming

The duration of a donor's or honoree's name ordinarily continues for as long as the campus Element is in use in the same manner and for the same purpose for which the naming occurred. A recommendation to change or alter in any way the name of a previously named Element must be initiated by the President and approved by the BOT. As naming authority lies with the BOT, so does the authority and responsibility to remove, revoke, or rename. University representatives will make all reasonable efforts to inform the original donor/honoree or their designee(s) in advance of any changes of this nature.

Circumstances that may lead to consideration of a name removal, revocation or renaming may include, but shall not be limited to:

1. A significant renovation or addition to a previously-named space may lead to renaming of the space in recognition of another donor. Appropriate recognition of prior donors and honorees shall be taken into consideration in recognition in nearby, adjacent, or newly redeveloped areas.

2. Any legal impropriety by a donor or honoree may result in naming revocation if disassociation is warranted and in the best interest of the University in the University's sole discretion.
3. A donor's inability to fulfill financial obligations associated with a gift for a named Element will make the naming subject to reconsideration by the Foundation and the University.
4. Actions by a person and/or company that are no longer in alignment with the University's mission and fundamental values or that bring discredit to the University.
5. If the University determines the named Element has exceeded its useful life or the continued use has become impossible or impractical, demolition or the discontinuation of a program or activity may result.
6. An individual or a corporation has a name change or is dissolved.

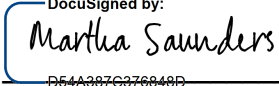
B. Term Naming

1. Term or temporary naming of physical structures or other campus Elements may be considered based on the length of period of naming and an assessment of market value associated with the Element.
2. In appropriate instances, a naming may be granted for a predetermined fixed term, usually 3-10 years. At the end of the term, the naming recognition shall expire but may be renewed with the same or new name. The accompanying gift agreement should clearly specify the period of time for which the Element will be named.

IV. Other Considerations

- A. The Division of University Advancement will work with the Foundation to ensure that naming related actions will be copied to University Archives for proper retention and preservation for archival and research purposes.
- B. The Division of University Advancement and the Foundation are responsible for the applicable donor recognition of gifts made to benefit the University.
- C. Each naming opportunity should take into consideration a sufficient budget to allow for fabrication and installation of lettering, signage, map updates and other appropriate designations. New signage, plaques or markers should conform to University guidelines and design standards relating to campus graphics and shall be coordinated through the Office of Institutional Communications.
- D. The Vice President for the Division of University Advancement, in consultation with the President, shall have the discretion to determine whether a deferred gift shall be considered in deciding to name a University Facility or part thereof.

Approved by the University of West Florida Board of Trustees on February 15, 2024.

Approved by:  Dr. Martha D. Saunders **Date:** 02/15/2024

Authority: BOG Reg. 9.005, Naming of Buildings and Facilities
§267.062, Florida Statutes

Cross Ref.: None

History: Adopted June 2011; revised May 2014, May 2017, and February 2024.

Last Review: February 2024



Board of Trustees
Full Board Meeting
August 13, 2026

Presidential Performance Evaluation and Bonus

Recommended Action:

Approve the President's annual compensation bonus in an amount not to exceed sixteen (16) percent of his base salary.

Background Information:

It is the board's nondelegable responsibility to evaluate the President of UWF. Pursuant to BOT Policy, President Diaz initiated the annual review process by presenting his self-evaluation for the prior year, and his proposed goals and objectives for the upcoming year, to the board at the meeting held April 23, 2026. The Presidential Performance Evaluation & Metrics committee convened on July 21, 2026 and approved an evaluation instrument which was distributed to the full board on July 27, 2026.

Pursuant to his employment agreement, the President shall be eligible for an annual compensation bonus in an amount as determined by the board not to exceed sixteen (16) percent of his base salary. The award of this bonus shall be based on the board's assessment, in its sole and absolute discretion, of the President's performance as President during the fiscal year under review. Any performance compensation awarded shall be paid no later than October 1st of each year.

Implementation Plan:

Upon approval, submit the compensation bonus for distribution to the President no later than October 1, 2026.

Fiscal Implications:

An amount up to sixteen (16) percent of the President's base salary.

Relevant Authority:

1. University Policy BOT-14.02-06/26 Presidential Evaluation Policy
2. Florida BOG Regulation 1.001(5)(f) and (g) University Board of Trustees Powers and Duties

Supports Strategic Direction(s):

This item supports all seven Strategic Directions.

Documents:

1. University Policy BOT-14.02-06/26 Presidential Evaluation Policy
2. President's Goal Report
3. University of West Florida President's Employment Agreement

Prepared by:

David Fugett, General Counsel, dfugett@uwf.edu

Presenter:

Chair Rebecca Matthews



UNIVERSITY POLICY BOT-14.02-06/26

TO: The University of West Florida Community

FROM: President Manny Diaz, Jr.

SUBJECT: Presidential Evaluation

RESPONSIBLE OFFICE: Board of Trustees

I. Purpose:

The purpose of the annual review process is to enable the President to strengthen his or her performance, to enable the President and the Board to set mutually agreeable goals, and to inform the Board's decisions on compensation adjustments and other terms of the President's employment

II. Responsibility:

The board has a non-delegable responsibility to assess the President's performance, goals and objectives, and compensation. The Board's Presidential Performance Evaluation & Metrics Ad Hoc Committee ("Committee") is delegated, within the parameters of this policy, the responsibility for organizing and conducting the annual review process.

III. Process:

- A. On or before June 1 of each year, the President shall initiate the annual review process by preparing and submitting his or her self-evaluation for the prior one year period, and proposed goals and objectives for the upcoming year, to the Board.
- B. Once the President has submitted the self-evaluation and proposed goals and objectives to the Board, the Board Chair shall provide copies of the same to the chair of the Board of Governors ("BOG") and request the chair of the BOG's participation in the annual evaluation; the chair of the BOG may involve the chancellor in the review process. Such participation will include a review of the President's responsiveness to the BOG's strategic goals and priorities and compliance with system-wide regulations.
- C. The Committee shall review the self-evaluation, and proposed goals and objectives, and may request any additional information from the President and from the campus community to assist the Board in its review.
- D. The Committee may prepare an evaluation instrument to obtain feedback from each Trustee as a part of the President's annual evaluation process. The evaluation instrument will be modeled after the President's proposed goals and objectives of the previous year.

The committee may, at its discretion, add additional criteria to the evaluation instrument. Additional criteria may include, among other things:

1. Responsiveness to the BOG's strategic goals and priorities;
2. Responsible fiscal management of the university;
3. Responsible supervision of key personnel;
4. Positive governmental and community relations;
5. Key metrics as may be set by the BOT and/or BOG;
6. Efficient use of university resources, such as operating expenses per student and cost per student degree;
7. Promotion of academic excellence and student success at the University;
8. Promotion of ethical conduct at the University; and
9. Promotion of the reputation of the University.

Upon review and approval of the Board Chair, the evaluation instrument shall be provided to each Trustee for completion.

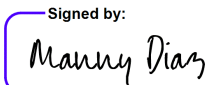
- E. Prior to the Board meeting at which the President's review will be acted upon, the Board Chair shall send to the President and all members of the Board the results gathered from the evaluation instrument, any supplemental information the Committee may have requested of the President and any supplemental information the Committee has developed.
- F. The Board shall complete the annual review and make any compensation award contemplated under the President's Employment Agreement no later than October 1 of each year.

IV. Annual Performance Evaluation Timeline

- A. On or before June 1 of each year, the President shall initiate the annual review process by preparing and submitting his or her self-evaluation for the prior one year period, and proposed goals and objectives for the upcoming year, to the Board.
- B. Once the President has submitted the self-evaluation and proposed goals and objectives to the Board, the Board Chair shall provide copies of the same to the chair of the Board of Governors ("BOG") and request the chair of the BOG's participation in the annual evaluation; the chair of the BOG may involve the chancellor in the review process. Such participation will include a review of the President's responsiveness to the BOG's strategic goals and priorities and compliance with system-wide regulations.
- C. By July 1 of each year, the Committee will meet to review the self-evaluation, and proposed goals and objectives, and may request any additional information from the President to assist the Board in its review.
- D. Should the Committee prepare an evaluation instrument, the evaluation instrument will be completed for review by the Board Chair no later than August 1 of each year.
- E. Each Trustee should complete the evaluation instrument no later than September 1 of each year.
- F. The Board shall complete the annual review and make any compensation award contemplated under the President's Employment Agreement no later than October 1 of each year.

After the Board's deliberation and action, minutes shall be published to document the review of the President's performance, goals, and any adjustments to the President's compensation.

Approved by the Board of Trustees: June 18, 2026

Approved by:  Signed by:
5C95CD42CF4B42C...
President Manny Diaz, Jr.

Authority: Florida BOG Regulation 1.001(5)(f) and (g), University Board of Trustees Powers and Duties

History: Created June 2017; Amended June 2026

Last Review: June 2026

Goal 1 - Capital Campaign



UNIVERSITY OF WEST FLORIDA

Oversee the achievement of expanding and meeting the goal of the “Here For Good” campaign to \$100 million.

The University of West Florida continues to make strong progress toward achieving and surpassing the expanded \$100 million goal of the “Here for Good” capital campaign, the most ambitious comprehensive fundraising effort in institutional history. Originally launched with a \$90 million target, the campaign goal was increased to \$100 million following significant philanthropic momentum and sustained donor engagement.

Campaign performance remains strong, with more than 10,000 donors contributing to date and continued growth across major giving, annual fund participation and corporate partnerships. In November 2025, the University surpassed \$95 million in total funds raised, prompting the official expansion of the campaign goal. UWF is now on track to meet, and potentially exceed, the \$100 million milestone by the campaign’s conclusion on June 30, 2026.

For the current fiscal year, UWF is projected to raise more than \$8 million in total philanthropic support, including more than \$1.8 million in annual fund gifts (cash, pledges, and planned gifts under \$10,000) and more than \$6.5 million in major gifts (cash, pledges, and planned gifts of \$10,000 or more).

Additional indicators of engagement underscore this momentum, including participation from more than 550 faculty and staff donors, over 450 Nautilus-level donors contributing \$1,000 or more, and the successful securing of more than 60 new major gifts during the fiscal year.

Alumni engagement continues to grow, with a current participation rate of 4% and clear opportunities for growth. These results reflect strong philanthropic momentum and continued investment in the University’s mission and future, further strengthened by the leadership of President Diaz as UWF’s seventh president.

As the campaign enters its final phase, efforts are focused on securing leadership-level gifts and maintaining engagement to ensure a successful conclusion.

Goal 2 - Brand Refresh



UNIVERSITY OF WEST FLORIDA

Oversee and implement a comprehensive University brand audit and refresh.

To strengthen its position in an increasingly competitive higher education landscape, the University of West Florida has completed a comprehensive brand audit and is now advancing into the implementation phase of a full brand refresh. This effort is designed to ensure the University's brand accurately reflects its mission, continued growth, and strategic direction, while improving clarity, consistency, and differentiation in the marketplace.

The recently completed audit included a thorough evaluation of institutional messaging, visual identity, and stakeholder perceptions, providing a strong foundation for the work ahead. Building on these insights, the University is now preparing for the rollout of a refreshed brand identity and logo, timed to align with the upcoming academic year.

At the core of this initiative is a focus on strengthening and refining the University's messaging and visual identity to better align with institutional priorities, including student success, workforce impact, research, and community engagement. By creating a more cohesive and compelling brand, UWF aims to enhance its effectiveness in student recruitment, fundraising, and broader community engagement.

Implementation efforts are already underway. The University has refined its institutional narrative to ensure consistency in messaging across all audiences and platforms. Updated visual identity elements, including a new logo and brand standards, are being finalized for deployment across digital, print, and campus environments. Equally important is internal alignment; comprehensive brand guidelines, tools, and training will be provided to ensure consistent adoption across all divisions and departments.

The rollout will occur in phases. Following the completion of the audit in 2025, the University is using the Spring of 2026 to finalize brand assets and prepare for launch. The official unveiling of the refreshed brand will coincide with the new fiscal year, launching July 1, 2026, supported by a coordinated marketing and communications strategy. Beyond launch, ongoing efforts will focus on campus-wide adoption and sustained brand governance to ensure long-term consistency and impact.

Through this initiative, the University of West Florida is positioning itself to achieve a stronger, more unified institutional identity. The refreshed brand is expected to improve the effectiveness of enrollment marketing, increase donor engagement and philanthropic alignment, and elevate the consistency and quality of University communications. Ultimately, this work will enhance UWF's visibility and reputation at both the regional and national levels.

Goal 3 - Talent Catalyst



UNIVERSITY OF WEST FLORIDA

Double the number of Talent Catalyst internship partners from 7 to 14.

The UWF Talent Catalyst program is a structured internship program that connects University of West Florida undergraduate students with Northwest Florida employers. Administered by the UWF Office of Workforce Development, the program integrates paid workforce experience/internships, professional development training, and employer mentorship to prepare students for successful careers.

Talent Catalyst has been designated by UWF as two High Impact Practices (HIPs) – Internships/Work Experience and a Living Learning Community – and all participating students receive transcript recognition.

Three Core Components:

1. Paid Internships/Workforce Experience

Students work in paid, part-time internships with regional employers (with pay ranges from \$16 to \$27 per hour), predominantly spanning multiple semesters (Fall, Spring, and Summer). Many students begin as juniors and gain two years of experience with the same employer before graduation, building skills and often transitioning into full-time roles with the company.

2. UWF Talent Catalyst Professional Development Course

All participating students take a free hybrid professional development course taught by Dr. Sherry Hartnett (1–2 hours per week) focused on communication, teamwork, professionalism, time management, problem-solving, and critical thinking. The course combines flexible online learning with monthly in-person sessions featuring guest speakers and practical training. The Canvas course is built with multiple levels of learning, so in their first semester they take Level 1, second semester Level 2, and so on.

3. Mentorship

Each student is paired with a mentor from their employer organization who provides guidance on workplace expectations, career development, and professional networking.

Talent Catalyst currently includes 21 employer partners with signed MOUs. In less than two years, more than 56 students will have participated – most for over a year – by the end of this academic year.

The program creates a strong talent pipeline for regional employers while ensuring UWF students graduate with meaningful internships/work experience, professional skills, and industry connections.



UNIVERSITY OF WEST FLORIDA

Talent Catalyst Business Partners:

1. GE Vernova
2. Landrum
3. LifeView Group / GCE
4. BlueWind Technology
5. University of West Florida
6. American Magic
7. LocaliQ
8. Jupiter Bach
9. Engineered Cooling Services
10. Leonardo DRS
11. Birdon
12. American Heritage Financial
13. On-Point Defense Technology
14. Tocaro Blue
15. Guided Particle Systems
16. PenAir Credit Union
17. RescAlert
18. Viewpoint Systems
19. Catalyst (Healthcare Real Estate)
20. Levin, Papantonio, Proctor,
Buchanan, O'Brien, Barr, & Mougey
P.A.
21. St. Engineering North America

Goal 4 - Stadium Groundbreaking



UNIVERSITY OF WEST FLORIDA

Oversee and implement the groundbreaking and construction of the new football stadium to include general event space for the University.

On Feb. 11, 2026, UWF officially broke ground on the Darrell Gooden Stadium, a multi-use football and events facility that represents UWF's growth and a significant investment in the community.

Construction on the Darrell Gooden Stadium is underway and will continue while the Argos compete during the 2026 season. As part of the phased development, a new state-of-the-art LED video board – measuring 85 feet wide by 30 feet tall – will be installed in the end zone opposite the Darrell Gooden Center and will be in place for the 2026 season.

The first kickoff at Darrell Gooden Stadium is planned for Fall of 2027.

Goal 5 - Student Area Enhancement



UNIVERSITY OF WEST FLORIDA

Improve campus appearance and enhance student areas to include a new student union patio and refurbished Cannon Green.

The University of West Florida has made significant progress in enhancing campus appearance and elevating student-centered spaces through the completion of key improvements to the Cannon Green and a new Commons Patio. These efforts are part of a broader commitment to creating a more vibrant and engaging campus environment that supports student life.

The new Commons Patio was completed in January 2026 and officially introduced to campus with a “Party on the Patio” event in February 2026. Designed to encourage connection and engagement, the patio provides a central outdoor area for informal gatherings, eating space, and daily student use.

The University also completed a large-scale landscape enhancement project, transforming and expanding the Cannon Green in March 2026. The revitalized space significantly increases the usable green area, creating a more open and flexible environment for student activities and campus events. As part of this project, the University introduced “Greek Way,” a dedicated walkway recognizing Fraternity and Sorority Life. This walkway features custom benches for each FSL organization, many of which are now being personalized by the Chapters, fostering a sense of ownership, pride, and community among students.

Goal 6 - Housing / Retail Expansion Opportunities



UNIVERSITY OF WEST FLORIDA

Explore and propose P3 opportunities for the University to expand housing and new retail entertainment facilities.

The University of West Florida is actively exploring and advancing public-private partnership opportunities to expand on-campus housing and introduce new retail, entertainment and student-centered facilities. This effort reflects a strategic commitment to enhancing the campus experience, supporting enrollment growth and meeting evolving student expectations, while leveraging innovative funding and development models.

To support this initiative, UWF has released an ITN to solicit proposals and ideas from potential partners. Responses are expected in the coming quarter and will provide a range of concepts for consideration, including development along Argo Boulevard; expanded student housing, retail, and dining options; entertainment venues; and new student activity spaces. These concepts will be carefully evaluated and prioritized based on demonstrated student needs, institutional fit, and funding feasibility.

Student Housing

Significant progress has already been made in advancing housing expansion efforts. A comprehensive housing demand and feasibility study, completed in Summer 2024 in partnership with Brailsford & Dunlavey, confirmed sustained demand for additional housing and identified viable pathways for expansion. Building on this foundation, Housing and Residence Life has been actively engaged in design and construction planning, including schematic design reviews with housing architects throughout 2025.

HRL has developed and continues to refine standardized inventories for building materials, furnishings, and fixtures to ensure consistency, cost efficiency, and long-term maintenance sustainability across facilities. The team has also prioritized continuous improvement by evaluating emerging solutions and operational efficiencies, while benchmarking against peer institutions across the State University System to inform competitive positioning, design standards, and partnership models.

Retail, Entertainment, and Mixed-Use Development (Argo Boulevard) and New Student Union:

The University has made meaningful strides in conceptualizing retail, entertainment, and mixed-use development opportunities, particularly along Argo Boulevard, as well as planning for a potential new student union. These efforts have been heavily informed by student input. Engagement with Fraternity and Sorority Life leadership has helped assess interest in Greek housing and associated mixed-use developments, while structured feedback sessions through the Vice President's Student Advisory Council have provided valuable insight into student preferences.



UNIVERSITY OF WEST FLORIDA

Student-driven concepts for Argo Boulevard emphasize a vibrant, experiential environment that blends dining, retail and entertainment. Ideas include various dining options accommodating a range of tastes and dietary needs, destination-style retail, and amenities such as live music, outdoor gathering spaces, and late-night programming. Students have expressed a desire for an atmosphere that is both energetic and inviting, drawing inspiration from destinations like Disney Springs and walkable urban districts.

Similarly, concepts for a new student union reflect a strong desire for multifunctional, student-centered space. Proposed features include a mix of amenities such as food service, coffee shops, and recreation options, alongside expanded commuter resources, event and meeting spaces, and dedicated areas for student organizations. Design preferences emphasize openness, natural light, flexibility, and a modern, engaging aesthetic, informed by peer institutions and comparable campus environments.

Next Steps:

Looking ahead, the University has identified several key next steps for 2026. Efforts will include exploring potential partnerships for Greek housing, engaging interested alumni to assess feasibility, funding models, and potential P3 structures. Additionally, \$100,000 in FY27 CITF funding will support the conceptual design of a new student union, with renderings and materials used to build student enthusiasm, gather feedback, and align stakeholders. The University will also evaluate funding mechanisms, including potential adjustments to student fees, to support future development, while considering opportunities to repurpose existing campus spaces such as the University Commons.

Through these coordinated efforts, UWF is positioning itself to deliver a more dynamic, engaging, and student-focused campus environment, supported by strategic partnerships and sustainable development approaches.

Goal 7 - Civic Literacy and Discourse



UNIVERSITY OF WEST FLORIDA

Establish a center for civic literacy and increased civil discourse engagement.

UWF has made significant progress in establishing a comprehensive and impactful center dedicated to civic literacy and the promotion of civil discourse. This effort was kickstarted with the awarding of a \$1.5 million, three-year grant from the U.S. Department of Education, supporting the creation of the UWF Academy of American Civic Republicanism. Building on this foundation, the University formally established the Academy for American Civic Republicanism to serve as the hub for programming, education, and community engagement in this space.

To ensure strong leadership and effective implementation, the University has hired key personnel, including a program director and coordinator, as well as established an advisory board with the majority of invited members already confirmed. UWF has developed a robust network of local and regional partnerships to extend its reach and impact, including collaborations with Escambia, Santa Rosa, and Okaloosa County School Districts; the UWF Historic Trust; and the Florida Civics and Debate Initiative.

During 2025-26, UWF hosted four debates and six lectures supporting civic literacy and increased civil discourse engagement.

- Office of Public Policy Events
 - “Storm over the Constitution: Procedure or Prescription?” with Dr. Allen Mendenhall and Dr. Clifford Humphrey on 9/17/25
 - “What Caused the Change in the Youth Vote? A Bipartisan Dialogue” with UWF Interim President Manny Diaz Jr. and Steve Schale, CEO of Unite the Country on 11/17/2025
 - “Church, State and the First Amendment” with Dr. Mark David Hall and Dr. Steven K. Green on 1/22/26
 - “Private Vices, Public Prosperity: Can Self-Interest Sustain a Free Republic?” with Dr. Adam Cayton, Dr. Clifford Humphrey, Dr. Tom Barber, and Dr. Brian Rucker on 2/25/26
- America 250 Florida Events
 - “The President, the Bureaucracy, and the Fate of Government by Consent of the Governed after 250 Years” with Dr. Ronald Pestritto on 10/7/25
 - “Did America Have a Christian Founding?” with Dr. Mark David Hall on 1/23/26
 - “Duty Before Glory: Washington’s Enduring Legacy of Leadership” with Mr. Travis Souther, UWF Emerald Coast librarian, on 2/16/25 at the Emerald Coast campus and 4/14/26 at the Pensacola campus
 - “Rome in Philadelphia: Polybius and the Roman Republic at the American Founding” with Dr. Carl E. “Tripp” Young III on 3/5/26



UNIVERSITY OF WEST FLORIDA

- “On Turning 250: How Americans Should Remember Their Founding” with Dr. Wilfred M. McClay on 4/16/26

Summer Institute session schedules have been finalized with a focus on “Using Primary Sources in Civics/History Instruction” for middle and high school teachers. The program will include two five-day seminars, supported by four selected guest lecturers, with 60 participants already registered. To expand access, a four-part summer webinar series has also been developed for K–12 educators in Escambia, Santa Rosa, and Okaloosa counties who are unable to attend the in-person sessions. The webinar series, themed “Foundations and Crises of the American Republic,” will cover topics including the foundations of republican government, slavery and its impact on the republic, ideological challenges to constitutional order, and the balance between security and liberty during the Cold War. Each session is expected to serve approximately 15 educators, reaching a total of 60 participants.

A pilot undergraduate course, The Founder’s Constitution, has been developed and launched, providing students with an in-depth analysis of the Constitutional Convention of 1787, including the debates over the structure of the national government, arguments for and against ratification, and the creation and adoption of the Bill of Rights in the First Congress. The course is currently enrolling 22 students. In addition, the Academy is hosting a course on statesmanship, scheduled to launch in Fall 2027 as a senior capstone class, with guest lectures by President Diaz.

Planning is underway for a conference in February 2027, with the theme, keynote speaker, and venue secured.

Goal 8 - Advocacy Program



UNIVERSITY OF WEST FLORIDA

Expand and implement a state and federal advocacy program with emphasis on combined and expanded funding opportunities.

Over the past year, UWF has made significant progress in establishing a stronger presence at both the state and federal levels. Building on this momentum, the University will advance a more structured, proactive, and results-driven advocacy program focused on alignment, engagement, and execution.

Key Initiatives and Progress to Date:

- **Federal Representation and Strategy Development:** UWF has engaged federal representation to advocate on behalf of the University in Washington, D.C., and to provide strategic guidance on navigating federal processes, identifying funding opportunities, and positioning UWF competitively for federal resources.
- **Strategic Engagement with Federal Delegation:** The University has successfully hosted members of Congress in Pensacola, including visits to the UWF Center for Cybersecurity and the UWF Historic Trust. These engagements have highlighted UWF's impact, strengthened relationships with key decision-makers, and showcased nationally recognized programs.
- **National Presence and Relationship Building:** UWF leadership has conducted targeted visits to Washington, D.C., to build recognition for the University and its areas of excellence, including cybersecurity, artificial intelligence, workforce development, and community partnerships.
- **Development of an Internal Federal Advocacy Process:** The University has initiated the creation of a formalized internal process to coordinate federal advocacy efforts. This includes identifying priority projects, aligning institutional messaging, and ensuring timely pursuit of federal grants, congressionally directed spending (community funded projects), and other funding opportunities.
- **Submission of Community Funded Projects:** UWF has successfully submitted community funded project requests through members of Congress, positioning the University to secure direct federal investments that support critical infrastructure, academic programs, and regional economic development initiatives.

Next Steps and Strategic Focus:

To build on this foundation, UWF will:

- Fully implement a coordinated advocacy framework that integrates state and federal priorities across all divisions of the University.
- Expand strategic engagement with elected officials and agency leaders to increase visibility and influence.
- Strengthen internal capacity to identify, develop, and advance competitive funding proposals aligned with institutional priorities.



UNIVERSITY OF WEST FLORIDA

- Enhance collaboration with regional partners to pursue joint funding opportunities that amplify UWF's impact across Northwest Florida.
- Establish clear metrics to track advocacy outcomes, funding secured, and relationship development.

Goal 9 - Office of Military Services



UNIVERSITY OF WEST FLORIDA

Establish the Office of Military Services to better serve active military, veterans, and military families under the Office of the President.

In August 2025, UWF launched the Office of Military Services as a priority initiative to strengthen its commitment to those who serve, have served, or will serve, and their families. Housed within the Aylstock, Witkin, Kreis and Overholtz Center for Leadership, OMS unified the University's Army and Air Force ROTC programs and the Military and Veterans Resource Center into a centralized structure designed to enhance coordination, expand services, and elevate UWF's impact across the military-affiliated community.

In the months since its launch, OMS has made substantial progress across three key focus areas: (1) serving veterans and military-affiliated students, (2) supporting ROTC programs, and (3) strengthening partnerships with active-duty installations and military organizations.

Serving Those Who Have Served (Veteran and Military-Affiliated Students)

The University has significantly strengthened its support for veterans, their families and other military-affiliated students, earning national recognition for its efforts. During the 2025–2026 academic year, UWF achieved top rankings and distinctions, including recognition from U.S. News & World Report, Military Friendly and Military Times, underscoring its position as a leading institution for veteran education.

Programmatic expansion has been a central focus. In partnership with the Small Business Development Center, UWF successfully secured and launched the Veterans Florida Entrepreneurship Program, providing workforce and entrepreneurial training opportunities to veterans and their spouses across Northwest Florida. The University is also entering into a partnership with Home Base, a nationally recognized nonprofit organization, to deliver clinical care, wellness services, and research addressing the invisible wounds of war for veterans, service members, and their families.

To further strengthen community collaboration, OMS leads the Pensacola Veterans Support Organization Network, convening regional partners on a quarterly basis to improve coordination, reduce service gaps, and better support both student and community veterans.

In addition, OMS has begun pursuing funding for a dedicated facility that will centralize services, provide classroom and office space, and potentially house workforce training labs and resiliency-focused programming. Demonstrating its commitment to student success, UWF also provided financial support to cover tuition gaps for veterans impacted by the late 2025 government shutdown.



UNIVERSITY OF WEST FLORIDA

Serving Those Who Will Serve (ROTC Programs)

OMS has enhanced support for ROTC programs through targeted investments in student success, leadership development, and program visibility. Through collaboration with local donors, the University established new scholarships to support both ROTC cadets and veteran students, helping to reduce financial barriers and attract high-quality candidates.

A key initiative has been the creation of the “Warrior Scholar” Living Learning Community, developed in partnership with academic and athletics units. This program brings ROTC cadets together in a shared residential environment alongside student-athletes, fostering leadership development, academic achievement, and a strong sense of community.

The University also launched its first annual Spring Review, a formal event recognizing graduating cadets and celebrating their transition into commissioned officers. This initiative reinforces longstanding military traditions while strengthening connections between cadets, the military community, and external stakeholders.

Looking ahead, UWF is actively exploring a partnership with the U.S. Coast Guard to establish a Lateral Entry Program. This initiative would create accelerated career pathways for graduates in technical fields, allowing them to enter service at advanced ranks while contributing critical expertise to national defense.

Serving Those Who Are Serving (Active Duty and Military Installation Partners)

OMS has expanded its engagement with active-duty service members and military installations across Northwest Florida, positioning UWF as a key partner in education, training, and workforce development. The University is currently finalizing an agreement with the Air Force’s 479th Flying Training Group at Naval Air Station Pensacola to deliver instruction in pedagogy and leadership for flight instructors and students, with programming expected to begin in Summer 2026.

Through coordination with the Pensacola Military Affairs Committee, UWF is hosting regular engagements with installation commanders, providing opportunities to showcase University resources, strengthen partnerships, and align academic offerings with military needs.

OMS has also played a key role in advancing UWF’s engagement with the defense and research sectors. This includes facilitating a strategic visit with DefenseWerx leadership to highlight the University’s capabilities in cybersecurity, engineering, and human-machine teaming, as well as supporting a cross-college effort to pursue research opportunities with the Air Force Research Laboratory. These



UNIVERSITY OF WEST FLORIDA

initiatives position UWF as a contributor to national security innovation and expand opportunities for faculty and students.

Additionally, OMS is coordinating with leadership at the Center for Information Warfare Training at Corry Station to explore partnerships in cybersecurity, artificial intelligence, and workforce training. These efforts further strengthen UWF's role in supporting military readiness and advancing regional and national defense priorities.

Goal 10 - 90 on PBF



UNIVERSITY OF WEST FLORIDA

Under the current Florida SUS Performance-Based Funding model, UWF's overall metric score for the 2025-2026 performance year is at least 90.

The University achieved a total Performance-Based Funding (PBF) metric score of 91 for the 2024-25 academic year and is projected to exceed a score of 90 again in 2025-26. Notably, the University has surpassed every PBF goal outlined in its 2026 Accountability Plan, reflecting sustained excellence across all measured areas. These results underscore the University's strong and consistent performance within the state's funding model. The final score will be officially announced at the June BOG meeting.

Goal 11 - Increase Research Expenditures



UNIVERSITY OF WEST FLORIDA

Achieve an increase in overall research expenditures from FY 2024 to FY 2025, as reported by the NSF HERD Survey.

Total research expenditures reached \$43,503,000 in FY 2024. Based on the recently submitted Higher Education Research and Development survey to the National Science Foundation, FY 2025 expenditures are projected to increase to \$47,528,000, a 9% gain. This marks the highest level of research expenditures in recent years and continues a strong upward trajectory in research activity.

Notably, the University reported more than \$25,000,000 in external expenditures, including \$19,000,000 in federal funding. This sustained growth reflects expanding research capacity, increased competitiveness for external funding, and continued momentum in advancing the University's research enterprise.

Goal 12 - Student Enrollment



UNIVERSITY OF WEST FLORIDA

Grow and sustain UWF's total fall semester student enrollment to more than 15,000 students.

UWF achieved a historic milestone in Fall 2025, surpassing 15,000 enrolled students for the first time in the University's 58-year history. Total enrollment reached 15,411, representing a 5% increase over the previous fall and exceeding the University's goal of 15,200 students. This achievement reflects strong, sustained growth and the University's increasing appeal to both undergraduate and graduate students.

Notably, Fall 2025 also marked the first time undergraduate enrollment exceeded 10,000 and graduate enrollment surpassed 5,000, demonstrating balanced growth across academic levels. This momentum continued into Spring 2026, with enrollment increasing by more than 2% compared to the previous spring semester. Together, these gains underscore the University's successful recruitment and retention strategies and position UWF for continued enrollment growth.

**UNIVERSITY OF WEST FLORIDA
PRESIDENT'S EMPLOYMENT AGREEMENT**

The University of West Florida Board of Trustees (the "Board" or the "Board of Trustees"), a public body corporate of the State of Florida, for itself and on behalf of The University of West Florida ("University"), and Manuel Diaz, Jr., an individual ("President" or "Manny Diaz"), hereby enter into this President's Employment Agreement (the "Agreement"). The Board and President may be referred to individually as a "Party" or collectively as the "Parties."

Background

WHEREAS, the Board has the authority to select a President of the University pursuant to Regulation 1.001(5)(d) and 1.002 of the Board of Governors of the State University System of Florida ("Board of Governors"); and

WHEREAS, Manny Diaz Jr. has been serving as Interim President since July 14, 2025; and

WHEREAS, on August 22, 2025 the Board, pursuant to the Board of Governors Regulation 1.002, established a Presidential Search Committee; and

WHEREAS, the Presidential Search Committee, whose members included, but was not limited to, a member of the Board of Governors, Board of Trustees, as well as faculty and student members, named Manny Diaz, Jr. the sole finalist candidate for consideration by the Board; and

WHEREAS, the Board is authorized to determine the terms and conditions of employment of the President of the University, and has delegated authority to the Chair of the Board to negotiate and enter into this Agreement with Manny Diaz, Jr.; and

WHEREAS, Manny Diaz, Jr. is willing to serve as President of the University subject to the Board of Governors confirmation of the Board's appointment of Manny Diaz, Jr. as President; and

WHEREAS, the Parties acknowledge that the University will perform some of its obligations through The University of West Florida Foundation, Inc. ("Foundation"), a Florida 501(c)(3) Direct Support Organization of the University; and

WHEREAS, the Parties desire to memorialize the terms and conditions of employment as President of the University in this Agreement.

NOW, THEREFORE, in consideration of mutual promises, covenants and conditions contained herein, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Incorporation of Recitals

1.1. The foregoing recitals are true and correct and incorporated by reference into this Agreement.

2. Powers and Duties of President While Serving as President

2.1. The President reports to the Board and is the Chief Executive Officer of the University, subject to the supervision of the Board, the laws of the State Florida, and the rules, regulations, and policies of the Board, the University, and the Board of Governors. During the Presidential Appointment Term (as defined in Section 4.1 below), the President has the powers and duties reserved to the position of president of the University by the Florida Statutes, Board of Governors regulations, and the University regulations and other actions of the Board (collectively "Duties"), as they presently exist or may hereafter be amended. The President and the Board acknowledge and agree that the Duties hereunder are and shall be consistent with those customary for the position of a university president, including but not limited to those duties required by law, by University policy and regulation, by regulation of the Board of Governors, those delegated to the President by the Board and by this Agreement, as well as any such additional duties commensurate with such position as may be lawfully specified from time-to-time by the Board. The President has the full power and authority to direct the operation and management of the University, subject to the direction, control, and instructions of the Board.

3. Best Efforts While Serving as President

3.1. During the Presidential Appointment Term, the President will diligently devote his full professional time, ability, and attention to the day-to-day operations of the University, including without limitation, all administrative, executive, and academic functions. Such duties shall be rendered at the campus(es) of the University and such other place(s) as the Board or President deem appropriate for the interests, needs, business or opportunities of the University.

3.2. Subject to the provisions in subsections 3.3 and 3.4, during the Presidential Appointment Term, the President's expenditure of reasonable amounts of time for personal or outside business, as well as non-University related charitable and professional development activities, shall not be deemed a breach of this Agreement, provided such activities do not interfere with the services required to be rendered to the University under the provisions of this Agreement, Florida law, and

applicable regulations or policies of the Board of Governors, Board of Trustees and the University.

3.3. The President shall not knowingly engage in any activity that may be competitive with or adverse to the best interests of the Board of Trustees or the University, or that individually or collectively create a conflict of commitment with his obligations under the Agreement.

3.4. During the Presidential Appointment Term, the President shall seek approval from the Board Chair prior to agreeing to serve on any boards of directors or engaging in outside employment, business or professional activities subject to the provisions of University regulation or policy and notification of said outside employment, business or professional activities shall be provided to the Board of Trustees. Such approval shall not be unreasonably withheld. Any and all income or other compensation earned by the President in connection with approved non-University outside activities shall be paid to and retained by him, and such income or other compensation shall have no effect on the amount of salary, compensation, or benefits he is otherwise entitled to receive under this Agreement.

3.5. During the Presidential Appointment Term, the President shall perform the duties of president for all existing and future campuses of the University, and for and at such other place or places as the Board deems appropriate for the interests, needs, business, or goals of the University.

4. Presidential Appointment Term; Evaluation; Renewal

4.1. Presidential Appointment Term. The appointment as President ("Presidential Appointment Term") shall be for a term of five (5) years, commencing on February 1, 2026, and ending on February 1, 2031. This appointment and the Agreement are renewable by mutual written consent of the Parties. This appointment and this Agreement are subject to prior termination as provided for in this Agreement, and by the applicable laws of the State of Florida, the regulations and policies of the Board of Trustees, the University, and the Board of Governors.

4.2. Goals and Objectives While Serving as President. Before June 1 of each year, the President will provide the Chair of the Board of Trustees ("Chair") with a list of proposed goals and objectives for the upcoming fiscal year. The proposed goals and objectives shall be related to, and in furtherance of, the University's strategic plan goals, work plan and accountability report, and the Board of Governors' strategic plan and performance funding model, and other priorities as established by the Board of Trustees or the Board of Governors. The goals and objectives are to be presented to the Board for discussion and approval. The Board and the President may agree to revise the goals and objectives as necessary during the fiscal year.

4.3. Annual Evaluation While Serving as President. While the President is employed as president of the University, the President shall initiate the evaluation process for the prior fiscal year ending June 30 of such year by preparing a self-appraisal of his performance for submission to the Chair and evaluation by the Board, its designee, or both, in accordance with directives, policies and procedures established by the Board as the Board may deem appropriate. The President will furnish any additional information reasonably requested by the Chair to aid the Board in its annual performance review of the President. Pursuant to Board of Governors Regulations, the Chair will solicit input from the Chair of the Board of Governors during the evaluation process. The Board will complete the annual evaluation and make any compensation award under Section 6.3 of this Agreement.

5. Salary

5.1. Base Salary. As compensation for all services rendered by the President as president pursuant to this Agreement, the University will pay the President, an Executive Service employee, an annual base salary of Six Hundred Seventy-Four Thousand and No/100 Dollars (\$674,000.00) beginning February 1, 2026 ("Base Salary"), of which a maximum of Two Hundred Thousand Dollars and No/100 (\$200,000.00) can be paid for with State public funds. The President shall be entitled to annual increases in the Base Salary each year of this Agreement. The Base Salary shall be paid in accordance with the University's standard bi-weekly payroll practices, with appropriate deductions for taxes and benefits. The President shall be responsible for any income tax liability incurred as a result of this Agreement.

6. Other Compensation While Serving as President

6.1. Insurance, Annual and Sick Leave. While serving as president during the Presidential Appointment Term, the President shall receive leave and other usual and customary benefits equal to those provided to the University Executive Service employees, except as provided in this Agreement.

6.2. Housing Allowance. During the Term of this Agreement, the President shall receive an annual housing allowance of Sixty Thousand and No/100 Dollars (\$60,000.00), payable in bi-weekly installments, in lieu of the University providing a residence.

6.3. Performance Compensation Bonus. While serving as president, the President shall be eligible for performance compensation during the 2025-2026 fiscal year, and each continuing year thereafter. The President shall be eligible for performance compensation in accordance with University Policy as follows:

- a. The President shall be eligible for annual performance compensation bonus in an amount as determined by the Board not to exceed sixteen percent (16%) of his Base Salary.

- b. The award of performance compensation shall be based on the Board's assessment, in its sole and absolute discretion, of the President's performance as President during the fiscal year under review. In making its determination, the Board shall consider the President's achievement of the annual goals and objectives set pursuant to Section 4.2 of this Agreement, the evaluation results pursuant to Section 4.3 of this Agreement, and/or other criteria set by the Board prior to the start of the evaluation period and provided to the President in writing. The Board may also consider other significant achievements and accomplishments handled by the President during the evaluation period.
- c. The President shall receive such award if he remains as President through the end of a fiscal year for which performance is determined even though the award is determined later.
- d. Any performance compensation awarded shall be paid to the President no later than October 1st of each year.

7. Funding

7.1. While the President is serving as president during the term of this Agreement and contingent upon the availability of funds, the Board shall not be responsible for, but authorizes this compensation arrangement and shall use its best efforts to cause the Foundation to contribute to the University the portions of all payments provided for in this Agreement that exceed the limits set forth in Florida Statute Section 1012.975.

8. Other Benefits

8.1. The President is eligible for all applicable State of Florida and University benefits and perquisite programs as authorized by the legislature, the Board or other authorized governing bodies. The Board further agrees that while serving as president, the President is entitled, at all times, to the state sponsored life insurance benefits applicable to Executive Service personnel.

8.2. Supplemental Retirement Benefit. During each year of the Presidential Appointment Term and while serving as president, the President will receive, in addition to his Base Salary, Eighty Nine Thousand and No/100 Dollars (\$89,000.00) which shall be used to establish a supplemental retirement benefit in a form reasonably acceptable to the President, such as an annuity or other tax deferred product to supplement his retirement. This supplemental retirement benefit will be paid to the President pro rata each bi-weekly payroll period. The Foundation will contribute the sums required to fund the above retirement benefits.

8.3. Retention Bonuses.

- a. The University shall establish a 457(f) nonqualified deferred compensation plan (the “First 457(f) Plan”) for the purpose of providing a retention incentive to the President. The University shall contribute One Hundred Twenty-Five Thousand and No/100 Dollars (\$125,000) annually to the First 457(f) Plan for a period of three (3) years. Contributions shall be deposited quarterly into the President’s First 457(f) account. All contributions to the First 457(f) Plan shall vest on July 14, 2028 (for purposes of this 3 year vesting, the Interim President’s service from July 14, 2025 through January 31, 2026 is included) this vesting date takes into account the 7, provided the President remains continuously employed by the University through that date. The vested amount shall be distributed to the President no later than September 1, 2028, in accordance with the plan terms and applicable law.
- b. The University shall establish a separate 457(f) nonqualified deferred compensation plan (the “Second 457(f) Plan”) for the purpose of providing a long-term retention incentive to the President. The University shall contribute Seventy-Five Thousand and No/100 Dollars (\$75,000) annually to the Second 457(f) Plan during years four (4) and five (5) of the Presidential Employment Term. Contributions shall be deposited quarterly into the President’s Second 457(f) account. All contributions to the Second 457(f) Plan shall vest on July 14, 2030 (for purposes of this 5 year vesting, the Interim President’s service from July 14, 2025 through January 31, 2026 is included), provided the President remains continuously employed through that date. The vested amount shall be distributed to the President no later than September 1, 2030, in accordance with the plan terms and applicable law.

8.4. Business/Travel Expenses. During the Presidential Appointment Term and while serving as President, the University will cover the cost of the President’s reasonable business expenses, meetings, business travel, and entertainment. In addition, when the President’s spouse travels with him on University-related business while he is serving as President, the Foundation shall cover the cost of her reasonable travel expenses for travel serving a bona fide business purpose. Funding for spouse travel is only authorized in conjunction with the President’s travel outside of the University service area.

8.5. Mobile Phone. During the Presidential Appointment Term and while serving as President, the Foundation will provide an annual mobile phone allowance in the amount of One Thousand Two Hundred and No/100 Dollars (\$1,200.00) to be paid to the President bi-weekly.

8.6. Automobile. During the Presidential Appointment Term and while serving as president, the University or the Foundation will provide an annual automobile allowance in the amount of Fourteen Thousand No/100 Dollars (\$14,000.00), to be paid to the President bi-weekly. The University will reimburse the President when he rents a vehicle for purposes of traveling long distance for University business.

8.7. Professional Dues, Meeting and Entertainment. During the Presidential Appointment Term and while serving as president, the Board will authorize and provide for the President's reasonable expenses related to his joining and participating in University-related social, professional, or service organizations and activities. The Board may fulfill this obligation through the use of available Foundation funds.

8.8. Club Membership. To further enable the President to carry out his Duties, the Board authorizes the Foundation, with written approval in advance by the Board Chair, to pay annual fees and dues for membership in one or more Pensacola-area organizations.

8.9. Flights and Reward Programs. Discounts provided as a result of enrollment in frequent traveler programs shall accrue to the University; accumulated "points" shall accrue to the President for business or personal use. When traveling on official business, the President is permitted to purchase business class airline tickets on flights lasting longer than four (4) hours in any one segment. A segment is defined as one take-off and landing.

8.10. Annual Physical. During the Presidential Appointment Term, the University shall pay or reimburse the President upon proper substantiation for the costs of a complete annual physical examination by a physician of the President's choice. Such payment or reimbursement will be made by the University to the extent the costs are not covered by the President's health insurance. Nothing herein shall authorize the release to the University of the results of the examination or any other protected health information.

9. Expense Receipts and Documentation

9.1. The President agrees to maintain and furnish to the University Comptroller an accounting of reimbursable expenses and membership dues and fees provided for in this Agreement in reasonable detail and consistent with University policies, standards, and procedures and applicable State law on no less than a monthly basis, or as requested. Following the President's submission of an accounting, the University shall promptly reimburse the President for such expenses, membership dues and fees in accordance with University policies, standards and procedures and applicable State law.

10. Termination of the Contract for Cause

10.1. Notwithstanding anything in this Agreement to the contrary, the parties agree that, upon a vote of two thirds (2/3) of the Board of Trustees, the Board may terminate this Agreement at any time for "just cause."

10.2. "Just cause" shall be deemed to include, but shall not be limited to:

- a. a deliberate or material violation by the President of the Duties or his refusal or unwillingness to perform the Duties in good faith, during the Presidential Appointment Term, or to the best of his abilities if, within thirty (30) days following the President's receipt of the written notice of what the Board considers to be the violation, the President fails to cure the same;
- b. materially harmful neglect of essential responsibilities of the President's Duties;
- c. material dishonesty or serious misconduct that adversely affects the University, including but not limited to, the commission of any felony or of a misdemeanor involving moral turpitude; or a material, significant, or repetitive breach of this Agreement.

10.3. In the event of termination for "just cause" by the Board, the President's employment with the University shall cease. The Board's obligations under this Agreement in such event shall be limited to:

- a. the prorated payment of his salary through the date of termination;
- b. the payment of any performance compensation or supplemental retirement benefit that is awarded and/or due, though unpaid as of the date of termination;
- c. the payment of accrued and unused leave through the date of termination in accordance with University regulations and policies, including Policy 7.5; and
- d. the payment of any unpaid reimbursable business, travel, automobile, mobile phone, or other expenses incurred prior to the date of termination and documented by him in accordance with University procedures.

10.4. The President shall not be entitled to any further employment, compensation, or benefits from the University in any capacity except as set out in Section 10.3 and for benefits required to be continued by law.

11. Termination Without Cause

11.1. Notwithstanding anything in this Agreement to the contrary, the Parties agree that upon a vote of two thirds (2/3) of the Board, the Board may terminate this Agreement at any time prior to the expiration of the Presidential Appointment Term without cause, provided that the President is given thirty (30) days prior written notice of this issue coming before the University's Board. Upon receiving notice from the Board, the President may waive any portion or the entire notice period at his discretion and terminate earlier.

11.2. Upon termination of this Agreement by the University other than for cause, the President shall be entitled to 20 weeks' severance or the maximum permitted under Florida law at the time to be paid at his annual Base Salary in effect at the time of termination together with all other benefits as set out herein during such period provided that no severance pay shall be provided if the President has been terminated for misconduct as defined in section 443.036(29), Florida Statutes, consistent with section 215.425(4)(a), Florida Statutes.

11.3. The President may terminate the Agreement at any time prior to its term expiration without cause, provided that the President gives ninety (90) days prior written notice to the Board. Upon receiving notice from the President, the Chair may waive any portion or the entire notice period at his/her discretion and terminate earlier.

12. Termination due to Resignation, Death, or Disability

12.1. Notwithstanding anything in this Agreement to the contrary, this Agreement shall terminate upon the President's resignation from employment at the University, death, or "permanent disability" (as hereinafter defined). Such termination shall be deemed to have occurred for "just cause" and the President's employment with the University shall cease, and he shall not be entitled to any further employment, compensation, or benefits from the University in any capacity except for compensation as provided in Section 10.3 (of this Agreement) and for benefits required to be continued by law. For purposes of this Agreement, "permanent disability" shall be defined as the President's inability to perform the applicable job duties for a minimum of six (6) continuous months, as determined by a qualified physician mutually agreed upon by the Parties.

12.2. In the event of the President's death during the term of this Agreement, his spouse or, if none, his estate, shall receive all accrued compensation and benefits as of the date of his death to the extent permitted by law.

13. Non-binding Mediation

13.1. The Board and the President agree that if any dispute arises concerning this Agreement, they will first attempt in good faith to resolve the dispute to their mutual satisfaction. If they are unable to do so, the Board and the President agree that they will submit the dispute to non-binding mediation in Pensacola, Florida, in

accordance with the Employment Arbitration Rules and Mediation Procedures of the American Arbitration Association then in effect. The Board and the President will use their best efforts, to the extent permitted under Florida law, to keep any disputes and any efforts to resolve disputes confidential, informing only their respective legal counsel and other persons determined in good faith to have a need to know. To the extent permitted under Florida law, they will use their best efforts to ensure that such persons do not further disclose any such information. The Board and the President agree that no mediator or arbitrator may have any material ongoing relationship with the University.

14. Notice

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

If to the Board:

Rebecca Matthews, Chairperson
University of West Florida Board of Trustees
11000 University Parkway, Building 10
Pensacola, Florida 32514

With a copy to:

Office of the General Counsel
University of West Florida
11000 University Parkway, Building 10
Pensacola, Florida 32514

If to the President:

Hon. Manny Diaz, Jr.
Office of the President
11000 University Parkway, Building 10
Pensacola, Florida 32514

15. Modification

15.1. This Agreement constitutes the entire understanding of the parties and supersedes all prior or contemporaneous representations or Agreements, whether written or oral, between the parties. There are no other promises, understandings, obligations, inducements, or considerations between the parties or owed by either party to the other that are not set forth in this Agreement.

15.2. This Agreement cannot be changed or modified unless accomplished in writing and signed by the parties.

16. Severability

16.1. The terms of this Agreement are severable, meaning that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable to the extent possible.

17. Governing Law and Forum

17.1. This Agreement shall be interpreted and construed in accordance with the laws of the State of Florida, excluding choice of law rules.

17.2. Notwithstanding any other terms and conditions of this Agreement, either party may bring an action for the sole and limited purpose of enforcing the terms and conditions of this Agreement in any court of competent jurisdiction. Venue shall be in Escambia County, Florida.

18. Understanding of the Agreement

18.1. Both parties represent that they have thoroughly read this Agreement, that they understand it to be a binding contract, that they understand each provision, term, and condition of this Agreement as well as its legal effect, and that they have signed the Agreement voluntarily and of their own free will with the intention to comply with its terms. Both parties have participated in the preparation of this Agreement. Therefore, the Agreement shall not be construed against or in favor of either party based upon which party was responsible for the drafting of the Agreement.

19. Public Disclosure of the Agreement

19.1. Both Parties agree and acknowledge that this Agreement is subject to the Florida public records laws and may, therefore, be subject to disclosure by and in the manner provided by law.

20. Waiver

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

21. Assignment

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

22. Execution and Counterparts

22.1. This Agreement may be executed in counterparts and by the parties on separate counterparts each of which, when so executed, shall constitute but one and the same instrument.

23. No Trust Fund

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

24. Taxes

24.1. The President understands that the services to be rendered by him under this Agreement will cause him to recognize taxable income, which is considered under the Internal Revenue Code of 1986, as amended, and applicable regulations thereunder as compensation income subject to the withholding of income tax (any social security or other employment taxes). The President hereby consents to the withholding of such taxes as are required by law. All sums payable to the President under this Agreement will be reduced by all federal, state, and other withholdings and similar taxes and payments required by law.

25. Miscellaneous

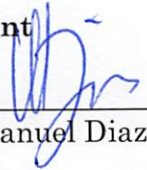
25.1. The headings in this Agreement are for convenience only and shall not be used in construing or interpreting this Agreement. The terms "Board," "Board of Trustees" and "University," where applicable or appropriate, shall include or refer to any duly authorized board, committee, officer, or employee of said entity. Whenever the context requires, the masculine shall include the feminine and neuter, the singular shall include the plural, and conversely.

25.2. General Cooperation Covenant. Without limitation of the obligations specified in the Agreement and applicable University rules, regulations, policies and procedures, the President agrees to cooperate fully in any review or investigation involving University matters in which he may possess pertinent information. These obligations shall survive the expiration or earlier termination of this Agreement.

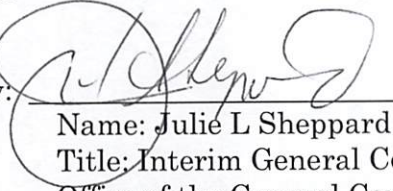
THEREFORE, Manny Diaz, Jr., President, and Rebecca Matthews, Chair and authorized representative of the University of West Florida Board of Trustees, have executed this Agreement on the dates appearing below.

**University of West Florida Board of
Trustees**

By:  February 1, 2026
Rebecca Matthews
Chair Date

President
By:  February 1, 2026
Manuel Diaz, Jr. Date

Approved as to Form and Legality:

By:  February 1, 2026
Name: Julie L Sheppard
Title: Interim General Counsel
Office of the General Counsel
University of West Florida Date



Board of Trustees
Full Board Meeting
August 13, 2026

2026 UWF Board of Trustees Self-Evaluation Effectiveness Survey Results

Recommended Action:

None – Review the 2026 UWF Board of Trustees Self-Evaluation Effectiveness Survey Results

Background Information:

In accordance with BOT policy, UWF's Board of Trustees participates in self-evaluation as part of its commitment to excellence and continuous improvement. The survey addresses the nine areas of responsibility delegated by the Board of Governors in Regulation 1.001.

Implementation Plan:

August 13, 2026 – UWF BOT reviews the survey results.

2028 – UWF BOT participates in Self-Evaluation Effectiveness Survey per BOT policy.

Fiscal Implications:

None.

Relevant Authority:

BOT-15.00-03/23 Policy on Board Self-Evaluation

Supports Strategic Direction(s):

This action item supports all seven Strategic Directions.

Documents:

NA

Prepared by:

Dr. Angela Bryan, Asst. Vice President, Planning and Institutional Performance and Accreditation
Liaison Officer, Academic Affairs, abryan@uwf.edu

Presenter:

Chair Rebecca Matthews