FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

FIU, Modesto A. Maidique Campus, Graham Center 243

Thursday, February 26, 2026
3:15 PM
or
Upon Adjournment of Previous Meeting

Chair: Albert R. Taño
Vice Chair: Yaffa Popack
Members: Noël C. Barengo, Francesca Casanova, Tila Falic-Levi

AGENDA

1.	**Call to Order and Chair's Remarks**	**Albert R. Taño**
2.	**Approval of Minutes**	**Albert R. Taño**
3.	**Action Items**	
AP1.	**Tenure as a Condition of Employment Nomination**	**Elizabeth M. Bejar**
AP2.	**Program Termination: Bachelor of Arts in Latin American and Caribbean Studies**	**Elizabeth M. Bejar**
AP3.	**Program Termination: Bachelor of Arts in Global Educational Studies**	**Elizabeth M. Bejar**
AP4.	**Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct**	**Elizabeth M. Bejar**
AP5.	**Proposed Regulation FIU-1302 Florida Residency Status for Tuition Purposes**	**Elizabeth M. Bejar**
4.	**Information and Discussion Items:** No Action Required	
4.1	**Alternative Admissions**	**Elizabeth M. Bejar**
4.2	**Student Government Updates**	**Francesca Casanova**
4.3	**Faculty Senate Updates**	**Noël C. Barengo**

5. **Academic Affairs Regular Reports:** For Information Only

   - Academic and Student Affairs
   - Faculty Senate
   - Florida International University and Baptist Health South Florida Collaboration
   - Information Technology
   - Research and Economic Development/ University Graduate School

6. **New Business** **Albert R. Taño**

7. **Concluding Remarks and Adjournment** **Albert R. Taño**

Meeting Book - FIU Board of Trustees Academic Policy and Student Affairs Committee Meeting

FIU Board of Trustees

February 26, 2026

Subject: Approval of Minutes of Meeting held November 20, 2025

Proposed Committee Action:

Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on November 20, 2025.

Background Information:

Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on November 20, 2025.

Supporting Documentation:	Minutes: Academic Policy and Student Affairs Committee meeting, November 20, 2025
Facilitator/Presenter:	Albert R. Taño, *Chair, Academic Policy and Student Affairs Committee*

This page intentionally left blank.

Academic Policy and Student Affairs Committee
November 20, 2025
FIU, Modesto A. Maidique Campus, Graham Center Ballrooms

MINUTES

---

1. Call to Order and Chair's Remarks
The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Dean C. Colson on Thursday, November 20, 2025, at 10:32 AM.

General Counsel Carlos B. Castillo conducted roll call of the Academic Policy and Student Affairs Committee members and verified a quorum. Present were Trustees Dean C. Colson, *Committee Chair*; Alberto R. Taño, *Committee Vice Chair*; Noël C. Barengo; Francesca Casanova; George Heisel; and Alexander M. Peraza.

The following Board members were also in attendance: Trustees Carlos A. Duart, Board Chair; Alan Gonzalez; Jesus Lebeña; Yaffa Popack; and Marc D. Sarnoff, Board Vice Chair.

Provost, Executive Vice President, and Chief Operating Officer, Elizabeth M. Bejar highlighted faculty research and academic accomplishments and recognized significant faculty honors and FIU–Baptist Health partnership milestones.

2. Approval of Minutes
Committee Chair Colson asked if there were any changes or corrections to the minutes of the Academic Policy and Student Affairs Committee meeting held on September 18, 2025. Hearing none, a motion was made and unanimously passed to approve the minutes of the Academic Policy and Student Affairs Committee meeting held on September 18, 2025.

3. Action Items
AP1. Tenure as a Condition of Employment Nomination
Committee Chair Colson commented on the Tenure as a Condition of Employment (TACOE) process. Provost Bejar commented on the TACOE candidates: Dr. Abdel-Hameed Badawy, who will be joining the Knight Foundation School of Computing and Information Sciences in the College of Engineering and Computing and is recommended for hire at the rank of Associate Professor; and Dr. Jennifer Lynn Martin, who will be joining the Department of Cellular and Molecular Medicine in the Herbert Wertheim College of Medicine and is recommended for hire at the rank of Professor.

A motion was made and unanimously passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the FIU Board of Trustees approve of the candidates for Tenure as a Condition of Employment as specified in the Board materials.

4. Information and Discussion Items: No Action Required

4.1 Research Update

Senior Vice President for Research and Economic Development, and Dean of the University Graduate School, Dr. Andres G. Gil provided an overview covering FIU's growth in research activity and national rankings, the impact of recent federal grant terminations, the university's federal advocacy efforts, current trends in first-quarter awards and federal funding, proposed changes to federal facilities and administration (F&A) rates, and the broader importance of research to FIU's reputation and national presence.

4.2 Student Government Updates

Trustee Francesca Casanova reported on recent student engagement activities, highlighted Homecoming events, and outlined key activity and service (A&S) fee–funded projects, including upgrades to campus recreation facilities, improvements to the Children's Creative Learning Center, and a student bike-lock initiative in partnership with FIU Police.

4.3 Faculty Senate Updates

Trustee Noël C. Barengo reported that the Faculty Senate focused on governance and accreditation matters, faculty support and academic freedom, major policy developments, summer research proposal approvals, updates on AI integration, and ongoing discussions regarding faculty and graduate student needs such as workforce housing.

5. Academic Affairs Regular Reports

There were no questions from the Committee members in terms of the Academic Affairs regular reports included as part of the agenda materials.

6. New Business

No new business was raised.

7. Concluding Remarks and Adjournment

With no other business, Committee Chair Dean C. Colson adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Thursday, November 20, 2025, at 11:19 AM.

FIU Board of Trustees

February 26, 2026

Subject: Tenure as a Condition of Employment Nomination

Proposed Action:

Florida International University Board of Trustees approval of one (1) candidate for Tenure as a Condition of Employment (TACOE).

Background Information:

Pursuant to Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The TACOE nominee holds tenure at their previous institution and has been selected to receive TACOE based on the caliber of their work.

Supporting Documentation: Tenure as a Condition of Employment Nominee:

- Overview
- Bio
- Curriculum Vita

Facilitator/Presenter: Elizabeth M. Bejar

This page intentionally left blank.

Florida International University
Tenure as a Condition of Employment Nomination - February 2026

	Last Name	Name	College	Department	Proposed Rank
1	Puleo	Jack	College of Engineering and Computing	Civil and Environmental Engineering	Professor

This page intentionally left blank.

Dr. Jack Puleo

Tenure as a Condition of Employment

Department of Civil and Environmental Engineering
College of Engineering & Computing

Dr. Puleo earned his Ph.D. in Coastal Engineering from the University of Florida in 2004. After graduating, he joined the University of Delaware's Civil and Environmental Engineering (CEE) department as a tenure-earning Assistant Professor. He was tenured and promoted to the Associate Professor rank in 2010 and subsequently earned the rank of Professor in 2017. Dr. Puleo is joining FIU as a tenured Professor as a condition of employment.

Dr. Puleo is a leading authority in coastal processes, hydrodynamics, and sediment transport. His research focuses on understanding nearshore processes such as wave run-up, surf and swash-zone dynamics, and nature-based shoreline resilience. He has published more than 100 peer-reviewed journal publications, and his research has been supported by a wide range of federal agencies—resulting in more than $30 million in sponsored support across more than 65 projects.

He has an outstanding record of teaching and mentorship. He has supervised 7 post-doctoral researchers, 39 Ph.D. students, and numerous M.S. and undergraduate researchers, many of whom are enjoying successful professional careers in academia, government, and industry. He has taught at the undergraduate and graduate levels in coastal and environmental engineering, for which he has been formally recognized.

Dr. Puleo has an impressive record of service, including as Chair of the Civil and Environmental Engineering department and Director of the Center for Applied Coastal Research at the University of Delaware. Nationally, he has helped shape U.S. coastal science priorities as Special Government Employee for the U.S. Army Corps of Engineers' (USACE) Board of Coastal Engineering Research, and through his service on the Decadal Steering Committee on Coastal Processes.

Dr. Puleo will contribute significantly to the Department of Civil and Environmental Engineering in the College of Engineering & Computing.

This page intentionally left blank.

Jack A. Puleo, PhD
Professor
Civil, Construction, and Environmental Engineering
University of Delaware

sites.udel.edu/jpuleo

My career spans over 25 years of research, teaching, and leadership experience in government and at a large, public, land, sea, and space grant university. I am a transparent leader and partner with an extensive record of leadership accomplishments at department, national, and international levels. I have organized and led large interdisciplinary teams on multiple projects fostering collaborations across colleges, universities and organizations. I have worked with faculty and staff to reorient department culture, alter undergraduate curriculum for future ready engineers, and focus on research with significant advancements in large, interdisciplinary grants all while preserving dedication to our student-focused mission. I worked to secure numerous faculty and staff hires necessary for continued growth of our education programs. I have extensive success in cultivating development and industry relationships for financial and other support of Department endeavors.

PROFESSIONAL POSITIONS HELD:

2023 - 2025	Special Government Employee, USACE Board of Coastal Engineering Research
2020 - 2025	Chair, Department of Civil, Construction, and Environmental Engineering
2017 - Present	Professor, University of Delaware, Department of Civil, Construction, and Environmental Engineering
2017 - 2020	Associate Chair, Department of Civil and Environmental Engineering
2017 - 2020	Director, Center for Applied Coastal Research
2016 - 2023	Intermittent Faculty Member, Civil Engineer, Naval Research Laboratory
2010 - 2017	Associate Professor, University of Delaware, Department of Civil and Environmental Engineering
2011 - 2012	US-UK Fulbright Scholar, United Kingdom
2011 - 2012	Visiting Professor, Plymouth University, United Kingdom
2004 - 2010	Assistant Professor, University of Delaware, Department of Civil and Environmental Engineering
1998 - 2004	Oceanographer, Naval Research Laboratory

PROFESSIONAL PREPARATION:

2004	Ph.D.	Coastal Engineering	University of Florida
1998	M.Sc.	Oceanography	Oregon State University

1996	B.S.	Oceanography, Mathematics Humboldt State University

AWARDS AND HONORS

2025 - 2028	Selected for the IIE National Screening Committee for US/UK Fulbright applications
2023	Commander's Coin, Presented for Excellence, USACE Philadelphia District, given by Lieutenant Colonel Beeman
2023	Appointed to the USACE Board of Coastal Engineering Research
2023	Selected for the Decadal Steering Committee on Coastal Processes
2023	Organizer for the NSF-funded workshop on the concept of a full-scale flume
2023	Organizer for the SERDP-funded workshop on munitions mobility and burial in coastal environments
2021	University of Delaware, College of Engineering Award for Staff/Faculty Partnership
2020 - 2025	Chair, Civil and Environmental Engineering
2019	**University of Delaware Excellence in Teaching Award**
2018	The Robert G. Dean Coastal Academic Award
2018	SERDP project of the year award
2018	DAAD short-term research award from German Academic Exchange Service
2018	Nominated for the University of Delaware Study Abroad Faculty Director of the Year Award
2018 - 2025	UD College of Engineering leadership team
2017 - 2020	Associate Chair, Civil and Environmental Engineering
2017 - 2020	Director, Center for Applied Coastal Research
2017	Nominated for the University of Delaware Excellence in Undergraduate Academic Advising and Mentoring Award
2016	Outstanding Reviewer, Coastal Engineering
2012	Best paper award at the 2012 ICCE conference, Puleo et al.
2012	Best paper award at the 2012 ICCE conference, Lanckriet et al.
2012 - 2015	Selected as a US/UK Fulbright proposal panel reviewer
2012	Chi Epsilon Cumberland District Faculty Advisor Award
2012	British Fulbright Scholars Association Occasional Lecture Award
2011 - 2012	Fulbright Scholar, United Kingdom
2011	Finalist (top 3) for College of Engineering Excellence in Teaching Award
2009	National Science Foundation CAREER Award
2007	**University of Delaware Excellence in Teaching Award**
2007	College of Engineering Slocomb Excellence in Teaching Award
2007	ASCE ExCEEd New Faculty Excellence in Teaching Award
2005 – 2020 (excluding 2007, 2011, 2019)	Nominated for the University of Delaware Excellence in Teaching Award

2005	ASCE Excellence in Civil Engineering Education Teaching Fellowship
2004, 2014, 2024	Organizer and Chair for the International Workshop on Swash-Zone Processes
2004	Department of the Navy Alan Berman Research Publication Award
2003	Department of the Navy Alan Berman Research Publication Award
1999	Department of the Navy On-The-Spot Award

DETAILED ADMINISTRATIVE EXPERIENCE

Department Chair, Civil, Construction, and Environmental Engineering at the University of Delaware (July 2020 – June 2025)

The Department of Civil, Construction, and Environmental Engineering at the University of Delaware is a medium-sized department within a highly ranked (#37) College of Engineering. The Department currently supports 31 tenured, tenure track, and continuing track faculty (18 Full Professors, 6 Associate Professors, 7 Assistant Professors). The Department has 10 full-time staff, and approximately 400 undergraduate and 100 graduate students. We achieved our planned research growth by 2025: an increase in research expenditures by 30% (~40% actual), an increase in research expenditures per faculty by 40% (~70% actual), submitting and securing numerous large interdisciplinary proposals (17 successful), and securing at least 1 center level award (secured 2). The Civil Engineering program within the Department is currently ranked #58 by US News and World Report.

Faculty Recruitment and Retention

- **Hired 8 new faculty over 4 years including in critical areas of disaster research and the Construction Engineering and Management Program**
- Focused on early-career faculty to create a foundation for years to come
- Increased the faculty size from 31 to 35 (now at 31 due to retirements)
- Successfully negotiated 2 retention offers

Faculty Development

- **Successfully initiated the process and approval for 3 named and endowed professorships, 1 named professorship, and 2 early-career termed professorships**
- Successfully supported 7 promotions to Associate Professor
- Successfully supported 2 promotions to Full Professor
- Successfully supported transition of two researchers to research faculty
- Appointed new directors of the Delaware Center for Transportation, Center for Applied Coastal Research, Center for Innovative Bridge Engineering, and the Construction Engineering and Management Program
- Nominated successfully faculty for College, national, and international awards
- Successfully supported several early-career faculty for the ExCEEd teaching workshop

- Provided financial support to early-career faculty for proposal development
- Instituted semester check-ins and lunches with Assistant and Associate Professors

Staff Support and Development

- **Hired 3 staff members including a new coastal lab manager**
- Intentional support (financial and time) provided for staff development
- Nominated successfully several staff members for College of Engineering awards
- Included staff on faculty hiring committees
- Included staff in yearly Department retreat
- Participated in one staff meeting per semester
- Developed flexible work schedules for staff
- Arranged yearly staff dinner and monthly staff lunches

Research Excellence

- **Increased the number of large, interdisciplinary grants ($1M to $16M) secured to 17 (2020-2025) [compared to 3 (2014-2019)]**
- Increased research expenditures by ~40% (to ~$7.3M)
- Increased research expenditures per faculty by ~70%
- Increased the number of center level grants secured (2) compared to none in the prior 20 years (records limited to this timeframe)
- Increased the number of large, interdisciplinary grants submitted for federal support
- Co-developed agenda and visit planning for university level research agreement with the US Army Corps of Engineers

Department Visibility

- **Worked through university procedures to change the Department name from Civil and Environmental Engineering to Civil, Construction, and Environmental Engineering embracing all three programs**
- Developed CCEE distinguished seminar series
- Highlighted and broadly announced the annual Kerr Lecture
- Instituted a Department showcase committee
- Active participation in the ASCE Department Heads Conference
- Increased number of touchpoints with industry partners (classes, site visits, seminars)
- Worked with communications team for more frequent stories and highlights to the Department and University webpages

Development and Alumni Relations

- **Secured over $6M in gifts**
- **Created 3 new professorships in the Department**
- Developed formalized industry partnerships

- Met with College development office monthly and more often with potential donors
- Added numerous industry and recent alumni to the external advisory council
- Increased alumni involvement in fundraising

Space Utilization

- **Developing new student collaboration space funded through development efforts (to be completed September 2025)**
- Improved space usage and new offices for faculty and students
- Collaborated with Mechanical Engineering for space utilization in the Coastal Engineering Laboratory
- Successfully renovated several laboratories for faculty new hires

Undergraduate Programs

- **Successful completion of 6 EAC/ANSAC reviews for Civil, Construction, and Environmental Engineering programs**
- Merged undergraduate and ABET committees for more seamless integration of curricular changes and accreditation
- Initiated Building Resilience and Adaptation through Civil Engineering (BRACE) thematic concept for civil engineering curriculum (to be submitted for approval Fall 2025)
- Worked with career services to revamp and include more companies in the highly successful CCEE career fair
- Expanded number of co-ops and direct internship agreements with industry and government
- Altered civil engineering curriculum to require technical communications and professional development breadth courses
- Supported developed of a student mentoring collective with alumni and sponsors
- Provided Department support for student organization conference participation
- Helped oversee Construction Engineering and Management Program and mentored early-career faculty following passing of Director

Graduate Programs

- **Spearheaded graduate training partnerships with the US Army Corps of Engineers and the US Navy**
- Increased the number of graduate students
- Led yearly graduate school forum
- Worked with staff to develop an admitted graduate student day as a recruitment event
- Initiated graduate student exit interviews to provide input on what we are doing well and what we need to improve
- Provided graduate student climate survey data to faculty, discussed at faculty meetings, and hired facilitators for a retreat on improving advisor/advisee relationships

- Provided matching funds for graduate student conference participation
- Successfully nominated graduate students for Department, College, and University awards
- Supported students, with several successful, in NSFGRFP and other graduate fellowship awards

Associate Chair, Department of Civil and Environmental Engineering at the University of Delaware (July 2017 - June 2020)

Responsibilities and Achievements

- Led undergraduate committee
- Led team for Civil and Environmental ABET document development and visit preparation
- Led freshman orientation activities
- Led Blue and Gold and Decision Day events for student recruitment
- Led events for recruitment related to articulation agreements with local community colleges
- Initiated Department tailgate event for alumni and industry sponsors
- Worked with faculty and external advisory council to alter undergraduate curriculum to include more technical electives
- Represented the Department during College of Engineering retreats and as a member of the strategic planning committee
- Developed a new model for Department-supported research projects and teaching assistants
- Participated in the Vistage leadership workshops
- Co-led the Department Academic Program Review (5-year cycle)

Director, Center for Applied Coastal Research (CACR) at the University of Delaware (July 2017 - June 2020)

Responsibilities and Achievements

- Organized research team to submit center level grant
- Initiated quarterly meetings with CACR faculty
- Developed a graduate student onboarding procedure
- Developed graduate student assistance documents (writing tips, interviewing)
- Worked with faculty to alter course sequencing and course offerings
- Presented white paper concepts to the Dean for a new laboratory
- Worked with facilities and contractors to modify laboratory layout for improved space utilization
- Expanded scope of affiliated faculty to include those conducting groundwater and hydrology research
- Initiated high school education outreach program using portable wave flumes
- Successfully acquired new carpeting and desks for the graduate student offices
- Successfully modified a space into a lunch / study room with couches, tables, refrigerator, and coastal library

DETAILED RESEARCH LEADERSHIP EXPERIENCE

Board on Coastal Engineering Research (2023 – 2025)

- One of only 3 civilians selected for the Board. Appointed by the Secretary of the Army
- Provide detailed feedback and recommendations to USACE managers on needed basic and applied research direction
- Develop the initial framework for a dedicated fundamental research program request (~$30M/yr) for civil works research
- Help develop agendas, topics, and speakers for the bi-annual meetings
- Review guidance documents and provide commentary during coastal working group meetings

National Full-Scale Testing Infrastructure for Community Hardening (NICHE)

- Organized and led a 3-day, NSF-funded workshop on the concept of a full-scale wave flume
- Organized alpha team to write workshop report and make recommendations to NSF program managers
- Merged wave flume concept with project led by Florida International University for a full-scale wind and wave flume
- Led stakeholder meeting breakout group
- Presented suggestions to NICHE advisory board
- One of lead authors on the NICHE design parameter document for facility justification
- Participated in 3-day NSF site visit regarding the NICHE concept

Swash Zone Workshop

- Chief organizer and leader for the decadal International Workshop on Swash Zone Processes (2004, 2014, 2024)
- Requested and received permission for peer-reviewed special issues following workshops
- Guest edited two special issues
- Wrote special issue editorials for all three special issues

Strategic Environmental Research and Development Program (SERDP) – Munitions Response

- Organized data repository for SERDP-funded researchers
- Organized and led 2-day workshop on munitions migration and burial
- Wrote workshop report regarding future directions for this research thrust
- Lead PI for two demonstration projects for munitions migration and burial

Environmental Security and Technology Certification Program (ESTCP) – Coastal Military Readiness and Resilience

- Organized and led interdisciplinary, international team of researchers for numerical modeling study of total water levels
- Worked with colleagues to provide access to CUI data for modeling at sensitive military installations
- Worked with military program managers, DOD personnel, and other government agencies for early warning system design for Kwajalein Atoll.

US Coastal Research Program

- Selected member of the Technical Committee
- Selected member and session chair of the steering committee for decadal visioning workshop
- Lead author for the sediment transport section for the Future of Coastal Processes Research Report

Building Coastal Community Resilience with Nature-based Shoreline Solutions (DEEDS)

- Lead PI for interdisciplinary team of engineers, ecologists, biologists, and landscape architects studying nature-based solutions for military resilience
- Congressional Directed Spending required interfacing with University lobbyist and government agencies
- Effort led to spin-off projects at a 2nd military installation and several industry collaborations

ACADEMIC RESEARCH INTERESTS

My research is in the area of hydrodynamics and sediment transport processes for coastal applications

My research is generally focused on the processes that occur in the direct vicinity of the shoreline. Here, coastal processes are intense with water level variations from dry to over a meter on short time scales, rapid velocities and fluid turbulence, high sediment loads, rapid morphodynamics, fluid/air/sediment interactions, and fluid infiltrating and exfiltrating the sediment surface. The complexity causes difficulty in process understanding, but at the same time makes the area rich with intriguing signals. Unfortunately, those signals are often hard to sample. Some of my work focuses on developing remote sensing and in situ sensing capabilities to help in understanding the underlying physics. Ultimately, we seek proper physical relationships between the hydrodynamic forcing and sediment response to enable better prediction for engineering level application. Other areas of research interest consist of nature-based and nature-inspired solutions for coastal disaster mitigation and Department of Defense based applications of coastal engineering and coastal processes.

My research has been funded by DE Sea Grant, DelDOT/FHWA, EPSCOR, ESTCP, Fulbright, German DAAD, Hydralab, MARACOOS, NASA, NFWF, NOAA, NSF, ONR, ONR Global, SERDP, University of Delaware, and USACE. Total project funding since 2004 exceeds $30M on more than 65 projects. I have supervised 7

post-docs, 39 PhD students (19 as primary advisor), 28 Master's students, 20 Undergraduate Senior Thesis students, and 63 undergraduate researchers. I have published over 100 peer-reviewed papers (h-index = 40), 40 invited presentations, and over 275 other presentations. I have been the most active researcher in my Department while simultaneously serving as Department Chair (over $850k/yr in research expenditures over the last 5 years) with a group presently composed of 1 lab manager, 2 post-docs, 6 PhD students, and 2 Master's students.

INVITED PRESENTATIONS: (* indicates with student)

41. **Puleo, J.A.** and A. Elkut. 2025. Modeling extreme events driven total water levels for coastal communities, Future of Hydrodynamic Modeling Workshop, USACE, ERDC, Vicksburg, MS
40. **Puleo, J.A.** 2024. Munitions burial processes in the nearshore. SERDP/ESTCP Symposium, Washington, DC, USA.
39. *Idowu, T. and **J.A. Puleo**. 2024. Behavior of variable density munitions in the nearshore under scaled storm onsets. Invited for "Earth and Planetary Surface Processes General Contributions" session. 2024 Fall Meeting, American Geophysical Union, Washington, DC, USA.
38. **Puleo, J.A.** 2024. Modeling total water levels for military installation readiness. Keynote lecture in the "Emerging Frontiers in Coastal Dynamics: Integrating Observations and Advanced Models" session. 2024 Fall Meeting, American Geophysical Union, Washington, DC, USA.
37. **Puleo, J.A.** 2024. Munitions mobility and burial in the nearshore, Coastal and Hydraulics Lab, Engineering Research and Development Center, USACE, Vicksburg, MS.
36. **Puleo, J.A.** 2024. Mobility and burial of unexploded ordnance in the surf zone. Keynote lecture at the 8th International Conference on Estuaries and Coasts, Quebec, Canada.
35. **Puleo, J.A.** 2023. Comparative assessment of total water level predictions at military installations. Spotlight Presentation. DoD Energy & Environment Innovation Symposium. SERDP/ESTCP. Arlington, VA.
34. **Puleo, J.A.** 2023. Predicting total water levels for military installation readiness. Coastal Assessment Regional Scenario Working Group.
33. *Pontiki, M., **J.A. Puleo**, H. Bond, S.-B. Lee, M. Wengrove, R.A. Feagin, and R. Innocenti. Simulating Mantoloking Dune Erosion Under Hydrodynamics Driven by Hurricane Sandy. 2021 Fall Meeting, American Geophysical Union. New Orleans, LA, USA.
32. **Puleo, J.A.** 2021. Academic Perspective on Sediment Transport Processes, Coastal R&D Seminar, United States Army Corps of Engineers, Duck, NC.
31. **Puleo, J.A.** 2019. Near Bed Sediment Transport in the Surf and Swash Zones. Two-Phase Modeling for Sediment Dynamics Conference, Newark, DE.
30. **Puleo, J.A.** 2019. Academic Perspective: Sediment Transport Processes Capabilities, Gaps and Way Forward, Coastal Engineering Research Board, United States Army Corps of Engineers, Detroit, MI

29. **Puleo, J.A.** 2018. Nearbed sediment transport in the surf and swash zones. 8th International Symposium on Environmental Hydraulics. University of Notre Dame, IN.
28. **Puleo, J.A.** and S. Borrell. 2018. Rapid response deployments to measure intra-storm processes. Storm Processes and Impacts Workshop, St. Petersburg, FL
27. **Puleo, J.A.** 2017. Sheet flow in the surf and swash zones. LEGI, University of Grenoble, Grenoble, France.
26. **Puleo, J.A.** 2016. Keynote: Surf zone injuries: Environmental and human factors. National Board of Directors Meeting, US Lifesaving Association, Denver, Colorado.
25. **Puleo, J.A.** 2016. Keynote: Investigating, understanding, and educating about surf-zone injuries. Mid-Atlantic Marine Education Association meeting, Dewey Beach, DE.
24. **Puleo, J.A.,** P. Cowan, W. Carey, M. Arford-Granholm and K. McKenna. 2016. Surf Zone Injuries in Delaware, Delaware Sea Grant Advisory Council Meeting, Dover, DE.
23. **Puleo, J.A.** 2016. Measurements of sheet flow in the surf and swash zones. United States Geological Survey, St. Petersburg, FL.
22. **Puleo, J.A.** 2016. Sheet flow in the swash and surf zones. University of Maryland.
21. **Puleo, J.A.,** P. Cowan, W. Carey, M. Arford-Granholm and K. McKenna. 2015. Delaware surf zone injuries and associated environmental conditions. Mid-Atlantic Rip Current and Surf Zone Safety Workshop, Lewes, DE.
20. **Puleo, J.A.** 2015. Hydrodynamic and sediment transport measurements in the swash zone, Oregon State University.
19. **Puleo, J.A.** 2014. Measuring hydrodynamics and sediment transport in the swash zone, EP41D-01, 2014 Fall Meeting, AGU, San Francisco, CA.
18. **Puleo, J.A.** 2014. Measurements of near-bed hydrodynamics and sediment transport processes in the swash zone, Department of Geological Sciences, University of Delaware.
17. **Puleo, J.A.** 2013. Matlab for coastal processes and beach monitoring: 6-hour Matlab short course, Richard Stockton, College, NJ.
16. **Puleo, J.A.** 2013. Velocity, near-bed sediment concentration and morphological change in the swash zone, Instituto de Ingenieria y Procesos Costeros, Universidad Nacional Autonoma de Mexico, Sisal, Yucatan, Mexico.
15. **Puleo, J.A.** 2012. Measuring sheet flow concentrations and near bed velocity profiles on the beach face, CCOSE seminar, Plymouth University, United Kingdom.
14. **Puleo, J.A.** 2012. Swash and inner surf zone velocity profiles and bed stress on a natural beach, University of Aberdeen, United Kingdom.
13. **Puleo, J.A.** 2012. Estimating surface velocities in rivers from thermal imagery, University of Aberdeen, United Kingdom.
12. **Puleo, J.A.** 2011. Riverine Surface velocity estimation, Plymouth University, United Kingdom
11. **Puleo, J.A.** and T.E. McKenna. 2011. Quantifying riverine surface velocities using thermal imagery, Rutgers University.

10. ***Puleo, J.A.** and C.A. Lindemer. 2008. Morphodynamics at Cape Henlopen, DE. United States Geological Survey, St. Petersburg, FL
9. **Puleo, J.A.** 2007. Beach response to sea level rise. Workshop on Sea Level Rise Impacts in Delaware. Dover, DE. Sponsored by the Delaware Department of Natural Resources and Environmental Control and NOAA.
8. **Puleo, J.A.** 2006. Quantifying nearshore processes with video. Conference on saving Korea's sandy coasts, Kwandong University, South Korea.
7. ***Puleo, J.A.**, J. MacMahan, J.T. Hayden and J. McConnell. 2006. Monitoring scour hole and tidal currents in Indian River Inlet, Delaware. Delaware Department of Transportation (DelDOT).
6. McKenna, T.E. and **J.A. Puleo.** 2006. Influence of the subsurface thermal environment and ground-water discharge on horseshoe crab spawning and early development: Ground-based remote sensing and field observations. Division of Fish and Wildlife, Delaware Department of Natural Resources and Environmental Control.
5. **Puleo, J.A.** 2005. Center for Applied Coastal Research efforts on rip current studies, NOAA Coastal Communities Rip Current Workshop, Lewes, DE.
4. **Puleo, J.A.** 2002. Extracting hydrodynamic and morphodynamic information from video imagery, Beach and Inlet Observation and Prediction System (BIOPS) workshop at the University of Florida.
3. **Puleo, J.A.** and K.T. Holland. 2000. The use of fixed and aerial video platforms for littoral environmental reconnaissance, MCCDC meeting in Washington DC
2. **Puleo, J.A.** 2000. Overview of the foreshore sediment transport program at the Naval Research Laboratory, Florida Atlantic University.
1. **Puleo, J.A.** 2000. Use of video imagery to monitor littoral processes, Louisiana State University.

PEER-REVIEWED PUBLICATIONS: (* indicates published with student, § indicates published with postdoc)

Total Citations: 4658
h-index: 40
i10-index: 83

116. §Tahmasebi, M., J. Bruck, A. Elkut, A. Alakshendra, L. Dart, and **J.A. Puleo**. Submitted. From resistance to adaptation and recovery: An entropy-weighted framework for urban coastal flood resilience, *Landscape and Urban Planning*.
115. §Alhusban, Z., F. Shi, and **J.A. Puleo**. In Review. A numerical study of sandbar position and wave nonlinearity effects on beach cusp formation, *Journal of Marine Science and Engineering*.
114. *Davidson, B., H. Sung, T. Pendergast, A. Schueller, **J. A. Puleo**, J. Olsthoorn, R. P. Mulligan, and N. Pujara. In Review. Flow evolution and solute dispersion in the swash of regular waves, *Geophysical Research Letters*.
113. Song, Y.-K, J. Figlus, P. Chardon-Maldonado, and **J.A. Puleo**. In Review. Process-based numerical simulation of beach erosion and recovery via swash bar and trough system dynamics over multiple storms using CSHORE, *coastal Engineering*.

112. §Elkut, A., F. Shi, and **J.A. Puleo**. In Review. Performance of Parametric, Physics-based, and Blended Approaches for Hurricane Atmospheric Forcing in Coastal Modelling, *Ocean Modeling*.
111. §Lee, S.-B, M.E. Wengrove, B. Tsai, T.-J Hsu, and **J.A. Puleo**. Submitted. Experimental observation of surf zone megaripple formation, migration and contribution to breaker bar volumetric change, *Journal of Geophysical Research Earth Surface*.
110. *Pendergast, T., Mulligan, R., Pujara, N., Davidson, B., **J.A. Puleo**, and J. Olsthoorn. In Review. Wave-induced horizontal diffusivity from optically sensed dye tracer fields in impermeable beach laboratory experiments, *Coastal Engineering*.
109. McQuagge, S., B.M. Webb, S.M. Patch, and **J.A. Puleo**. Submitted. Observations of infragravity wave energy on a microtidal barrier island during an extreme event, *Shore and Beach*.
108. *Knowles, J., J.C. Dietrich, A.E. Elkut, **J.A. Puleo**, F. Shi, and L.G. Tateosian. Accepted. Variations in ranges and peak storm tides between open coast and bay locations, *Journal of Geophysical Research, Oceans.*
107. §Idowu, T. and **J.A. Puleo**. 2025. Laboratory observations of object migration in the surf zone, *Applied Ocean Research*, 164, 104784, https://doi.org/10.1016/j.apor.2025.104784
106. *Sung, H., P. Lomonaco, P. Chardon-Maldonado, R. Mulligan, J. Olsthoorn, **J.A. Puleo** and N. Pujara. Accepted. Swash flow due to normal and obliquely incident bores. *Journal of Fluid Mechanics*.
105. §Schueller, A.E., A. Torres-Freyermuth, and **J.A. Puleo**. 2025. The third international workshop on swash-zone processes, *Coastal Engineering*, (https://doi.org/10.1016/j.coastaleng.2025.104891).
104. *Rodriguez-Burgette, J., C. Olney, A. Torres-Freyermuth, and **J.A. Puleo**. 2025. Numerical modeling or pressure gradients and bed shear stress in swash-swash interactions drive by double dam-break, *Coastal Engineering*, (https://doi.org/10.1016/j.coastaleng.2025.104846).
103. §Schueller, A.E., T. Pendergrast, K. Fall, H. Sung, R.P. Mulligan, J. Olsthoorn, N. Pujara, and **J.A. Puleo**. 2025. Swash and surf zone alongshore velocities and dissipation rates forced by oblique monochromatic waves on smooth and rough impermeable beaches, *Coastal Engineering*, 104812, (https://doi.org/10.1016/j.coastaleng.2025.104812).
102. *Tahmasebi, M., M. Volk, E. Tepe, A. Alakshendra, A. Sadaf, **J.A. Puleo**, and J. Bruck. 2025. Coastal carbon at risk: Forecasting the impacts of sea-level rise on future land cover, *Frontiers in Ecology and Evolution*, 13, DOI: 10.3389/fevo.2025.1608422.
101. §Schueller, A.E., K. Fall, H. Sung, R. Oyelakin, R. Mulligan, J. Olsthoorn, N. Pujara, and **J.A. Puleo**. 2025. Laboratory study on inner surf and swash zone hydrodynamics forced by oblique incident-band waves, *Applied Ocean Research,* 158(11), DOI:10.1016/j.apor.2025.104558
100. §Elkut, A. F. Shi, **J.A. Puleo**. 2025. Sensitivity of water level and flood area prediction to hurricane characteristics and climate change impacts, *Ocean and Coastal Management*, 262, (https://doi.org/10.1016/j.ocecoaman.2025.107573).

99. §Lashley, C., **J.A. Puleo**, F. Shi, and K. Nederhoff. 2025. Role of waves in forecasting extreme coastal flooding under a warming climate: Insights from Norfolk, Virginia, *Journal of Waterway, Port, Coastal, and Ocean Engineering*, 151, 3, (https://doi.org/10.1061/JWPED5.WWENG-2169).
98. *Zhang, J., B. Tsai, Y. Rafati, T.-J Hsu, and **J.A. Puleo**. 2024. Cross-shore hydrodynamics and morphodynamics modeling of an erosive event in the inner surf zone using XBeach, *Coastal Engineering*, (https://doi.org/10.1016/j.coastaleng.2024.104662).
97. *Idowu, T., and **J.A. Puleo**. 2024. Nearshore migration of munitions and canonical objects under large-scale laboratory forcing, *Journal of Marine Science and Engineering*, (https://doi.org/10.3390/jmse12112103).
96. *Tsai, B. T.-J Hsu, S.-B Lee, M. Pontiki, **J.A. Puleo**, M. Wengrove. 2024. Large Eddy Simulation of Cross-Shore Hydrodynamics under Random Waves in the Surf and Swash Zones, *Journal of Geophysical Research – Oceans,* (https://doi.org/10.1029/2024JC021194).
95. *Bond, H., M. Wengrove, **J.A. Puleo**, M. Pontiki, M. Evans, and R. Feagin. 2023. Beach and dune subsurface hydrodynamics and their influence on the formation of dune scarps, *Journal of Geophysical Research – Earth Surface*, (https://doi.org/10.1029/2023JF007298).
94. *Pontiki, M., **J.A. Puleo**, H. Bond, M. Wengrove, R.A. Feagin, T.-J. Hsu, T. Huff. 2023. Geomorphic response of a coastal berm to storm surge and the importance of sheet flow dynamics, *Journal of Geophysical Research – Earth Surface*, 128, e2022JF006948, (https://doi.org/10.1029/2022JF006948).
93. Feagin, R., R. Silva, **J.A. Puleo**, J. Figlus, R. Innocenti, H. Bond, M. Wengrove, T. Huff, P. Lomonaco, B. Tsai, M. Pontiki, and V. Chavez. 2023. Does vegetation accelerate coastal dune erosion during extreme events?, *Science Advances,* 9, 24, DOI: 10.1126/sciadv.adg7135.
92. *Cristaudo, D., B. Gross and **J.A. Puleo**. 2023. Momentum balance analysis of spherical objects and long-term field observations of unexploded ordnance (UXO) in the swash zone, *Journal of Marine Science and Engineering*, 11, 79, (https://doi.org/10.3390/jmse11010079).
91. *Turner, C.L., O. Williams, E. Ruggiero, M. Larner, R. Schaeffer, F. Shi., M. Malej, J. Bruck, and **J.A. Puleo**. 2022. Ship wake forcing and performance of a living shoreline segment on an estuarine shoreline, *Frontiers in Built Environment – Coastal and Offshore Engineering,* (https://doi.org/10.3389/fbuil.2022.917945).
90. Torres-Freyermuth, A. G. Medellin, G.U. Martin and **J.A. Puleo**. 2022. A virtual laboratory for conducting "hands-on" experiments on coastal processes. *Continental Shelf Research*, 243, (https://doi.org/10.1016/j.csr.2022.104760).
89. **Puleo, J.A** and H. Malladi. 2022. Making waves in the classroom: Engaging students in STEM through hands-on coastal engineering and oceanography. *Continental Shelf Research*, (https://doi.org/10.1016/j.csr.2022.104793).
88. *Rafati, Y., T.-J Hsu, J. Calantoni, and **J.A. Puleo**. 2022. Entrainment and transport of well-sorted and mixed sediment under wave motion, *Journal of Geophysical Research – Oceans,* (https://doi.org/10.1029/2022JC018686).

87. §Rutten, J., A. Torres-Freyermuth, and **J.A. Puleo**. 2021. Uncertainty in runup predictions on natural beaches with a phase-resolving model, *Coastal Engineering,* 166, (https://doi.org/10.1016/j.coastaleng.2021.103869).
86. *Innocenti, R.A., R. A. Feagin, B. R. Charbonneau, J. Figlus, M. Wengrove, P. Lomonaco, **J. A. Puleo**, T. P. Huff, Y. Rafati, T.-J Hsu, B. Tsai, T. Boutton, M. Pontiki, J. Smith, and M. V. Moragues. 2021. Effects of plant structure and fluid properties on the physical response of coastal dune plants to wind and wave run-up, *Estuarine, Coastal and Shelf Science*, 261, (https://doi.org/10.1016/j.ecss.2021.107556).
85. *Pintado-Patiño, J.C., **J.A. Puleo**, D. Krafft, A. Torres-Freyermuth. 2021. Hydrodynamics and sediment transport under a dam break-driven swash: An experimental study, *Coastal Engineering*, (https://doi.org/10.1016/j.coastaleng.2021.103986).
84. Heiss, J.W., H. A. Michael, and **J.A. Puleo**. 2020. Groundwater-surface water exchange in the intertidal zone detected by hydrologic and coastal oceanographic measurements, *Hydrological Processes*, (https://doi.org/10.1002/hyp.13825).
83. **Puleo, J.A**., D. Cristaudo, A. Torres-Freyermuth and G. Masselink. 2020. The role of alongshore flows on inner surf and swash zone hydrodynamics on a dissipative beach, *Continental Shelf Research*, (https://doi.org/10.1016/j.csr.2020.104134).
82. **Puleo, J.A.** and P. Chardon-Maldonado. 2020. Bundlecuss: Cable entanglement lessons learned from a nor'easter field deployment, *Journal of Coastal Research*, 101(sp1), 359-362, (https://www.jstor.org/stable/48639136).
81. **Puleo, J.A.** 2020. A design-based fluids mechanics laboratory, *Global Journal of Engineering Education*, 22(1), 26-31.
80. *Cristaudo, D. and **J.A. Puleo**. 2020. Observation of migration and burial of munitions in the swash zone, *Ocean Engineering*, (https://doi.org/10.1016/j.oceaneng.2020.107322).
79. Roberts-Briggs, T., J. Figlus, A. Torres Freyermuth, **J.A. Puleo**, W. Warren and T. Alrushaid. 2020. Variability in onshore sediment transport on a natural beach during a Central American cold surge event, *Journal of Coastal Research,* 36(3), 487-497, (https://doi.org/10.2112/JCOASTRES-D-19-00146.1).
78. Torres-Freyermuth, A., J.C. Pintado-Patino, A. Pedrozo-Acuna, **J.A. Puleo** and T.E. Baldock. 2019. Runup uncertainty on planar beaches, *Ocean Dynamics*, (https://doi.org/10.1007/s10236-019-01305-y).
77. *Borrell, S. and **J.A. Puleo**, 2019. In situ hydrodynamic and morphodynamics measurements during extreme events, *Shore & Beach*, 87(4), 23-30, (http://doi.org/10.34237/1008743).
76. Coogan, J.S., B.M. Webb, S. Smallegan, and **J.A. Puleo**. 2019. Geomorphic changes measured on Dauphin Island, AL during Hurricane Nate, *Shore & Beach*, 87(4), 16-22, **(**http://doi.org/10.34237/1008742).
75. Howe, D., C.E. Blenkinsopp, I.L. Turner, T.E. Baldock, and **J.A. Puleo**. 2019. Direct measurements of bed shear stress under swash flows on steep laboratory slopes at medium to prototype scales, *Journal of Marine Science and Engineering, 7*(10), 358, (https://doi.org/10.3390/jmse7100358).

74. *Kim, Y., R.S. Mieras, Z. Cheng, D. T.–J. Hsu, **J.A. Puleo**, D. Cox. 2019. A numerical study of sheet flow driven by velocity and acceleration skewed near-breaking waves on a sandbar using SedWaveFoam, *Coastal Engineering*, 152, (https://doi.org/10.1016/j.coastaleng.2019.103526).
73. *Doelp, M., **J.A. Puleo** and N.G. Plant. 2019. Predicting Surf Zone Injuries along the Delaware Coast Using a Bayesian Network, *Natural Hazards*, (https://doi.org/10.1007/s11069-019-03697-y).
72. *Mieras, R.S., **J.A. Puleo**, D. Anderson, T-J. Hsu, D. Cox and J. Calantoni. 2019. Relative contributions of bed load and suspended load to sediment transport on a sandbar, *Journal of Geophysical Research*, (https://doi.org/10.1029/2018JC014564).
71. Fromant, G., R.S. Mieras, T. Revil-Baudard, **J.A. Puleo**, D. Hurther, J. Chauchat. 2018. On Bedload and Suspended Load Measurement Performances in Sheet Flows Using Acoustic and Conductivity Profilers, *Journal of Geophysical Research – Earth Surface*, 123 (10), 2546-2562, (https://doi.org/10.1029/2017JF004560)
70. §Bruder, B., D. Cristaudo, and **J.A. Puleo**. 2018. Smart surrogate munitions for nearshore unexploded ordnance mobility/burial studies, IEEE *Journal of Oceanic Engineering*, 99, 1-20, (https://doi.org/10.1109/JOE.2018.2871227).
69. Figlus, J., Y-K. Song, P. Chardon-Maldonado, **J.A. Puleo**. 2018. Numerical simulation of post-storm recovery and time-averaged swash velocity on an engineered beach with ridge-runnel system, *International Journal of Offshore and Polar Engineering*, 28(2), 143-153, (https://doi.org/10.17736/ijope.2018.ak25).
68. *Doelp, M., **J.A. Puleo**, P. Cowan, M. Arford-Granholm. 2018. Characterizing surf zone injuries from the five most populated beaches on the Atlantic-fronting Delaware coast, *American Journal of Emergency Medicine*, 36(8), 1372-1379, (https://doi.org/10.1016/j.ajem.2017.12.053).
67. *Torres-Freyermuth, A., **J. A. Puleo**, N. DiCosmo, M.E. Allende-Arandia, P. Chardon-Maldonado, J. Lopez, B. Figueroa-Espinoza, A. Ruiz de Alegria Arzaburu, J. Figlus, T. M. Roberts and J. Candela. 2017. Nearshore circulation on a sea breeze dominated beach during intense wind events, *Continental Shelf Research*, 151, 40-52, (https://doi.org/10.1016/j.csr.2017.10.008).
66. ***Puleo, J.A.**, D. Krafft, J.C. Pintado-Patiño, and B. Bruder. 2017. Video-derived near bed and sheet flow sediment particle velocities in dam-break-driven swash, *Coastal Engineering*, 126, 27-36, (https://doi.org/10.1016/j.coastaleng.2017.04.008)
65. *Martins, K., C. E. Blenkinsopp, H. E. Power, B. Bruder, **J. A. Puleo**, and E. W. J. Bergsma. 2017. High-resolution monitoring of wave transformation in the surf zone using a LiDAR scanner array, *Coastal Engineering*, 128, 37-43, (https://doi.org/10.1016/j.coastaleng.2017.07.007)
64. *Anderson, D., D.T. Cox, R. Mieras, **J.A. Puleo** and T-J. Hsu. 2017. Observations of wave-induced pore pressure gradients and bed level response on a surf zone sandbar, *Journal of Geophysical Research*, 122, 5169-5193, 10.1002/2016JC012557, (http://onlinelibrary.wiley.com/doi/10.1002/2016JC012557/epdf).

63. *Kim, Y., Z. Zhou, T-J. Hsu and **J.A. Puleo**. 2017. Large eddy simulation of dam-break driven swash on a rough planar beach, *Journal of Geophysical Research*, 122(2), 1274-1296, 10.1002/2016JC012366 (http://onlinelibrary.wiley.com/doi/10.1002/2016JC012366/epdf).
62. *Pieterse, A., **J.A. Puleo**, T.E. McKenna and J. Figlus. 2017. In situ measurements of shear stress, erosion and deposition in man-made tidal channels within a tidal saltmarsh. *Estuarine, Coastal and Shelf Science*, 192, 29-41, (https://doi.org/10.1016/j.ecss.2017.04.028)
61. *Mieras, R., **J.A. Puleo**, D. Anderson, D.T. Cox and T-J. Hsu. 2017. Large-scale experimental observations of sheet flow on a sandbar under skewed-asymmetric waves, *Journal of Geophysical Research, 122, 5022-5045*, 10.1002/2016JC012438, (http://onlinelibrary.wiley.com/doi/10.1002/2016JC012438/epdf).
60. *Pieterse, A., **J.A. Puleo** and T.E. McKenna. 2016. Hydrodynamics and sediment suspension in shallow tidal channels intersecting a tidal flat, *Continental Shelf Research*, 119, 40-55, (https://doi.org/10.1016/j.csr.2016.03.012).
59. Ruju, A. D. Conley, G. Masselink, M. Austin and **J.A. Puleo**. 2016, Sediment transport dynamics in the swash zone under large-scale laboratory conditions, *Continental Shelf Research*, 10.1016/j.csr.2016.03.015, (https://doi.org/10.1016/j.csr.2016.03.015).
58. *Chardon-Maldonado, P., J.C. Pintado-Patino and **J.A. Puleo**. 2015. Advances in swash zone research: Small-scale hydrodynamics and sediment transport processes. *Coastal Engineering*, doi:10.1016/j.coastaleng.2015.10.008, (https://doi.org/10.1016/j.coastaleng.2015.10.008).
57. **Puleo, J.A**. and A. Torres-Freyermuth. 2015. The second international workshop on swash-zone processes, *Coastal Engineering*, doi:10.1016/j.coastaleng.2015.09.007, (https://doi.org/10.1016/j.coastaleng.2015.09.007).
56. Masselink, G., A. Ruju, D. Conley, I. Turner, G. Ruessink, A. Matias, C. Thompson, B. Castelle, G. Wolters, **J.A. Puleo** and V. Citerone. 2015. Large-scale barrier dynamics experiment II (*BARDEX II*): Experimental design, instrumentation, test programme and data set, *Coastal Engineering*, doi:10.1016/j.coastaleng.2015.07.009, (https://doi.org/10.1016/j.coastaleng.2015.07.009).
55. Ruju, A., D. Conley, G. Masselink, M. Austin, **J.A. Puleo**, T. Lanckriet and D. Foster. 2015. Boundary layer dynamics in the swash zone under large-scale laboratory conditions, *Coastal Engineering*, doi:10.1016/j.coastaleng.2015.08.001, (https://doi.org/10.1016/j.coastaleng.2015.08.001).
54. ***Puleo, J.A.**, K. Hutschenreuter, P. Cowan, W. Carey, M. Arford-Granholm, K. K. McKenna. 2015. Delaware surf zone injuries and associated environmental conditions, *Natural Hazards*, 81(2), 845-867, doi:10.1007/s11069-015-2108-9, (https://link.springer.com/article/10.1007/s11069-015-2108-9).
53. *Heiss, J.W., **J.A. Puleo**, W.J. Ullman and H.A. Michael. 2015. Coupled surface-subsurface hydrologic measurements reveal recharge and discharge dynamics across the swash zone of a sandy beach, *Water Resources Research*,

10.1002/2015WR017395,
(http://onlinelibrary.wiley.com/doi/10.1002/2015WR017395/epdf).

52. *Pintado-Patino, J.C., A. Torres-Freyermuth, **J.A. Puleo** and D. Pokrajac. 2015. On the role of infiltration and exfiltration in swash zone boundary layer dynamics in the swash zone, *Journal of Geophysical Research*, 120 (9), 6329-6350, 10.1002/2015JC010806, (http://onlinelibrary.wiley.com/doi/10.1002/2015JC010806/epdf).
51. Ruessink, B. G., C. Blenkinsopp, J. Brinkkemper, B. Castelle, B. Dubarbier, F. Grasso, **J. A. Puleo**, T. Lanckriet and G. Masselink. 2015. Sandbar and beach-face evolution on a prototype coarse sandy barrier, *Coastal Engineering*, doi:10.1016/j.coastaleng.2015.11.005, (https://doi.org/10.1016/j.coastaleng.2015.11.005).
50. *Pieterse, A., **J.A. Puleo** and T.E. McKenna. 2015. Near-bed shear stress, turbulence production and dissipation in a shallow and narrow tidal channel, *Earth Surface Processes and Landforms*, 40(15), 2059-2070, doi: 10.1002/esp.3782, (http://onlinelibrary.wiley.com/doi/10.1002/esp.3782/epdf).
49. *Brinkemper, J.A. T. Lanckriet, F. Grasso, **J.A. Puleo** and B.G. Ruessink. 2015. Observations of turbulence within the surf and swash zone of a field-scale sandy laboratory beach, *Coastal Engineering*, doi:10.1016/j.coastaleng.2015.07.006, (https://doi.org/10.1016/j.coastaleng.2015.07.006).
48. ***Puleo, J.A.**, T. Lanckriet, D. Conley and D. Foster. 2015. Sediment transport partitioning in the swash zone of a large-scale laboratory beach, *Coastal Engineering*, doi:10.1016/j.coastaleng.2015.11.001, (https://doi.org/10.1016/j.coastaleng.2015.11.001).
47. *Lanckriet, T. and **J.A. Puleo**. 2015. A semi-analytical model for sheet flow layer thickness with application to the swash zone, *Journal of Geophysical Research*, 120 (2), 1333-1352, (http://onlinelibrary.wiley.com/doi/10.1002/2014JC010378/epdf).
46. ***Puleo, J.A**. A. Pieterse and T.E. McKenna. 2015. Quantifying tidal mud flat elevations from fixed-platform long-wave infrared imagery, *IEEE Journal of Selected Topics in Applied Earth Observations and Remote Sensing*, 8 (3), 199-1207, (http://ieeexplore.ieee.org/document/7008498/?reload=true).
45. *Inch, K., G. Masselink, **J.A. Puleo**, P. Russell and D. Conley. 2015. Vertical structure of near-bed cross-shore flow velocities in the swash zone of a dissipative beach, *Continental Shelf Research*, dx.doi.org/10.1016/j.csr.2015.04.006, (https://doi.org/10.1016/j.csr.2015.04.006).
44. *Keshtpoor, M., **J.A. Puleo**, F. Shi and G. Ma. 2015. 3D numerical simulation of turbulence and sediment transport within a tidal inlet, *Coastal Engineering*, 96, 13-26, (https://doi.org/10.1016/j.coastaleng.2014.10.009).
43. *Keshtpoor, M., **J.A. Puleo** and F. Shi. 2014. Downdrift beach erosion adjacent to Indian River Inlet, Delaware, USA. *Shore & Beach*, 82(1), 31-41 (Best student paper award at ASBPA conference).
42. *Keshtpoor, M., **J.A. Puleo**, F. Shi and N. DiCosmo. 2014. Numerical simulation of nearshore hydrodynamics and sediment transport downdrift of a tidal inlet,

Journal of Waterway, Port, Coastal and Ocean Engineering, 10.1061/(ASCE)WW.1943-5460.0000273, 04014035 (https://ascelibrary.org/doi/abs/10.1061/%28ASCE%29WW.1943-5460.0000273).

41. ***Puleo, J.A.**, T. Lanckriet and C. Blenkinsopp. 2014. Bed level fluctuations in the inner surf and swash zone of a dissipative beach, *Marine Geology*, 349, 99-112, (https://doi.org/10.1016/j.margeo.2014.01.006).
40. ***Puleo, J.A.**, C. Blenkinsopp, D. Conley, G. Masselink, I.L. Turner, P. Russell, D. Buscombe, D. Howe, T. Lanckriet, R. McCall and T. Poate. 2014. Comprehensive field study of swash-zone processes, Part 1: Experimental design with examples of hydrodynamic and sediment transport measurements, *Journal of Waterway, Port, Coastal and Ocean Engineering*, 10.1061/(ASCE)WW.1943-5460.0000210, *INVITED*, *(*https://ascelibrary.org/doi/full/10.1061/%28ASCE%29WW.1943-5460.0000210*).*
39. *Lanckriet, T., **J.A. Puleo**, G. Masselink, I.L. Turner, D. Conley, C. Blenkinsopp and P. Russell. 2014. Comprehensive field study of swash-zone processes, Part 2: Sheet flow sediment concentrations during quasi-steady backwash, *Journal of Waterway, Port, Coastal and Ocean Engineering*, 10.1061/(ASCE)WW.1943-5460.0000209, *INVITED*, *(*https://ascelibrary.org/doi/abs/10.1061/%28ASCE%29WW.1943-5460.0000209).
38. Turner, I.L., G.C. Rau, M.S. Andersen, M.J. Austin, **J.A. Puleo** and G. Masselink. 2013. Coastal sand barrier hydrology – observations from the BARDEX II prototype-scale laboratory experiment, *Journal of Coastal Research*, SI65, 1886-1891 (http://www.jcronline.org/doi/abs/10.2112/SI65-319.1?code=cerf-site).
37. *Lanckriet, T. and **J.A. Puleo**. 2013. Near-bed turbulence dissipation measurements in the inner surf and swash zone, *Journal of Geophysical Research*, 118 (12), 6634-6647 (http://onlinelibrary.wiley.com/doi/10.1002/2013JC009251/epdf).
36. *Roberts, T.M., P. Wang and **J.A. Puleo**. 2013. Storm-driven cyclic beach morphodynamics of a mixed sand and gravel beach along the mid-Atlantic coast USA, *Marine Geology*, 346, 403-421, (https://doi.org/10.1016/j.margeo.2013.08.001).
35. *Lanckriet, T. **J.A. Puleo**, and N. Waite. 2013. A conductivity concentration profiler for sheet flow sediment transport, *IEEE Journal of Oceanic Engineering*, 38, 55-70, (http://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=6363485).
34. *Keshtpoor, M. **J.A. Puleo**, J. Gebert and N.G. Plant. 2013. Beach response to a sand bypassing system, *Coastal Engineering*, 73, 28-42, (https://doi.org/10.1016/j.coastaleng.2012.09.006).
33. Torres-Freyermuth, A., **J. A. Puleo** and D. Pokrajac. 2013. Modeling swash-zone hydrodynamics and shear stresses on planar slopes using Reynolds-Averaged Navier–Stokes equations, *Journal of Geophysical Research*, 118,

*doi:*10.1002/jgrc.20074, (http://onlinelibrary.wiley.com/doi/10.1002/jgrc.20074/epdf).

32. *__Puleo, J.A.__, Lanckriet, T.M. and P. Wang. 2012. Nearbed cross-shore velocity profiles, bed shear stress and friction on the foreshore of a microtidal beach, *Coastal Engineering*, 68, 6-16, (https://doi.org/10.1016/j.coastaleng.2012.04.007).
31. **Puleo, J.A.**, T.E. McKenna, K.T. Holland and J.C. Calantoni. 2012. Quantifying riverine surface currents from time sequences of thermal infrared images, *Water Resources Research*, 48, W01527, doi:10.1029/2011WR010770, (http://onlinelibrary.wiley.com/doi/10.1029/2011WR010770/epdf)
30. *Hayden, J.T. and **J.A. Puleo**. 2011. Near real-time scour monitoring system: Application to Indian River Inlet, Delaware, USA, *Journal of Hydraulic Engineering*, 137, 1037; doi:10.1061/(ASCE)HY.1943-7900.0000399 (https://ascelibrary.org/doi/abs/10.1061/%28ASCE%29HY.1943-7900.0000399).
29. *Nordstrom, K.F., N.L. Jackson, K.H. Korotky and **J.A. Puleo**. 2010. Aeolian transport rates across raked and unraked beaches on a developed coast, *Earth Surface Processes and Landforms*, doi:10.1002/esp.2105 (http://onlinelibrary.wiley.com/doi/10.1002/esp.2105/epdf).
28. *Lindemer, C.A. N.G. Plant, **J.A. Puleo** and D. M. Thompson. 2010. Numerical simulation of a low-lying barrier island's morphological response to hurricane Katrina, *Coastal Engineering*, 57, 985-995, (https://doi.org/10.1016/j.coastaleng.2010.06.004).
27. ***Puleo, J.A.**, J.W.C. Faries, M. Davidson, and B. Hicks. 2010. A conductivity sensor for nearbed concentration profiling, *Journal of Atmospheric and Oceanic Technology*, 27, 397-408, (https://journals.ametsoc.org/doi/full/10.1175/2009JTECHO718.1).
26. **Puleo, J.A.** 2010. Estimating alongshore sediment transport and the nodal point location on the Delaware-Maryland Coast, *Journal of Waterway, Port, Coastal and Ocean Engineering*, 136, 135, (https://ascelibrary.org/doi/abs/10.1061/%28ASCE%29WW.1943-5460.0000034).
25. **Puleo, J.A.** 2009. Tidal variability of swash zone sediment suspension and transport, *Journal of Coastal Research*, 25, 937-948, (http://www.jcronline.org/doi/abs/10.2112/08-1031.1?journalCode=coas).
24. *He, L. and **J.A. Puleo**. 2009. PIV measurements of surface flows in laboratory wave basins, *Journal of Flow Visualization and Image Processing*, 16, 1-18, (http://www.dl.begellhouse.com/journals/52b74bd3689ab10b,5e65364e28c3edc0, 12c35aa16238a658.html).
23. *Pearre, N.S. and **J.A. Puleo**. 2009. Quantifying seasonal shoreline variability at Rehoboth Beach, Delaware using automated imaging techniques. *Journal of Coastal Research*, 900-914, (http://www.jcronline.org/doi/abs/10.2112/08-1029.1).
22. *Pietro, L., M.A. O'Neal and **J.A. Puleo**, 2008. Developing terrestrial-LIDAR-based digital elevation models to assess beach nourishment performance at

Rehoboth Beach, DE, USA, *Journal of Coastal Research*, 24, 1555-1564, (http://www.jcronline.org/doi/abs/10.2112/07-0904.1).

21. ***Puleo, J.A.,*** L. He, N. Pearre, L. Schmied, M. O'Neal, L. Pietro and M. Fowler, 2008. A single-user sub-aerial beach profiler, *Journal of Coastal Research*, 24, 1080-1086, (http://www.jcronline.org/doi/abs/10.2112/06-0665.1).
20. ***Puleo, J.A.,*** A. Farhadzadeh, and N. Kobayashi. 2007. Numerical simulation of swash zone fluid accelerations, *Journal of Geophysical Research*, 112, C07007, doi: 10.1029/2006JC004084, (http://onlinelibrary.wiley.com/doi/10.1029/2006JC004084/epdf).
19. **Puleo, J.A.**, R.V. Johnson, T. Butt, T.N. Kooney, and K.T. Holland. 2006. The effect of bubbles on optical backscatter sensors, *Marine Geology*, 230, 87-97, (https://doi.org/10.1016/j.margeo.2006.04.008).
18. **Puleo, J.A.**, O. Mouraenko and D.M. Hanes. 2006. Closure: One-Dimensional Wave Bottom Boundary Layer Model Comparison: Specific Eddy Viscosity and Turbulence Closure Models. *Journal of Waterway, Port, Coastal and Ocean Engineering*, 132, 141-142, (https://ascelibrary.org/doi/abs/10.1061/%28ASCE%290733-950X%282004%29130%3A6%28322%29).
17. Calantoni, J.C., **J.A. Puleo** and K.T. Holland. 2006. Simulation of sediment motions using a discrete particle model in the inner surf and swash zones, *Continental Shelf Research*, 26, 610-621, (https://doi.org/10.1016/j.csr.2005.11.013).
16. Masselink, G. and **J.A. Puleo**. 2006. Swash-zone morphodynamics, *Continental Shelf Research*, 26, 661-680, (https://doi.org/10.1016/j.csr.2006.01.015).
15. **Puleo, J.A.** and T. Butt. 2006. The first international workshop on swash zone processes, *Continental Shelf Research*, 26, 556-560, (https://doi.org/10.1016/j.csr.2006.01.008).
14. Calantoni, J.C. and **J.A. Puleo**. 2006. Role of pressure gradients in sheet flow of coarse sediments under sawtooth waves, *Journal of Geophysical Research*, Vol 111, doi:10.1029/2005JC002875, (http://onlinelibrary.wiley.com/doi/10.1029/2005JC002875/epdf).
13. Butt, T., P. Russell, **J.A. Puleo**, and G. Masselink. 2005. The application of Bagnold-type sediment transport models in the swash zone, *Journal of Coastal Research*, 21, 887-895, (http://www.jcronline.org/doi/abs/10.2112/04-0210.1?journalCode=coas).
12. **Puleo, J.A.,** T. Butt and N.G. Plant. 2005. Instantaneous energetics sediment transport model calibrations, *Coastal Engineering*, 52, 647-653, (https://doi.org/10.1016/j.coastaleng.2005.03.002).
11. Plant, N.G., **J.A. Puleo** and K.T. Holland. 2004. Prediction skill of nearshore profile evolution models, *Journal of Geophysical Research*, 109, C01006, 10.1029/2003JC001995, (http://onlinelibrary.wiley.com/doi/10.1029/2003JC001995/epdf).
10. **Puleo, J.A.**, O. Mouraenko and D.M. Hanes. 2004. One-dimensional wave bottom boundary layer model comparison: Specific eddy viscosity and turbulence closure models, *Journal of Waterway, Port, Coastal and Ocean Engineering*, 130,

322-325, (https://ascelibrary.org/doi/abs/10.1061/%28ASCE%290733-950X%282004%29130%3A6%28322%29).

9. Butt, T., P. Russell, **J.A. Puleo**, J. Miles and G. Masselink. 2004. The influence of bore turbulence on sediment transport in the swash and inner surf zones, *Continental Shelf Research*, 24, 757-771, (https://doi.org/10.1016/j.csr.2004.02.002).
8. **Puleo, J.A.**, T.N. Kooney and R.V. Johnson. 2004. Laboratory air bubble generation of various size distributions, *Review of Scientific Instruments*, 75, 4558-4563, (https://aip.scitation.org/doi/abs/10.1063/1.1805013).
7. **Puleo, J.A.**, K.T. Holland, N.G. Plant, D.N. Slinn and D.M. Hanes. 2003. Fluid acceleration effects on suspended sediment transport in the swash zone, *Journal of Geophysical Research*, 108, 3350, 10.1029/2003JC001943, (http://onlinelibrary.wiley.com/doi/10.1029/2003JC001943/epdf).
6. **Puleo, J.A.**, G. Farquharson, S. Frasier and K.T. Holland. 2003. Comparison of optical and radar measurements of surf and swash zone velocity fields, *Journal of Geophysical Research*, 108, 3100, doi:10.1029./2002JC001483, (http://onlinelibrary.wiley.com/doi/10.1029/2002JC001483/epdf).
5. Plant, N.G., K.T. Holland and **J.A. Puleo**. 2002. Analysis of the scale of errors in nearshore bathymetric data, *Marine Geology*, 191, 71-86, (https://doi.org/10.1016/S0025-3227(02)00497-8).
4. **Puleo, J.A.** and K.T. Holland. 2001. Estimating swash zone friction coefficients on a sandy beach, *Coastal Engineering*, 43(1), 25-40, (https://doi.org/10.1016/S0378-3839(01)00004-7).
3. Holland K.T. and **J.A. Puleo**. 2001. Variable swash motions associated with foreshore profile change, *Journal of Geophysical Research*, 106(C3), 4613-4623, (http://onlinelibrary.wiley.com/doi/10.1029/1999JC000172/epdf).
2. Holland, K.T., **J.A. Puleo** and T.N. Kooney. 2001. Quantification of swash flows using video-based particle image velocimetry, *Coastal Engineering*, 44, 65-77, (https://doi.org/10.1016/S0378-3839(01)00022-9).
1. **Puleo, J.A.**, R.A. Beach, R.A. Holman, and J.S. Allen. 2000. Swash zone sediment suspension and transport and the importance of bore-generated turbulence, *Journal of Geophysical Research*, 105, 17021-17044, (http://onlinelibrary.wiley.com/doi/10.1029/2000JC900024/epdf).

NON-REFEREED PUBLICATIONS: (* indicates published with student)

29. **Puleo, J.A.** and J. Calantoni. 2023. SERDP Workshop on UXO Mobility, Burial, and Exposure Processes - Discussion for a Demonstration Project, SERDP.
28. **Puleo, J.A.** 2022. White Paper: Understanding the Swash Zone Environment and Impact on UXO Mobility, Burial, and Exposure Processes, SERDP.
27. *Borrell, S. and **J.A. Puleo**. 2019. In situ hydrodynamic and morphodynamics measurements during extreme storm events. Shoreline, Florida Shore and Beach Preservation Association.
26. *Gross, B. and **J.A. Puleo**. 2019. Mobility of unexploded ordnance using spherical surrogates on the beach face. Shoreline, Florida Shore and Beach Preservation Association.
25. *Cristaudo, D., B. Bruder and **J.A. Puleo**. 2017. Instrumented surrogate munitions for nearshore unexploded ordnance studies – design and measurement

capabilities. Proceedings of the MTS/IEEE Oceans Conference, Anchorage, Alaska.

24. *Figlus, J., Y.-K. Song, P. Chardon-Maldonado, and **J.A. Puleo.** 2017. Ridge-Runnel and Swash Dynamics Field Experiment on a Steep Meso-Tidal Engineered Beach: Numerical Model Simulation of Ridge Accretion. Proceedings of International Society of Ocean and Polar Engineers (ISOPE) Conference, San Francisco, CA.
23. *Kim, Y., Z. Cheng, T. Hsu, R. Mieras and **J.A. Puleo**. 2017. A numerical investigation of sheet flow under non-breaking and breaking waves, *Proceedings 8th International Conference on Coastal Dynamics*, Helsingor, Denmark.
22. *Mieras, R., **J.A. Puleo**, D. Anderson, D.T. Cox and T. Hsu. 2017. Large-scale experimental observations of wave-induced sediment transport over a surf zone sand bar, *Proceedings 8th International Conference on Coastal Dynamics*, Helsingor, Denmark.
21. *Keshtpoor, M., **J.A. Puleo** and F. Shi. 2013. Downdrift beach erosion adjacent to the Indian River Inlet, Delaware, USA., NSBPA Conference, The Richard Stockton College of New Jersey, Galloway, New Jersey. Best Student Paper Award.
20. Foster, D., E. Carlson, D. Conley and **J.A. Puleo**. 2013. Observations of fluid accelerations within individual swash events, *Proceedings Coastal Dynamics*, Arcachon, France.
19. *Lanckriet, T., **J.A. Puleo**, G. Masselink, I.L. Turner, D. Conley, C. Blenkinsopp and P. Russell. 2012. Field measurements of sheet flow sediment transport in the swash zone, *Proceedings of the 33rd International Conference on Coastal Engineering*, Santander, Spain.
18. ***Puleo, J.A.**, C. Blenkinsopp, D. Conley, G. Masselink, I.L. Turner, P. Russell, D. Buscombe, D. Howe, T. Lanckriet, R. McCall and T. Poate. 2012. Comprehensive study of swash-zone hydrodynamics and sediment transport, *Proceedings of the 33rd International Conference on Coastal Engineering*, Santander, Spain.
17. ***Puleo, J.A.** and T. Lanckriet. 2011. Acoustic measurement of swash-zone velocity profiles on a natural beach. *Journal of Ocean Technology, Underwater Acoustics*, 6(2), 60-61.
16. Han, B., P.T. Imhoff, V. Scicchitano, M.A. O'Neal, **J.A. Puleo** and D.A. Fluman. 2010. Airborne measurements for quantifying methane emissions from landfills. *Proceedings of the 6th International Landfill Research Symposium*, Hokkaido, Japan.
15. *Hicks, B., N. Kobayashi, **J.A. Puleo** and A. Farhadzadeh. 2010. Cross-shore transport on gravel beaches. *Proceedings of the 32nd International Conference on Coastal Engineering*, Shanghai, China.
14. Zhao, Q., Kirby, J.T. and **J.A. Puleo**. 2010. Modeling onshore sediment transport using energetic models. *Proceedings of the 32nd International Conference on Coastal Engineering*, Shanghai, China.
13. ***Puleo, J.A.** and J.T. Hayden. 2009. A near real-time scour monitoring system at Indian River Inlet, Delaware, USA, MTS/IEEE Oceans '09 Conference, Biloxi, MS.

12. *Hayden, J.T., **J.A. Puleo** and J.H. MacMahan. 2008. Scour monitoring at Indian River Inlet, Delaware, USA. *Proceedings of the 31st International Conference on Coastal Engineering*, Hamburg, Germany.
11. *Farhadzadeh, A. **J.A. Puleo** and N. Kobayashi. 2006. Fluid acceleration in the swash zone. *Proceedings of the 30th International Conference on Coastal Engineering*, San Diego, CA, USA.
10. *Schmied, L., N. Kobayashi, **J.A. Puleo** and Q. Zhao. 2006. Cross-shore suspended sand transport on beaches. *Proceedings of the 30th International Conference on Coastal Engineering*, San Diego, CA, USA.
9. *He. L. and **J.A. Puleo**. 2006. Video-based particle image velocimetry of laboratory rip current. *Proceedings of the 30th International Conference on Coastal Engineering*, San Diego, CA, USA.
8. **Puleo, J.A.** 2004. Hydrodynamics and sediment transport in the inner surf and swash zones, Ph.D. Dissertation, University of Florida.
7. **Puleo, J.A.** and D.N. Slinn. 2004. Numerical investigation of swash zone shear stresses. *Proceedings of the 29th International Conference on Coastal Engineering*, ASCE, Lisbon, Portugal.
6. **Puleo, J.A**. and K.T. Holland. 2003. Swash zone flows and sediment suspension in relation to acceleration, Clearwater Beach, Florida, Coastal Sediments '03.
5. Holland, K.T., **J.A. Puleo**, N.G. Plant, and J.M. Kaihatu. 2002. Littoral environmental nowcasting system (LENS), Oceans 2002 MTS/IEEE, Biloxi, Mississippi.
4. ***Puleo, J.A.** K.T. Holland, and D.N. Slinn, E. Smith and B.M. Webb. 2002. Numerical modeling of swash zone hydrodynamics, *Proceedings of the 28th International Conference on Coastal Engineering*, ASCE, Cardiff, Wales.
3. **Puleo, J.A.**, K.T. Holland, T.N. Kooney and A.H. Sallenger, Jr. Field observations of swash zone flow patterns and three-dimensional morphodynamics. 2000. *Proceedings of the 27th International Conference on Coastal Engineering*, ASCE, Sydney, Australia.
2. Holland, K.T., **J.A. Puleo**, T.N. Kooney, R.A. Holman and J.S. Stanley. 2000. Video-based sensing of surf zone environmental processes, Oceanic Imaging Conference.
1. **Puleo, J.A.** 1998. Swash zone sediment suspension and transport, M.S. Thesis, Oregon State University.

PRESENTATIONS: (* indicates with student, § indicates with postdoc)

290. *Stasiewicz, J. A. Trembanis, **J.A. Puleo**, and B. McFall. 2026. SandHound: Autonomous Quadruped for Coastal Topographic and Geotechnical Mapping, IEEE International Conference on Robotics and Automation (ICRA), Vienna, Austria.
289. *Everett, C., **J.A. Puleo**, and D. Bryant. 2025. Wave Transmission and Reflection of Biodegradable Natural Infrastructure Product, 6th IAHR Young Professionals Congress, International Association, of Hydro-Environment Engineering and Research.
288. *T. Pendergast, R. Mulligan, D. Ethier, A. Schueller, K. Fall, H. Sung, B. Davidson, N. Pujara, **J.A. Puleo**, J. Olsthoorn. 2026. Wave-driven horizontal

diffusivities from depth-averaged SWASH numerical experiments and large-scale laboratory experiments, American Geophysical Union, Ocean Sciences Meeting, Glasgow, Scotland.

287. Dusek, G., K. Serafin, N. Elko, J. Straub, J. Brown, P. Ruggiero, M. Wengrove, A.R. Siders, M.L. Palmsten, K. Brodie, **J.A. Puleo**, A. Hannides, and T. Mandel. 2026. The Future of Coastal Processes Research: A report from the US Coastal Research Program, American Geophysical Union, Ocean Sciences Meeting, Glasgow, Scotland.
286. Dusek, G., K. Serafin, N. Elko, J. Straub, J. Brown, P. Ruggiero, M. Wengrove, A.R. Siders, M.L. Palmsten, K. Brodie, **J.A. Puleo**, A. Hannides, and T. Mandel. 2026. The Future of Coastal Processes Research: A report from the US Coastal Research Program, American Meteorological Society, Houston, TX.
285. *Blackburn, I., P. Hossain, Z. Al Husban. L. Muldrow, E. Bardenhagen, E. Hale, M. Head, L. Morgan, K. Fall, J. Bruck, and **J.A. Puleo**. 2025. Planned living shoreline installation with an integrated monitoring system: Lewes - UD boat basin, American Shore and Beach Preservation Association, Long Beach, CA.
284. §Schueller, A., K. Fall, T. Pendergast, H. Sung, B. Davidson, D. Ethier, J. Olsthoorn, R. P. Mulligan, N. Pujara, and **J. A. Puleo**. 2025. Laboratory study of wave-driven alongshore velocity on fixed smooth and rough planar beaches, 14th Symposium on River, Coastal and Estuarine Morphodynamics - RCEM2025, Barcelona, Spain.
283. *Asrari, S. and **J.A. Puleo**. 2025. Automated Near Real Time Coastal Change Forecasting Using XBeach Surfbeat, American Shore and Beach Preservation Association, Long Beach, CA.
282. **Puleo, J.A.**, A. Elkut, F. Shi, J. Knowles, C. Dietrich, J. Figlus, J. Joubert, S. Patch, and U.S. Lima. 2025. Modeling total water levels at Tyndall Air Force Base, SERDP/ESTCP Symposium, Washington, DC.
281. §Elkut, A. F. Shi, and **J.A. Puleo**. 2025. Parameterized and Full-Physics Wind Forcing for Water Levels, Waves, and Flood Modeling during Hurricanes in The Gulf of America, SERDP/ESTCP Symposium, Washington, DC.
280. §Elkut, A., F. Shi, and **J.A. Puleo**. 2025. Sensitivity of Coastal Flood Modelling to Atmospheric Forcing Representations during Hurricane Activity: Parametric, Reanalysis, and Hybrid Approaches, American Shore and Beach Preservation Association, Long Beach, CA.
279. **Puleo, J.A.**, P. Traykovski, C. DuVal, A. Schueller, A. Penko, and K. Fall. 2025. Munitions migration and burial at Mile Beach, ME, American Shore and Beach Preservation Association, Long Beach, CA.
278. §AlHusban, Z. and **J.A. Puleo**. 2025. Multi-Model Simulation of Nor'easter-Induced Flooding and Erosion in Southern Delaware Bay, American Shore and Beach Preservation Association, Long Beach, CA.
277. *Doran, D.M., J. Bruck, and **J.A. Puleo**. 2025. Evaluating Thin-Layer Placement as a Flood Risk Management Solution, American Shore and Beach Preservation Association, Long Beach, CA.
276. *Hossain, Md. P., D.M. Doran, C.L. Everett, K. Fall, J. Bruck, and **J.A. Puleo**. 2025. Physical and numerical model of wave dissipation over oyster bags, American Shore and Beach Preservation Association, Long Beach, CA.

275. *Sung, H., R. Mulligan, J. Olsthoorn, P. Chardon-Maldonado, **J.A. Puleo**, P. Lomonaco, and N. Pujara. 2025. Theoretical and experimental analysis of swash flow due to obliquely incident breaking waves, APS Division of Fluid Dynamics, Houston, TX.
274. *Chen, P-C., **J.A. Puleo** and B. Johnson. 2025. Wave-turbulence decomposition in the surf zone, APS Division of Fluid Dynamics, Houston, TX.
273. *Kumar, N., M. Nouri, B. Tsai, A. Mathieu, T.-J Hsu, **J.A. Puleo** and J. Chauchat. 2025. Understanding the significance of wave-swash interaction in cross-shore sediment transport and morphodynamics using SedInterFoam, The 6th symposium on two-phase modeling for sediment dynamics in geophysical flows, Santa Barbara, CA
272. §Schueller, A., K. Fall, H. Sung, B. Davidson, T. Pendergrast, D. Ethier, J. Olsthoorn, R. Mulligan, N. Pujara, and **J.A. Puleo**. 2025. Laboratory study wave-induced alongshore velocities on smooth and rough planar beaches, Coastal and Estuarine Research Foundation 28th Biennial Conference, Richmond, VA.
271. §Al Husban, Z., F. Shi, and **J.A. Puleo**. 2025. Sandbar position and wave nonlinearity effects on beach cusp formation, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), University North Carolina – Wilmington.
270. §Idowu, T. and **J.A. Puleo**. 2025. Near-instantaneous observations of various density munitions in the surf zone, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), University North Carolina – Wilmington.
269. *Kumar, N., S. Nouri, B. Tsai, T. -J Hsu, and **J.A. Puleo**. 2025. Studying the effect of wave-swash interaction on the cross-shore beach profile evolution using SedInterFoam, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), University North Carolina – Wilmington.
268. *Asrari, S. and **J.A. Puleo**. 2025. Near-real time coastal hazard modeling with XBeach: An automated framework for the Delaware Coast, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), University North Carolina – Wilmington.
267. *Swanson, T., **J.A. Puleo**, T. van Buren. 2025. Potential for sea bed munition transport due to turbulent prop wash, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), University North Carolina – Wilmington.
266. *Doran, D., **J.A. Puleo**, and J. Bruck. 2025. Wave attenuation over an oyster shell mat, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), University North Carolina – Wilmington.
265. *Hossain, P., C. Everett, D. Doran, K. Fall, and **J.A. Puleo**. 2025. Physical model of wave dissipation over oyster bags, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), University North Carolina – Wilmington.
264. *Blackburn, I., P. Hossain, Z. Al Husban. L. Muldrow, E. Bardenhagen, E. Hale, M. Head, L. Morgan, K. Fall, J. Bruck, and **J.A. Puleo**. 2025. Planned living shoreline installation at Lewes - UD boat basin with integrated monitoring systems, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), University North Carolina – Wilmington.

263. *Asrari, S. and **J.A. Puleo**. 2025. Optimizing XBeach modeling parameters for coastal change, Seventh Annual Mid-Atlantic Ocean Forum, Baltimore, MD.
262. §Schueller, A. and **J.A. Puleo**. 2025. Wave Buoy and Water Level Network, Delaware, Seventh Annual Mid-Atlantic Ocean Forum, Baltimore, MD.
261. *Eggensberger, L., N. Stark, and **J.A. Puleo**. 2025. Pore pressure assessment in sandy nearshore sediments during a large-scale wave flume experiment, Geo-Congress 2026, Salt Lake City, UT.
260. **Puleo, J.A.**, 2024. Mobility and burial in the surf zone, SERDP/ESTCP Symposium, Washington, DC.
259. **Puleo, J.A.**, T. Idowu, and E. Chapman. 2024. Munitions migration and burial in the surf zone: Large-scale laboratory study, SERDP/ESTCP Symposium, Washington, DC.
258. §Elkut, A., **J.A. Puleo**, F. Shi, C. Lashley, S. Patch, J. Figlus, C. Dietrich, K. Nederhoff, A. van Dongeren, E. Quataert, C. Storlazzi. 2024. Predicting total water levels at military installations, SERDP/ESTCP Symposium, Washington, DC.
257. §Alhusban, Z., F. Shi, and **J.A. Puleo**. 2024. Numerical modeling of alongshore variability in wave runup: implications for swash marks. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
256. *Schanta, R. F. Shi, T.-J Hsu, J. Zhang, and **J.A. Puleo**. 2024. Prediction of nonlinear wave statistics in the nearshore by machine learning models. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
255. *Asrari, S. and **J.A. Puleo**. 2024. Optimizing cross-shore hydrodynamic modeling parameters using XBeach-Surfbeat. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
254. *Idowu, T. and **J.A. Puleo**. 2024. Impact of shape and orientation on munitions migration in the surf zone under scaled forcing. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
253. *Doran, D., L. Dart, J. Bruck, and **J.A. Puleo**. 2024. Investigating the influence of oyster reef geometry on wave attenuation. ASBPA National Conference, New Orleans, LA.
252. *Asrari, S. and **J.A. Puleo**. 2024. XBeach modeling of cross-shore hydrodynamics: Optimizing modeling parameters. ASBPA National Conference, New Orleans, LA.
251. *Pendergrast, T., R. Mulligan, D. Ethier, A. Schueller, K. Fall, H. Sung, B. Davidson, N. Pujara, **J.A. Puleo**, and J. Olsthoorn. 2024. Wave basin experiments to investigate diffusivity in the swash zone. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
250. *Ethier, D., J. Olsthoorn, N. Pujara, **J.A. Puleo**, T. Pendergrast, B. Otsuki, A. Schueller, K. Fall, H. Sung, B. Davidson, and R. Mulligan. 2024. Wave basin experiments to quantify sediment transport from localized beach nourishments in idealized wave conditions. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
249. §Elkut, A., F. Shi, and **J.A. Puleo**. 2024. Modeling total water level and compound flooding under climate change scenarios. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.

248. *Doran, D., L. Dart, J. Bruck, and **J.A. Puleo**. 2024. Assessing flood risk at Joint Base Langley-Eustis. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
247. *Derby, B., A. Schueller, K. Fall, H. Sung, B. Davidson, T. Pendergrast, D. Ethier, J. Olsthoorn, R. Mulligan, N. Pujara, and **J.A. Puleo**. 2024. Estimating turbulence forced by oblique incident waves in the swash and inner surf zones. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
246. *Kumar, N., A. Mathieu, B. Tsai, T.-J. Hsu, **J.A. Puleo**, and J. Chauchat. 2024. Cross-shore beach profile evolution driven by successive wave breaking in the swash zone. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
245. §Schueller, A., K. Fall, H. Sung, N. Pujara, R. Mulligan, and **J.A. Puleo**. 2024. Laboratory study of alongshore velocity and bed shear stress on fixed smooth and rough planar beaches. 2024 Fall Meeting, American Geophysical Union, Washington DC, USA.
244. **Puleo, J.A.** 2024. Mobility in the swash and inner surf zones: From grains to munitions. University of Georgia
243. ***Puleo, J.A.**, T. Idowu, E. Chapman. 2024. Mobility and burial of variable density munitions in the surf zone, 38th International Conference on Coastal Engineering, Rome, Italy.
242. *Kumar, N., A. Mathieu, B. Tsai, T.-J. Hsu, **J.A. Puleo**, and J. Chauchat. 2024. SedInterFoam: a multi-phase numerical model for sediment transport and its application to swash zones, 38th International Conference on Coastal Engineering, Rome, Italy.
241. *Pendergast, T., J. Olsthoorn, N. Pujara, **J.A. Puleo** and R.P. Mulligan. 2024. Analyzing the effect of alongshore-current-induced shear on horizontal mixing, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Quebec City, Quebec, CA.
240. *Ethier, D., J. Olsthoorn, **J.A. Puleo**, N. Pujara, and R. Mulligan. 2024. Laboratory experiments to quantify sediment transport from localized beach nourishments, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Quebec City, Quebec, CA.
239. *VanNess, J., K. Fall, and **J.A. Puleo**. Exploratory application of Wingtra Drone imagery to quantify coastal morphology, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Quebec City, Quebec, CA.
238. §Elkut, A., F. Shi, **J.A. Puleo**. 2024. Modeling total water level at coastal military sites under the influence of climate change and hurricanes, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Quebec City, Quebec, CA.
237. §Schueller, A., K. Fall, R. Oyelakin, R. Mulligan, J. Olsthoorn, H. Sung, N. Pujara, and **J.A. Puleo**. 2024. Flow structure in the swash zone driven by oblique waves in the incident band wave spectrum, 8th International Conference on Estuaries and Coasts, Quebec City, Quebec, CA.
236. §Elkut, A., F. Shi, **J.A. Puleo**. 2024. Modelling total water level and flood areas in coastal military installations under the impact of climate change and hurricane

activity, 8th International Conference on Estuaries and Coasts, Quebec City, Quebec, CA.

235. *Doran, D., L. Dart, J. Bruck, and **J.A. Puleo**. 2024. Assessing flood risk at Joint Base Langley-Eustis, 8th International Conference on Estuaries and Coasts, Quebec City, Quebec, CA.
234. *Idowu, T., M. Gangadharan, E. Chapman, J. Stolle, D. Pham Van Bang, and **J.A. Puleo**. 2024. Behavior of variable density munitions in the nearshore under scaled storm onsets, 8th International Conference on Estuaries and Coasts, Quebec City, Quebec, CA.
233. *Idowu, T., M. Gangadharan, E. Chapman, J. Stolle, D. Pham Van Bang, and **J.A. Puleo**. 2024. Migration and burial of variable density munitions under scaled storm events, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Quebec City, Quebec, CA.
232. *Doran, D., B. Webb, and **J.A. Puleo**. 2024. Investigating the Influence of Oyster Reef Geometry on Wave Attenuation, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Quebec City, Quebec, CA.
231. §Alhusban, Z., F. Shi and **J.A. Puleo**. 2024. Numerical modeling of the complex interplay between wave dynamics, sediment transport, and beach morphology, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Quebec City, Quebec, CA.
230. *Idowu, T., E. Chapman, M. Gangadharan, J. Stolle, D. Pham van Bang, and **J.A. Puleo**. 2023. Experimental observations of swash morphodynamic response to a storm onset. American Shore and Beach Preservation Association, Providence, Rhode Island, USA.
229. §Schueller, A., R. Oyelakin, K. Fall, N. Pujara, P. Chardon-Maldonado, R.P. Mulligan and **J.A. Puleo**. 2023. Detailed experimental measurements of alongshore velocity and bed shear stress in the swash zone. 2023 Fall Meeting, American Geophysical Union, San Francisco, CA, USA.
228. *Idowu, T. and **J.A. Puleo**. 2023. Swash Morphodynamic Response to Storm Onset in a Near-prototype Experiment. 2023 Fall Meeting, American Geophysical Union, San Francisco, CA, USA.
227. §Alhusban, Z., F. Shi, and **J.A. Puleo**. 2023. Studying the implementation of hybrid living shorelines to reduce sea level rise effects, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Madison, WI.
226. *Salgado-Dominguez, G., M. Malej, F. Shi, and **J.A. Puleo**. 2023. Investigating the Impact of Infragravity Waves on Arctic Sea Ice Decline and Coastal Erosion using FUNWAVE-TVD Numerical Wave Model, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Madison, WI.
225. *Idowu, T., E. Chapman, M. Gangadharan, J. Stolle, D. Pham van Bang, R. Mulligan and **J.A. Puleo**. 2023. Migration and burial of variable density munitions in the nearshore under scaled events, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Madison, WI.
224. *Hinson, S.K., **J.A. Puleo**, J. Bruck, C.L. Overcash, and K. Sermon. 2023. Building Coastal Community Resilience with Nature-Based Shoreline Solutions, Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Madison, WI.

223. *Oyelakin, R., R. Mulligan, N. Pujara, and **J.A. Puleo**. 2023. Swash zone dynamics driven by obliquely incident waves, 2023 Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Madison, WI.
222. *Ethier, D., R. Mulligan, J. Olsthoorn, **J.A. Puleo** and N. Pujara. 2023. Designing a Large-Scale Laboratory Beach for Swash Zone Measurements and Modelling**.** 2023 Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Madison, WI.
221. *Ryan, M., E. Bardenhagen, J. Bruck and **J.A. Puleo**. 2022. Review of the Modeling Software Used to Quantify Watershed-Related Ecosystem Services During Coastal Wetland Restorations, 2022 Young Coastal Scientists and Engineers Conference - Americas (YCSECA), Pensacola, FL.
220. ***Puleo, J.A.**, M.K. Gangadharan, T. Idowu, E. Chapman, J. Stolle, D. Pham Van Bang, R. Mulligan. 2022. Mobility and Burial of Variable Density Munitions in the Inner Surf and Swash Zones during Controlled Extreme Forcing**,** SERDP/ESTCP Symposium, Washington, DC.
219. **Puleo, J.A.**, F. Shi, C. Lashley, S. Patch, J. Figlus, C. Dietrich, K. Nederhoff, A. van Dongeren, E. Quataert, C. Storlazzi. 2022. Comparative assessment of total water levels for coastal military facility readiness and resilience using numerical models, SERDP/ESTCP Symposium, Washington, DC.
218. §Gangadharan, M K., T. Idowu, E. Chapman., **J.A. Puleo**, J. Stolle, D. Pham Van Bang. 2022. Migration and burial tendencies of variable density munitions: initial results from a large-scale study, 37th International Conference on Coastal Engineering 2022 in Sydney, Australia.
217. §Gangadharan, M K., J.K. Paskoski, T. Idowu, E. Chapman, **J.A. Puleo**. 2022. Assessment of wave characteristics and morphodynamics using lidars in a large-scale wave flume, SERDP/ESTCP Symposium, Washington, DC.
216. §Gangadharan, M K., E. Chapman, T. Idowu, **J.A. Puleo**, J. Stolle, D. Pham Van Bang. 2022. Migration and burial of unexploded ordnances under the influence of solitary waves., Young Coastal Scientists and Engineers Conference–Americas, Pensacola Beach, Florida.
215. *Idowu, T. E., M.K. Gangadharan, E. Chapman, **J.A. Puleo**, J. Stolle, D. Pham Van Bang. 2022. Behavior of variable density munitions under dam break forcing, 37th International Conference on Coastal Engineering, Sydney Australia.
214. *Idowu, T. E., M.K. Gangadharan, E. Chapman, **J.A. Puleo**, J. Stolle, D. Pham Van Bang. 2022. Cross-shore migration of variable density munitions under scaled storm conditions, SERDP and ESTCP Symposium, Arlington, VA.
213. *Chapman, E., M.K. Gangadharan, T. Idowu, **J.A. Puleo**. 2022. Berm migration under scaled storm events, 37th International Conference on Coastal Engineering, Sydney Australia.
212. *Chapman, E., T. Idowu, M.K. Gangadharan, **J.A. Puleo**, J. Stolle, D. Pham van Bang, R. Mulligan. 2022. Berm migration and munitions motion under scaled storm events, 2022 SERDP and ESTCP Symposium, Arlington, VA.
211. *Chapman, E., T. Idowu, M.K. Gangadharan, **J.A. Puleo**. 2022. Wave Runup and Munitions Motion Forced by Scaled Storm Events, 2022 Young Coastal Scientists and Engineers Conference - Americas (YCSEC-A), Pensacola, FL.

210. *Zhang, J., A. Mathieu, T.-J. Hsu, N. Stark, **J.A. Puleo**, M. Wengrove XBeach Modeling of Cross-shore Hydrodynamics and Morphodynamics in a Shallow Surf Zone2022 Fall Meeting, American Geophysical Union, Chicago, Illinois, USA.
209. *Tsai, B., A. Mathieu, T.-J. Hsu, **J.A. Puleo**, M. Wengrove, J. Chauchat. 2022. Large-Eddy Simulations for Two Nearshore Applications. 2022 Fall Meeting, American Geophysical Union, Chicago, Illinois, USA.
208. §Gangadharan, M K., C. Olney, and **J.A. Puleo**. 2022. Simulating a controlled swash-swash interaction (double dam break) using DualSPHysics, DualSPHysics Workshop, Universitat Politècnica de Catalunya - BarcelonaTech, in Barcelona, Spain.
207. *Pontiki, M., **J.A. Puleo**, H. Bond, M. Wengrove, R.A. Feagin, and S.-B. Lee. Linkages between dune morpho-sedimentary processes and erosive hydrodynamics. 2021 Fall Meeting, American Geophysical Union. New Orleans, LA, USA
206. *Chapman, E., T.E. Idowu, M. Gangadharan, and **J.A. Puleo**. 2022. Migration and burial of variable density munitions in the nearshore, AGU Ocean Sciences Meeting, Honolulu, HI.
205. Feagin, R.A., R.A. Innocenti, H. Bond, M. Wengrove, T.P. Huff, P. Lomonaco, V.C. Ceron, R. Silva, B. Tsai, J. Figlus, M. Pontiki, **J.A. Puleo**, T. -J. Hsu. 2022. Does coastal dune vegetation accelerate wave erosion during extreme events?, AGU Ocean Sciences Meeting, Honolulu, HI.
204. *Williams, O., C. Everett, E. Ruggiero, F. Shi, J. Bruck, **J.A. Puleo**, and M. Malej. 2022. Funwave ship wake simulations near a living shoreline installment, AGU Ocean Sciences Meeting, Honolulu, HI.
203. *Idowu, T., M. Gangadharan, E. Chapman, and **J.A. Puleo**. 2022. Quantification of the mobility and burial of variable density munitions under single event forcing, AGU Ocean Sciences Meeting, Honolulu, HI.
202. *Mazur, E., O. Amante, **J.A. Puleo**, F. Shi, S. Smallegan and B. Webb. 2022. Urban coastal flooding pathways during storm events, AGU Ocean Sciences Meeting, Honolulu, HI.
201. *Olney, C., **J.A. Puleo** and A. Torres-Freyermuth. 2022. Validating and modeling hydrodynamics under double dam break driven swash using Reynolds-averaged Navier-Stokes equations, AGU Ocean Sciences Meeting, Honolulu, HI.
200. §Gangadharan, M.K., J.K. Paskoski, W.E. Wengrove and **J.A. Puleo**. 2022. Comparative analysis of three LiDAR systems for estimating wave transformation and morphodynamics under the influence of a double dam break, AGU Ocean Sciences Meeting, Honolulu, HI.
199. §Lashley, C.H., **J.A. Puleo** and F. Shi. 2022. The contribution of wave setup and infragravity waves to coastal flooding at Norfolk (VA, USA) during extreme events, AGU Ocean Sciences Meeting, Honolulu, HI.
198. **Puleo, J.A.** and H. Malladi. 2022. Making waves: high school coastal processes education using small-scale wave flumes, AGU Ocean Sciences Meeting, Honolulu, HI.
197. Calantoni, J., T. -J. Hsu, and **J.A. Puleo**. 2022. On the scaling of sediments in laboratory experiments and numerical simulations, AGU Ocean Sciences Meeting, Honolulu, HI.
196. Torres-Freyermuth, A., G. Medellin, G.U. Martin, and **J.A. Puleo**. 2022. A Virtual laboratory for teaching water wave mechanics, AGU Ocean Sciences Meeting, Honolulu, HI.

195. *Horney, B., M. Gangadharan, T. Idowu, E. Chapman, **J.A. Puleo**, and R. Mieras. 2021. Comparing a low-cost 2D LIDAR to solid-state lidar by scanning bed evolution under double dam break driven swash, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
194. *Idowu, T., M. Gangadharan, E. Chapman, **J.A. Puleo**, J. Stolle, D. Pham van Bang, and R. Mulligan, 2021. Impact of varying bulk densities on munitions mobility, burial and exposure under single event forcing in nearshore environments, SERDP/ESTCP Symposium, Washington, DC
193. §Gangadharan, M., T. Idowu, E. Chapman, and **J.A. Puleo**. 2021**.** Simulating the motion of UXOs under the influence of double dam break forcing using Dual SPHysics, SERDP/ESTCP Symposium, Washington, DC.
192. **Puleo, J.A.**, F. Shi, C. Lashley, C. Dietrich, A. van Dongeren, K. Nederhoff, S. Smallegan, J. Figlus, C. Storlazzi. 2021. Comparative assessment of total water levels for coastal military facility readiness and resilience using numerical models, SERDP/ESTCP Symposium, Washington, DC.
191. ***Puleo, J.A.**, T. Idowu, M. Gangadharan, E. Chapman, J. Stolle, D. Pham van Bang, and R. Mulligan. 2021. Mobility and Burial of Variable Density Munitions in the Inner Surf and Swash Zones during Controlled Extreme Forcing, SERDP/ESTCP Symposium, Washington, DC.
190. *Idowu, T., M. Gangadharan, E. Chapman, and **J.A. Puleo**. 2021. Quantifying the migration and burial of variable density munitions in the nearshore under controlled extreme forcing, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
189. *Pontiki, M, and **J.A. Puleo**. 2021. Sediment transport dynamics across a coupled berm-dune system, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
188. *Amante, O., E. Mazur, **J.A. Puleo**, S. Smallegan and B. Webb. 2021. Measurement and Modeling of Intra-Event Processes, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
187. *Williams, O., C. Everett, E. Ruggiero, **J.A. Puleo**, J. Bruck, and F. Shi. 2021. FUNWAVE ship wake simulations near a living shoreline installment, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
186. §Gangadharan, M., C. Olney, E. Chapman, T. Idowu, **J.A. Puleo**, and A. Torres-Freyermuth. 2021. Simulating swash zone dynamics under the influence of a double dam break, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
185. *Mazur, E., O. Amante, **J.A. Puleo**, F. Shi, S. Smallegan and B. Webb. 2021. Urban coastal flooding pathways during storm events, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
184. *Olney, C., **J.A. Puleo** and A. Torres-Freyermuth. 2021. Modeling hydrodynamics under double dam break driven swash using Reynolds-averaged Navier-Stokes equations, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
183. *Eley, M., E. Chapman, T. Idowu, M. Gangadharan, and **J.A. Puleo**. 2021. Horizontal and vertical pore pressure gradients and sediment response under double dam break driven swash event, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.

182. *Pontiki, M., **J.A. Puleo**, H. Bond, S.B. Lee., M. Wengrove, R. Innocenti, R. Feagin. 2021. Simulating Mantoloking dune erosion under hydrodynamics driven by Hurricane Sandy, AGU Fall Meeting, New Orleans, LA.
181. *Pontiki, M., **J.A. Puleo**, H. Bond, S.B. Lee., M. Wengrove, R. Innocenti, R. Feagin. 2021. Linkages between dune morphodynamic processes and erosive hydrodynamics, AGU Fall Meeting, New Orleans, LA.
180. *Chapman, E., T. Idowu, M. Gangadharan, and **J.A. Puleo**. 2021. Variable density munitions motion in the swash zone, 7th Young Coastal Scientists and Engineers Conference Americas, Myrtle Beach, South Carolina.
179. §Gangadharan, M., and **J.A. Puleo**. 2021. Dual Physics as a tool for simulating swash zone dynamics under the influence of a double dam break, ASBPA National Conference, New Orleans, LA.
178. *Idowu, T., M. Gangadharan, E. Chapman, **J.A. Puleo**, J. Stolle, D. Pham van Bang, and R. Mulligan. 2021. Experimental framework for observing the physical behavior of variable density munitions in swash and inner surf zones under extreme storm events, ASBPA National Conference, New Orleans, LA.
177. *Amante, O. E. Mazur, **J.A. Puleo**, B. Webb, S. Smallegan. 2021. Measurement and modeling of intra-event processes, ASBPA National Conference, New Orleans, LA.
176. *Mazur, E., O Amante, R. Martin, and **J.A. Puleo**. 2021. Instantaneous bed level sensor for intrawave monitoring on a beach, ASBPA National Conference, New Orleans, LA.
175. *Olney, C. and **J.A. Puleo**. 2021. Pressure gradients under double dam break driven swash, ASBPA National Conference, New Orleans, LA.
174. **Puleo, J.A.** and H. Malladi. 2021. High school STEM engagement using portable wave flumes, ASBPA National Conference, New Orleans, LA.
173. ***Puleo, J.A.**, H. Malladi, K. Rumaker, E. Noe. 2021. Making waves in the classroom; Engaging high school STEM students in coastal dynamics using portable wave flumes, Coastal Dynamics '21, Delft, The Netherlands.
172. *Mazur, E., O. Amante, **J.A. Puleo**, F. Shi, S. Smallegan, B. Webb. 2010. Urban coastal flooding pathways during storm events, Coastal Dynamics '21, Delft, The Netherlands.
171. *Olney, C., **J.A. Puleo** and A. Torres-Freyermuth. 2021. Pressure gradients under dam break driven swash, Coastal Dynamics '21, Delft, The Netherlands.
170. *Amante, O., E. Mazur, **J.A. Puleo**, S. Smallegan and B. Webb. 2021. Measurement and modeling of intra-event processes on a steep beach, Coastal Dynamics '21, Delft, The Netherlands.
169. *Pontiki, M., **J.A. Puleo**, S.-B. Lee, M. E. Wengrove, T. Huff, R. Feagin, Y. Rafati, and T.-J. Hsu, Sediment flux variability in the proximity of dunes, Coastal Dynamics '21, Delft, The Netherlands.
168. Wengrove, M.E., H. Bond., M. Pontiki, and **J.A. Puleo**. 2021. Beach dune subsurface hydrodynamics and the formation of dune scarps, Coastal Dynamics '21, Delft, The Netherlands.
167. *Rafati, Y., B. Tsai, T.-J. Hsu, M. Pontiki, **J.A. Puleo**, S.-B. Lee, M. E. Wengrove and D. Cox. 2021. Phase-resolving simulation of waves, currents and sediment fluxes in a large flume under storm waves scenarios, Coastal Dynamics '21, Delft, The Netherlands.
166. *Tsai, B., Y. Rafati, T.-J. Hsu, M. Pontiki, **J.A. Puleo**, S.-B. Lee, M. E. Wengrove and D. Cox. Large eddy simulation of cross-shore hydrodynamics under random waves in the surf and swash zones. 2021. Coastal Dynamics '21, Delft, The Netherlands.
165. *Lee, S.-B., M. E. Wengrove, D. Cox, M. Pontiki, **J.A. Puleo**, T.-J. Hsu, and Y. Rafati. 2021. Large-scale laboratory observations of sandbar formation, offshore

migration, and growth during a dune scarping event, Coastal Dynamics ’21, Delft, The Netherlands.

164. *Larner, M., **J.A. Puleo**, F. Shi and R. Schaefer. 2020. Relative impacts of wind- and ship-generated waves on an estuarine island. American Shore & Beach Preservation Association National Coastal Conference: Navigating Stormy Times, Oct 13-16.
163. *Rumaker, K., **J.A. Puleo**, J. Figlus, Y. Song, and J. Faries, 2020, Assessing morphodynamics and dredged sand placement effectiveness north of Indian River Inlet DE, American Shore & Beach Preservation Association National Coastal Conference: Navigating Stormy Times, Oct 13-16.
162. *Pontiki, M., **J.A. Puleo**, R.A. Feagin, M. Wengrove, T.-J. Hsu and D. Cox. 2020. Laboratory Study of Swash-zone Dynamics on Dune Erosion. International Conference on Coastal Engineering.
161. *Pontiki, M., H. Bond, R. Innocenti, **J.A. Puleo**, M. Wengrove, and R.A. Feagin. 2020. Swash Zone Berm Nourishment Morphodynamics in a Physical Model. American Shore & Beach Preservation Association National Coastal Conference: Navigating Stormy Times, Oct 13-16.
160. Rutten, J., A. Torres-Freyermuth, **J.A. Puleo**. 2020. Assessing uncertainty in the modeling of runup and swash morphodynamics using XBeach. vICCE.
159. *Bond, H., M. Wengrove, M. Pontiki, **J.A. Puleo**, R. Feagin. 2020. Beach dune subsurface hydrodynamics and the formation of dune scarps. American Geophysical Union Fall Meeting.
158. *Pontiki, M., Bond, H., Lee, S.B., **J.A. Puleo**., M. Wengrove, R. Feagin. 2020. Quantifying Sediment Transport Across a Rapidly Eroding Berm. American Geophysical Union Fall Meeting.
157. *Pontiki, M., Bond, H., Lee, S.B., **J.A. Puleo**., M. Wengrove, R. Feagin. 2020. Physical Modeling on Dune Erosion: Design, Instrumentation and Experimental Observations. American Geophysical Union Fall Meeting.
156. *Larner, M., **J.A. Puleo**, F. Shi, M. Malej. 2020. Analysis of Ship-Generated Hydrodynamic Characteristics in the Delaware River. American Geophysical Union Fall Meeting.
155. **Puleo, J.A.** 2020. Making Waves in the Classroom – Engaging Students in STEM through Hands-on Coastal Oceanography and Engineering. AGU Ocean Sciences Meeting, San Diego, CA.
154. Rutten, J., A. Torres-Freyermuth, **J.A. Puleo**. 2020. Assessing uncertainty in the modeling of runup and swash morphodynamics using XBeach. 37th International Conference on Coastal Engineering, virtual.
153. Webb, B.M., J. Coogan, S. Smallegan, **J.A. Puleo**. 2020. Observations of storm tides, waves, and erosion on a low-lying barrier island during Hurricane Nate. AGU Ocean Sciences Meeting, San Diego, CA.
152. *Bond, H., M. Wengrove, **J.A. Puleo**, R. Feagin, and B. Montoya. 2020. Observations of water content and fluid pressure within the interior of an eroding beach dune. AGU Ocean Sciences Meeting, San Diego, CA.
151. Rutten, J., A. Torres-Freyermuth, and **J.A. Puleo**. 2020. Uncertainty in phase-resolving numerical modeling of coastal flooding and erosion. AGU Ocean Sciences Meeting, San Diego, CA.

150. *Pontiki, M., **J.A. Puleo**. 2020. Laboratory study of swash-zone dynamics on dune erosion. 37th International Conference on Coastal Engineering, virtual.
149. *Antonio, S.D., J. van der Werf, B. Vermeulen, I. Caceres, J. Alsina, M. Larner, **J.A. Puleo** and S. Hulscher. 2020. Cross-shore Sediment Transport in the Swash Zone: Large-Scale Laboratory Experiments. 37th International Conference on Coastal Engineering, Sydney, Australia.
148. *Pontiki, M., **J.A. Puleo**, R. Feagin, M. Wengrove, T. -J. Hsu, and D. Cox. 2020. Wave-induced sediment transport in a coupled berm-dune system: a near prototype experiment. AGU Ocean Sciences Meeting, San Diego, CA.
147. **Puleo, J.A.** 2019. Intra-storm Erosion Processes on Steep Beaches and Dunes. ASBPA National Conference, Myrtle Beach, South Carolina.
146. ***Puleo, J.A.** and D. Cristaudo. 2019. Mobility of Instrumented Unexploded Ordnance in the Nearshore Environment. SERDP/ESTCP Symposium, Washington, DC.
145. Kim, Y., R. S. Mieras, Z. Cheng, D. Anderson, T.-J. Hsu, J. Chauchat, **J. A. Puleo**, and D. Cox. 2019. A free-surface resolving Eulerian two-phase model and its application to sheet flow driven by surface waves. Two-Phase Modeling for Sediment Dynamics Conference, Newark, DE
144. *Innocenti, R., R. Feagin, B. Charbonneau, T. Huff, J. Figlus, **J. A. Puleo**, M. Wengrove, D. Cox, and T. Hsu. 2019. Relating dune grass structure to wind- and wave-induced lift forces and drag moments, and the propensity to uproot during extreme events. 6th Young Coastal Scientists and Engineers Conference – Americas, Corvallis, Oregon.
143. *Pontiki, M., R. Innocenti, H. Bond, T. Huff, **J.A. Puleo**, R. Feagin, M, Wengrove, and D. Cox. 2019. Experimental Investigation of The Response of Vegetated Dunes to Extreme Wave Conditions. 6th Young Coastal Scientists and Engineers Conference – Americas, Corvallis, Oregon.
142. *Cargill, S and **J.A. Puleo**. 2019. Quantifying Beach Profile Change Using Passive Photocell Sensors. 6th Young Coastal Scientists and Engineers Conference – Americas, Corvallis, Oregon.
141. Rutten, J., A. Torres-Freyermuth, and **J.A. Puleo**. 2019. Uncertainty in the prediction of coastal flooding and erosion. International Conference on Coastal Resilience, Merida, Mexico.
140. *Borrell, S. and **J.A. Puleo**. 2019. In-situ Hydrodynamic and Morphodynamic Measurements During Extreme Storm Events. Delaware Applied Coastal Research Symposium, Newark, DE.
139. * Pontiki, M., B. Tsai, **J.A. Puleo** and T. Hsu. 2019. Near Prototype Experimental Study of Dune Erosion Physics (DUNE3). Delaware Applied Coastal Research Symposium, Newark, DE.
138. *Borrell, S. and **J.A. Puleo**. 2019. In Situ Hydrodynamic and Morphodynamic Measurements During Extreme Storm Events. National Conference on Beach Preservation Technology, Florida Shore and Beach Preservation Association, St. Augustine, FL.
137. *Gross, B.M. and **J.A. Puleo**. 2019. Mobility of Unexploded Ordnance using Spherical Surrogates on the Beach Face. National Conference on Beach Preservation Technology, Florida Shore and Beach Preservation Association, St. Augustine, FL.

136. **Puleo, J.A.** 2019. Nearly forty years of excellence at the Center for Applied Coastal Research. National Conference on Beach Preservation Technology, Florida Shore and Beach Preservation Association, St. Augustine, FL.
135. *Cristaudo, D. and **J.A. Puleo**. 2018. Mobility of Instrumented Unexploded Ordnance in the Nearshore Environment. American Geophysical Union Fall Meeting, Washington, DC.
134. *Gross, B., D. Cristaudo, and **J.A. Puleo**. 2018. Mobility of Unexploded Ordnance using Spherical Surrogates in the Swash Zone. American Geophysical Union Fall Meeting, Washington, DC.
133. *Borrell, S. and **J.A. Puleo**. 2018. In situ hydrodynamic and morphodynamic measurements during extreme storm events. American Geophysical Union Fall Meeting, Washington, DC.
132. *Cristaudo, D. and **J.A. Puleo**. 2018. Analysis of the transport of instrumented surrogate munitions deployed in the swash zone of a large-scale laboratory beach. European Geophysical Union, Vienna Austria.
131. *Gross, B., **J.A. Puleo** and D. Cristaudo. 2018. Mobility of Unexploded Ordnance using Spherical Surrogates in the Swash Zone. SERDP/ESTCP Symposium, Washington, DC.
130. ***Puleo, J.A.**, D. Cristaudo, B. Gross. 2018. Mobility of Instrumented Unexploded Ordnance in the Nearshore Environment. SERDP/ESTCP Symposium, Washington, DC.
129. *Borrell, S. and **J.A. Puleo**. 2018. In situ hydrodynamic and morphodynamic measurements during extreme storm events. Young Coastal Scientists and Engineers Conference – Americas, Merida, Yucatan, Mexico.
128. *Cristaudo, D. and **J.A. Puleo**. 2018. Long term behavior of unexploded ordnance in the nearshore environment. Young Coastal Scientists and Engineers Conference – Americas, Merida, Yucatan, Mexico.
127. *Gross, B. and **J.A. Puleo**. 2018. Mobility of Unexploded Ordnance using Spherical Surrogates in the Swash Zone. Young Coastal Scientists and Engineers Conference – Americas, Merida, Yucatan, Mexico.
126. *Kim, Y., T. –J Hsu, R.S. Mieras, Z. Cheng and **J.A. Puleo**. 2018. Modeling sheet flow under breaking waves on a surf zone sandbar. International Conference on Coastal Engineering. Baltimore, MD.
125. *Mieras, R.S., **J.A. Puleo**, D. Anderson, D. Cox and T.-J Hsu. 2018. Observations of horizontal and vertical sediment fluxes on a sandbar in the suspended and sheet flow layers. International Conference on Coastal Engineering. Baltimore, MD.
124. Fromant, G., T. Revil-Baudar, R.S. Mieras, D. Hurther, J. Chauchat and **J.A. Puleo**. 2018. On bedload measurements performances of high-resolution acoustic (ACVP) and conductivity (CCP) profilers. RiverFlows. Lyon, France.
123. *Kim, Y., R. Mieras, Z. Cheng, T.-J Hsu, and **J.A. Puleo**. 2018. An Eulerian two-phase simulation of wave-induced sediment transport on a surf zone sandbar. AGU Ocean Sciences Meeting, Portland, OR.
122. ***Puleo, J.A.** and D. Cristaudo. 2017. Nearshore unexploded ordnance studies using instrumented surrogate munitions. SERDP/ESTCP Symposium, Washington, DC.

121. *Cristaudo, D. **J.A. Puleo**, and B. Bruder. 2017. Instrumented surrogate munitions for nearshore unexploded ordnance mobility studies - design and measurement capabilities. IEEE/MTS Oceans Conference, Anchorage, Alaska.
120. *Mieras, R.S., **J.A. Puleo**, D. Anderson, D.T. Cox and T.-J. Hsu. 2017. Large-scale experimental observations of wave-induced sediment transport over a surf zone sandbar. Young Coastal Scientists and Engineers Conference - Americas, Dauphin Island, AL.
119. *Kim, Y., Z. Cheng, T.-J Hsu, R. Mieras and **J.A. Puleo**. 2017. An Eulerian three-phase model of sheet flow under breaking waves. Young Coastal Scientists and Engineers Conference - Americas, Dauphin Island, AL.
118. *Cristaudo, D., B. Bruder and **J.A. Puleo**. 2017. Preliminary results of a munitions mobility study in the swash zone. Young Coastal Scientists and Engineers Conference - Americas, Dauphin Island, AL.
117. Song, Y.K., J. Figlus, **J.A. Puleo** and P. Chardon-Maldonado. 2017. Inner Surf/Swash Zone Morphodynamic Numerical Model Simulation of an Accreting Ridge during Low-Energy Wave Conditions. European General Assembly, Vienna, Austria.
116. *Bruder, B., D. Cristaudo and **J.A. Puleo**. 2016. Observing migration and burial of unexploded ordnance in the nearshore environment with instrumented surrogates. AGU Fall Meeting, San Francisco, CA.
115. *Anderson, D.L., D.T. Cox, R. Mieras, **J.A. Puleo** and T.J. Hsu. 2016. Instantaneous sediment bed level response to wave-induced pore-pressure gradients on a surfzone sandbar. AGU Fall Meeting, San Francisco, CA.
114. *Cristaudo, D., B. Bruder and **J.A. Puleo**. 2016. Quantification of hydrodynamic forcing on smart munitions on the beach face – design of smart munitions. AGU Fall Meeting, San Francisco, CA.
113. ***Puleo, J.A.**, J.C. Pintado-Patino, D. Krafft and B. Bruder. 2016. Sediment particle velocities in the sheet layer of dam break driven swash. AGU Fall Meeting, San Francisco, CA.
112. *Krafft, D. and **J.A. Puleo**. 2016. Drifter study of circulation near Indian River Inlet, DE. AGU Fall Meeting, San Francisco, CA.
111. *Kim, Y., Z. Cheng, T.J. Hsu, R. Mieras, and **J.A. Puleo**. 2016. A numerical study of wave-induced sediment transport - coupling sedFoam and waves2Foam. AGU Fall Meeting, San Francisco, CA.
110. Mieras, R., **J.A. Puleo**, D. Anderson, D.T. Cox, and T.J. Hsu. 2016. From the sand bed to the free surface: an experimental study of wave-induced sediment transport over a sandbar. AGU Fall Meeting, San Francisco, CA.
109. Doelp, M., **J.A. Puleo**, P. Cowan, W. Carey, and M. Arford-Granholm. 2016. Surf Zone Injuries and Beach Safety along the Delaware Coast: Associated Hydrodynamic and Morphological Factors. AGU Fall Meeting, San Francisco, CA.
108. *Mieras, R., **J.A. Puleo**, D. Anderson, D.T. Cox and T.-J. Hsu. 2016. Wave-induced sheet flow on a sandbar: roles of the pressure gradient and bed shear stress. Society of Engineering Science Conference, University of Maryland, College Park, MD.

107. *Cristaudo, D., B. Bruder and **J.A. Puleo**. 2016. Quantification of hydrodynamic forcing on smart munitions in a large wave flume – experimental plan and design of smart munitions. Young Coastal Scientists and Engineers Conference - Americas, Kingston, Ontario, Canada.
106. *Murshid, S., **J.A. Puleo** and D.L. Kriebel. 2016. Impacts of beach nourishment on surf zone wave characteristics and morphology. Young Coastal Scientists and Engineers Conference - Americas, Kingston, Ontario, Canada.
105. *Chardon-Maldonado, P., **J.A. Puleo** and A. Torres-Freyermuth. 2016. Inner-surf and swash-zone dynamics on a sea-breeze dominated beach. Young Coastal Scientists and Engineers Conference - Americas, Kingston, Ontario, Canada.
104. *Belivanis, D., **J.A. Puleo** and D.L. Kriebel. 2016. Modeling of beach morphology evolution under storm condition for different beach fill scenarios. Young Coastal Scientists and Engineers Conference - Americas, Kingston, Ontario, Canada.
103. *Doelp, M. and **J.A. Puleo**. 2016. Surf zone injuries and beach safety along the Delaware coast: associated hydrodynamic and morphological factors. Young Coastal Scientists and Engineers Conference - Americas, Kingston, Ontario, Canada.
102. *Krafft, D. and **J. A. Puleo**. 2016. Drifter study of circulation near Indian River Inlet, DE. Young Coastal Scientists and Engineers Conference - Americas, Kingston, Ontario, Canada.
101. *Kim, Y., T.J. Hsu, Z. Zhou, and **J.A. Puleo**. 2016. Modeling dam-break driven swash using a large-eddy simulation. Young Coastal Scientists and Engineers Conference - Americas, Kingston, Ontario, Canada.
100. *Mieras, R., **J.A. Puleo**, D. Anderson, D.T. Cox and T.J. Hsu. 2016. Large-scale experimental observations of wave-induced sheet flow on a sandbar: roles of bed shear stress and pressure gradient. Young Coastal Scientists and Engineers Conference - Americas, Kingston, Ontario, Canada.
99. *Kim, Y., Z. Zhou, T. –J. Hsu and **J.A. Puleo**. 2016. Turbulent coherent structure under dam-break driven swash – A 3D numerical study. EC12A-03. AGU Ocean Sciences Meeting, New Orleans, LA.
98. *Alrushaid, T., J. Figlus, A. Torres-Freyermuth, **J.A. Puleo** and T. Dellapenna. 2016. Surf Zone Sediment Size Variation, Morphodynamics, and hydrodynamics during sea/land breeze and El-Norte storm in Sisal, Yucatan, Mexico. EC24B-1098. AGU Ocean Sciences Meeting, New Orleans, LA.
97. *Krafft, D., **J.A. Puleo**, and J.C. Pintado-Patino. 2016. Quantification of swash-zone velocities in the sheet flow layer using particle image velocimetry. EC14C-1002. AGU Ocean Sciences Meeting, New Orleans, LA.
96. §Bruder, B., D. Cristaudo and **J.A. Puleo**. 2016. Quantification of hydrodynamic forcing on spherical objects in the swash zone. EC14C-0997. AGU Ocean Sciences Meeting, New Orleans, LA.
95. *Pintado-Patino, J., A. Torres-Freyermuth and **J.A. Puleo**. 2016. On the role of swash-swash interaction in swash zone dynamics. EC11A-03. AGU Ocean Sciences Meeting, New Orleans, LA.
94. *Torres-Freyermuth, A., **J.A. Puleo**, N. DiCosmo, J. de la Roza, B. Figueroa, A. Ruiz de Alegria-Arzaburu, J. Lopez-Gonzalez, and M.E. Allenda-Arandia. 2016.

Nearshore coastal dynamics during intense winds: Local and synoptic scale events. EC11A-08. AGU Ocean Sciences Meeting, New Orleans, LA.

93. *Chardon-Maldonado, P., **J.A. Puleo** and A. Torres-Freyermuth. 2016. Field observations of swash-zone dynamics on a sea-breeze dominated beach at the Yucatán Peninsula, México. EC14C-1001. AGU Ocean Sciences Meeting, New Orleans, LA.
92. *J. Lopez-Casillejos, A.R. de Alegria-Arzaburu, A. Torres-Freyermuth, **J.A. Puleo**, H. Garcia-Nava and R. Guardado-France. 2015. Morfodinamica de brisas sumergidas durante eventos de brisa y vientos de mesoscale en una playa micromareal. UGM Annual Meeting, Puerto Vallarta, Jalisco, Mexico.
91. *Pintado-Patino, J.C., A. Torres-Freyermuth, **J.A. Puleo** and D. Pokrajac. 2015. Sobre el rol de la infiltracion en la dinamica de la zona de swash. UGM Annual Meeting, Puerto Vallarta, Jalisco, Mexico.
90. Torres-Freyermuth, A., **J.A. Puleo**, DiCosmo, N., J. de la Roza and B. Figueroa. 2015. Dinamica costera en una playa micro-mareal dominado por brisas marinas, Parte 1. Hidrodinamica costera. UGM Annual Meeting, Puerto Vallarta, Jalisco, Mexico.
89. *Heiss, J.W., **J.A. Puleo**, W. J. Ullman and H.A. Michael. 2015. Temporal and spatial variability of sediment saturation and groundwater-surface water exchange patterns at swash and tidal time scales in the intertidal zone. AGU Fall Meeting, San Francisco, CA.
88. *Belivanis, D., **J.A. Puleo** and D. Kriebel. 2015. Evolution of beach profiles and sediment grain distribution following beach nourishment. ASBPA National Conference 15, New Orleans, LA.
87. *Murshid, S., **J.A. Puleo** and D. Kriebel. 2015. Assessment of beach and surf zone modifications due to beach nourishment practices on the Delaware coast. ASBPA National Conference 15, New Orleans, LA.
86. *DiCosmo, N. and **J.A. Puleo**. 2015. Hydrodynamics offshore of the downdrift beach of Indian River Inlet, DE. Young Coastal Scientists and Engineers Conference- North America, Newark, DE.
85. *Chardon-Maldonado, P., **J.A. Puleo** and J. Figlus. 2015. Near-bed turbulence dissipation and suspended sediment measurements in the swash zone. Young Coastal Scientists and Engineers Conference- North America, Newark, DE.
84. *Mieras, R. and **J.A. Puleo**. 2015. Near-bed sediment transport over a sandbar under breaking waves. Young Coastal Scientists and Engineers Conference- North America, Newark, DE.
83. *Krafft, D. and **J.A. Puleo**. 2015. Quantification of swash-zone velocities in the sheet flow layer using particle image velocimetry. Young Coastal Scientists and Engineers Conference- North America, Newark, DE.
82. *Murshid, S.M., **J.A. Puleo** and D. Kriebel. 2015. A Numerical approach to understand the impacts of beach and surf zone modifications due to beach nourishment practices in Bethany Beach, Delaware. Young Coastal Scientists and Engineers Conference- North America, Newark, DE.
81. *Belivanis, D., **J.A. Puleo** and D. Kriebel. 2015. Evolution of beach profiles and sediment grain distribution following beach nourishment. Young Coastal Scientists and Engineers Conference- North America, Newark, DE.

80. *Pieterse, A., **J.A. Puleo** and T. E. McKenna. 2015. Flow velocity, shear stress, and turbulence in man-made channels within a tidal wetland. Young Coastal Scientists and Engineers Conference- North America, Newark, DE.
79. McKenna, T.E., **J.A. Puleo** and A. Pieterse. 2014. Thermal imaging of hydrologic processes in streams and wetlands in the Delaware Estuary Watershed, Delaware and Pennsylvania. Delaware Estuary Conference.
78. Ojeda Casillas, E., E.T. Mendoza Ponce, A. Torres-Freyermuth and **J.A. Puleo**. 2014. Mediciones del remonte del oleaje en la playa de sisal (Yucatan) a partir de imagenes de video. Unión Geofísica Mexicana.
77. Calantoni, J., M.L. Palmsten, J. Simeonov, D.W. Dobson, K.Zarske, **J.A. Puleo** and K.T. Holland. 2014. Combining remote sensing with in situ measurements for riverine characterization, EP44B-08, 2014 Fall Meeting, AGU, San Francisco, Calif.
76. *Pintado-Patino, J.C., A. Torres-Freyermuth, **J.A. Puleo** and D. Pokrajac. 2014. Numerical and laboratory investigation of turbulence dissipation in the swash zone, OS11A-1263, 2014 Fall Meeting, AGU, San Francisco, Calif.
75. §Allis, M., C.E. Blenkinsopp, I.L. Turner, T.E. Baldock and **J.A. Puleo**. 2014. Investigation of the logarithmic model applied to bed shear stresses in the swash zone, OS21E-07, 2014 Fall Meeting, AGU, San Francisco, Calif.
74. *O'Neill, B., S. Marks, Skalak, K. **J.A. Puleo**, Wilcock, P.R. and J.E. Pizzuto. 2014. Evolution of fine-grained channel margin deposits behind large woody debris in an experimental gravel-bed flume, EP13A-3503, 2014 Fall Meeting, AGU, San Francisco, Calif.
73. *Chardon-Maldonado, P., **J.A. Puleo** and J. Figlus. 2014. In situ observations of swash zone flow velocities and sediment transport on a steep beach, OS23B-1185, 2014 Fall Meeting, AGU, San Francisco, Calif.
72. *Pieterse, A., **J.A. Puleo** and T.E. McKenna. 2014. Shear stress, turbulence production and dissipation in small tidal channels intersecting a tidal flat, OS23B-1198, 2014 Fall Meeting, AGU, San Francisco, Calif.
71. *DiCosmo, N.R. and **J.A. Puleo**. 2014. Hydrodynamics offshore of the north beach of Indian River Inlet, DE, OS13B-02, 2014 Fall Meeting, AGU, San Francisco, Calif.
70. *Torres-Freyermuth, A., **J.A. Puleo**, A. Ruiz de Alegría-Arzaburu, J. Figlus, T. Mendoza, J.C. Pintado-Patino, A. Pieterse, P. Chardon-Maldonado, N.R. DiCosmo, N. Wellman, H. Garcia-Nava, L. Palemón-Arcos, T. Roberts, J. López-González, M. Bravo[1], E. Ojeda, G. Medellín, C. Mario Appendini, B. Figueroa, Ma. González-Leija, C. Enriquez, A. Pedrozo-Acuña and P. Salles. 2014. Nearshore coastal dynamics on a sea-breeze dominated micro-tidal beach (NCSAL), OS11A-1266, 2014 Fall Meeting, AGU, San Francisco, Calif.
69. DiCosmo N. and **J.A. Puleo**. 2014. Hydrodynamics along the north beach of Indian River Inlet, Delaware. ASBPA National Conference 14, Virginia Beach, VA.
68. *Chardon-Maldonado, P., **J.A. Puleo** and J. Figlus. 2014. Field study of swash-zone dynamics at South Bethany Beach, Delaware. ASBPA National Coastal Conference, Virginia Beach, VA.

67. *Pintado-Patino, J.C., A. Torres-Freyermuth, **J.A. Puleo** and D. Pokrajac. 2014. Modeling bottom boundary layer dynamics in the swash zone. T4-03. Young Coastal Scientists and Engineers Conference- North America.
66. *Heiss, J.W., **J.A. Puleo** and H.A. Michael. 2014. The effects of wave runup on moisture dynamics and groundwater flow in the saturated and unsaturated zones of a beach aquifer. T7-05. Young Coastal Scientists and Engineers Conference- North America.
65. *Keshtpoor, M., **J.A. Puleo**, F. Shi, and G. Ma. 2014. Modeling of scour hole evolution inside the Indian River Inlet, DE, USA. P1-01. Young Coastal Scientists and Engineers Conference- North America.
64. *Pieterse, A., **J.A. Puleo** and T.E. McKenna. 2014. Shear stress, turbulence production and dissipation in a tidal saltmarsh in Kent County, Delaware. T7-02. Young Coastal Scientists and Engineers Conference- North America.
63. *DiCosmo, N. and **J.A. Puleo**. 2014. Hydrodynamics near Indian River Inlet, DE. T7-06. Young Coastal Scientists and Engineers Conference- North America.
62. *Chardon-Maldonado, P., **J.A. Puleo** and J. Figlus. 2014. Field observations of the swash zone hydrodynamics and morphodynamic change. T7-07, Young Coastal Scientists and Engineers Conference- North America.
62. *Pieterse, A., **J.A. Puleo**, and T.E. McKenna, 2013. Near-bed turbulent kinetic energy and dissipation in a small tidal channel. GSA Annual Meeting, Denver, CO.
61. ***Puleo, J.A.**, T. Lanckriet, C. Blenkinsopp, 2013. Bed level fluctuations on a dissipative beach, EP13A-0851, presented at the 2011 Fall Meeting, AGU, San Francisco, Calif.
60. *Pieterse, A., **J.A. Puleo**, T.E. McKenna, 2013. Hydrodynamics and inundation of a tidal saltmarsh in Kent County, Delaware, EP13A-0850, 2011 Fall Meeting, AGU, San Francisco, Calif.
59. *Lanckriet, T., **J.A. Puleo**. and D.L. Foster. 2013. Large-scale laboratory measurements of sheet flow sediment transport in the swash zone, EP21A-04, presented at the 2011 Fall Meeting, AGU, San Francisco, Calif.
58. *Keshtpoor, M., **J.A. Puleo** and F. Shi. 2013. Numerical simulation of alongshore variation of sediment transport rate downdrift of a tidal inlet, EP21A-06, 2011 Fall Meeting, AGU, San Francisco, Calif.
57. ***Keshtpoor M., **J.A. Puleo** and F. Shi. 2013. Downdrift beach erosion adjacent to the Indian River Inlet, Delaware, USA., NSBPA Conference, The Richard Stockton College of New Jersey, Galloway, New Jersey.
56. ***Pieterse, A., **J.A. Puleo and** T. McKenna. 2013. Hydrodynamics of a small tidal channel in Kent County, Delaware. Amtrak Club Conference, Baltimore, MD.
55. *Keshtpoor M., **J.A. Puleo** and F. Shi. 2012. Sediment transport modeling within a tidal inlet., Soil to Sea Geomorphology, Amtrak Club Conference, Philadelphia, PA.
54. Lanckriet, T., **J.A. Puleo**, G. Masselink, I.L. Turner, P. Russell, D. Conley, C. Blenkinsopp and N. Waite. 2012. Sheet flow sediment concentrations on a natural beach. Amtrak Club Conference, Philadelphia, PA.
53. **Puleo, J.A.** and T. Lanckriet. 2011. Swash zone velocity profiles and bed stress on a natural beach, Nortek Technical Symposium, Newport, Rhode Island.

52. *McKenna, T.E., T.M. Sliwinski and **J.A. Puleo**. 2011. Transforming ground-based oblique thermal images to enable quantitative analysis of coupled heat and fluid flow in the critical zone, H41D-1067, 2011 Fall Meeting, AGU, San Francisco, Calif.
51. Torres-Freyermuth, A., **J.A. Puleo**, D. Pokrajac, and P. Salles. 2011. RANS modeling of swash zone hydrodynamics, EGU2011-8891, European Geophysical Union Meeting, EGU, Vienna, Austria.
50. *Sliwinski, T., T.E. McKenna, **J.A. Puleo** and C.L. Meehan. 2010. Ground-based thermal imaging of coastal and riverine sediments, Abstract OS51B-1278, 2010 Fall Meeting, AGU, San Francisco, Calif., 13-17 Dec.
49. *Kidwell, A., **J.A. Puleo** and A. Torres-Freyermuth. 2010. Pressure gradients in the inner surf and outer swash zone, Abstract OS51B-1316, 2010 Fall Meeting, AGU, San Francisco, Calif., 13-17 Dec.
48. ***Puleo, J.A**., T.M. Lanckriet and P. Wang. 2010. Swash-zone velocity profiles and bed stress on a natural beach, Abstract OS51B-1318, 2010 Fall Meeting, AGU, San Francisco, Calif., 13-17 Dec.
47. *Sutkowski, C.M., **J.A. Puleo** and T.E. McKenna. 2010. Quantifying riverine surface velocities using thermal infrared PIV, Abstract OS51B-1277, 2010 Fall Meeting, AGU, San Francisco, Calif., 13-17 Dec.
46. *Lanckriet, T.M. and **J.A. Puleo**. 2010. Spatially dense kinematic maps in the swash zone using a continuity-based imaging technique, Abstract OS51B-1317, 2010 Fall Meeting, AGU, San Francisco, Calif., 13-17 Dec.
45. *Keshtpoor, M., **J.A. Puleo** and N. Kraus. 2010. Numerical simulation of flow and sediment transport patterns in Indian River Inlet, DE, USA, Abstract OS51B-1280, 2010 Fall Meeting, AGU, San Francisco, Calif., 13-17 Dec.
44. *Hicks, B., N. Kobayashi and **J.A. Puleo**. 2010. Cross-shore transport of coarse grained sediment. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract PO25C-24.
43. *Lindemer, C.A. and **J.A. Puleo**. 2010. Quantifying short-term morphologic evolution and alongshore sediment transport rates using remote sensing and GPS-equipped vehicles. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract PO25C-11.
42. *Kidwell, A., **J.A. Puleo** and A. Torres-Freyermuth. 2010. Pressure gradients in the swash zone. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract PO15E-01.
41. *Lanckriet, T., **J.A. Puleo** and J.W. Faries. 2010. Nearbed sediment concentration profile measurements in the swash zone. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract PO14B-06.
40. *Sliwinski, T., M. Stewart, T.E. McKenna, **J.A. Puleo**, and C. Meehan. 2010. Experimental examination of the factors affecting ground-based thermal imaging of intertidal sediments. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract IT25E-11.
40. *Lindemer, C.A., N.G. Plant, J.A. Puleo and D. Thompson. 2009. Numerically simulating morphological change at the Chandeleur Islands during hurricane Katrina using XBeach. ASBPA National Conference, St. Petersburg, FL.

39. *Keshtpoor, M. and **J.A. Puleo**. 2010. The Effect of a sand bypassing system on morphologic variability at Indian River Inlet, DE. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract G025A-13.
38. *Hayden, J.T., **J.A. Puleo** and J.H. MacMahan. 2008. Advanced scour monitoring at Indian River Inlet, Delaware. *EOS Trans. AGU*, 89(53), Fall Meet. Suppl., Abstract 0S23A-1243.
37. *Faries, J. and **J.A. Puleo**. 2008. Nearbed sediment transport in swash zone laboratory beaches. *EOS Trans. AGU*, 89(53), Fall Meet. Suppl., Abstract 0S12B-04.
36. *Lindemer, C.A., N.G. Plant, **J.A. Puleo** and D. Thompson. 2008. Modeling wave overtopping on the Chandeleur Islands during hurricane Katrina using XBeach. *EOS Trans. AGU*, 89(53), Fall Meet. Suppl., Abstract 0S34A-05.
35. **Puleo**, **J.A.**, M.A. O'Neal, T.E. McKenna, T. White, 2008. A remote-control airship for coastal and environmental research. *EOS Trans. AGU*, 89(53), Fall Meet. Suppl., Abstract 0S12D-1220.
34. *Faries, J. Hicks, B. and **J.A. Puleo**. 2008. Preliminary study of swash zone bedload concentration using a resistivity profiler. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract 2096.
33. *Hayden, J.T., **J.A. Puleo** and J.H. MacMahan. 2008. Tidal current variability over deep scour holes at Indian River Inlet, Delaware. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract 2086.
32. *Pietro, L. M.A. O'Neal and **J.A. Puleo**. 2008. Developing terrestrial-LIDAR-based digital elevation models for monitoring beach nourishment performance. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract 2504.
31. *Pearre, N.S., **J.A. Puleo**. 2008. Automated large-scale shoreline variability analysis from video. *Eos. Trans.* AGU, 84(52), Ocean Sci. Meet. Suppl., Abstract 2060.
30. *Lindemer, C.A. and **J. A. Puleo**. 2008. Coastal imaging at Cape May, NJ. University of Delaware Research Foundation Symposium, University of Delaware.
29. *Pietro, L. M.A. O'Neal, **J.A. Puleo** and D. R. Legates. 2007. Large-scale, high-fidelity surface models of Rehoboth Beach, DE. Association of American Geographers Meeting, San Francisco, Ca.
28. *Pearre, N.S. and **J.A. Puleo**. 2006. Automated large-scale shoreline variability analysis from video. *Eos Trans*. AGU, 87 (52), Fall Meet. Suppl., Abstract OS41C-0625.
27. **Puleo, J.A.** and T. Butt. 2006. Outcomes from the 1st international workshop on swash zone processes, *Eos. Trans.* AGU, 84 (52), Ocean Sci. Meet. Suppl.
26. **Puleo, J.A.** and T. Butt. 2006. Status of the integrated study of swash zone processes, Presented to the field experiment team in Honolulu, HI.
25. **Puleo, J.A.** 2005. Video imaging for nearshore processes analysis: NOT another surf cam, Presented to the Division of Soil and Water Conservation, Shoreline and Waterway Management Section, Department of Natural Resources and Environmental Control, State of Delaware.
24. **Puleo, J.A.** and R. Johnson. 2004. The effect of bubbles on optical backscatter sensors, *Eos Trans*. AGU, 85 (47), Fall Meet. Suppl., Abstract OS21B-1219.

23. Calantoni, J.C. and **J.A. Puleo**. 2004. Using a Navier-Stokes solver to drive a discrete particle model for sediment transport in the swash zone, *Eos Trans*. AGU, 85 (47), Fall Meet. Suppl., Abstract OS24A-03.
22. Calantoni, J.C. and **J.A. Puleo**. 2004. Discrete particle model of sediment transport in the swash zone, The 1st International Workshop on Swash Zone Processes.
21. Masselink, G. and **J.A. Puleo**. 2004. Sediment transport and morphological change in the swash zone, The 1st International Workshop on Swash Zone Processes.
20. Russell, P. T. Butt, J. Miles, **J.A. Puleo** and D. A. Huntley. 2004. The role of swash in nearshore dynamics, The 1st International Workshop on Swash Zone Processes.
19. **Puleo, J.A.** and T. Butt. 2004. The 1st international workshop on swash zone processes: Why we are here, The 1st International Workshop on Swash Zone Processes.
18. Plant, N.G. K.T. Holland, **J.A. Puleo** and E.L. Gallagher. 2004. Lessons learned from an inversion of bar migration observations, *Eos. Trans.* AGU, 84 (52), Ocean Sci. Meet. Suppl., Abstract OS32F-02.
17. Calantoni, J., **J.A. Puleo** and K.T. Holland. 2004. The effect of pressure gradients in bed load transport under waves, *Eos. Trans.* AGU, 84 (52), Ocean Sci. Meet. Suppl., Abstract OS31G-03.
16. **Puleo, J.A.**, R.V. Johnson and K.T. Holland. 2004. Laboratory investigation of the effect of bubbles on optical backscatter sensors, *Eos. Trans*. AGU, 84 (52), Ocean Sci. Meet. Suppl., Abstract OS52B-10.
15. ***Puleo, J.A.**, D.N. Slinn, K.T. Holland and B.W. Webb. 2004. A volume of fluid model for surf and swash zones, Eos. Trans. AGU, 83 (47), Fall Meet. Suppl., Abstract OS71A-0250.
14. **Puleo, J.A.** and K.T. Holland. 2001. VISSER: Database applicable code for argus users, Presented at the Argus Workshop in Corvallis, Oregon.
13. **Puleo, J.A.** 2001. VISSER: Video imaging system for surf zone environmental reconnaissance, Presented at the Argus Workshop in Corvallis, Oregon.
12. Slinn, D.N., K.T. Holland, **J.A. Puleo**, and D. Hanes. 2001. Modeling small-scale nearshore processes. Trans. Amer. Geophys. Union, 82(46).
11. **Puleo, J.A.** and K.T. Holland. 2001. VISSER: Video imaging system for surf zone environmental reconnaissance in support of Kernel Blitz ’01, Presented during media day at Camp Pendleton.
10. **Puleo, J.A.**, K.T. Holland, G. Farquharson, S.J. Frasier and B. Raubenheimer. 2001. A comparison of remote sensing and in situ measurements of nearshore flows, Trans. Amer. Geophys. Union, 82(46).
9. **Puleo, J.A.**, K.T. Holland and T.N. Kooney. 2000. A video-based particle image velocimetry technique for nearshore flows, Trans. Amer. Geophys. Union, 81(46).
8. **Puleo, J.A.** and K.T. Holland. 1999. Use of video imagery to monitor and predict littoral morphodynamics, presented to representatives from National Geographic visiting the Naval Research Laboratory.
7. **Puleo, J.A.** and K.T. Holland. 1999. Creating rectified color mosaics from Argus imagery, Presented at the Argus Workshop in Corvallis, Oregon.

6. **Puleo, J.A.** and K.T. Holland. 1999. Estimating the kinematic effects of friction and percolation in the swash zone, Trans. Amer. Geophys. Union, 80(46).
5. Holland K.T. and **J.A. Puleo.** 1999. Foreshore profile adjustment in response to swash processes, Trans. Amer. Geophys. Union, 80(46).
4. de Angelis, M.A., B. Davis, G. Downey, M. Fowler, S. Grimes, M. Logan, **J. Puleo** and M. Schneider. 1999. Distribution and potential ecological significance of epibenthic woody debris on a northern California continental shelf, American Society for Limnology and Oceanography 1999 Aquatic Sciences Meeting.
3. **Puleo, J.A.**, J.S. Allen, R.A. Holman and R.A. Beach. 1998. Importance of bore-generated turbulence to swash zone sediment transport, Trans. Amer. Geophys. Union, 79(45).
2. **Puleo, J.A.**, R.A. Beach and R.A. Holman. 1997. Swash zone sediment transport on a steep beach, Trans. Amer. Geophys. Union, 78(46).
1. **Puleo, J.A.**, R.A. Beach and R.A. Holman. 1996. Swash zone sediment suspension on a steep beach, Trans. Amer. Geophys. Union, 77(46).

RESEARCH AND TECHNICAL REPORTS: (* indicates with student, § indicates with postdoc)

25. *§Sadaf, A., M. Tahmasebi, W. Iqbal, L. Muldrow, and M. Ryan, Editors: J. Bruck, M. Head, **J.A. Puleo**, J. McCusker, and E. Bardenhagen. 2025. Placement and Impact of Living Shoreline and Nature-Based Solutions: A Narrative Review, US Army Corps of Engineers, 77 pp.
24. §Elkut, A., F. Shi, **J.A. Puleo**, J. Knowles, C. Dietrich, J. Joubert, J. Figlus, U. Lima and S. Patch. 2025. ESTCP Demonstration Report: Modelling Total Water Level at Tyndall Air Force Base (TAFB), RC21-5028, 178 pp., ESTCP.
23. §Elkut, A., F. Shi, **J.A. Puleo**, J. Knowles, C. Dietrich, J. Joubert, J. Figlus, S. Patch and E. Quataert. 2025. Comparative Assessment of Total Water Levels for Coastal Military Facility Readiness and Resilience Using Numerical Models – Tyndall Air Force Base, RC21-5028, 56 pp., ESTCP.
22. **Puleo, J.A.**, C. DuVal, P. Traykovski and A. Penko. 2024. UnMES Demonstration of Munitions Migration and Burial at Maine Bombing Area (FUDS: D01ME044001), MR21-5207, 39 pp. ESTCP.
21. §Elkut, A., F. Shi, **J.A. Puleo**, J. Knowles, and C. Dietrich. 2024. ESTCP Demonstration Report: Modeling Total Water Level at Naval Station Norfolk, RC21-5028, 440 pp. ESTCP.
20. §**Puleo, J.A.**, C. Lashley, F. Shi, C. Dietrich, and J. Knowles. 2023. Demonstration Plan: Comparative Assessment of Total Water Levels for Coastal Military Facility Readiness and Resilience Using Numerical Models – Naval Station Norfolk, RC21-5028, 54 pp. ESTCP.
19. **Puleo, J.A.** and J. Calantoni. 2023. SERDP Workshop on UXO Mobility, Burial, and Exposure Processes: Discussion for a Demonstration Project, SERDP.
18. **Puleo, J.A.** 2002. White Paper: Understanding the Swash Zone Environment and Impact on UXO Mobility, Burial, and Exposure Processes. SERDP.
17. **Puleo, J.A.** and D. Cristaudo. 2020. Quantification of Hydrodynamic Forcing and Burial, Exposure, and Mobility of Munitions on the Beach Face. Final Report. SERDP. W912HQ-15-C-0007.

16. *Kidwell, A.N. and **J.A. Puleo**. 2011. Pressure Gradients in the Inner Surf and Outer Swash Zone: A Laboratory and Numerical Investigation. Center for Applied Coastal Research, University of Delaware, CACR-11-07.
15. *Sliwinski, T., **J.A. Puleo** and T. McKenna. 2011. Experimental Examination of the Effect of Observation Geometry on Land Surface Temperature Estimates from Remotely Sensed Ground Based Thermal Imagery. Center for Applied Coastal Research, University of Delaware, CACR-11-06.
14. *Lindemer, C. and **J.A. Puleo**. 2010. Explorations of Morphological Change at Cape Henlopen, DE Using Remote Sensing, Rapid-Response GPS-Equipped Vehicles and Numerical Modelling. Center for Applied Coastal Research, University of Delaware, CACR-10-02.
13. *Hicks, B., J. Figlus, **J.A. Puleo** and A. Farhadzadeh. 2010. Cross-Shore Transport on Gravel Beaches. Center for Applied Coastal Research, University of Delaware, CACR-10-01.
12. *Hayden, J.T. and **J.A. Puleo**. 2009. Indian River Inlet Bridge and Bathymetry Scour Monitoring System. Center for Applied Coastal Research, University of Delaware, CACR-09-02.
11. *Faries, J.W.C and **J.A. Puleo**. 2009. A New Conductivity Sediment Concentration Profiler (CCP) for the Measurement of Nearbed Sediment Concentrations: Application in the Swash Zone on a Laboratory Beach. Center for Applied Coastal Research, University of Delaware, CACR-09-03.
10. *Pearre, N.S. and **J.A. Puleo**. 2007. Sandcam at Rehoboth: Quantifying shoreline change using video. Center for Applied Coastal Research, University of Delaware, CACR-07-02.
9. *O'Neal, M.A., **J.A. Puleo** and L.S. Pietro. 2007. Pilot Study on the Use of Terrestrial LIDAR for Rapid, High-Resolution Beach Monitoring. Delaware Department of Environmental Protection, Technical Report, 86 pp.
8. *Schmied, L., N. Kobayashi, A. Payo, and **J.A. Puleo**. 2006. Cross Shore Sediment Transport and Beach Profile Change. Center for Applied Coastal Research, University of Delaware, CACR-06-03.
7. *He, L. and **J.A. Puleo**. 2006. Video-Based Particle Image Velocimetry of Laboratory Rip Currents. Center for Applied Coastal Research, University of Delaware, CACR-06-05.
6. ***Puleo, J.A.** and N.S. Pearre. 2006. Surf and Nearshore Dynamics Camera (SANDCam). Center for Applied Coastal Research, University of Delaware, CACR-06-06.
5. Butt, T. Coco, G. **Puleo, J.A.**, Raubenheimer, B. Turner, I. and van Thiel de Vries, J. 2005. Planning for an Integrated Field Study of Swash Zone Processes (SWASH3D). Workshop report submitted to the Office of Naval Research Global.
4. **Puleo, J.A.** 2005. The effect of Bubbles on Optical Backscatter Sensors, ONR Annual Report, Coastal Geosciences Division.
3. **Puleo, J.A.** and O. Mouraenko. 2003. Wave Bottom Boundary Layer Models on Smooth and Rough Beds, NRL Report: NRL/FR/7440—03-10,053.
2. **Puleo, J.A.**, K.T. Holland and T.N. Kooney. 2001. A Video-Based Particle Image Velocimetry (PIV) Technique for Nearshore Flows, NRL Review pp:162-164.

1. Holland, K.T. and **J. A. Puleo.** 1999. High Resolution Observations of Foreshore Morphodynamics, NRL Review, 148-149.

RESEARCH CONTRACTS AND GRANTS:

Approximate Total Funds Awarded (Puleo as lead PI): $30.7M ($23.1M)

Awarded as Lead PI:

	Funding Period	PIs	Award Title	Sponsor	Amount ($)
45	2025-2030	Puleo, Schueller	Wave Buoy and Water Level Network, Delaware	MARACOOS	512,553
44	2024-2025	Puleo, DuVal, Traykovski	UnMES Demonstration of Munitions Migration and Burial at Mile Beach, ME	ESTCP	638,000
43	2023-2026	Puleo, Bruck	Exploring the Potential of Self-Generative Infrastructure for Coastal Resilience in the Hampton Roads Region and at Joint Base Langley-Eustis	USACE	960,743
42	2023-2024	Puleo	Services Agreement – Delaware National Guard	DE National Guard	25,000
41	2023-2024	Puleo	Conference: Mid-scale RI-EW: Discussing the Need for a Full-Scale Wave Flume (USAFlume) for National Research Priorities on Coastal Resilience and Adaptation	NSF	45,999
40	2022-2025	Puleo, Bruck, Bardenhagen, Head, Hale	Developing Engineering practices using Ecosystem Design Solutions for Future Army (Military DEEDS Project)	USACE	9,431,003
39	2022-2023	Puleo	Services Agreement – Delaware National Guard	DE National Guard	25,000
38	2022-2026	Puleo, Shi, van Dongeren, Smallegan, Figlus, Dietrich, Storlazzi	Comparative assessment of total water levels for coastal military facility readiness and resilience using numerical models	ESTCP	2,179,985
37	2020-2024	Puleo	Mobility and Burial of Variable Density Munitions in the Inner Surf and Swash Zones during Controlled Extreme Forcing	SERDP	1,795,658
36	2020-2022	Puleo, Bruck, Shi	Addressing Obstacles that Preclude Installation of Living Shorelines in Areas Influenced by Ship Wake	DE Sea grant	362,325

35	2019-2021	Puleo	Assessing morphodynamics north of Indian River Inlet from nearshore dispersal of Massey's ditch dredged sand	DNREC	240,007
34	2018-2020	Puleo	Intra-storm Erosion Processes on an Engineered Dune System	USCRP/USACE	107,378
33	2018-2021	Puleo, Hsu, Cox, Wengrove, Feagin	Collaborative Research: Physics of Dune Erosion during Extreme Surge and Wave Events	NSF	1,134,514
32	2018-2021	Puleo	Making Waves in the Classroom – Engaging Students in STEM through Hands-on Coastal Oceanography and Engineering	ONR	437,983
31	2018-2020	Puleo	Hydrodynamics and Beach Morphology During Extreme Events	DE Sea Grant	158,541
30	2016-2018	Puleo	Surf Zone Injuries and Beach Safety Along The Delaware Coast	DE Sea Grant	140,138
29	2016-2017	Puleo, Doelp	Surf Zone Injury and Beach Safety Awareness Campaign: Enhancing the Delaware Surf Zone Injury Study	DE Sea Grant	14,976
28	2014-2015	Puleo, Torres-Freyermuth, Mulligan, Palmsten	Young Coastal Scientists and Engineers Conference – North America	COPRI, DE Sea Grant, UD (7 more)	26,350
27	2015-2016	Puleo	Data Collection for the Delaware Surf Zone Injury Study	DE Sea Grant	14,000
26	2015-2019	Puleo	Quantification of Hydrodynamic Forcing and Burial, Exposure and Mobility of Munitions on the Beach Face	SERDP	1,080,359
25	2014-2015	Puleo	Quantifying Environmental Conditions Associated with the Delaware Surf Zone Injury Study	DE Sea Grant	50,925
24	2014-2017	Puleo	Drifter Study of Circulation near Indian River Inlet, DE	DNREC	256,648
23	2014-2016	Puleo, Kriebel	Beach Nourishment Design Practice in Delaware: Modifications to Beach and Surf Zone Characteristics	DNREC	237,281
22	2014	Puleo, Torres-Freyermuth	Visiting Scientist Proposal: Alec Torres-Freyermuth, Universidad Nacional Autonoma de Mexico	ONR Global	5,022

21	2014-2016	Puleo, McKenna	Quantifying Inundation and Hydrodynamics in an Anthropogenically-Altered Tidal Wetland	DE Sea Grant	172,594
20	2013-2014	Puleo, Torres-Freyermuth, Pedrozo-Acuna, Mulligan, Ozkan-Haller	Young Coastal Scientists and Engineers Conference – North America	COPRI, DE Sea Grant, UD (8 more)	20,400
19	2013-2016	Puleo, Figlus	Collaborative Research: Ridge-Runnel, Post-Storm Beach Recovery	NSF	345,223
18	2013-2016	Puleo	In Situ and Modeling Efforts of Hydrodynamics and Morphology near Indian River Inlet, DE	DNREC	284,185
17	2012-2014	Puleo, McKenna	Quantifying Spatio-Temporal Variability in Hydrodynamics and Inundation of a Tidal Saltmarsh (Brockonbridge Marsh, Kent County, Delaware)	DE Sea Grant	186,290
16	2010-2012	Puleo	Near Real-Time Monitoring of Indian River Inlet Scour Hole Edge Evolution Seaward of the Bridge Piers: Phase II	DelDOT/FHWA	192,511
15	2010-2012	Puleo, Wang	Investigating Gravel Distributions from Rehoboth Beach to Cape Henlopen	DNREC	78,917
14	2010-2011	Puleo, McKenna, Meehan	Characterizing Riverine Environments Through Remote Sensing	ONR	25,612
13	2009-2015	Puleo	Swash Zone Sediment Transport	NSF CAREER	444,229
12	2009-2010	Puleo	SANDCam at Rehoboth Beach	DNREC	35,856
11	2009-2012	Puleo	Quantifying Short-Term Morphologic Evolution and Alongshore Sediment Transport Rates at Cape Henlopen, DE Using Remote Sensing and Rapid-Response GPS-Equipped Vehicles	DE Sea Grant	345,540
10	2008	Puleo	Bathymetry Collection in Support of SANDCam	UDRF - REU	3,500
9	2007-2010	Puleo, McConnell, MacMahan, Chajes	Near Real-Time Monitoring of the Indian River Inlet Scour Hole Edge Evolution Seaward of the Bridge Piers: Phase I	DelDOT/FHWA	842,398

8	2007-2009	Puleo	SANDCam at Rehoboth Beach	DNREC	30,019
7	2007-2008	Puleo, Shenton	Feasibility in Using a Calibrated Video System for Traffic Speed and Vehicle Identification	DelDOT	20,016
6	2007-2008	Puleo	Quantifying Storm and Seasonal Morphologic Variability of Delaware Bay Capes	UDRF	24,981
5	2007	Puleo, McKenna, Meehan	Characterizing Morphology and Geotechnical Properties of a Macrotidal Muddy Coast using Multi-Spectral Ground-Based Remote Sensing (Gyeonggi Bay Tidal Flat, South Korea)– PHASE I – Planning Meetings	ONR	23,733
	2005-2006	Puleo	Hands-On Model of Beach Processes	DE Sea Grant	8,989
4	2005-2007	Puleo	Nearshore Video Imaging Analysis System At Rehoboth Beach	DNREC	135,508
3	2005	Puleo	ONRG Science and Technology Engagement Program (STEP): Support Request for International Collaboration on Plan Development for an Integrated Swash Zone Field Study	ONR	10,647
2	2004-2005	Puleo	The Effect of Bubbles on Optical Backscatter Sensors	ONR	12,269
1	2004	Puleo	The Effect of Bubbles on Optical Backscatter Sensors	ONR	37,303

Awarded as co-PI:

	Funding Period	PIs	Award Title	Sponsor	Amount ($)
21	2025-2027	Storlazzi, Puleo, Shi	Developing an Early Warning System (EWS) for Coastal Flooding at Roi-Namur Island, USAKA, Kwajalein Atoll, RMI	ESTCP	756,845
20	2024-2028	Hale, Puleo, Trembanis	Implementation of Encroachment Mitigation and Military Installation Resilience Strategy through Coordination and Involvement in Community Planning.	NFWF	1,500,000
19	2023-2024	Van Buren, Puleo	Potential for sea bed munition transport due to turbulent prop wash	SERDP	243,991

18	2023-2026	Mieras, Johnson, Hsu, Puleo	Breaking wave-induced rapid beach profile evolution in the inner surf and swash zones	USCRP	999,187
17	2022-2025	Pujara, Puleo, Chardon-Maldonado	Collaborative Research: Swash Zone Dynamics Driven by Obliquely Incident Waves	NSF	654,897
16	2022-2025	Van Buren, Matthaeus, Prasad, Puleo, Veron	Turbulence Decay of a Bubble/Sediment-Laden Liquid in ISS Microgravity	NASA EPSCoR	99,520
15	2020-2023	Mieras, Puleo	MRI Consortium: Development of CCPflex – A multi-function, modular platform for next-generation Conductivity Concentration Profilers	NSF	924,974
14	2020-2023	Webb, Smallegan, Puleo, Elko	Barrier Island Hydrodynamics and Morphodynamics DURING an Extreme Event	USACE	500,000
13	2019	Hsu, Puleo, Kirby	A symposium on sediment dynamics in geophysical flows using two-phase flow methodology	NSF	21,649
12	2014-2015	Torres-Freyermuth, Puleo	Nearshore Coastal Dynamics on a Sea-Breeze Dominated Micro-Tidal Beach	UNAM	30,000
11	2014-2017	Cox, Puleo, Hsu	Collaborative Research: Large-scale Laboratory Investigation and Numerical Modeling of Sheet Flow Sediment Transport Dynamics across a Surf Zone Sand Bar	NSF	452,129
10	2012-2014	Masselink, Turner, Conley, Ruessink, Matias, Castelle, Puleo, Blenkinsopp	Barrier Dynamics Experiment (BARDEX II) HydraLab IV	Seventh Framework Programme, European Union	395,550
9	2010-2011	McKenna, Puleo, Meehan	Temporal Imaging of the Intertidal Critical Zone	NASA EPSCoR	49,459
8	2009-2010	McKenna, Puleo, Meehan	Temporal Imaging of the Intertidal Critical Zone	NASA EPSCoR	44,186
7	2008-2009	Imhoff, O'Neal, Puleo, Meehan, Dentel	Quantifying Reductions in Greenhouse Gas Emissions with Airship-Based Measurements	UDRF	45,000
6	2008-2010	Nordstrom, Jackson, Puleo	Evaluation of Wind and Wave Processes Critical in Sustaining Beach Backshore Environments	NJ Sea Grant	289,863

5	2008-2011	Johnston, Smith, Puleo	Selective Detection and Characterization of Nanoparticles from Motor Vehicles	HEI	330,327
4	2007-2009	McKenna, Puleo, O'Neal	Temporal Remote Sensing of Salt Marsh Inundation at Webbs Marsh in the Murderkill River Estuary, Delaware	Kent County, DE	17,379
3	2007-2008	O'Neal, Puleo	Low Altitude Environmental Analysis Dirigible (LEAD)	Private donor	150,000
2	2006-2007	Righman, Puleo, MacMahan, Chajes	Scour Monitoring of the Indian River Inlet Bridge: Pilot Study	DelDOT	50,112
1	2005-2006	O'Neal, Puleo, Trembanis	Pilot Study on the Use of Terrestrial LIDAR for Rapid, High-Resolution Beach Monitoring	DNREC	77,764

*ACRONYMS EXPLAINED: COPRI (Coasts, Oceans, Rivers and Ports Institute), DelDOT (Delaware Department of Transportation), DNREC (Delaware Department of natural Resources and Environmental Control), FHWA (Federal Highway Administration), HEI (Health Effects Institute), NASA EPSCoR (National Aeronautics and Space Administration Experimental Program to Stimulate Competitive Research), NSF (National Science Foundation), ONR (Office of Naval Research), SERDP (Strategic Environmental Research and Development Program), ESTCP (Environmental Security Technology Certification Program), UD (University of Delaware), UDRF (University of Delaware Research Foundation), UNAM (Universidad Nacional Autonoma de Mexico).

RESEARCH ADVISING:

POST-DOCTORAL RESEARCHERS

Time Frame	Name	Place of Employment
2025	Temitope Idowu	Old Dominion University
2023 -	Ahmed Elkut	
2023 - 2025	Alexandra Schueller	
2023 -	Zaid Alhusban	
2021 - 2023	Chris Lashley	Stantec
2021 - 2023	Manoj Gangadharan	WSP
2015 - 2017	Brittany Bruder	USACE

Ph.D. STUDENTS (* indicates co-advisor; † indicates committee member):

Time Frame	Name and Dissertation Title	Place of Employment
2025 -	Cassie Everett	USACE
2024 -	†Julian Rodriguez	Current Student at UNAM
2024 -	Julia Zimmerman	USACE
2023 -	*Onur Manat	Current student at UD

2023 -	Delaney Doran	Current student at UD
2023 -	Sahar Asrari	Current student at UD
2022 - 2024	Shadrack Hinson	
2022 -	†Narayan Kumar	
2022 -	†Jenero Knowles	Current student at NCSU
2022 - 2023	Alex Baffour Akoto	
2022 - 2024	Rafiu Oyelakin	
2022 -	†Sadegh Nouri	Current student at UD
2022 -	†Jiaye Zhang	Current student at UD
2022 -	Gaby Salgado-Dominguez	USACE
2021 - 2025	†Frank Tricouros; "Flow Control of Wall-Bounded Vortex Structures"	
2021-	†Martha Ryan	Current student at UD
2020 - 2025	Temitope Idowu; "Variable Density Munitions Behavior and Morphodynamics in the Nearshore under Controlled Storm Events"	Old Dominion University
2018 - 2023	†Kaitlyn McPherran	USGS
2018 - 2023	Maro Pontiki; "Physics of Eroding Coastal Berm-Dune Systems during Extreme Waves and Storm Surge"	Ocean Network
2018 -	†Jirat Laksanalamai	
2017 - 2023	†Benjamin Tsai	Oregon State University
2016 - 2021	†Yashar Rafati	Environmental Science Associates
2015 - 2020	Demetra Cristaudo; "Experimental Study of Burial and Mobility of Unexploded Ordnance in the Swash Zone"	JBA
2016 – 2021	†Stephanie Dohner	
2014 - 2019	†Yeulwoo Kim	PKNU
2013 - 2016	†Zhen Cheng	MIT
2012 - 2016	†Babak Tehranirad	USGS
2014 - 2017	Ryan Mieras; "Sheet Flow and Suspended Sediment Transport Processes on a Surf Zone Sandbar"	University of North Carolina at Wilmington
2012 - 2017	*Jose Carlos Pintado-Patino; "Procesos Dinámicos en la Zona de Swash : un estudio integral"	UNAM
2013 - 2016	Patricia Chardon-Maldonado; "Inner Surf and Swash Zone Hydrodynamics and Sediment Transport Processes during Accretive Conditions and Local Wind Forcing"	CARICOOS, University Puerto Rico

2012 - 2016	Aline Pieterse; "Near-bed Hydrodynamics and Sediment Transport in Tidal Channels and on Tidal Flats"	IMDC
2012 - 2016	†Jun Cheng	Kean University
2008 - 2013	*Tiffany Roberts; "Natural and Anthropogenic Influences on the Morphodynamics of Sandy and Mixed Sand and Gravel Beaches"	Florida Atlantic University
2009 - 2014	Thijs Lanckriet; "Near-bed Sediment Transport and Hydrodynamics in the Swash Zone"	Marlinks
2009 - 2014	Mohammad Keshtpoor; "Modeling Hydrodynamics and Sediment Transport in an Inlet-Beach System"	AIR Worldwide
2007 - 2008	Nat Pearre (switched to Marine Policy)	Natural Resources Canada
2005 - 2009	†Ali Farhadzadeh	SUNY Stonybrook
2006 - 2010	†Jens Figlus	TAMU Galveston
2003 - 2007	†Wen Long	NOAA
2001 - 2006	†Jen Irish	Virginia Tech

MASTERS STUDENTS (* indicates co-advisor; † indicates committee member):

Time Frame	**Name and Dissertation Title**	**Place of Employment**
2024 -	†Julia Greco	
2024 -	Topher Swanson	US Navy
2024 -	Parvez Hossain	
2024 -	Isaac Blackburn	
2023 -	†Ali Jarrar	
2021 - 2023	Emily Chapman, "Berm Migration and Munitions Motion Under Scaled Storm Events"	Dewberry
2020 - 2022	Evan Mazur, "Urban Coastal Flood Pathways During Extreme Events"	Bayland
2020 - 2022	Olivia Amante; "Modeling Intra-Event Process on a Barrier Beach During an Extreme Event"	RPS
2020 - 2022	Oscar Williams; "Evaluating Living Shoreline Performance and Vessel Wake Using the Ship Wake Module of FUNWAVE-TVD"	Seattle DOT
2020 - 2022	Courtney Olney; "Horizontal Pressure Gradient and Bed Shear Stress Under Double Dm-break Driven Swash and Validation of a Reynolds-Averaged Navier-Stokes Equations Based Model"	Cummins Cederburg

2020 - 2022	Cassie Turner; “Performance of a Living Shoreline Under Ship Wake Forcing on an Estuarine Shoreline”	USACE
2019 - 2021	Erika Beddings; “Assessing Morphodynamics North of Indian River Inlet from Offshore Dispersal of Massey Ditch Dredged Sand”	
2019 - 2021	Mike Larner; “Relative Significance of Shear Stress and Horizontal Pressure Gradients on Sediment Mobility in the Inner Surf and Swash Zone”	Applied Coastal Research
2019 - 2021	†Emma Ruggiero; “Assessing Living Shoreline Feasibility at a Remote Site Influenced by Ship Wake”	Current PhD student at UD
2018 - 2019	Rory O’Boyle; “Sea Mine Burial Prediction for Naval Mine Countermeasures Mission Planning”	United States Navy
2017 - 2019	Ben Gross; “Mobility of Unexploded Ordnance using Spherical Surrogates in the Swash Zone”	Foth
2017 - 2019	Stan Borrell; “In situ Hydrodynamic and Morphodynamic Measurements During Extreme Storm Events”	Moffatt and Nichol
2016 - 2018	Matt Doelp; “Surf Zone Injury Study along Delaware Atlantic-Fronting Beaches: Quantification, Prediction and Directed Awareness”	Applied Coastal Research
2016 - 2017	Douglas Krafft; “Drifter Study of Circulation Near Indian River Inlet, DE”	USACE
2015 - 2016	Shamim Murshid; “Assessment of Beach and Surf Zone Modifications Due to Intermittent Beach Nourishment on the Delaware Atlantic Coast”	
2015 - 2016	Dimitris Belivanis; ”Beach Nourishment Impacts on the Beach Profile”	
2013 - 2015	†Bridget O’Neill	
2013 - 2015	Nick DiCosmo; “Hydrodynamics Offshore of the Downdrift Beach and Southern Ebb Shoal of Indian River Inlet”	Remington and Vernick
2009 - 2011	Autumn Kidwell; “Pressure Gradients in the Inner Surf and Outer Swash Zone: A Laboratory and Numerical Investigation”	Applied Research Laboratories
2009 - 2011	Tim Sliwinski; “Experimental Examination of the Effect of Observation Geometry on Land Surface Temperature	Bechtel

	Estimates from Remotely Sensed Ground Based Thermal Imagery"	
2008 - 2010	*Betsy Hicks; "Cross-Shore Transport on Gravel Beaches"	URS
2008 - 2010	Christina Lindemer; "Explorations of Morphological Change at Cape Henlopen, DE using Remote Sensing, Rapid-Response GPS-equipped vehicles and Numerical Modeling"	FEMA
2007 - 2009	Joe Faries; "A New Conductivity Sediment Concentration Profiler (CCP) for the Measurement of Nearbed Sediment Concentrations: Application in the Swash Zone on a Laboratory Beach"	DNREC
2006 - 2009	Jesse Hayden; "Indian River Inlet Bridge and Bathymetry Scour Monitoring System"	DNREC
2005 - 2007	Nat Pearre; "SANDCam at Rehoboth: Quantifying Shoreline Chance Using Video"	Natural Resources Canada
2004 - 2006	Liang He; "Video-Based Particle Image Velocimetry of Laboratory Rip Currents"	Jacobs

SENIOR THESIS

Time Frame	**Name and Dissertation Title**	**Place of Employment**
2025	Brenna Derby; "Investigating the importance of bed roughness on turbulence in the inner surf and swash zones"	Master's student at Stevens Institute of Technology
2025	Jackson VanNess; "Investigating Morphodynamics along Canary Creek and Roosevelt Inlet, Lewes, DE"	Master's student at Duke University
2024	Brooke Gaenzle; "Currents and sediment transport estimates at Cape Shores, DE"	PhD student at NC State
2022	Maya Eley; "Vertical pressure gradients on the beach face under double dam-break flows"	PhD student at Stanford
2021	Emily Chapman; "Horizontal pressure gradient and sediment response under double dam-break flows in the swash zone"	Dewberry
2021	Taira Baldauf; "Quantifying the effect of ship wake on commonly used living shoreline treatments"	USACE

2021	Kyle Rumaker; “Modeling dredge disposal near Indian River Inlet”	Taylor Engineering
2019	Sydney Cargill; “Beach Profile Evolution during Extreme Events”	USACE
2018	Rachel Schaefer; “Investigating Impact of Pea Patch Island Vegetation on Waves”	National Park Service
2018	Michael Larner; “Boat Wake Erosion at Pea Patch Island”	Applied Coastal
2017	Emily Robison; “Hydrodynamics and Beach Erosion during Storms on Delaware Beaches”	Whitman, Requardt and Associates
2015	Katie Hutschenreuter; “Surf Zone Injuries and Forcing Conditions along the Delaware Coast”	MRD Associates
2015	Douglas Krafft; “PIV Velocities in the Swash Zone from an In Situ Bed Camera”	USACE
2014	Adam DeJean; “Image-Derived Velocities and Turbulence at a Tidal Channel Confluence”	Ryan Homes
2014	Veronica Citerone; “Grain Size and Geomorphic Co-Variability across the Inner Surf and Swash Zones”	Roux Associates
2011	Christine Sutkowski; ”Quantifying Riverine Surface Currents using Thermal Imagery and PIV”	RK&K
2010	Rebecca Aiken; “Spatio-Temporal Hydrodynamic Variability in a Tidal Channel”	URS
2010	Melissa Stewart; ”Effect of Angle on Thermal Imager Response to Surface Temperature”	U. Colorado
2008	Christina Lindemer; “Coastal Imaging at Cape May, New Jersey”	FEMA

UNDERGRADUATE RESEARCH

Time Frame	**Name**
2025	Abigail McCarthy
2023 - 2025	Jackson Vanness
2023 - 2025	Brenna Derby
2023	Julia Jacob
2023 - 2024	Julia Komorowski
2022 - 2024	Brooke Gaenzle
2022 - 2023	Harrison Fleetwood
2022	David Bogart
2022	Megan Hamilton

2022	Lillian Gilardi
2022	Mackenzie Hammel
2021 - 2022	Delaney Doran
2021	Heather Fettke von Koeckritz
2021	Benjamin Horney
2019 - 2022	Maya Eley
2019 - 2020	Taira Baldauf
2019 - 2020	Brendan Green
2019 - 2020	John Mercer
2019 - 2021	Emily Chapman
2019 - 2020	Rebecca Schurr
2019 - 2020	Aidan Kedzierski
2018 - 2019	Meagan Koutsandreas
2018 - 2020	Sydney Cargill
2018 - 2021	Kyle Rumaker
2018 - 2019	Eric Noe
2018 - 2019	Janelle Skaden
2018 - 2019	Shannon Brown
2018 - 2019	Rachel Schaefer
2018 - 2019	Mike Larner
2017 - 2018	Helena Garcia
2017 - 2018	Sean Duncan
2016 - 2017	Zach Irons
2016 - 2017	Stephen Napoli
2016 - 2017	David Polakoff
2016 - 2017	Michaela Maguire
2016	Darrell Kennedy
2016	Samuel Harry
2015 - 2017	Shannon Emrich
2015 - 2018	Emily Robison
2015	Jillian McKenna
2015	Douglas Krafft
2015	Zach Nerwinski
2015	Brian Lowe
2015	Katie Hutschenreuter
2015	Ryan Dayton
2014	Hannah Billian
2013 - 2014	Veronica Citerone
2013 - 2014	Adam DeJean
2013	Kaitlyn Gisonda
2013	Jack Cardinal
2012 - 2013	Rebecca Aiken
2011	Christine Sutkowski
2011	Lauren Munoz
2011	Sam Vaughan
2010	Doug Innocent

2010	Bob McGurk
2010	Raymond Strawley
2009	Sean Davis
2009 - 2010	Melissa Stewart
2009	Justin Seeney
2009	Tim Burke
2008	Jake Voorhees
2007 - 2008	Betsy Hicks
2007 - 2008	Christina Lindemer

TEACHING EXPERIENCE:

Coastal Seminar (CIEG865) Spring 2005-2009
Fluid Mechanics (CIEG305), Fall 2004-2011; 2012-2022, 2024
Fluid Mechanics Lab (CIEG306), Spring 2012-2016, Fall 2017-2020, 2024
Advanced Fluid Mechanics (CIEG405), Spring 2022-2024
Freshman Design (CIEG161), Spring 2008-2011, 2015, 2023, 2024
Intro to Engineering (EGGG101) Fall 2010
*Coastal Process*es (CIEG680), Spring 2005-2021, Fall 2022-
Matlab for Engineering Analysis (CIEG675), Spring 2007- 2018, Winter 2019, 2021, 2022, 2023, Winter 2025
University Studies (UNIV401, UNIV402) Fall, Spring 2007-
Graduate Seminar (CIEG865) Fall 2022-2024
Fluid Mechanics (CIEG305) Study Abroad: Melbourne Australia, Winter 2017
Matlab for Engineering Analysis (CIEG675) and *Coastal Processes and Resilience* (CIEG667) Study Abroad: Barbados, Winter 2024
Technical Communication in Coastal Engineering (CIEG667) Summer 2025

DEPARTMENT, COLLEGE, AND UNIVERSITY SERVICE:

2024 - 2025	Chairs Caucus Steering Committee
2023	UD ADVANCE training
2020 - 2025	Department Chair, Department of Civil, Construction, and Environmental Engineering
2020 - 2025	Order of the Engineer Ceremony
2020 - 2025	College of Engineering External Advisory Council Meetings
2020 - 2025	College of Engineering Leadership Team
2020	Guiding Coalition College planning committee
2020	Search committee: Cluster hire: Hydrological Systems
2020	Search committee Chair: Business administrator
2020 - 2025	University Chairs Caucus
2020 -	Blue and Golden Days and Decision Days
2019	College of Engineering Vistage Leadership Workshops
2019	College of Engineering Strategic Planning Committee
2019	College space retreat and engineering bldg. planning
2018 -	Mentor for junior and mid-level faculty
2018	Delaware Sea Grant Associate Director search committee

2018 -	College of Earth Ocean and Environment Promotion and Tenure Committee
2018	Delaware Sea Grant Research Coordinator search committee
2017 - 2020	Associate Chair, Department of Civil and Environmental Engineering
2017 - 2020	Director, Center for Applied Coastal Research
2017, 2018	Teaching pedagogy seminar for Iraqi Fulbright Scholars
2017	Delaware Sea Grant Coastal Processes Specialist search committee
2017	Delaware Sea Grant Executive Director search committee
2016	Structures faculty search committee
2016	Interviewer for CEE Laird Fellowship candidates
2015	UD video for Fulbright recruitment
2015	Interviewer for the University Distinguished Scholars event
2015	Proposal reviewer for UD student Fulbright proposal submissions
2014	Lecturer for US/Iraq visiting Fulbright scholars
2013	Initiation of formal collaboration between the University of Delaware and the Universidad Nacional Autonoma de Mexico
2013	UD CEE alumni awards committee member
2013	Marshall and Rhodes scholar interviews for honors program
2013	Search committee for academic advisor I position
2012	Served on two-year review committee for junior faculty member
2011	Search committee chair for Civil and Environmental Engineering CNTT position.
2010	New faculty orientation program panel member
2010, 2012-2014	Organizer for Chi Epsilon FE exam review session
2009 - 2013, 2015 -	Organizer for the Graduate School Forum
2008 - 2018	Advisor for Civil Engineering honors students
2007 - 2017	Civil and Environmental Engineering Undergraduate Education Committee
2008 - 2025	Civil and Environmental Engineering ABET Committee
2009 - 2010	Advisor for Delaworld for incoming honors students
2007 - 2017	Civil and Environmental Engineering Safety Committee
2005 - 2010	Faculty Senate
2004 - 2015	Chi Epsilon faculty advisor
2009	Environmental Engineering Faculty Search Committee
2006 -	Department tours
2005, 2007, 2008	Freshman orientation
2004	Department web page committee
2004	Department recruitment video

PROFESSIONAL SERVICE:

2025 - 2028	US/UK IIE Fulbright National Screening Committee
2025	Panelist: Smart Cities TechConnect “MEGA” Conference
2025	Panelist: THE Innovation and Impact Summit
2023 - 2025	Board of Coastal Engineering Research (USACE)
2023 -	Steering committee decadal workshop on coastal processes
2022 - 2024	Wisconsin Sea Grant Technical Advisory Board
2022 -	USCRP Technical Committee
2022 -	Organizing team for ICCE 2026 conference in Galveston, TX
2022 -	ASCE Civil Engineering Education Innovation Working Group
2021 - 2022	Guest editor for special issue on education and outreach underpinned by coastal processes in *Continental Shelf Research*
2021	Reviewer for Fondazione Cariparo; Italian funding agency
2020 -2 021	Organizer/Chair for the 7th Young Coastal Scientists and Engineers Conference – North America, Myrtle Beach, SC
2020 - 2024	Center for Inland Bays (Delaware) Scientific and Technical Advisory Committee
2020	Invited panelist for DNREC Delaware Coastal Management Program Strategic Planning
2020	USACE coastal hazards advisory board
2019	Organizing committee for 4th Symposium on Two-phase Modelling for Sediment Dynamics in Geophysical Flows, Newark, DE
2019 -	USACE Coastal Hazards System Technical Oversight Committee
2018 - 2023	Moderator for Coastal List (listserv)
2018	Steering committee for 5th Young Coastal Scientists and Engineers Conference – Americas, Merida, Mexico
2017 - 2018	Local organizing committee for the 36th International Conference on Coastal Engineering, Baltimore, MD
2017	Organizer and co-chair for the Mid-Atlantic Rip Current and Beach Safety Workshop, Lewes, DE
2017	Steering committee for 4th Young Coastal Scientists and Engineers Conference – Americas, Dauphin Island, AL
2017	Abstract reviewer for the Coastal Dynamics Conference
2016	Steering committee for 3rd Young Coastal Scientists and Engineers Conference – Americas, Kingston, Ontario
2015	Organizer/Chair for the 2nd Young Coastal Scientists and Engineers Conference – North America, Newark, DE
2015	Panel reviewer for National Science Foundation, OCE
2015	NJDEP rip current awareness and surf zone injury conference
2014	Organizer/Chair for the 1st Young Coastal Scientists and Engineers Conference – North America, Newark, DE
2014	Organizer/Chair for the 2nd International Workshop on Swash Zone Processes, University of Delaware, Newark, DE
2014	SERDP planning meeting (Arlington, VA)
2012 - 2014	US/UK Fulbright proposal review panel

2012	Organized meeting between UD, USACE and DNREC personnel regarding coastal processes at Indian River Inlet
2012	Chair for swash zone session at the ICCE meeting
2012	Abstract review committee for Coastal Sediments
2009 - 2020	Associate Editor for *Journal of Waterway, Port, Coastal and Ocean Engineering*
2009	Mentor for the ExCEEd teaching workshop
2008	Session chair for AGU Ocean Sciences Meeting
2008	Field reviewer for the Naval Research Laboratory (NRL) Postdoctoral Fellowship
2007 - 2009	Abstract reviewer for IEEE conferences
2007	ONR DRI workshops in Hawaii, Korea and Washington
2006	Organizer of workshop on Integrated Study of Swash Zone Processes held in Honolulu, HI
2006	Guest editor for special issue on swash zone processes in *Continental Shelf Research*
2005	Organizer/Chair of workshop on Integrated Study of Swash Zone Processes held at the University of Delaware
2004	Organizer/Chair for the 1st International Workshop on Swash Processes, Lisbon, Portugal
2004 -	Reviewer for *Coastal Engineering, Coastal Futures, Continental Shelf Research, Estuarine, Coast and Shelf Science, Geo-Marine Letters, Geophysical Research Letters, IEEE Transactions on Geoscience and Remote Sensing, IEEE Journal of Oceanic Engineering, Journal of Coastal Research, Journal of Coastal and Hydraulic Structures, Journal of Fluid Mechanics, Journal of Geophysical Research, Journal of Hydraulic Research, Journal of Hydraulic Engineering, Journal of Marine Science and Engineering, Journal of Waterways, Ports, Coasts and Ocean Engineering, Marine Geodesy, Marine Geology, Ocean Engineering, Water Resources Research, European Journal of Mechanics B/Fluids, Safety Science, Earth Surface Processes and Landforms, American Journal of Physics.*
2004 -	Proposal reviewer for the National Science Foundation (OCE, CBET, MGG, NEES, EAR and CAREER), Ohio Sea Grant, Texas Sea Grant, Washington Sea Grant, South Carolina Sea Grant, Wisconsin Water Resources Institute, Hong Kong Research Grants Council, Fulbright, SERDP, NOAA, USACE, the Netherlands VIDI Award, ERDC, Hudson River Foundation, Fondazione, Swiss National Science Foundation
2017 -	Reviewer for tenure and promotion cases for numerous universities

OTHER SERVICE:

2025	Lego League demonstrations – autonomous vessel and buoyancy
2025	Autonomous surveying discussion at Thurgood Marshall Elementary

2024	Lego League demonstrations - sensors
2024	Newark Charter High School Beyond the Classroom Educational Series
2020 - 2022	Center for Inland Bays Strategic Advisory Committee
2019	Making Waves in the Classroom wave flume delivery and high school presentations
2018	Cangineering outreach with Thurgood Marshall Elementary
2018	Guest reader at Thurgood Marshall Elementary
2017	Coastal engineering presentation to Science and Engineering Apprenticeship Program (SEAP) students at Naval Surface Warfare Center, Philadelphia
2017 - 2021	Wave tank delivery and simulations at the Naval Surface Warfare Center, Philadelphia
2016	Wave tank delivery and simulations for National Ocean Sciences Bowl preparation (Newark Charter High School)
2015	Beach safety meeting with mayoral council of Cape May City, NJ
2015	15-second science video for DE Sea Grant and beach safety
2015	5th grade science night demonstration and presentation at Newark Charter Elementary School
2014	Assisted with FutureCities team from Holy Angels School
2014 - 2015	Thurgood Marshall Elementary science fair judge
2013	Thurgood Marshall Elementary science fair mentoring for 4th grade students with Chi Epsilon members
2013	Thurgood Marshall Elementary school STEM night
2013	Portable wave flume presentations given to 4th grade students at the Make A Splash Event at the St. Jones DNERR
2011	Waves and Tides on Beaches session (2 hours) presented to more than fifty year 5 students at Looe Primary School, Cornwall, UK
2011	Organizer and faculty advisor (Chi Epsilon) for pedestrian bridge building service-learning project in hurricane Katrina damaged Oceans Springs, MS. Secured funding from University of Delaware's office of service learning to help fund project
2011	Sea Grant sponsored talks (lunch and learn series and science presentation) at Cape Henlopen State Park
2010	Organizer and faculty advisor (Chi Epsilon) for observation tower structural enhancement and wetlands restoration service-learning project in hurricane Katrina damaged Waveland, MS. Secured funding from University of Delaware's office of service learning to help fund project
2009 - 2025	Portable wave flume modules and demonstration for science and math education at McKean, A.I. DuPont, Conrad High and Newark Charter High Schools
2009	Beach erosion flume experiments with 6th grade students
2008, 2009	Assisted beach erosion team for Lego League competition
2008	Helped elementary school teams at the Lego Robotics competition
2008	Habitat for Humanity effort with Chi Epsilon members

2007, 2009	Coastal Cleanup with the University of Delaware's Chi Epsilon chapter
2006	Assisted with ENGINEERING CONCEPTS TO ENHANCE MATH/SCIENCE/TECH ED CURRICULA: A Workshop for Secondary School Teachers
2006	met with ECyberResearch junior high team for rip current studies
2006, 2008	Developed summer science modules for middle school students (through Engineering Outreach)
2005 -	Coast Day demonstrations
2005 -	Demonstrations to local elementary and junior high school students describing beach processes

IN THE NEWS:

2024	UDaily article about USCRP-funded swash zone research
2023	UDaily article on Barbados study abroad program
2023	CEE news article on dune vegetation and storms
2022	UDaily article on USACE DEEDS project on hybrid living shorelines
2022	UDaily article on ESTCP project on total water levels
2020	UDaily article on NSF and SERDP projects related to sensor development and munitions mobility in the nearshore
2020	Delaware Beach Life article on bay swimming safety
2019	Sea Grant article on surf zone injuries related to publication in Natural Hazards
2019	UDaily article on Making Waves in the Classroom ONR project
2019	Story on NBC news in Florida on using the wave flume in Barron Collier high School
2019	Interviewed by Barron Collier School District, Naples, FL on use of wave flumes for coastal engineering education
2018	Interviewed by WHYY on the Pea Patch Island ship wake project
2018	Interviewed by the NewsJournal during winter storm regarding beach erosion
2017	Interviewed by WDEL radio station regarding beach safety
2017	Interviewed by the Cape Gazette for rip current and beach safety
2016	Interviewed by Philadelphia Magazine for the Surf Zone Injury project.
2015	UDaily article on SERDP-funded munitions project
2015	Interviewed by WDDE.org (Delaware NPR station) on SERDP-funded munitions project
2015	Interviewed by WBOC-TV regarding the 2015 surf zone injury study
2015	Interviewed by the News Journal in relation to the surf zone injury study along the Delaware coast
2015	Interviewed by Delaware Beach Life Magazine in relation to beach slope variability along the Delaware coast
2015	Interviewed by The Review on the use of unmanned aerial vehicles

2015	Interviewed by Delaware Coast Press in relation to tidal mudflat study
2015	UDaily article on thermal infrared imagery for tidal mud flat elevations
2014	UDaily article on the surf zone injury study
2014	Philadelphia inquirer article on surf zone injuries
2014	Interviewed by the Cape Gazette for research related to surf zone injuries
2014	WHYY radio interview on surf zone injuries
2014	West Hawaii newspaper article on surf zone injuries
2013	UDaily article on tidal flow in Kent County Delaware
2012	Interviewed by NewsJournal regarding Hurricane Sandy
2011	National Geographic Canada, BBC and roughly 30 other new agencies reporting on sediment transport study at Perranporth beach UK
2011	Interviewed by WDEL radio station regarding beach erosion
2008	Interviewed for coastal processes section for DNREC informational video
2006	Assisted NOAA film crew for rip current video
2006	Interviewed by Cape Gazette in Rehoboth Beach, DE
2005	Rip current demonstration and interview for CBS morning show
2005	Interviewed by LA Times regarding rip currents

PROFESSIONAL AFFILIATIONS:

American Geophysical Union
American Shore and Beach Preservation Association
American Society of Civil Engineers
American Society of Engineering Education
Chi Epsilon

FIU Board of Trustees

February 26, 2026

Subject: Program Termination: Bachelor of Arts in Latin American and Caribbean Studies

---

Proposed Action:

Florida International University Board of Trustees termination of the Bachelor of Arts in Latin American and Caribbean Studies.

Background Information:

Due to declining student demand and in order to better support Board of Governors' goals concerning degree productivity, faculty in the Steven J. Green School of International and Public Affairs propose to terminate the Bachelor of Arts (BA) in Latin American and Caribbean Studies (classification of instructional programs [CIP] code: 05.0134).

Seven students currently are enrolled in the BA in Latin American and Caribbean Studies. These students have been given the option to (1) remain enrolled in the degree, completing the program by a final phase-out term of Fall 2031, or (2) change into a related degree program (e.g., the BA in Global Studies program).

Section (1d) of Board of Governors Regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments states, in relevant part, that each university Board of Trustees has the responsibility and authority to approve the termination of degree programs at all levels (with the exception of master's degree programs in nursing).

Supporting Documentation: Board of Governors, State University System of Florida Academic Degree Program Termination Form: Bachelor of Arts in Latin American and Caribbean Studies

Southern Association of Colleges and Schools Commission on Colleges Notification Letter, dated February 20, 2026

Facilitator/Presenter: Elizabeth M. Bejar

This page intentionally left blank.

STATE UNIVERSITY SYSTEM OF FLORIDA

Academic Degree Program Termination
In Accordance with Board of Governors Regulation 8.012,
Academic Program Termination and Temporary Suspension of New Enrollments

Institution: Florida International University

Program Name: Latin American and Caribbean Studies

Degree Level(s): Bachelor of Arts **CIP Code**: 05.0134

Effective term for termination: Summer 2026
First term when no new students will be accepted into the program

Anticipated phase-out term: Fall 2031
First term when no student data will be reported for this program

Each university board of trustees has the responsibility and authority to approve termination of degree programs at the undergraduate, graduate, and professional levels with the exception of master's degree programs in nursing, which must be approved by the Board of Governors in accordance with Board Regulation 8.008. Upon termination of a degree program, the university will submit to the Board of Governors' office a request for termination prior to the start of the effective term. Upon resolution of any outstanding issues regarding the program's termination, the change will be added to the State University System Academic Degree Program Inventory, and a letter of notification shall be provided to the institution.

1. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2030 System Strategic Plan, "SUS 30 Extraordinary Impact?"

Programs of Strategic Emphasis List

☐ Yes, it does qualify as a Program of Strategic Emphasis.

XX No, it does not qualify as a Program of Strategic Emphasis.

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

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

☐ Yes. If yes, students in the program are eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008.

XX No

2. Was the program identified by Board staff as not meeting the degree productivity threshold on the degree productivity report?

XX Yes

☐ No

3. Will this degree program be offered as a major under a different CIP code?

☐ Yes. If yes, what will the new CIP be for this major? CIP _____

XX No

4. Provide a narrative rationale for the request to terminate the program.

   Despite marketing and recruiting efforts, enrollment in the Bachelor of Arts (BA) in Latin American and Caribbean Studies program has declined over the past several years. Therefore, Florida International University (FIU) made the decision to close this program.

5. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

   The program historically has been offered at the main Modesto A. Maidique Campus. The proposed termination will not have an impact on enrollment, enrollment planning, or the reallocation of resources.

6. Explain how the university intends to accommodate any students or faculty currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.

   Students currently enrolled in the BA in Latin American and Caribbean Studies program have been informed (via email and through sessions with advisors) of the plan to close the degree program. Students may either remain enrolled in the current BA in Latin American and Caribbean Studies program or change into a related degree program (e.g., the BA in Global Studies program). To accommodate those students who choose to remain enrolled in the BA in Latin American and Caribbean Studies program, FIU will allow a 6-year period for program completion (by Fall 2031). Faculty voted to close the program; therefore, they are informed of the intent to terminate the program.

7. Provide the date the teach-out plan was submitted to the institution's accreditor. Include a copy of the notification letter with your submission.

   On February 20, 2026, FIU submitted the teach-out plan to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A copy of the letter is included with this submission.

8. Identify the process for evaluating and mitigating any potential negative impact of the proposed action on the current representation of faculty and students in the program.

   To accommodate current students, FIU plans to allow a 6-year period for program completion, minimizing disruption in student progression to degree. Students who wish to remain enrolled in the BA in Latin American and Caribbean Studies will be able to finish their current program of study without additional cost.

   Faculty members will be unaffected by this degree closure. They will remain in the faculty of the Steven J. Green School of International and Public Affairs, continuing to

teach courses offered as part of the BA in Latin and Caribbean Studies for those students choosing to complete the degree.

9. If this is a baccalaureate program, explain how and when the Florida College System institutions have been notified of its termination so that students can be notified accordingly.

   Once the university's Board of Trustees approves the close of the BA in Latin American and Caribbean Studies, FIU's Transfer and Transition Services team will notify Florida College institutions of the planned changes to close the program and will guide prospective students to other degree options. The Office of University Admissions will update all publications, printed and online.

   FIU's Transfer and Transition Services collaborates with all Florida College System institutions to facilitate FIU access through the Connect4Success program. Students learn early in the AA program of FIU's online Transfer Guides, which will clarify that although the BA in Latin American and Caribbean Studies is closing, other related degree options are available. FIU's partnerships with Miami Dade College, Broward College, and Palm Beach State College provide students with FIU bridge advisors who facilitate seamless transition to FIU.

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____

This page intentionally left blank.

FLORIDA INTERNATIONAL UNIVERSITY
Academic Planning & Accountability

February 20, 2026

Stephen L. Pruitt, PhD
President
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, Georgia 30033-4497

Dear Dr. Pruitt:

Due to declining student demand, on February 17, 2026, the Florida International University (FIU) Faculty Senate made the decision to close the Bachelor of Arts (BA) in Latin American and Caribbean Studies. The FIU Board of Trustees has the authority to give final approval for degree closures; the termination of the BA in Latin American and Caribbean Studies is slated for Board of Trustees discussion and approval on February 26, 2026.

In accordance with the Substantive Change Policy and Procedures for institutions accredited by the SACSCOC, FIU now seeks approval of its teach-out plan for the BA in Latin American and Caribbean Studies, which includes the following components:

1. ***Provide the closure date, defined by SACSCOC as the date when students are no longer admitted.***

   May 11, 2026

2. ***Provide a communication plan to inform all affected parties of the closure to include***

   a. How each of the following will be informed for the closure:

   i. Currently enrolled students,

   Seven students are currently enrolled in the BA in Latin American and Caribbean Studies program. The program director and advisors in the Steven J. Green School of International and Public Affairs have informed these students (via email, phone, or face-to-face communication) of the plans to close the degree program. Currently enrolled students have been given the option of (1) remaining enrolled in the current BA in Latin American and

Caribbean Studies program or (2) changing into a related degree program (e.g., the BA in Global Studies program). To accommodate those students who choose to remain enrolled in the BA in Latin American and Caribbean Studies program, FIU plans to allow a 5-year period for program completion: these students will be given the option to complete their degree requirements by Fall 2031.

ii. Students with lapsed enrollment (i.e., not currently enrolled but recently enrolled), and

Via email, the program director and advisors informed students with lapsed enrollment of the option to reenroll in the BA in Latin American and Caribbean Studies and complete their course of study by the end of Fall 2031, or to change into a related degree program.

iii. Prospective students.

Should prospective applicants inquire about the BA in Latin American and Caribbean Studies, faculty will communicate that students can still pursue their interest through other degree programs that FIU offers, including the BA in Global Studies.

b. How faculty and staff will be informed, viz., admissions and recruiting / marketing staffs; and

Faculty in the Steven J. Green School of International and Public Affairs voted to close the program and therefore do not need to be informed. Faculty informed staff of the closure.

The Office of Admissions will permanently remove from the institutional admissions portal the option to apply to the BA in Latin American and Caribbean Studies. All proposals for curricular changes (including the proposal to close the BA in Latin American and Caribbean Studies) are posted to the university's curriculum website, to which all faculty and staff have access. Additionally, Faculty Senate motions (including those motions related to approval of curriculum bulletins) are posted publicly on the Faculty Senate website.

c. ***How community or industry partners will be informed. If not applicable, provide an affirmative statement to that effect.***

Not applicable. No community or industry partners will be affected by this closure.

3. ***If the institution is providing options for students to complete at another institution(s), provide copies of all planned communication from the institution***

and from the teach-out institution(s) related to the closure. All communication must demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s) and disclose tuition, fees, and other costs at the teach-out institution(s).

Not applicable. No students need to complete the program at other institutions.

4. ***An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.***

   To accommodate current students, FIU plans to allow a 5-year period for program completion, minimizing disruption in student progression to degree. Students who wish to remain enrolled in the BA in Latin American and Caribbean Studies will be able to finish their current program of study without additional cost.

5. ***An explanation of whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified.***

   Not applicable. Students will not be subject to additional charges or expenses.

6. ***Copies of signed teach-out agreements with other institutions, if applicable.***

   Not applicable. No copies of teach-out agreements exist.

7. ***A description of how faculty and staff will be redeployed or helped to find new employment.***

   Not applicable. No faculty or staff will be terminated as a result of the decision to close the program.

Let me affirm that the closure of the BA in Latin American and Caribbean Studies will have no adverse effect upon FIU students, faculty, or staff. Please contact me should you have questions regarding this substantive change. I look forward to receiving SACSCOC approval of the proposed teach-out plan.

Sincerely,

Jennifer L. Restrepo

Jennifer L. Restrepo, PhD, LAT, ATC
Assistant Vice President for Academic Planning and Accountability
SACSCOC Liaison

C: Jeanette Nuñez, MPA, President

This page intentionally left blank.

FIU Board of Trustees

February 26, 2026

Subject: Program Termination: Bachelor of Arts in Global Educational Studies

---

Proposed Action:

Florida International University Board of Trustees termination of the Bachelor of Arts in Global Educational Studies.

Background Information:

Due to declining student demand and in order to better support Board of Governors' goals concerning degree productivity, faculty in the College of Arts, Sciences, and Education propose to terminate the Bachelor of Arts (BA) in Global Educational Studies (classification of instructional programs [CIP] code: 13.0701).

No students are currently enrolled in this program. Several of the courses offered as part of the BA in Global Educational Studies will continue to be offered as part of other degrees, including the BA in Liberal Studies and the BA in Interdisciplinary Studies. Therefore, prospective students interested in Global Educational Studies can still pursue their interest in this field of study, albeit as part of a different degree.

Section (1d) of Board of Governors Regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments states, in relevant part, that each university Board of Trustees has the responsibility and authority to approve the termination of degree programs at all levels (with the exception of master's degree programs in nursing).

Supporting Documentation: Board of Governors, State University System of Florida Academic Degree Program Termination Form: Bachelor of Arts in Global Educational Studies

Southern Association of Colleges and Schools Commission on Colleges Notification Letter dated February 20, 2026

Facilitator/Presenter: Elizabeth M. Bejar

This page intentionally left blank.

STATE UNIVERSITY SYSTEM OF FLORIDA

Academic Degree Program Termination
In Accordance with Board of Governors Regulation 8.012,
Academic Program Termination and Temporary Suspension of New Enrollments

Institution: Florida International University

Program Name: Global Educational Studies

Degree Level(s): Bachelor of Arts **CIP Code**: 13.0701

Effective term for termination: Summer 2026

First term when no new students will be accepted into the program

Anticipated phase-out term: Summer 2026

First term when no student data will be reported for this program

Each university board of trustees has the responsibility and authority to approve termination of degree programs at the undergraduate, graduate, and professional levels with the exception of master's degree programs in nursing, which must be approved by the Board of Governors in accordance with Board Regulation 8.008. Upon termination of a degree program, the university will submit to the Board of Governors' office a request for termination prior to the start of the effective term. Upon resolution of any outstanding issues regarding the program's termination, the change will be added to the State University System Academic Degree Program Inventory, and a letter of notification shall be provided to the institution.

1. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2030 System Strategic Plan, "SUS 30 Extraordinary Impact?"

Programs of Strategic Emphasis List

☐ Yes, it does qualify as a Program of Strategic Emphasis.

XX No, it does not qualify as a Program of Strategic Emphasis.

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

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

☐ Yes. If yes, students in the program are eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008.

XX No

2. Was the program identified by Board staff as not meeting the degree productivity threshold on the degree productivity report?

XX Yes

☐ No

3. Will this degree program be offered as a major under a different CIP code?

☐ Yes. If yes, what will the new CIP be for this major? CIP _____

XX No

4. Provide a narrative rationale for the request to terminate the program.

   Despite efforts to recruit students for the Bachelor of Arts (BA) in Global Educational Studies, enrollment has declined over several years; therefore, Florida International University (FIU) made the decision to close this program. No student has been enrolled in the program since Fall 2024.

5. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

   The program historically has been offered at the main Modesto A. Maidique Campus. The proposed termination will not have an impact on enrollment, enrollment planning, or the reallocation of resources.

6. Explain how the university intends to accommodate any students or faculty currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.

   There are currently no students enrolled in this program. Faculty voted to close the program; therefore, they were informed of the intent to terminate the program.

7. Provide the date the teach-out plan was submitted to the institution's accreditor. Include a copy of the notification letter with your submission.

   On February 20, 2026, FIU submitted the teach-out plan to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A copy of the letter is included with this submission.

8. Identify the process for evaluating and mitigating any potential negative impact of the proposed action on the current representation of faculty and students in the program.

   As previously indicated, no students have been enrolled in the BA in Global Educational Studies program for several years; therefore, closing this program will have no negative impact on students.

   Faculty members will be unaffected by this degree closure. They will remain on the faculty of the College of Arts, Sciences, and Education and will continue to teach courses. Several of the courses taught as part of the BA in Global Educational Studies will continue to be offered as part of other degrees, including the BA in Liberal Studies and the BA in Interdisciplinary Studies.

9. If this is a baccalaureate program, explain how and when the Florida College System institutions have been notified of its termination so that students can be notified accordingly.

Once the university's Board of Trustees approves the close of the BA in Global Educational Studies, FIU's Transfer and Transition Services team will notify Florida College institutions of the planned changes to close the program and will guide prospective students to other degree options. The Office of University Admissions will update all publications, printed and online.

FIU's Transfer and Transition Services collaborates with all Florida College System institutions to facilitate FIU access through the Connect4Success program. Students learn early in the AA program of FIU's online Transfer Guides, which will clarify that although the BA in Global Educational Studies is closing, other related degree options are available. FIU's partnership with Miami Dade College, Broward College, and Palm Beach State College provide students with FIU bridge advisors who facilitate seamless transition to FIU.

Required Signatures

Provost's Signature _____ Date _____

Board of Trustees Chair's Signature _____ Date _____

Date Approved by the Board of Trustees _____

This page intentionally left blank.

FIU | FLORIDA INTERNATIONAL UNIVERSITY
Academic Planning & Accountability

February 20, 2026

Stephen L. Pruitt, PhD
President
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, Georgia 30033-4497

Dear Dr. Pruitt:

Due to declining student demand, on February 17, 2026, the Florida International University (FIU) Faculty Senate made the decision to close the Bachelor of Arts (BA) in Global Educational Studies. The FIU Board of Trustees has the authority to give final approval for degree closures; the termination of the BA in Global Educational Studies is slated for Board of Trustees discussion and approval on February 26, 2026. No student has been enrolled in the program in several years.

In accordance with the Substantive Change Policy and Procedures for institutions accredited by the SACSCOC, FIU now seeks approval of its teach-out plan for the BA in Global Educational Studies, which includes the following components:

1. ***Provide the closure date, defined by SACSCOC as the date when students are no longer admitted.***

   May 11, 2026

2. ***Provide a communication plan to inform all affected parties of the closure to include***

   a. How each of the following will be informed for the closure:

   i. Currently enrolled students,

   Not applicable. No students are currently enrolled in this program.

   ii. Students with lapsed enrollment (i.e., not currently enrolled but recently enrolled), and

   Not applicable. There are no recently enrolled students with lapsed enrollment.

   iii. Prospective students.

   Several of the courses offered as part of the BA in Global Educational Studies will continue to be offered as part of other degrees, including the BA in Liberal Studies

and the BA in Interdisciplinary Studies. Should prospective applicants inquire about the BA in Global Educational Studies, faculty will communicate that students can still pursue their interest in this field of study, albeit as part of a different degree.

b. How faculty and staff will be informed, viz., admissions and recruiting / marketing staffs; and

Faculty in the College of Arts, Sciences, and Education voted to close the program, and therefore did not need to be informed. Faculty informed staff of the closure.

The Office of Admissions will permanently remove from the institutional admissions portal the option to apply to the BA in Global Educational Studies. All proposals for curricular changes (including the proposal to close the BA in Global Educational Studies) are posted to the university's curriculum website, to which all faculty and staff have access. Additionally, Faculty Senate motions (including those motions related to approval of curriculum bulletins) are posted publicly on the Faculty Senate website.

c. ***How community or industry partners will be informed. If not applicable, provide an affirmative statement to that effect.***

Not applicable. No community or industry partners will be affected by this closure.

3. ***If the institution is providing options for students to complete at another institution(s), provide copies of all planned communication from the institution and from the teach-out institution(s) related to the closure. All communication must demonstrate the institutions are making accurate statements about students' ability to transfer credits to the teach-out institution(s) and disclose tuition, fees, and other costs at the teach-out institution(s).***

Not applicable. No students need to complete the program at other institutions.

4. ***An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.***

Not applicable. No students are enrolled in the program.

5. ***An explanation of whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students will be notified.***

Not applicable. No students are enrolled in the program.

6. ***Copies of signed teach-out agreements with other institutions, if applicable.***

Not applicable. No copies of teach-out agreements exist.

7. ***A description of how faculty and staff will be redeployed or helped to find new employment.***

Not applicable. No faculty or staff will be terminated as a result of the decision to close the program.

Let me affirm that the closure of the BA in Global Educational Studies will have no adverse effect upon FIU students, faculty, or staff. Please contact me should you have questions regarding this substantive change. I look forward to receiving SACSCOC approval of the proposed teach-out plan.

Sincerely,

Jennifer L. Restrepo, PhD, LAT, ATC
Assistant Vice President for Academic Planning and Accountability
SACSCOC Liaison

C: Jeanette Nuñez, MPA, President

This page intentionally left blank.

FIU Board of Trustees

February 26, 2026

Subject: Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

---

Proposed Action:

Florida International University Board of Trustees approval of the proposed amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct, and delegation of authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors or as a result of the regulation-making process.

Background Information:

This Regulation is being updated to reflect recent changes to the University's Interim Title IX Coordinator position and the addition of Deputy Title IX Coordinators. Updates also include minor corrections of scrivener's errors.

Florida Board of Governors Regulation 1.001(5)(a), University Board of Trustees Powers and Duties, provides, in relevant part, that each boards of trustees shall provide for the establishment of "the personnel program for all the employees of the university, including ... standards for performance and conduct,... disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment."

Florida Board of Governors Regulation 1.001(3)(j)(l) provides, in relevant part, that each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedures adopted by the Board of Governors; and each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students and campus visitors.

Florida Board of Governors Regulation 6.0105(8), Student Conduct and Discipline, in relevant part, requires university Boards of Trustees to incorporate minimum standards into any process that evaluates whether a student is responsible for sexual misconduct, gender-based discrimination, sexual harassment, sexual assault, dating violence, domestic violence, or stalking.

Supporting Documentation: Proposed Amendment to Regulation FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

Facilitator/Presenter: Elizabeth M. Bejar

This page intentionally left blank.

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FLORIDA BOARD OF GOVERNORS

NOTICE OF PROPOSED AMENDMENT TO REGULATION

REGULATION NO.: FIU-105

REGULATION TITLE: Sexual Harassment (Title IX) and Sexual Misconduct

SUMMARY: This regulation is being updated to reflect changes to the Title IX Coordinator, Deputy Title IX Coordinators and to correct grammatical errors.

TEXT OF REGULATION: The full text of the Proposed Amendment to Regulation can be viewed below and on the website of The Florida International University Board of Trustees, http://regulations.fiu.edu. If you would like a copy of the proposed Regulation, please contact Eli Deville, Departmental Administrator, Office of the General Counsel, devillee@fiu.edu, 305.348.2103.

AUTHORITY: Florida Board of Governors Regulation 1.001(3)(j)-(l), 6.0105(8).

NAME OF PERSON INITIATING PROPOSED REGULATION:
Dr. Elizabeth Bejar, Provost, Executive Vice President and Chief Operating Officer.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED AMENDMENT TO REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

THE CONTACT PERSON REGARDING THIS REGULATION IS:
Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199, Email: devillee@fiu.edu | Phone: 305.348.2103 | Fax: 305.348.3272

DATE OF PUBLICATION: January 26, 2026

THE FULL TEXT OF THE PROPOSED AMENDED REGULATION IS PROVIDED BELOW.

FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

I. POLICY STATEMENT

Florida International University (the University) is committed to encouraging and sustaining a learning and living environment that is free from discrimination based on sex-. Discrimination based on sex encompasses Sexual Misconduct, Sexual Harassment, Domestic Violence, Dating Violence, Stalking and/or any other form of discrimination based on sex protected by applicable law. The University has developed this regulation applicable to the entire University Community (i.e., students, student organizations, faculty, staff, affiliated third parties, and visitors) prohibiting discrimination based on sex consistent with Title IX of the Education Amendments of 1972 (Title IX), relevant provisions of the Violence against Women Reauthorization Act of 2013 (VAWA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), along with all applicable implementing regulations, and other applicable federal and state laws.

The University has identified two areas that are under the purview of this Regulation: Sexual Harassment as defined by Title IX and Sexual Misconduct. Sexual Harassment applies to alleged harassment, violence, and/or prohibited discrimination that occurs in a University education program or activity in the United States. This refers to locations, events, or circumstances over which the University had substantial control over both the Respondent and the context in which such incidents occurred, and also includes buildings owned by or controlled by a student organization that is officially recognized by the University. Sexual Misconduct applies to alleged harassment, violence, and/or prohibited discrimination that occurs in or outside a University education program or activity, regardless of location.

All members of the University community are expected to conduct themselves in a manner that does not infringe upon the rights of others and is consistent with this regulation. The Regulation is not meant to inhibit or prohibit educational content or discussions protected by academic freedom or the First Amendment, the Fifth and Fourteenth Amendments, or any other rights guaranteed by the U.S. Constitution.

The University emphasizes the importance of treating Complainants and Respondents equitably upon receipt of a Formal Complaint. There is a presumption that the Respondent is Not Responsible for the alleged conduct until Final Agency Action.

II. TITLE IX COORDINATORS

The ***Title IX Coordinator*** is:

- knowledgeable and trained in University policies and procedures and relevant state and federal laws;
- responsible for coordinating the effective implementation of Supportive Measures;
- responsible for responding to concerns raised by the Deputy Title IX Coordinator(s), University Police, or Mandatory Reporters;
- responsible for overseeing investigations of alleged violations of this Regulation;
- responsible for ensuring the effective implementation of this Regulation, including

monitoring compliance with all procedural requirements, recordkeeping, and timeframes;
- responsible for overseeing training, prevention, education efforts, and periodic reviews of climate and culture; and
- responsible for maintaining all reports of possible violations of this Regulation and reviews such reports and complaints for systemic patterns that need to be addressed.

The University's Interim Title IX Coordinator is:

Emmanuele A. Bowles, Ed.D.~~Jacqueline Moise Gibbs~~
Office of Civil Rights Compliance and Accessibility (CRCA)
11200 SW 8th Street, PC 220, Miami, FL 33199
Phone: (305) 348-2785 | Email: archange@fiu.edu~~jmoisegi@fiu.edu~~

The Title IX Coordinator has designated Deputy Title IX Coordinators to assist in fulfilling the Title IX Coordinator duties. The Deputy Title IX Coordinators are:

- Jacqueline Moise Gibbs
  Office of Civil Rights Compliance and Accessibility (CRCA)
  11200 SW 8th Street, PC 220, Miami, FL 33199
  Phone: (305) 348-2785 | Email: jmoisegi@fiu.edu
- Heidi Louisy, Ph.D., Director
  Employee & Labor Relations (ELR)
  11200 SW 8th Street, PC 236, Miami, FL 33199
  Phone: (305) 348-4186 | Email: elr@fiu.edu
- Kevin Kendrick, Ed.D., Senior Associate Athletic Director
  University Compliance
  Ocean Bank Convocation Center
  11200 SW 8th Street, Room 154, Miami, FL 33199
  Phone: (305) 348-2843 | Email: kevin.kendrick@fiu.edu mailto:
- Devin Parra, Assistant Dean of Students
  Student Conduct and Academic Integrity (SCAI)
  11200 SW 8th Street, GC 311, Miami, FL 33199
  Phone: (305) 348-3939 | Email: dmparra@fiu.edu
- Yoruba T. Mutakabbir, Ph.D., Director of Organizational Development
  Faculty Leadership & Success
  11200 SW 8th Street, PC 230, Miami, FL 33199
  Phone: (305) 348-4270 | Email: yoruba.mutakabbir@fiu.edu

The Title IX Coordinator, Deputy Title IX Coordinators, investigators, Hearing Officer(s), and the Hearing Body are properly trained based on their roles. Training includes what constitutes Sexual Harassment and Sexual Misconduct, the scope of the University's education programs and activities, how this Regulation is implemented, how to conduct an investigation and grievance process, including hearings, appeals, and alternative resolution processes, as applicable, and how to serve impartially including by avoiding pre-judgment of the facts at issue, conflicts of interest and bias, any technology to be used at a live hearing, issues of relevance of

questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, and relevance to create an investigative report that fairly summarizes relevant evidence.

The Title IX Coordinator, investigators, ~~and~~ Hearing Officer(s), and Hearing Body will be free of actual or reasonably perceived conflicts of interest and biases for or against any party.

Concerns about the University's application of this Regulation may be addressed to the following offices below and/or to the Deputy Title IX Coordinators listed above.

- FIU Office of University Compliance and Integrity
  (305) 348-2216 | Email: compliance@fiu.edu
- U.S. Equal Employment Opportunity Commission
  (800) 669-4000
- U.S. Department of Education, Office of Civil Rights
  (800) 421-3481

III. DEFINITIONS

Actual knowledge – Verbal or written notice of Sexual Harassment or Sexual Misconduct or allegations of Sexual Harassment or Sexual Misconduct to the Title IX Coordinator or Mandatory Reporter.

Advisor - Any person chosen by the Complainant or Respondent to assist throughout the Sexual Harassment or Sexual Misconduct process (e.g., faculty, staff, parent/guardian, attorney, friend, alumni, or any other person who is not a Witness in the process).

Alternative Resolution Agreement – An alternative to the formal process that is a voluntary, structured interaction between involved parties and a facilitator that can be utilized to resolve the allegations following the filing of a Formal Complaint and prior to a final determination. The Alternative Resolution Process is intended to be flexible while also providing for a full range of possible outcomes.

Appellate Officer - The Chief Student Affairs Officer or designee for student Respondents or the Vice President for Human Resources or designee for non-student Respondents.

Business Day - A day when the University is open for regular business operations from 8:30 a.m. to 5:00 p.m. Eastern Time. For emailed correspondence, the day of delivery is not included in a designated time period. In computing any time period specified in this Regulation, the day of the event, act, or default that initiates the period shall be excluded.

Complainant - Any individual who is alleged to be a victim of conduct that could constitute behavior prohibited by this Regulation.

Consent - A clear, knowing, and voluntary agreement to engage in specific sexual activity at the time of the activity. Consent can be communicated by words or actions as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity. Consent must be ongoing throughout the sexual activity and can

be withdrawn at any time. Sexual contact must cease immediately once withdrawal of consent is clearly communicated.

- Consent must be active, not passive.
- Lack of protest or resistance does not mean consent has been granted, nor does silence mean consent has been granted.
- Within each sexual encounter, there may be separate individual sexual acts involved, and consent to one act and/or person(s) by itself does not constitute consent to another act and/or person(s).
- The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never, by itself, be assumed to be an indicator of consent for any current or future sexual encounter; even in the context of a relationship, there must be mutual consent.
- If coercion or force is used, there is no consent.
- If a person is incapacitated so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent. This may be affected by conditions due to age, alcohol or drug consumption, unconsciousness, being asleep, or physical or developmental disabilities.
- Whether one has taken advantage of a position of influence over another can be a factor in determining whether there was consent.
- In order to give consent, one must be of legal age.
- The question of what the Respondent should have known as to whether the Complainant was incapacitated is objectively based on what a reasonable person, sober and/or exercising good judgment, would have known about the condition of the Complainant.

Deputy Title IX Coordinator – The Deputy Title IX Coordinator is an individual(s) designated by the Title IX Coordinator to support the Title IX Coordinator with respect to the University's efforts to comply with this Regulation.

Final Agency Action - Notice that the University has made a final determination and, as such, may be appealed to an external judicial forum.

Formal Complaint – A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment or Sexual Misconduct against a Respondent and requesting an investigation of alleged Sexual Harassment or Sexual Misconduct.

- A document filed by a Complainant is a document or electronic submission that contains the Complainant's physical or electronic signature or otherwise indicates the Complainant is the person filing the complaint.
- Note: Submitting a report is distinct from filing a Formal Complaint.

Hearing Body – Members of the University community responsible for determining the merits and sanctions of alleged conduct violating this Regulation. The Hearing Body for Sexual Harassment and Sexual Misconduct shall consist of a University Official or panel of University Officials except, if requested by a student Respondent and no objection is raised by the Complainant, a Hearing Body may be comprised of at least one-half of students.

Hearing Officer – The University official responsible for chairing the Hearing Body. The Hearing Officer will not be the same person as the Title IX Coordinator or investigator.

Impact Statement – An oral or written statement that describes how the Complainant or Respondent is impacted by the alleged conduct.

Incapacitation – Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring.

Interim Suspension or Administrative Leave – An immediate separation or leave from the University.

Mandatory Reporter – Any employee with authority to institute corrective measures; who has been given the duty of reporting incidents of Sexual Harassment or Sexual Misconduct or any other misconduct by students or employees to the Title IX Coordinator or other appropriate University designee; or an individual who a student or employee could reasonably believe has this authority or responsibility.

Student employees are only Mandatory Reporters if they are employed in the following positions:

- Graduate Teaching Assistants and Graduate Research Assistants;
- The Athletics Department; or
- Housing and Residential Experience.

The definition of Mandatory Reporter does not absolve anyone with the knowledge of or reason to suspect child abuse, abandonment, or neglect of the responsibility to report such relevant information to the Department of Children and Families in accordance with FIU Policy #140.130 Mandatory Reporting of Child Abuse, Abandonment and Neglect.

Obstruction – Any action, individually or working with others, which the Respondent knew or should have known would impede an investigation by the University into possible violations of this Regulation committed by the Respondent, including, but not limited to, failing to participate in a University investigation or grievance process if not the Respondent, making false statement or submitting false information during the grievance process, or destroying potentially relevant evidence.

Preponderance of the Evidence – Based on the evidence provided, it is more likely than not that the actions alleged occurred. Grievance proceedings are conducted to take into account the totality of all evidence available from all relevant sources. The burden of proof rests with the University.

Reporting Party - Any person (excluding the Complainant) who reports an alleged violation of the FIU-105 Regulation.

Respondent - Any individual or group, including student organization, who has been accused of violating this Regulation.

Retaliation – Any words or behavior made to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this Regulation, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Regulation. Retaliation may be committed by the Respondent, the Complainant, the Reporting Party, or any other individual or group of individuals.

Sexual Harassment – Conduct on the basis of sex which occurs in the United States in a University activity or program that satisfies one or more of the following:

- An employee, including faculty, staff, or contractor, conditioning the provision of aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity;
- Sexual Assault is defined as penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant.
    - Sexual Assault or attempts to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded;
    - Sexual assault includes but is not limited to rape, sexual assault with an object, sexual battery, and fondling.
    - Fondling is defined as touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the other person. This includes touching of the breasts, buttocks, groin, or genitals.
- Dating Violence which means violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
- Domestic Violence is defined as violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim; or
- Stalking is defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

Sexual Misconduct –Conduct, regardless of geographic location, that includes:

- *Coercion* - Conduct, intimidation, and/or express or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in sexual contact or any other type of involuntary conduct, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:
    - Causing the deliberate incapacitation of another person;
    - Conditioning an academic benefit or employment advantage;

- Threatening to harm oneself if the other party does not engage in sexual contact; or
- Threatening to disclose sensitive information if the other party does not engage in sexual activity.

- *Domestic Violence* - violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim**.**
- *Dating Violence* - violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- *Non-Consensual Sexual Touching* – any sexual touching without consent. Sexual touching is any intentional touching of a person's body, including the breasts, buttocks, groin, genitals, or other intimate parts. Touching may be over or under clothing and may include the Respondent touching the Complainant, the Respondent making the Complainant touch the Respondent or another person, or the Respondent making the Complainant touch the Complainant's own body.
- *Obscene or Indecent Behavior*
  i. Exposure of one's sexual organs or the display of sexual behavior that would reasonably be obscene or indecent to others. Other forms of obscene or indecent behavior include sexual exhibitionism, engaging in prostitution, or the facilitation or solicitation of a prostitute.
  ii. Observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved.
  iii. Recording, photographing, transmitting, showing, viewing, streaming, or distributing intimate or sexual images, audio recordings, or sexual information of another person in any form without the knowledge and Consent of all parties involved.
  iv. Publishing a sexually explicit image of a person that contains or conveys the personal identification or information of the depicted person to an internet website, text, email, and/or social media without the depicted person's Consent.
- *Revenge Porn* - to publish a sexually explicit image of a person, including any depiction that contains or conveys the personal identification or information of the depicted person by any electronic, digital or other means, including to an internet website, by text, by email, and/or by or through social media without the depicted person's Consent.
- *Sex-based Harassment* – any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature:
  i. Submission to, or rejection of, such conduct is made implicitly or explicitly a term or condition of a person's instruction, academic standing, or participation in any University program, activity, or benefit;
  ii. Submission to, or rejection of, such conduct by an individual is used as a basis for academic or work evaluation;

iii. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the University's educational, and/or campus-residential experience when viewed both from a reasonable person in similar circumstances and the person in question.

- *Sexual Assault* – Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded.
- *Sexual Coercion* – the act of using pressure or force to have sexual contact with someone who has already refused.
- *Sexual Exploitation* - Knowingly or recklessly transmitting a sexually transmitted disease or sexually transmitted infection (such as HIV) to another individual without the knowledge and consent of the person exposed.
- *Stalking* - A course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge, to the Complainant or Respondent. The Title IX Coordinator is responsible for coordinating effective implementation of Supportive Measurers.

Title IX – refers to Title IX of the Educational Amendments of 1972, and applicable implementing regulations, which protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Title IX covers more than athletics and sexual assault, it addresses concerns relating to discrimination on the basis of sex in all aspects of the educational process, including in the areas of recruitment, admissions, and counseling; financial assistance; the needs of pregnant and parenting community members, discipline; and employment.

Title IX Coordinator –The individual University official with the primary responsibility for coordinating the University's compliance with Title IX.

University Community - Any student, faculty, staff, other person currently employed by the University, or working on University premises, or any participant in a University program or activity regardless of the location of the program or activity.

Violation of Supportive Measure(s): Failure to comply with a Supportive Measure(s) imposed pursuant to this Regulation.

IV. JURISDICTION

Jurisdiction applies to University educational program or activities, including locations, events, or circumstances over which the University exercised substantial control over both the

Respondent and the context in which the harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University. For Sexual Misconduct matters, jurisdiction applies to respondents who are members of the University community regardless of location.

V. OPTIONS FOR SEEKING CONFIDENTIAL ASSISTANCE AND/OR MAKING A REPORT OF A POTENTIAL VIOLATION

The University is committed to providing options through multiple contact points across campus that are broadly accessible to all University community members to address a potential violation of this Regulation. Anyone may seek confidential assistance and/or make a report to the University on behalf of themselves or others. It is important to understand the differences between these two options.

Seeking confidential assistance means talking about the alleged violation with a professional who cannot share the information with anyone else without the express permission from the person sharing the information unless there is a threat of serious harm to the person sharing the information and/or to others and/or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor or vulnerable adult). Any individual may choose to seek support from confidential professionals on and/or off campus, including the staff at the University Victim Empowerment Program, the counselors at the University Counseling and Psychological Services Center, medical health providers, clergy, and/or rape crisis counselors (as noted in the chart below). The confidential resource will provide help in addressing the incident to the extent possible and in accordance with the person's desires. Seeking confidential assistance does not prevent an individual from making a Formal Complaint at a later date. The chart below provides a graphical representation of the differences between the options.

[THE REST OF THIS PAGE IS LEFT INTENTIONALLY BLANK]

THERE IS A DIFFERENCE BETWEEN "SEEKING CONFIDENTIAL ASSISTANCE" AND "MAKING A REPORT TO THE UNIVERSITY." IT IS IMPORTANT TO UNDERSTAND WHAT WILL HAPPEN DEPENDING UPON WHICH ACTION YOU

CONFIDENTIAL ASSISTANCE*

Means talking about the situation with a professional who cannot share the information with anyone else, getting help figuring out what can be done according to your wishes, and helping with the options you choose, including if you decide to make a report to the University.

*There are certain legal limitations to confidentiality which will be explained to you at the beginning of any contact.

CONTACT:

On-campus professionals who can provide Confidential Assistance:

Victim Empowerment Program
24 hour crisis: (305) 348-2277
MMC: SHC 270
vep.fiu.edu

Counseling & Psychological Services (CAPS)
MMC: SHC 270, (305) 348-2277
BBC: WUC 320, (305) 919-5305
caps.fiu.edu

Student Health Clinics
MMC: SHC, (305) 348-8385
BBC: SHC, (305) 919-5620

Office of Employee Assistance
MMC: (305) 348-2469 • BBC: ACII 246B

Empowerment Center
MMC: M06 Room 100, (305) 348-3907

MAKING A REPORT TO THE UNIVERSITY

Means University Officials must take appropriate action

CONTACT:

Title IX Coordinator

Deputy Title IX Coordinators

Mandatory Reporters

Campus Security Authorities

Dean of Students

Student Conduct and Academic Integrity (SCAI) Staff

Faculty

Police

Off-campus professionals who can provide Confidential Assistance:

Roxcy Bolton Rape Treatment Center at Jackson Memorial Hospital
(305) 585-5185
1611 NW 12th Ave., Miami, FL 33136
https://jacksonhealth.org/services/rape-treatment/

Florida Council Against Sexual Violence Information Line
1-888-956-RAPE (7273)

Florida Domestic Violence Hotline
1-888-500-1119; Florida Relay 711

Florida Victim Assistance
1-888-266-6667

Miami Coordinated Victim Assistance Center (CVAC)
(305) 285-5900

Any licensed mental health professional can provide **Confidential Assistance**

University Officials to contact for making a Report to the University

Jacqueline Moise Gibbs
Office of Civil Rights Compliance and Accessibility (CRCA)
11200 SW 8th Street, PC 220, Miami, FL 33199
Phone: (305) 348-2785 | Email: jmoisegi@fiu.edu

Heidi Louisy, Ph.D., Director
Employee & Labor Relations (ELR)
11200 SW 8th Street, PC 236, Miami, FL 33199
Phone: (305) 348-4186 | Email: elr@fiu.edu

Kevin Kendrick, Ed.D., Sr. Associate Athletic Dir.
University Compliance
Ocean Bank Convocation Center
11200 SW 8th Street, Room 154, Miami, FL 33199
Phone: (305) 348-2843 | Email: kevin.kendrick@fiu.edu

Devin Parra, Assistant Dean of Students
Student Conduct and Academic Integrity (SCAI)
11200 SW 8th Street, GC 311, Miami, FL 33199
Phone: (305) 348-3939 | Email: dmparra@fiu.edu

Yoruba T. Mutakabbir, Ph.D., Director of Organizational Development
Faculty Leadership & Success
11200 SW 8th Street, PC 230, Miami, FL 33199
Phone: (305) 348-4270 |
Email: yoruba.mutakabbir@fiu.edu

OR REPORT ONLINE:

FIU Central Reporting Page provides a method to report on alleged violations of FIU-105 online**:**
https://report.fiu.edu

Silent Witness Form provides a method to report on an anonymous basis to the FIU Police Department:
~~http://police.fiu.~~ ~~edu/~~ ~~Silent_Witness.php~~
https://police.fiu.edu/silent-witness/

FIU Ethical Panther Hotl~~L~~ine provides a method to report anonymously to the University Compliance Office:
https://ethicalhotline.fiu.edu~~fiu.~~ ~~i-sight.com~~
1-844-234-7742

All other employees not designated as confidential resources or Mandatory Reporters will safeguard an individual's privacy~~,~~ but are strongly encouraged to share any information about such conduct with the Title IX Coordinator or Deputy Title IX Coordinator(s) in recognition of the understanding that centralized reporting is an important tool to address, end and prevent prohibited conduct. Similarly, all students who are not otherwise required to report as ~~a~~ Mandatory Reporters are strongly encouraged to report any information, including reports or partial reports, to the Title IX Coordinator or Deputy Title IX Coordinator(s).

The University encourages reporting conduct believed to be prohibited by this Regulation (or that left unchecked may rise to the level of prohibited Sexual Harassment or Sexual Misconduct) even if the reporter is not sure that the conduct violates this Regulation or does not want the University to take action against a Respondent. The University will make every effort to respect a Reporting Party's and/or Complainant's autonomy if that is the Reporting Party's and/or Complainant's desire. Making a report to the University does not mean that the Reporting Party and/or Complainant cannot also seek confidential assistance.

VI. SUPPORTIVE MEASURES

When an informal or Formal Complaint is received, the Title IX Coordinator or designee, in consultation with other appropriate administrators, will make an assessment of any risk of harm to the parties, any other individuals, or the broader University community. The University may impose reasonable and appropriate supportive measures when necessary to protect the safety and/or emotional well-being of the parties or witnesses involved and/or to provide academic or other appropriate support. Implementing any supportive measures is within the sole discretion of the University. Because they are temporary in nature, interim protective measures may be amended or withdrawn as additional information is gathered. The Title IX Coordinator or designee, in consultation with other administrators, will maintain consistent contact with the parties so that all safety and/or emotional well-being concerns can be reasonably addressed.

Supportive measures may be afforded to the Complainant, the Reporting Party, the Respondent, and/or other involved individuals, as appropriate, to ensure their safety and/or well-being. Supportive measures may be requested by the parties at any time regardless of whether any particular course of action is sought by the Complainant while avoiding punitive action against the Respondent prior to the conclusion of the grievance process. The range of Supportive Measures includes, but is not limited to:

- Arranging for medical services;
- Access to counseling services either provided by the University and/or through community resources;
- Providing crisis intervention, case management, emotional and/or practical support, and/or safety planning through the Victim Empowerment Program for students and through the Office of Employee Assistance for faculty and staff;
- Imposition of a University "No-Contact Directive" for all or some of the parties involved in the incident;
- Rescheduling ~~of~~ exams and assignments;
- Providing alternative course completion options;
- Change in class schedule, including the ability to drop a course without penalty or to transfer sections;

- Change in work schedule or job assignment;
- Change in campus housing assignment;
- Assistance from University support staff in completing housing relocation, if feasible;
- Voluntary leave of absence from work in accordance with University policies;
- Providing an escort to assure safe movement between classes and activities;
- Providing academic support services, such as tutoring;
- University-imposed leave or suspension for the Respondent;
- Any other feasible measure(s), which can be tailored to the involved individuals to achieve the goals of this Regulation.

All individuals are encouraged to report concerns about the adequacy of the Supportive Measures or the failure of another individual to abide by any Supportive Measure to the Title IX Coordinator or designee. Any violation of a Supportive Measure will be investigated and adjudicated under this Regulation.

VII. ADVISORS

During the grievance process, the Complainant and Respondent may have an advisor of their choice accompany them to any related meeting or proceeding. Advisors have no active role in any meetings or the grievance process except as explicitly provided in this Regulation. Meetings or proceedings may not be unreasonably delayed due to the selection or schedule of an Advisor, and it is the responsibility of the Complainant or Respondent to communicate relevant information to their Advisor and ensure that their Advisor comports themselves in a manner which respects this educational-administrative process. After an appropriate warning, the University reserves the right to stop a meeting or proceeding and remove an Advisor whose presence disrupts the meeting or proceedings and then begin the meeting or proceedings without the Advisor. During a hearing held pursuant to this Regulation, an advisor will be provided by the University for cross-examination purposes only if the Complainant or Respondent does not already have an Advisor.

VIII. FORMAL COMPLAINTS

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or electronic mail.

If the Complainant files a Formal Complaint, the University will analyze whether it is to be dismissed. This analysis occurs prior to the investigation, and at any point in the investigation or grievance process when the grounds for dismissal appear. In all cases, if the Formal Complaint is dismissed, the Title IX Coordinator will promptly and simultaneously provide the parties written notice of the dismissal, the reasons for the dismissal, and an opportunity to appeal.

Mandatory Dismissal of Formal Complaints of Sexual Harassment

The University must dismiss a Formal Complaint of Sexual Harassment to the extent the conduct alleged in the Formal Complaint:

- Would not constitute Sexual Harassment even if proved;
- Did not occur in the University's education program or activity; or

- Did not occur in the United States.

At the time a Formal Complaint is filed, a Complainant must be participating in or attempting to participate in a University educational program or activity. Where a Formal Complaint must be dismissed for Sexual Harassment (Title IX) purposes, the University may continue to review the allegations as Sexual Misconduct or other violation of the University's regulations, rules, and policies.

Permissible Dismissal of Formal Complaints of Sexual Harassment or Sexual Misconduct

The University may dismiss a Formal Complaint in the following circumstances:

- The conduct would not constitute Sexual Misconduct even if proved;
- Upon completion of the investigation, the Title IX Coordinator concludes that there is not reasonable cause to believe that a violation of this Regulation occurred. Reasonable cause is a lower standard than preponderance of the evidence;
- The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- The Respondent is no longer enrolled or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

In determining whether to dismiss in these circumstances, the University will evaluate whether a dismissal would be clearly unreasonable in light of the known circumstances.

If dismissed, the University may continue to review the allegations as a violation of other University regulations, rules, and policies.

Consolidation of Formal Complainants

The Title IX Coordinator, Director of Student Conduct and Academic Integrity, or the Director of Employee and Labor Relations or designee(s) may consolidate Formal Complaints against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one Party against another Party where the allegations arise out of the same facts or circumstances.

IX. INTERIM SUSPENSION AND ADMINISTRATIVE LEAVE

The University may remove a Respondent from some or all of the University's programs and activities or employment on an interim basis if it determines there is an immediate threat to the health, safety, or welfare of the University or University Community arising from allegations of violations of this Regulation. Prior to placing a Respondent on Interim Suspension or Administrative Leave, the University will conduct an individualized safety and risk analysis.

If a Respondent is removed pursuant to this section, the University will provide the Respondent with written notice and an opportunity to challenge the removal. The Respondent will have three (3) Business Days from the date of the notice of Interim Suspension or Administrative Leave to challenge the decision, in writing, stating the basis of their challenge to the removal. A copy of

the challenge to the Interim Suspension or Administrative Leave will be provided to the Complainant. No later than three (3) Business Days after receipt of the challenge, the University will provide a written determination to the Respondent and Complainant.

If Interim Suspension or Administrative Leave is upheld, the Respondent retains all rights to an investigation and hearing as set forth in this Regulation prior to any ultimate finding of responsibility and sanctions.

X. INVESTIGATION OF FORMAL COMPLAINTS

Criminal Investigations

To initiate a criminal investigation, reports of Sexual Harassment or Sexual Misconduct should be made to the University Police Department, or local law enforcement. The criminal process is separate from this grievance process. In this grievance process, the Rules of Civil or Criminal Procedure do not apply. The University has an obligation to promptly respond to allegations of Sexual Harassment or Sexual Misconduct and investigate all Formal Complaints while the criminal process is pending. Therefore, the University in its sole discretion may proceed with an investigation under this Regulation before, during, or after any law enforcement investigation or criminal proceedings.

Notice of Allegation

Upon receipt of a Formal Complaint, the Title IX Coordinator or designee will provide the Complainant and Respondent with written notice stating:

- this Regulation and other applicable Regulations or policies;
- the allegations of Sexual Harassment or Sexual Misconduct, including sufficient details known at the time. Sufficient details include the identities of the parties involved if known, the alleged conduct constituting Sexual Harassment or Sexual Misconduct, and the date and location of the alleged incident if known;
- the Respondent is presumed Not Responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
- any provision of the Student Conduct and Honor Code or applicable regulations, policies, or procedures that prohibits knowingly making false statements or knowingly submitting false information during the grievance process; and
- an appointment date and time where they will, separately, meet with the Title IX Coordinator for an information session to discuss the grievance process, supportive measures, and any other concerns a party may have. Each party will be provided with at least five (5) Business Days between receipt of the Notice of Allegation and the date of the initial interview to provide sufficient time to prepare a response, except in cases of emergency or where waived by the party.

If, in the course of an investigation, the University decides to investigate allegations about the Complainant or Respondent that are not included in the original Notice of Allegations, the University will provide notice of the additional allegations to the parties.

Timeline for Investigation and Responsibility Determination

It is the University's intention to complete a Title IX investigation and reach a determination of responsibility within ninety (90) Business Days, although good-faith efforts to conduct a fair, impartial investigation in a timely manner may require a different timeline depending on the circumstances.

Any deadline set forth in this Regulation or imposed during the grievance process may be temporarily modified or given a limited extension of time for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the modification. Good cause may include considerations such as the absence of a party, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

The University may act on its own in modifying deadlines, or the parties may request an extension in writing by contacting the Title IX Coordinator, Director of Student Conduct and Academic Integrity or Director of Employee Labor Relations or designee(s) as applicable.

Appointment of an Investigator

The Title IX Coordinator may designate one or more properly trained individuals to investigate a Formal Complaint, including University or third-party investigators.

In the event of a conflict or bias, the University will appoint an alternate individual so that the process is free of conflicts of interest and bias.

Concurrent Processes

If the Respondent is a student and portions of the Formal Complaint include allegations that violate the Student Conduct and Honor Code but are not alleged violations of this Regulation, those allegations may be investigated and/or addressed separately by Student Conduct and Academic Integrity before, during, or after the investigation coordinated by the Title IX Coordinator described herein.

Similarly, if the Respondent is an employee or member of the University Community and portions of the Formal Complaint include allegations that violate University regulations, policies, and procedures applicable to personnel, but are not alleged violations of this Regulation, then those allegations may be investigated and/or addressed separately by Human Resources before, during, or after the investigation coordinated by the Title IX Coordinator described herein.

The Collection of Evidence

Investigators will gather information from the Complainant, Respondent, and other individuals who have information relevant to the Formal Complaint. The parties will have an equal opportunity to present facts and evidence, identify witnesses, and other inculpatory and exculpatory evidence. The investigator may also interview relevant third parties who, throughout the course of the investigation, are determined to have information that may assist in the review of the formal complaint. The investigator has the discretion to determine the relevance of any

witnesses provided by either party, and will determine which witnesses to interview. The investigator will not consider relevant any witnesses who are offered solely for the purpose of providing evidence of a party's character. If a party declines to provide relevant information, the University's ability to conduct a prompt, thorough, and equitable investigation may be impaired.

The University will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews at least five (5) Business Days prior to the investigative meetings, or other meetings except in cases of emergency or unless waived by the party.

Exclusion of Certain Forms of Evidence

The University cannot access, consider, disclose, or otherwise use a party's records that contain information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

If a party chooses to provide evidence that would otherwise be excluded under this subsection, it will be considered directly related evidence subject to the parties' inspection.

Review of Collected Evidence & Investigatory Report

The Title IX Coordinator, Director of Student Conduct and Academic Integrity, or Director of Employee and Labor Relations, or designee as appropriate will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which University does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the University must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will be given at least ten (10) Business Days to submit a written response. The investigator will consider any written responses prior to completion of the investigative report.

The University will also make all directly related evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

The Title IX Coordinator or designee will send the parties and their advisors the final investigative report that fairly summarizes relevant evidence, with at least 10 (ten) Business Days prior to a hearing or determination of responsibility.

XI. ALTERNATIVE RESOLUTION

If a Formal Complaint has been filed, the University has the discretion at any time prior to reaching a determination regarding responsibility to choose to offer and facilitate alternative resolution options, so long as the parties give voluntary, informed written consent to attempt

alternative resolution. An alternative resolution is not available when a Complainant is a student alleging that a University employee has engaged in Sexual Harassment or Sexual Misconduct.

In offering an alternative resolution process, the University will provide the parties written notice disclosing the allegations, the requirements of the alternative resolution process including the circumstances under which, upon reaching an agreed resolution, it precludes the parties from resuming a Formal Complaint arising from the same allegations; provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the alternative resolution process and resume the grievance process with respect to the Formal Complaint. The University will also explain any consequences resulting from participating in the alternative resolution process, including the records that will be maintained or could be shared.

The alternative resolution process must be completed within fifteen (15) Business Days of the parties agreeing to pursue such a process. If not completed by that deadline, in the absence of any approved extensions, the Formal Complaint will continue to be investigated and processed for a live hearing as described in this Regulation.

XII. HEARINGS

The Hearing Process

Live hearings may be conducted with all parties physically present in the same geographic location or with any (or all) parties, witnesses, and other participants appearing virtually utilizing technology that enables participants to simultaneously see and hear each other. At the request of either party, the University will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-makers and parties to simultaneously see and hear the party or the witness answering questions.

At the live hearing, the Hearing Officer will explain each Party’s rights and options and assure that fairness and procedural due process are observed throughout the hearing. The Hearing Officer will permit each party’s Advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party’s advisor. Only relevant cross-examination and other questions may be asked of a party or witness. To ensure this, before a Complainant, Respondent, or witness answers a cross-examination or other question, the Hearing Officer will first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the alleged conduct or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

Party or witness statements, police reports, Sexual Assault Nurse Examiner (SANE) reports, medical reports, and other records may be relied upon in making a final determination after the completion of a live hearing to the extent that they contain statements of a party or witness who has not submitted to cross-examination, subject to the same relevance rules otherwise provided

within this regulation. The Hearing Officer and Hearing Body will not draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions. Where a witness statement not subject to cross-examination is relied upon in reaching a decision, the Hearing Body must provide a written explanation of why the Hearing Body considered such evidence substantially trustworthy or reliable. In no event shall a party's uncorroborated statement, that is not subject to cross-examination, be the sole basis for a finding of responsibility.

The University will create an audio or audiovisual recording, or transcript of any live hearing. Live hearings will be closed to the public.

The Written Determination Regarding Responsibility

The University will provide a written determination regarding the Respondent's responsibility simultaneously to the Parties within fourteen (14) Business Days from the conclusion of the hearing. The Decision-Maker will also provide a copy of the written determination to the Title IX Coordinator. Unless an appeal is filed, this written determination shall constitute Final Agency Action. The written determination regarding responsibility will include the following:

- Identification of the allegations potentially constituting Sexual Misconduct or Sexual Harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the University's regulations to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the University imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the Complainant (without disclosing the nature of those remedies except to the extent a remedy also imposes requirements on the Respondent); and
- The grounds for appeal.

XIII. DISCIPLINARY SANCTIONS

In reaching a determination regarding sanctions, consideration will be given to any aggravating and mitigating circumstances. The sanctions described below are a description of the range of sanctions available, and not an exhaustive list of all sanctions that may be imposed.

Student Conduct and Academic Integrity will oversee disciplinary sanctions for students and student organizations. Students or student organizations who are found to have violated this Regulation will be subject to disciplinary sanctions as set forth in the Student Conduct and Honor Code, Regulation FIU-2501. Any sanctions will be proportionate to the severity of the violation and the student's cumulative conduct history. Sanctions include, but are not limited to, reprimand, educational sanctions, counseling assessment, restitution, disciplinary probation,

restrictions, exclusion from university housing, suspension, loss of university recognition, or expulsion.

Human Resources will oversee disciplinary sanctions for non-students. Faculty and staff who are found to have violated this Regulation will be subject to disciplinary action pursuant to applicable collective bargaining agreements or applicable personnel regulation, policies, or procedures. Sanctions include, but are not limited to letters of reprimand, training, performance improvement plans, reassignment, demotion, suspension with or without pay, and termination. Third parties (including contractors and visitors) who are found to have violated this Regulation may be barred from the campus and/or conducting business with the University.

XIV. REMEDIES

In some cases, the Hearing Official or Hearing Panel may find that remedies are needed for a Complainant when a Respondent is found responsible for violating this Regulation. Remedies are designed to restore or preserve the Complainant's equal access to the University's education program or activities. As an example of the range of remedies available, remedies may include similar individualized services as defined in Supportive Measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. Remedies do not include damages or other financial awards, or other relief that would impose an undue hardship on the University.

The Title IX Coordinator is responsible for the effective implementation of any remedies. When a determination indicates that remedies will be offered to the Complainant, the Complainant should contact the Title IX Coordinator to arrange for appropriate remedies.

XV. APPEALS

Both parties will be notified and provided with the opportunity to appeal a determination or dismissal based on the following grounds only:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter;
- The Title IX Coordinator, investigator(s), or Hearing Official had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- The sanctions are extraordinarily disproportionate to the violation committed.

An appeal must be submitted in writing to the Appellate Officer within seven (7) Business Days of the date of the Hearing Official or Hearing Body's written determination and identify the grounds and arguments for challenging the outcome. If the appeal is based on newly discovered evidence, the evidence must be submitted with the written appeal.

Upon receipt of an appeal, the University will notify the other party in writing when an appeal is filed and provide the other party with seven (7) Business Days to submit a written statement in support of or challenging the outcome.

After both parties have had an opportunity to present their arguments challenging or supporting the outcome, the Appellate Officer will issue a written decision within fourteen (14) Business Days simultaneously to both Parties with the result of the appeal and the rationale. The Appellate Officer will also provide a copy of the appellate decision to the Title IX Coordinator. The University's decision shall constitute Final Agency Action.

XVI. PRIVACY AND CONFIDENTIALITY

The University will keep information and actions taken in accordance with this Regulation confidential to the extent possible under the law, meaning it will only disclose information to individuals with a legitimate need to know in order to review, investigate, and resolve reports of Sexual Misconduct or Sexual Harassment, or as permitted or required by law.

The University may release information about Sexual Misconduct or Sexual Harassment in certain circumstances without permission in order to warn and protect the University Community.

XVII. RETALIATION AND OBSTRUCTION

Retaliation and Obstruction are prohibited during any portion of the grievance process. If a member of the University community believes that Retaliation or Obstruction may have been taken against them or others, they should report the behavior to the Title IX Coordinator or investigator. The situation will be reviewed and a response will be provided to the employee or student who alleged the Retaliation or Obstruction. Charging an individual with a violation for making a materially false statement in bad faith in the grievance process under this Regulation does not constitute Retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith. Exercising any rights secured by the First Amendment does not constitute Retaliation.

Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New 4.15.15, Amended 6/8/18, 8/13/20, 10/30/20, 3/3/21, 3/4/22, 9/14/23, 6/10/24, ~~and~~ 9/18/25, and ~~.~~.

FIU Board of Trustees

February 26, 2026

Subject: Proposed Regulation FIU-1302 Florida Residency Status for Tuition Purposes

---

Proposed Action:

Florida International University Board of Trustees approval of the new proposed Regulation FIU-1302 Florida Residency Status for Tuition Purposes, and delegation of authority to the University President to approve any subsequent non-material amendments based on comments to the Regulation received from the Florida Board of Governors (BOG) or as a result of the regulation-making process.

Background Information:

This regulation is established to ensure a uniform and transparent procedure for determining the residency status of students for tuition purposes at Florida International University. The regulation is in accordance with federal law, section 1009.21, Florida Statutes, and Florida Board of Governors Regulation 7.005, as amended on November 6, 2025. The BOG requires that each state university develop regulations and policies consistent with the criteria set forth in section 1009.21, Florida Statutes.

This regulation will provide students and the FIU community with clear guidance regarding the requirements and procedures for establishing Florida residency for tuition purposes, thereby enhancing transparency and compliance.

This Regulation includes:

- **Responsible Offices:** Identification of university offices charged with oversight and implementation of residency determinations.
- **Residency Declaration and Documentation:** Specification of required forms, supporting documentation, and submission protocols.
- **Notice of Penalties:** Articulation of penalties for misrepresentation or failure to comply with established procedures.
- **Submission Deadlines:** Definition of critical deadlines and associated consequences for late submissions.
- **Appeals Process:** Outline of the formal process by which students may appeal residency determinations.
- **Additional Documentation:** Listing of supplementary materials and references as required.

The corresponding FIU Policy #340.160 Florida Residency and related procedures will be updated to ensure consistency with the BOG amended regulation 7.005.

Supporting Documentation:	Proposed Regulation FIU-1302 Florida Residency Status for Tuition Purposes
	Florida Statute 1009.21- Determination of resident status for tuition purposes
	Florida Board of Governors Regulation 7.005 Determination of Residency Status for Tuition Purposes
	FIU Policy Florida Residency #340.160
	FIU Florida Residency Website
	FIU Florida Residency Catalog Information
Facilitator/Presenter:	Elizabeth M. Bejar

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FLORIDA BOARD OF GOVERNORS

NOTICE OF PROPOSED REGULATION

REGULATION NO.: FIU-1302

REGULATION TITLE: Florida Residency Status for Tuition Purposes

SUMMARY: This proposed regulation establishes uniform procedures for determining the residency status of students for tuition purposes at FIU in accordance with Federal laws, section 1009.21, Florida Statutes, and new Florida Board of Governors (BOG) Regulation 7.005. The proposed regulation establishes that admitted students seeking classification as a Florida resident for tuition purposes must submit a residency declaration accompanied by clear and convincing documentation. The proposed regulation also establishes an appeal process.

TEXT OF REGULATION: The full text of the Proposed Regulation can be viewed below and on the website of The Florida International University Board of Trustees, https://regulations.fiu.edu/. If you would like a copy of the Proposed Regulation, please contact Eli Deville, Departmental Administrator, Office of the General Counsel, 305.348.2103.

AUTHORITY: Section 7(d), Art. IX, Fla. Const., s. 1009.21, F.S., Florida Board of Governors Regulation 1.001(3)(j)-(l), 7.005(5).

NAME OF PERSON INITIATING PROPOSED REGULATION: Dr. Elizabeth Bejar, Provost, Executive Vice President and Chief Operating Officer.

ANY PERSON SEEKING TO COMMENT ON THE PROPOSED REGULATION MUST SUBMIT COMMENTS IN WRITING TO THE CONTACT PERSON LISTED BELOW. ALL WRITTEN COMMENTS MUST BE RECEIVED BY THE CONTACT PERSON WITHIN 14 CALENDAR DAYS OF THE DATE OF PUBLICATION OF THIS NOTICE.

CONTACT PERSON REGARDING THE PROPOSED REGULATION:
Eli Deville, Departmental Administrator, Office of the General Counsel, Florida International University, 11200 SW 8th Street, PC 511, Miami, FL 33199. Email: devillee@fiu.edu | Phone: 305.348.2103 | Fax: 305.348.3272.

DATE OF PUBLICATION: January 26, 2026

THE FULL TEXT OF THE REGULATION IS PROVIDED BELOW.

FIU-1302 Florida Residency Status for Tuition Purposes

I. Purpose

This regulation establishes a uniform procedure for determining the residency status of students for tuition purposes at Florida International University (FIU), in accordance with Federal laws, section 1009.21, Florida Statutes, and Florida Board of Governors (BOG) Regulation 7.005.

II. Responsible Offices

The Admissions Office and the Office of the University Registrar are designated as the authorities responsible for determining Florida Residency Status for Tuition Purposes for all FIU students. The College of Law and the College of Medicine maintain independent Admissions and Registrar's Offices to administer this function for their respective students.

III. Residency Declaration and Documentation

Each admitted student seeking classification as a Florida resident for tuition purposes, or, if the student is a dependent, the student's parent or legal guardian, must submit a residency declaration accompanied by clear and convincing documentation. Such documentation must be credible, precise, and compelling, sufficient to establish legal residency in the State of Florida. The student, parent, or legal guardian must demonstrate legal residence in Florida for a minimum of twelve (12) consecutive months immediately preceding the academic term for which residency classification is sought. The intent of residency must not be solely for educational purposes, except as otherwise provided by section 1009.21, Florida Statutes.

IV. Notice of Penalties

All students, or their parents or legal guardians if applicable, are required to review and acknowledge the written notice outlining penalties for intentional fraud or misrepresentation of residency status.

V. Submission Deadlines

Deadlines for submission of all documentation pertaining to residency determination are published each academic term on the Florida Residency website. Students are responsible for reviewing these deadlines. No exceptions will be granted; failure to meet the deadline will result in residency status changes effective in the subsequent term.

VI. Appeals Process

In accordance with section 1009.21 of the Florida Statutes and Florida Board of Governors Regulation 7.005, FIU has an established Florida Residency Appeal Process. This process allows students to appeal their out-of-state tuition decisions, ensuring fairness for all.
To appeal, students must submit a written request and supporting documentation to residency@fiu.edu. This can be done only once. The committee reviews appeals monthly and may request additional information to make a determination. Missing documentation will delay the review and could result in denial. The committee will inform students of their decision in writing. The Committee's decision on behalf of the institution is final and is not subject to any further appeals.

Additional information regarding classification, reclassification, and the appeals process of Florida residency for tuition purposes may be found at the Residency website.

VII. Additional Documentation

FIU reserves the right to request supplementary documentation as defined in section 1009.21, Florida Statutes, and BOG Regulation 7.005, to support initial classification or reclassification of residency status. FIU may also require documentation to verify citizenship status in accordance with section 1009.21(2)(d), Florida Statutes.

VIII. References:

- Florida Statute 1009.21 - Determination of resident status for tuition purposes
- Florida Board of Governors Regulation 7.005
- FIU policy - Florida Residency # 340.160
- Florida Residency website
- Florida Residency Catalog Information

Specific Authority: Florida Board of Governors Regulation 7.005. History – New

This page intentionally left blank.

The Florida Senate

2025 Florida Statutes

Title XLVIII EARLY LEARNING-20 EDUCATION CODE	Chapter 1009 EDUCATIONAL SCHOLARSHIPS, FEES, AND FINANCIAL ASSISTANCE **Entire Chapter**	**SECTION 21** **Determination of resident status for tuition purposes.**

1009.21 Determination of resident status for tuition purposes.—Students shall be classified as residents or nonresidents for the purpose of assessing tuition in postsecondary educational programs offered by charter technical career centers or career centers operated by school districts, in Florida College System institutions, and in state universities.

(1) As used in this section, the term:

(a) "Dependent child" means any person, whether or not living with his or her parent, who is eligible to be claimed by his or her parent as a dependent under the federal income tax code.

(b) "Initial enrollment" means the first day of class at an institution of higher education.

(c) "Institution of higher education" means any charter technical career center as defined in s. 1002.34, career center operated by a school district as defined in s. 1001.44, Florida College System institution as defined in s. 1000.21(5), or state university as defined in s. 1000.21(9).

(d) "Legal resident" or "resident" means a person who has maintained his or her residence in this state for the preceding year, has purchased a home which is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.

(e) "Nonresident for tuition purposes" means a person who does not qualify for the in-state tuition rate.

(f) "Parent" means either or both parents of a student, any guardian of a student, or any person in a parental relationship to a student.

(g) "Resident for tuition purposes" means a person who qualifies as provided in this section for the in-state tuition rate.

(2)(a) To qualify as a resident for tuition purposes:

1. A person or, if that person is a dependent child, his or her parent or parents must have established legal residence in this state and must have maintained legal residence in this state for at least 12 consecutive months immediately prior to his or her initial enrollment in an institution of higher education.

2. Every applicant for admission to an institution of higher education shall be required to make a statement as to his or her length of residence in the state and, further, shall establish that his or her presence or, if the applicant is a dependent child, the presence of his or her parent or parents in the state currently is, and during the requisite 12-month qualifying period was, for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

(b) However, with respect to a dependent child living with an adult relative other than the child's parent, such child may qualify as a resident for tuition purposes if the adult relative is a legal resident who has maintained legal residence in this state for at least 12 consecutive months immediately before the child's initial enrollment in an institution of higher education, provided the child has resided continuously with such relative for the 3 years immediately before the child's initial enrollment in an institution of higher education, during which time the adult relative has exercised day-to-day care, supervision, and control of the child.

(c) The legal residence of a dependent child whose parents are divorced, separated, or otherwise living apart will be deemed to be this state if either parent is a legal resident of this state, regardless of which parent is entitled to claim, and does in fact claim, the minor as a dependent pursuant to federal individual income tax provisions.

(d) A dependent child who is a United States citizen may not be denied classification as a resident for tuition

purposes based solely upon the immigration status of his or her parent.

(3)(a) An individual shall not be classified as a resident for tuition purposes and, thus, shall not be eligible to receive the in-state tuition rate until he or she has provided such evidence related to legal residence and its duration or, if that individual is a dependent child, evidence of his or her parent's legal residence and its duration, as may be required by law and by officials of the institution of higher education from which he or she seeks the in-state tuition rate.

(b) Except as otherwise provided in this section, evidence of legal residence and its duration shall include clear and convincing documentation that residency in this state was for a minimum of 12 consecutive months prior to a student's initial enrollment in an institution of higher education.

(c) Each institution of higher education shall affirmatively determine that an applicant who has been granted admission to that institution as a Florida resident meets the residency requirements of this section at the time of initial enrollment. The residency determination must be documented by the submission of written or electronic verification that includes two or more of the documents identified in this paragraph, unless the document provided is the document described in sub-subparagraph 1.f., which is deemed a single, conclusive piece of evidence proving residency.

1. The documents must include at least one of the following:

a. A Florida voter's registration card.

b. A Florida driver license.

c. A State of Florida identification card.

d. A Florida vehicle registration.

e. Proof of a permanent home in Florida which is occupied as a primary residence by the individual or by the individual's parent if the individual is a dependent child.

f. Proof of a homestead exemption in Florida.

g. Transcripts from a Florida high school for multiple years if the Florida high school diploma or high school equivalency diploma was earned within the last 12 months.

h. Proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period.

2. The documents may include one or more of the following:

a. A declaration of domicile in Florida.

b. A Florida professional or occupational license.

c. Florida incorporation.

d. A document evidencing family ties in Florida.

e. Proof of membership in a Florida-based charitable or professional organization.

f. Any other documentation that supports the student's request for resident status, including, but not limited to, utility bills and proof of 12 consecutive months of payments; a lease agreement and proof of 12 consecutive months of payments; or an official state, federal, or court document evidencing legal ties to Florida.

(4) With respect to a dependent child, the legal residence of the dependent child's parent or parents is prima facie evidence of the dependent child's legal residence, which evidence may be reinforced or rebutted, relative to the age and general circumstances of the dependent child, by the other evidence of legal residence required of or presented by the dependent child. However, the legal residence of a dependent child's parent or parents who are domiciled outside this state is not prima facie evidence of the dependent child's legal residence if that dependent child has lived in this state for 5 consecutive years prior to enrolling or reregistering at the institution of higher education at which resident status for tuition purposes is sought.

(5) A person who physically resides in this state may be classified as a resident for tuition purposes if he or she marries a person who meets the 12-month residency requirement under subsection (2) and who is a legal resident of this state.

(6)(a) Except as otherwise provided in this section, a person who is classified as a nonresident for tuition purposes may become eligible for reclassification as a resident for tuition purposes if that person or, if that person is a dependent child, his or her parent presents clear and convincing documentation that supports permanent legal

residency in this state for at least 12 consecutive months rather than temporary residency for the purpose of pursuing an education, such as documentation of full-time permanent employment for the prior 12 months or the purchase of a home in this state and residence therein for the prior 12 months while not enrolled in an institution of higher education.

(b) If a person who is a dependent child and his or her parent move to this state while such child is a high school student and the child graduates from a high school in this state, the child may become eligible for reclassification as a resident for tuition purposes when the parent submits evidence that the parent qualifies for permanent residency.

(c) If a person who is a dependent child and his or her parent move to this state after such child graduates from high school, the child may become eligible for reclassification as a resident for tuition purposes after the parent submits evidence that he or she has established legal residence in the state and has maintained legal residence in the state for at least 12 consecutive months.

(d) A person who is classified as a nonresident for tuition purposes and who marries a legal resident of the state or marries a person who becomes a legal resident of the state may, upon becoming a legal resident of the state, become eligible for reclassification as a resident for tuition purposes upon submitting evidence of his or her own legal residency in the state, evidence of his or her marriage to a person who is a legal resident of the state, and evidence of the spouse's legal residence in the state for at least 12 consecutive months immediately preceding the application for reclassification.

(7) A person shall not lose his or her resident status for tuition purposes solely by reason of serving, or, if such person is a dependent child, by reason of his or her parent's or parents' serving, in the Armed Forces outside this state.

(8) A person who has been properly classified as a resident for tuition purposes but who, while enrolled in an institution of higher education in this state, loses his or her resident tuition status because the person or, if he or she is a dependent child, the person's parent or parents establish domicile or legal residence elsewhere shall continue to enjoy the in-state tuition rate for a statutory grace period, which period shall be measured from the date on which the circumstances arose that culminated in the loss of resident tuition status and shall continue for 12 months. However, if the 12-month grace period ends during a semester or academic term for which such former resident is enrolled, such grace period shall be extended to the end of that semester or academic term.

(9) Any person who ceases to be enrolled at or who graduates from an institution of higher education while classified as a resident for tuition purposes and who subsequently abandons his or her domicile in this state shall be permitted to reenroll at an institution of higher education in this state as a resident for tuition purposes without the necessity of meeting the 12-month durational requirement of this section if that person has reestablished his or her domicile in this state within 12 months of such abandonment and continuously maintains the reestablished domicile during the period of enrollment. The benefit of this subsection shall not be accorded more than once to any one person.

(10) The following persons shall be classified as residents for tuition purposes:

(a) Active duty members of the Armed Services of the United States, their spouses, and their dependent children residing or stationed in this state at the time of acceptance to a Florida College System institution or state university, and active drilling members of the Florida National Guard.

(b) Active duty members of the Armed Services of the United States and their spouses and dependents attending a Florida College System institution or state university within 50 miles of the military establishment where they are stationed at the time of acceptance to the Florida College System institution or state university, if such military establishment is within a county contiguous to Florida.

(c) United States citizens living on the Isthmus of Panama, who have completed 12 consecutive months of college work at the Florida State University Panama Canal Branch, and their spouses and dependent children.

(d) Full-time instructional and administrative personnel employed by state public schools and institutions of higher education and their spouses and dependent children.

(e) Students from Latin America and the Caribbean who receive scholarships from the federal or state government. Any student classified pursuant to this paragraph shall attend, on a full-time basis, a Florida institution

of higher education.

(f) Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities.

(g) Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training.

(h) McKnight Doctoral Fellows and Finalists who are United States citizens.

(i) United States citizens living outside the United States who are teaching at a Department of Defense Dependent School or in an American International School and who enroll in a graduate level education program which leads to a Florida teaching certificate.

(j) Active duty members of the Canadian military residing or stationed in this state under the North American Air Defense (NORAD) agreement, and their spouses and dependent children, attending a Florida College System institution or state university within 50 miles of the military establishment where they are stationed.

(k) Active duty members of a foreign nation's military who are serving as liaison officers and are residing or stationed in this state, and their spouses and dependent children, attending a Florida College System institution or state university within 50 miles of the military establishment where the foreign liaison officer is stationed.

(11) Once a student has been classified as a resident for tuition purposes, an institution of higher education to which the student transfers is not required to reevaluate the classification unless inconsistent information suggests that an erroneous classification was made or the student's situation has changed. However, the student must have attended the institution making the initial classification within the prior 12 months, and the residency classification must be noted on the student's transcript.

(12) Each institution of higher education shall establish a residency appeal committee comprised of at least three members to consider student appeals of residency determinations, in accordance with the institution's official appeal process. The residency appeal committee must render to the student the final residency determination in writing. The institution must advise the student of the reasons for the determination.

(13) The State Board of Education and the Board of Governors shall adopt rules to implement this section.

History.—s. 2, ch. 2002-270; s. 400, ch. 2002-387; s. 14, ch. 2004-230; s. 132, ch. 2007-217; s. 7, ch. 2009-60; s. 2, ch. 2009-123; s. 10, ch. 2010-155; s. 116, ch. 2011-5; s. 23, ch. 2014-20; s. 6, ch. 2014-62; s. 30, ch. 2019-119; s. 5, ch. 2019-144; s. 172, ch. 2023-8; s. 86, ch. 2024-2; s. 21, ch. 2024-101.

7.005 Determination of Residency Status for Tuition Purposes

(1) The purpose of this regulation is to establish consistent policies to determine a student's residency status for tuition purposes after the student has been admitted to a state university in accordance with the criteria set forth in Federal law and section 1009.21, Florida Statutes.

(2) Definitions:

a. "Dependent student" has the same meaning as "dependent child" as defined in section 1009.21, Florida Statutes.

b. "Independent student" for the purposes of residency determination shall be defined as a student meeting one of the following criteria:

1. The student is 24 years old or older by the first day of classes of the term for which residency status is sought at the institution.
2. The student is married.
3. The student has dependents that live with him or her, and the student provides more than half of the income to support those dependents.
4. The student is a graduate or professional student.
5. The student is actively serving in the United States Armed Forces, the National Guard, or is a veteran.
6. The student is not eligible to be claimed as a dependent by his or her parent or legal guardian for federal income tax purposes according to the rules and regulations established by the United States Internal Revenue Service.
7. The student can demonstrate that he or she pays more than half of his or her annual tuition and required fees for a non-resident student pursuant to section 1009.24, Florida Statutes.
8. Both parents of the student are deceased.

c. "Resident student" means an admitted or currently enrolled student who meets the requirements in section 1009.21, Florida Statutes, and the provisions of this regulation, and is therefore eligible to pay the resident tuition and fee rate as described in section 1009.24, Florida Statutes. Students meeting this definition shall be reported as residents of Florida for data reporting purposes.

d. "Non-resident student" means an admitted or currently enrolled student who does not meet the requirements in section 1009.21, Florida Statutes, and the provisions of this regulation, and must therefore be charged the non-resident tuition and fee rate. Students meeting this definition shall be reported as non-resident students for data reporting purposes.

(3) If a declaration of domicile, pursuant to section 222.17, Florida Statutes, is being used as one of the documents to establish residency for tuition purposes, the date that an applicant shall be deemed as establishing residency for tuition purposes shall be twelve (12) months after the date that the Clerk of the Circuit Court notes the declaration was sworn and subscribed to them. Nothing in this paragraph shall prevent the use of additional documentation as evidence that legal residency was established by other means pursuant to section 1009.21(3)(c), Florida Statutes, as of a date earlier than that established by the declaration of domicile.

(4) A currently enrolled student who is classified as a non-resident for tuition purposes must be allowed to apply for reclassification as a resident for tuition purposes if the student, or their parent or legal guardian in the case of a dependent student, is able to meet the requirements set forth in section 1009.21, Florida Statutes to be considered a resident of Florida for tuition purposes.

a. Reclassified students are not entitled to reimbursement of any non-resident tuition or fees properly assessed prior to reclassification.

b. Reclassified students shall be assessed the resident tuition and fee rate at the start of the next academic term after the reclassification occurs based on the deadlines established by the institution.

c. Nothing in this regulation precludes an institution from requesting additional documentation as defined in section 1009.21(3), Florida Statutes, to support a student's request for reclassification of residency status.

(5) Each state university shall develop regulations and policies for determining each admitted student's Florida residency status for tuition purposes. Regulations and policies shall be consistent with the criteria set forth in section 1009.21, Florida Statutes. Each institution's residency appeal process and reclassification process established pursuant to section 1009.21, Florida Statutes, shall be in the institution's catalog and prominently displayed on the institution's website. Such regulations and policies shall address, at a minimum:

a. The requirement for each admitted student seeking to declare residency for tuition purposes to submit a residency declaration, as prescribed by the institution, and the documentation required by the institution to establish Florida residency for tuition purposes.

b. The right of the university to establish submission deadlines for all documentation used to determine residency for tuition purposes.

c. A requirement for written notice to admitted students that the burden of providing clear and convincing documentation to justify the institution's classification of a student's residency status for tuition purposes rests with the student or, if the student is a dependent, with the student's parent or legal guardian. For documentation to be "clear and convincing," it must be credible, precise, and compelling enough to persuade the institution that the student or, if that student is a dependent, the student's legal guardian has established legal residency in Florida.

d. The right for the university to request additional documentation to affirmatively determine residency for tuition purposes, including documentation required to review an admitted student's citizenship status for the purposes of determining residency in accordance with section 1009.21 (2)(d), Florida Statutes.

e. The requirement for the university to ensure that the student, parent or legal guardian has resided in Florida for at least twelve (12) consecutive months immediately preceding the term in which the student is seeking residency classification, and their purpose for residence in the State shall not be solely for the purpose of pursuing an education, except as otherwise provided in section 1009.21, Florida Statutes.

f. A requirement for written notice disclosing the penalties for intentional fraud or misrepresentation of the student's residency status, or if that student is a dependent, the student's parent or legal guardian's residency status.

Authority: Section 7(d), Art. IX, Fla. Const., s. 1009.21, F.S., History - Amended and Renumbered 4-21-05. Amended 03-24-11, Amended 9-3-15, Amended 11-06-2025.

This page intentionally left blank.

FLORIDA INTERNATIONAL UNIVERSITY

OFFICIAL UNIVERSITY POLICY

Florida Residency # 340.160

INITIAL EFFECTIVE DATE:	LAST REVISION DATE:	RESPONSIBLE UNIVERSITY DIVISION/DEPARTMENT
June 29, 1994	December 11, 2023	Office of the Registrar

POLICY STATEMENT

Based on Florida Statute 1009.21 and Florida Board of Governors Regulations 7.005, for tuition purposes, a student shall be classified as a "Florida" or "non-Florida" resident. Additional information on Florida residency may be obtained from the residency page of the OneStop website.

SCOPE

This policy applies to all prospective and current undergraduate and graduate students (including non-degree seeking) at the University.

REASON FOR POLICY

To inform students about the difference between "Florida" and "Non-Florida" resident status in determining the cost of tuition.

DEFINITIONS

TERM	DEFINITIONS
Florida Resident	A person who qualifies for the in-state tuition rate.
Non Florida Resident	A person who does not qualify for the in-state tuition rate and is charged the out-of-state tuition rate.

ROLES AND RESPONSIBILITIES

The Office of the Registrar and The Office of Admissions is responsible for maintaining and updating the Florida Residency information for students.

RELATED RESOURCES

Florida Statute 1009.21
Florida Board of Governors Regulations 7.005

CONTACTS

Office of the Registrar
11200 SW 8th Street, PC 135
Miami, FL 33199

HISTORY

Initial Effective Date: June 29, 1994
Review Dates (*review performed, no updates*): N/A
Revision Dates (*updates made to document*): November 12, 2020; December 11, 2023.

Florida International University

Declare Residency

How to claim Florida residency for tuition purposes.

Florida Residency for Tuition Purposes

Florida International University's Residency for Tuition Purposes is governed under Florida Statute 1009.21, and Board of Governors Regulation 7.005.

A Florida resident for tuition purposes refers to whether you qualify as an in-state Florida resident or an out-of-state resident. This classification determines your cost of tuition. Residency for tuition purposes, for newly admitted or readmitted students, known as **initial classification**, is determined by the Office of Admissions when you apply to the university. For a detailed 'how to' guide of the Florida Residency Declaration for Tuition Purposes form click here.

A currently enrolled student that was classified as an out-of-state resident, and wishes to be considered for reclassification as a Florida resident, can do so via our **residency reclassification** process. Please note, residency reclassification are reviewed by the Office of the Registrar.

How is Residency Information Collected?

Initial Residency Classification

When applying for admission into the university, you will be prompted to complete a residency classification section. **All applicants to the university are required to complete this section**. Upon a residency review, **additional documentation may be required** to support your claim of residency for tuition purposes. Additional documents may be requested via an email to the address listed on your admission application. In addition, a hold will be placed on your enrollment until your residency status is established.

To update your ***initial residency classification*** you may complete the residency form.

For a detailed '*how to*' guide of the Florida Residency Declaration for Tuition Purposes form click here.

> For a list of your outstanding documents please visit your MyFIU, then navigate to your 'To Do List' items. Failure to provide required documentation may result in a delayed enrollment.

Residency Reclassification

All applicants should submit the Residency Reclassification Application no later than

the first day of classes of the term for which Florida residency is sought. These dates can be found on our Academic Calendar. Requests submitted after the published deadline will be considered for the following term.

Submission of the application does not guarantee reclassification. Approved residency reclassification applications will not be applied retroactively to previous terms. Changes in residency classification are approved for future semesters only. All sections of the application must be completed and signed by the applicant/claimant. Supporting documentation is required and must be attached to the application. Not submitting the required documentation with the application will delay your review and may result in the application being denied.

Applicants will be informed of any updates related to the reclassification process via FIU email within ten business days after submission.

How Do I Qualify for Florida Resident Tuition?

Basic Qualifications +

Florida Residency Exceptions +

Who is My Residency Claimant?

A claimant is the person who is providing evidence of the establishment of permanent legal residence in Florida.

Dependent Student | Independent Student

A dependent student for the determination of residency for tuition purposes is a person for whom 50 percent or more of his/her support is provided by another as defined by the Internal Revenue Service. Dependent students that are **younger than 24 years** of age and/or are claimed by their parent or **legal guardian** as a dependent on the most recent Federal Income Tax Form. With very few exceptions, a dependent student is considered to be a legal resident of the same state as the student's parents. A dependent student's claimant may be one of the following:

- Students **parent(s)**
- **Legal guardian**: A legal guardian is appointed by a legal court system. If the claimant is the court-appointed legal guardian, the student must submit a copy of the court decree naming the claimant as their guardian. A person other than a parent/guardian who claims the student as a dependent on federal income taxes for three (3) years consecutively can be considered as a claimant on behalf of a student.
    - Please note: Notarized letters and Power of Attorney documents are not considered proofs of legal guardianship.
- **Spouse** (Required: marriage certificate along with two valid Florida proofs)

Acceptable Residency Documents

Florida residency for tuition purposes is governed by Florida Statute. Evidence of legal residency and its duration shall include clear and convincing documentation that residency in the state of Florida for a minimum of 12 consecutive months prior to a student's initial or reclassification request. If student or claimant resides in a state outside of Florida then, proof of ties in former state have been severed. It is recommended that you submit as many acceptable documents as possible to justify your claim of Florida residency for tuition purposes. No single piece of evidence shall be conclusive. FIU reserves the right to request additional documents beyond the minimum number of (per F.S. 1009.21) proofs to ensure clear and convincing evidence of Florida residency.

Florida International University cannot make exceptions to the guidelines set forth by the state. This includes exceptions based on financial hardship or other extenuating circumstances. **A minimum of 2 documents for initial classification and 3 documents for residency reclassification from the list below are required**. **Documents must be dated 12 months prior to the first day of class of the semester that the residency classification or reclassification is sought.**

Documents showing legal ties to Florida (**at least 1 document** from this list):

- A Florida voter's registration card
- A Florida driver's license
- A State of Florida identification card
- A Florida Vehicle registration
- Proof of a permanent home in Florida which is occupied as a primary residence by the individual or by the individual's parent if the individual is a dependent child
- Proof of a homestead exemption in Florida (Required: document from

Additional documents proving physical presence in Florida **may include 1 or more** of the following:

- A declaration of domicile in Florida (pursuant to Section 222.17, F.S., the date that an applicant shall be deemed as establishing residency for 12 months is the date that the Clerk of Circuit Court notes the declaration was sworn and subscribed to the Clerk).
- A Florida professional or occupational license
- Florida incorporation

the county tax collector demonstrating the application of a homestead exemption to the claimant's primary residence.)
- Transcripts from a Florida high school for multiple years if the Florida high school diploma or high school equivalency diploma was earned within the last 12 months (Required: Transcript with dates of attendance and graduation date.)
- Proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period. (Required: employment verification from employer and most recent copy of W-2 form)
- A document evidencing family ties in Florida
- Proof of membership in a Florida-based charitable or professional organization
- Utility bills and proof of 12 consecutive months of payments (electric or water ONLY)
- A lease agreement and proof of 12 consecutive months of payments
- An official state, federal, or court document evidencing legal ties to Florida

Deadlines

The deadline(s) to submit COMPLETED residency documents for each academic term are indicated below.

> Please note, a hold will be placed on your enrollment until your residency status is established. Students attending Orientation on campus must submit residency documents before the event in order to be able to register for classes.

Fall 2025	Monday, August 25, 2025
Spring 2026	Monday, January 5, 2026
Summer A/C 2026	Monday, May 11, 2026
Summer B 2026	Monday June 22, 2026

*Students enrolled in Summer A/C and B semesters must have their residency documents submitted by the Summer A/C deadline. Students enrolled in only Summer B must submit their residency documents by the Summer B deadline.

Any incomplete documents submitted after the first day of classes will be considered for Residency Reclassification Application for the next semester.

How to Submit Documents

Initial Residency Classification Submissions

Undergraduate Applicants Graduate Applicants

Web Upload (preferred method - Undergraduate Applicants only): You may upload through your FIU student portal via https://my.fiu.edu. Log in using your Panther ID and Password (for information, click here)

1. Follow instructions to Submit Forms Online
2. Choose department: Admissions
3. Choose form name: Residency Docs Florida (Initial)
4. Upload your documents and save

Drop Off: Visit the OneStop Lobby at Modesto A. Maidique or Biscayne Bay campuses.

Mail: FIU Admissions Operations, P.O. Box 659003, Miami, FL 33265-9003

Contact: Contact OneStop

Residency Reclassification Submissions

Web Upload (preferred method): You may upload through your FIU student portal via https://my.fiu.edu. Log in using your Panther ID and Password (for information, click here)

1. Follow instructions to Submit Forms Online
2. Choose department: Registration
3. Choose form name: Residency Reclassification Application
4. Upload your documents and save

Drop Off: Visit the OneStop Lobby at Modesto A. Maidique or Biscayne Bay campuses.

Contact: Contact OneStop

Appealing Your Residency Classification

In accordance with section 1009.21 of the Florida Statutes and Florida Board of Governors Regulation 7.005, FIU has an established Florida Residency Appeal Process. This process provides students with a fair and equitable opportunity to appeal their out-of-state tuition decisions.

Students wishing to appeal their residency decisions must submit a written request with supporting documentation to residency@fiu.edu. Once the appeal has been received students will be contacted by an FIU team member with further instructions and information. Only one appeal request may be submitted per term. A committee of FIU representatives reviews and assess all appeals on an individual basis and may request additional information to make a determination. Requests are reviewed on a monthly basis, and any missing documentation will delay the review and could result

in denial of the request. After review, the committee will inform the student of the final decision in writing via e-mail to the students' fiu email. The Committee's decision on behalf of the institution is final and is not subject to any further appeals.

Florida Residency Information

Per **Florida Statute 1009.21** and Board of Governors **Regulation 7.005 Determination of Residency Status for Tuition Purposes**, students shall be classified as residents or nonresidents for the purpose of assessing tuition in postsecondary educational programs offered by charter technical career centers or career centers operated by school districts, in Florida College System institutions, and in state universities.

Florida International University's Residency for Tuition Purposes is governed under **Florida Statute 1009.21**, and **Board of Governors Regulation 7.005**.

A Florida resident for tuition purposes refers to whether you qualify as an in-state Florida resident or an out-of-state resident. This classification determines your cost of tuition. Residency for tuition purposes, for newly admitted or readmitted students, known as initial classification, is determined by the Office of Admissions when you apply to the university. For information, please refer to the **FIU website for Florida Residency for Tuition Purposes**.

Related FIU Policy

FIU Policy 340.160 Florida Residency

ACADEMIC AFFAIRS REGULAR REPORTS

I. **Academic and Student Affairs**
II. **Faculty Senate**
III. **Florida International University and Baptist Health South Florida Collaboration**
IV. **Information Technology**
V. **Research and Economic Development / University Graduate School**

I. Academic and Student Affairs

1. Success Courses – Fall '25 First-Year Students Complete Panther Career Readiness Module
This Fall, more than 2,700 first-year students successfully completed the *FIU Panther Career Readiness Module* as part of the SLS 1501: First-Year Experience course. This milestone reflects a continued commitment to advancing career readiness from the start of the undergraduate journey, aligning with the Florida Board of Governors' and FIU Board of Trustees' emphasis on student employability and post-graduation success. Through this early exposure, students begin building essential career competencies and pathways that position them for long-term achievement in their academic and professional pursuits.

2. Launch of Semesterly Post-Grad Virtual Alumni Networking Event
This Fall, FIU's Success Course team and Post Graduation course piloted a *Post-Grad Virtual Alumni Networking Event* in partnership with FIU's Center for Career and Talent Development (CTD) and FIU's Alumni Association. The event was designed to empower recent graduates in navigating their post-graduation goals by providing direct access to career resources, professional guidance, and networking opportunities with FIU alumni. We're pleased to report impressive attendance and highly engaged participants who expressed strong appreciation for the insights and connections gained during the live session. The event's success underscores the value of collaborative career-readiness initiatives that bridge the transition from college to career. Building on this momentum, the Success Courses teams plan to expand this partnership with CTD and FIU Alumni to offer this opportunity for alumni each semester as part of our ongoing Post-Grad programming.

3. Career and Talent Development Connects Nearly 1,900 Panthers with Top Employers at Fall 2025 Career Fair
FIU's Career and Talent Development team continued its mission to connect students and alumni with meaningful career opportunities through the Fall 2025 Career Fair, held at the Modesto A. Maidique Campus. The event welcomed nearly 1,900 attendees and featured 100 companies with over 250 recruiters representing a wide range of industries.

Notable employers included Deloitte, Lockheed Martin, NextEra Energy, Capital One, Cummins, NSA, U.S. Coast Guard, Eli Lilly and Company, and Royal Caribbean Group—all offering internships, full-time roles, and networking opportunities. Events like these reinforce FIU's commitment to career readiness and employer engagement, helping Panthers take the next step toward their professional goals.

4. APSA and CAT Announce Inaugural Faculty Fellow for First Gen Forward Teaching and Learning
Student Access and Success, in collaboration with the Center for the Advancement of Teaching, is proud to announce the appointment of Dr. Sabine Dantus as the inaugural Faculty Fellow for First Gen Forward Teaching and Learning.

This two-year fellowship is designed to engage and empower faculty members at FIU who are committed to supporting first-generation college students. As Faculty Fellow, Dr. Dantus will lead efforts to build community, foster mentorship, and provide professional development opportunities for faculty and staff. The fellowship aims to harness the expertise and passion of faculty to create sustainable initiatives that address the social, emotional, and academic needs of first-generation students.

Dr. Dantus will play a pivotal role in shaping inclusive teaching practices and advancing student success across the university.

5. Enrollment Report

University Enrollment

The second round of admission decisions were released on January 21, 2026.

As of January 26, 2026

- 40,406 FTIC applications received for 2026-27 (11% increase over 2025-26)
- 18,112 FTIC admits for 2026-27 (5% increase over 2025-26)
- 3,378 transfer applications received for 2026-27 (flat)
- 1,295 transfer admissions for 2026-27 (5% increase over 2025-26)

Admitted FTIC in rounds one and two receive an acceptance letter and swag to welcome them to the Panther family. This includes stickers and a key chain.

We welcomed 600 new FTIC to the spring term, 2026 and 2571 new transfer students. Our transfer enrollment is up 5%. Due to the larger population of FTIC in the summer and fall we reduced the size of the class in the spring. We finished the academic year with 5.4% more new undergraduate students. Which combined with the graduate student enrollment left us flat in new student enrollment.

Transfer and Transition Services and Connect for Success

Transfer and Transition Services (TTS) – January 2026

The TTS course equivalency and transfer credit processing teams completed the review of approximately 3,000 academic records for spring 2026 transfer students and have since begun processing summer and fall term 2026 transfer applicants. These rules are publicly available through the Transfer Equivalency Database (TED) on the TTS website and represent the site's second most visited page, following our transfer guides. The team is also testing ASU's Triangulator to examine how peer institutions articulate courses FIU has not yet evaluated, which helps inform faculty equivalency discussions.

The Transfer Success grant—a partnership with the Florida Consortium of Metropolitan Research Universities, UCF, and USF—recently concluded, with the final report submitted to the Helios Foundation in October 2025 by UCF, the project's fiscal agent. Through this grant, FIU hired its first full-time Transfer Success Coach, a role that has since been permanently budgeted by the University in response to demonstrated, evidence-based student need. The grant also supported student focus groups examining the transfer transition experience and provided direct financial assistance to transfer students to help offset tuition-related expenses.

In December 2025, the entire TTS team, including Connect4Success (C4S), relocated to the Student Academic Success Center (SASC 305). The move brings comprehensive services together in one convenient location, making it easier for students to access the support they need. TTS services are also available at BBC.

In partnership with the Urban Adult Learner Institute (UALI), TTS and Academic Planning and Accountability launched an FIU Learning Cohort to strengthen institutional capacity to serve adult learners. The inaugural cohort includes 43 staff and faculty who complete self-paced modules and convene for co-learning activities. The goal is to build shared understanding and practical strategies that enhance adult learner support. Participants who complete the program earn an Adult Learner Advocate digital badge.

FIU Connect4Success (C4S)
Between October 16, 2025 and January 23, 2026, Bridge Advisors met with 694 students through individual appointments and drop-in advising. Students most frequently sought support related to transition planning, course selection, and major requirements. In addition, the team participated in six outreach events, engaging an additional 251 students. These events included transfer fairs and discipline-specific meet-and-greets at multiple partner colleges, and TRIO campus visits to FIU.

C4S is currently conducting its annual Spring Training, bringing together academic units from across all colleges and schools to share program updates with Bridge Advisors and identify opportunities for enhanced collaboration to better prepare students for transfer, particularly for Specialized Admission Programs. This year, additional sessions have been added with the Disability Resource Center, Housing and Residential Experience, and CASE's Summer Research Internship (SRI). These trainings strengthen advising capacity, foster campus partnerships, and improve transfer readiness and the overall student transition experience.

Financial Aid

Disbursement
For the Fall 2025 Semester, the Office of Financial Aid delivered $217.7M in aid. This is $7.7Mmore than this point in time during the Fall 2024 semester.

Student Borrowing Trends
FIU Undergraduate students continue their downward trend in student borrowing. The following table provides details concerning FIU student borrowing and national trends.

Academic Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percent of FIU Undergraduates who Graduated and borrowed any student loans	47.22%	45.26%	44.89%	41.27%	40.75%	33.98%	28.36%	23.63%
Cumulative FIU Undergraduate Principal Borrowed	$20,022	$19,923	$19,705	$18,064	$18,054	$18,318	$18,139	$18,086
Percent of All US Undergraduates who Graduated and borrowed any student loans	65%	66%	62%	53.3%	54%	57.3%	*Not yet available	*Not yet available
Cumulative US Undergraduate Principal Borrowed	$28,650	$29,200	$28,950	$21,830	$36,510	$37,575	*Not yet available	*Not yet available

*The National Center for Education Statistics annual National Postsecondary Student Aid Study has a 2 year lag on reporting. Once it is released updated national student debt data will be available

CRM and Enrollment Communications
We successfully kicked off another recruitment cycle, with the first round of Decision Day launching as planned. Approximately 66% of admitted students logged in to view their decisions by 5:00pm, reflecting strong early engagement from students.

We have also been working closely with departments across the division to establish a division-wide Communications Liaison Group. This group meets periodically throughout the year to discuss communication efforts, identify student barriers based on early-semester interactions, and collaborate on solutions focused on improving the student experience. These conversations have already led to several strategic communications aimed at addressing student concerns earlier and supporting enrollment needs ahead of key milestones.

During our most recent meeting, we discussed the potential launch of a Clear to Go campaign. This initiative would help guide students through critical processes as we approach the start of the fall semester, allowing them to focus on next steps, reduce confusion, and begin their academic journey with confidence.

In addition, the team continues to make progress on operational improvements within Salesforce. Updates to the live chat feature are nearing completion and are expected to go live in early February. We also partnered with the Financial Aid Office to move their default prevention campaigns into Salesforce, improving tracking and automation while reducing manual work and streamlining outreach efforts.

II. FACULTY SENATE

From October 28, 2025 to January 23, 2026, the Faculty Senate (FS) met three times and the Steering Committee twice. Below are some highlights:

October 2025
- The Faculty Senate approved the Summer Research Award proposal. Subsequently, the call for applications was launched.
- Robert Grillo, Vice President IT & CIO presented AI @ FIU to the Faculty Senate.
- Faculty Get-Together September 18th was sponsored by the Chaplin School of Hospitality and Tourism

November 2025
- Leanne Wells, Sr. Director Teaching & Learning provided a report Amendment to FL BOG 8.003 Regarding Course Syllabi and Potential Impacts and Mitigation Efforts Related to Recent Changes to the University Core Curriculum
- The FS Interprofessional Cross-disciplinary Committee announced their interprofessional Technology and Team Science Workshop Stronger Together through Collaboration, March 10th from 9:00 am – 4:00 pm.

January 2026
- The Reception for Senators at the Reagan House was held January 12th at 5:00 pm and was well attended.
- The Honorary Degree committee received 180 applicants for the Summer Research Award 2026. The Committee is currently evaluating the application and will submit their recommendations to the Provost's Office in early February.
- Chief Alexander Casas provided an update on the MoU between FIU and ICE.

III. Florida International University and Baptist Health South Florida Collaboration

1. Joint Graduate Medical Education

Program requests have been approved for the planned OB/GYN residency program (to begin training in July 2027) and the addition of Radiation Oncology to the program slate (to match residents in 2028). Recent approvals were also obtained to expand the Transitional Year program from 24 to 36 residents, to expand the Hospice and Palliative Medicine program from two to three fellows, and to move the program start date for Hospice and Palliative Medicine to July 2027 (previously planned for July 2028). The Urology program remains on track, with its inaugural cohort scheduled to start in July 2026 and all other programs are currently interviewing and/or ranking applicants to begin training their next cohorts in July 2026. Initial accreditation was recently granted by the ACGME for a new program in Thoracic Surgery and notices of continued accreditation were received for our existing programs in Internal Medicine, Interventional Radiology, Family Medicine, Orthopedics Sports Medicine, Orthopedics Hand Surgery, Primary Care Sports Medicine, and Diagnostic Radiology. In addition, FIU also recently received notice of continued accreditation as an ACGME Sponsoring Institution with no citations. Finally, submitted applications for programs in Critical Care, Hematology-Oncology, and Cardiology are all expected to receive initial accreditation in February 2025.

2. Joint Research Initiatives

Planning for the upcoming Research Symposium is underway, with the event scheduled for May 1 as part of Baptist Academic Week. Consistent with last year's format, pilot program awardees will present progress updates on their funded projects. Recruitment efforts remain active, with interviews and site visits ongoing, and candidate vetting supported by the external recruitment firm. In parallel, the Research Subcommittee continues due-diligence discussions on the development of a molecular pathology laboratory, driven by the foundational benefits and shared value this capability could offer both institutions.

3. Clinical ACC Assessment

Phase 2 activities are progressing, with the Baptist Miami Neurosciences Institute adding new providers to the practice at the Ambulatory Care Center (Dr. Abhinav Mohan – PM&R; Dr. Nestor Beltre – Neurology), while Orthopedics is expected to go live on February 2. Discussions continue related to transitioning to a Year 2 productivity-based compensation model for physicians practicing at the FIU ACC. Finalizing pre go-live integration efforts to launch the clinical use of ORED's 3T MRI at PG5 by Baptist. Target go-live is set for March 2026 while lease details are finalized. Overall clinic total encounters at the ACC exceeding prior year total encounters driven primarily by primary care and psychiatry.

4. Joint Marketing

Marketing efforts continue to highlight the momentum of the FIU Baptist partnership across multiple platforms. Webpages have been created to support applicant engagement for Urology and Thoracic Surgery. Social media visibility is also expanding, with Instagram accounts now active and managed for Internal Medicine, Family Medicine, Surgery, and Neurology, with additional programs to be added upon request. Upcoming publications will further amplify the partnership's reach. The next issue of FIU Research Magazine will feature several joint faculty stories, including Dr. Makoto Hashimoto's achievements as the first joint hire, a collaborative digital stethoscope project led by Dr. Tom Nguyen and FIU Engineering, and promising Phase II outcomes from Dr. Minesh Mehta's proton therapy research. Additionally, FIU Medicine Magazine prominently showcased the growing relationship, spotlighting the launch of joint GME programs, Dr. Hashimoto's work, and two FIU Medicine alumni now serving at Baptist Health.

5. Medical Center
Construction activities continue to progress as planned. The 100% construction documents are currently targeted for completion by January 23. Demolition is underway, and efforts to coordinate the groundbreaking ceremony are ongoing. In parallel, project teams are actively working to determine lease terms, while the marketing teams are collaborating on the development of a joint logo for the Medical Center.

IV. INFORMATION TECHNOLOGY

1. AskIT Enhancements
AskIT is the Division of IT's centralized, 24/7 self-service platform, serving as the primary portal for students, faculty, and staff to access technology resources, support, and information. Powered by ServiceNow, this single point of entry for managing university IT needs was successfully upgraded to the Zurich release in late 2025, bringing the platform to the latest version. Following this upgrade, the division is currently focused on optimizing core operational workflows and key initiatives include standardizing Assignment Group names to ensure consistent routing, as well as configuring the Major Incident and Problem Management modules to streamline high-priority support processes.

In parallel, the division is also expanding access and automation capabilities for the platform. This involves configuring the AskIT Mobile App and establishing a robust Microsoft Teams integration to meet users where they work. To further modernize the support experience, the team is also configuring a Virtual Agent (Chat bot) and enabling advanced AI skills, supported by the deployment of new AI Skills licenses.

2. Cybersecurity Updates
During October 2025, the Division of IT aligned with the Cybersecurity and Infrastructure Security Agency (CISA) to champion cybersecurity awareness. Last year's Cybersecurity Awareness Month's theme, Building A Cyber Strong America, emphasized risk reduction strategies for connected devices in professional and personal environments. The Division further supports the FIU community's digital safety through annual Cybersecurity Awareness Training. This curriculum is evaluated yearly to maintain the highest standards of engagement and relevance. Updated training will be released in early Spring 2026.

3. Educational Technology Services
The Division of IT's Educational Technology Services (ETS) team, as part of the FIU Canvas team, are actively collaborating with Instructure Canvas through an Early Adopter Program (EAP) to test new AI features designed to enhance the educational experience. As part of this initiative, the Smart Search feature is already available in the FIU Canvas Production environment. This AI-powered tool allows for efficient searching of course content, enabling instructors to locate materials within their course shells and students to easily find any published resources.

Several additional features are currently being tested in the development environment and are not yet live in production. These include an AI Rubric Generator for drafting criteria, Real-Time Translation for context-aware messaging in inboxes and discussions, and AI Grading Assistance, which helps accelerate grading by evaluating submissions against rubrics in SpeedGrader. The team continues to provide feedback on these tools to prepare them for potential future deployment.

The ETS team also participated in the Instructure R1 Peers Tiger Team, an opportunity for the team to be involved in the product development process, where input on existing pain points and challenges were shared, as well as feedback on functionality.

V. RESEARCH AND ECONOMIC DEVELOPMENT / UNIVERSITY GRADUATE SCHOOL

1. External Grant Awards' Performance

During the second quarter of FY 2025-2026, the value of awards received decreased by 6%, from $140M to $131M. This second quarter included 43 days of a shutdown of the Federal government, and during this period there were no distributions of new or continuing grant awards from any of the Federal agencies. The College of Business (COB), however, experienced a 79% increase (from $3M to $5.2M). Robert Stempel College of Public Health and Social Work (CPHSW) experienced a 64% increase (from $12M to $20M). Notable among CPHSW Dietetics and Nutrition received a $7.3M initial award from the National Institute of Health for "Cohort Studies of HIV/AIDS and Substance Use in Miami" and the School of Social Work received $3M in continuation funding from the National Institute of Health, reflecting an overall 55% increase from the same period last year. Both continuation awards received were for "Florida International University-Health Disparities Initiative (FIU-HDI)" ($2M) and from "The FIU Research Center in Minority Institution (FIU-RCMI)" ($1M). Funding received by the centers and institutes through the end of December increased by 10% (from $66M to $73M). Among center and institutes, IT CIARA had an increase of 274% (from $2.5M to $9M), Jack D. Gordon Institute for Public Policy Institute experienced a 103% increase (from $2.5M to $5M), and STEM Institute had an increase of 278% (from $2.1M to $7.9M).

During the first 6 months of fiscal year 2025-2026, the distribution of awards received by funding sources has changed considerably. Federal government funding accounted for 79% of total awards (77% this time last year). State and local governments accounted for 8% of total awards, compared to 11% last fiscal year, and private/other sources accounted for 13% of awards (12% during the same period last year). The number and value of proposals submitted during the first six months of this fiscal year has decreased. The value decreased by 20% ($481M to $385M) and the number decreased by 12% (from 591 to 521).

2. Innovation, Partnerships and Economic Development

During the second quarter, ORED advanced its mission to support faculty research commercialization, innovation, and regional economic growth, aligned with the EDA Tech Hub program. The office provided proposal support and strategy for multiple faculty-led projects, including an EPA South Florida Program proposal, an OEDIT Colorado state grant for a $150,000 proof-of-concept award, an NSF Engineering Directorate proposal on digital heart twins, initial planning for an NSF ART grant, and an NSF TTP initiative on resilient construction technologies. ORED continues to manage the $10.3M, five-year EDA Risk & Resilience Tech Hub grant in partnership with the University of Miami, Titan America, and Carbon Limit, supporting commercialization of advanced infrastructure materials.

During the quarter, there were 13 events, including seven training sessions for 178 local participants, and one event in Baltimore that generated discussions with three prospective Tech Hub partners. These efforts strengthened support for faculty, students, and local entrepreneurs in innovation and commercialization.
During October–December 2025, FIU researchers reported 11 intellectual property (IP) disclosures, filed 11 patent applications, and were awarded 21 patents. A total of three licenses/options were executed, generating $113,326 in commercialization revenue for the quarter.

3. University Graduate School (UGS)

As of December 31, 2025, FIU received 3,211 applications for doctoral programs, an increase of 130 (4.2%) over the prior year. Applications for master's programs declined by 690 (-6%) to 10,712, while specialist program applications increased by 3 (5.5%) to 58. Total graduate admissions were 6,196, down 17 students (-0.3%), reflecting higher master's (+20) and specialist admissions (+5) and a decrease in doctoral admissions (-41; -6%).

Overall graduate enrollment declined by 139 students (-3.5%), including doctoral (-310; -6.2%) and master's (-112; -3.3%) students, partially offset by an increase in specialist enrollment (+3; +18%). The largest decreases were observed in master's programs in Business (-64; -5.1%), Arts, Sciences and Education (-42; -7.6%), Public Affairs (-34; -14.5%), Public Health (-16; -6%), Hospitality Management (-15; -8.8%), and Nursing and Health Sciences (-3; -1%). Doctoral enrollment declined in Arts, Sciences and Education (-17; -13%), particularly in Teaching and Learning (-10; -50%) and Earth and Environment (-7; -33%), as well as in Business (-11; -17%), Engineering (-9; -12%), and DDES (-1; -20%). Increases were observed in master's programs in Engineering (+58; +13.9%), Communication (+3; +1.8%), and Medicine (+1; +2.2%), and in doctoral programs in Public Affairs (+4; +11%), Medicine (+3; +75%), and Nursing and Health Sciences (+1; +1%), while doctoral enrollment in Public Health remained the same as last year at 13.

During the quarter, UGS completed the Graduate Advisory Board selection, recruiting 11 students (8 PhD, 3 master's) for AY 2025–2026. UGS hosted professional development workshops, including science communication, lab dynamics, writing mentorship, and dissertation retreats, and provided information on fellowships and funding opportunities. Other activities included Graduate Orientation, ETD office hours, and fellowship recruitment for Undergraduate-to-Graduate, Presidential, Veteran's, DEA, DF, and Provost awards.

This page intentionally left blank.