

**Department of Rehabilitation Sciences  
Bachelor of Science in Exercise Science**

**Student Guidebook**

**Academic Year 2020-2021**



**FLORIDA  
GULF COAST  
UNIVERSITY**

**MARIEB COLLEGE  
OF HEALTH &  
HUMAN SERVICES**

## **WELCOME LETTER**

Welcome to the Department of Rehabilitation Sciences. We are glad that you have selected the Bachelor of Science in Exercise Science as your major at Florida Gulf Coast University!

The next two years will be filled with personal, academic and professional growth that will lead you to an exciting career in the Exercise Science profession. We look forward to developing strong relationships with you to assist you through this growth experience. Please work hard, study diligently, and strive for excellence in all that you do.

The Exercise Science Program at Florida Gulf Coast University is founded on the philosophy of active participation and critical inquiry during the learning process. The faculty are available to assist, guide and mentor you during this process of becoming a skilled and compassionate professional in your field of study. You will develop lasting relationships with colleagues and friends that you meet during your studies. Enjoy the challenges together!

The unique qualities and knowledge that you bring to the program will help you make your mark on the program and your chosen profession.

Thank you for choosing Florida Gulf Coast University, the Marieb College of Health & Human Services, Department of Rehabilitation Sciences.

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Program Director and Chair, Department of Rehabilitation Sciences

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## **INTRODUCTION**

This guidebook will assist you in your studies by drawing attention to some of the policies and information you need to know as a student in the Exercise Science Program. **Since Florida Gulf Coast is a nascent university, the policies contained in this guidebook may be amended or appended during your time in the program.** The program will provide written updates to any changes to department or program policies. This guidebook is not a substitute for the [Florida Gulf Coast University Student Guidebook](#), or [University policies/procedures](#). It enhances and adds to those documents to provide specific information related to the Exercise Science Program.

The information contained in this guidebook is not exhaustive; therefore, please do not hesitate to ask faculty and staff for clarification or expansion on any subjects.

Students are responsible for reading and referencing the information contained in this guidebook.

**EXERCISE SCIENCE PROGRAM  
STUDENT GUIDEBOOK  
IMPORTANT CONTACT NUMBERS**

	PHONE #	FAX #
MAIN UNIVERSITY NUMBER	239-590-1000	
Admissions & Recruitment Toll Free	239-590-7878 1-888-889-1095	239-590-7894
Financial Aid & Scholarships Pre-Paid College Tuition	239-590-7920 1-800-552-GRAD	
Multicultural Student Development Services	239-590-7990	
Career Development	239-590-7946	
Registration & Records	239-590-7980 1-888-373-2040	
Career Development Services	239-590-7949	239-590-7942
Student Affairs	239-590-7900	239-590-7903
TTY Toll Free	1-800-590-7886	
Ombudsman	239-590-7902	
<b>MAIN DEPARTMENT NUMBERS</b>		
Bookstore	239-590-1150	239-590-1152
Cashier's Office	239-590-1213	239-590-1219
Computing – Help Desk	239-590-1188	
Computer Lab – Students	239-590-7100	
Family Resource Center	239-590-7856	239-590-7864
Food Service – Cafeteria	239-590-1160	
Marieb College of Health & Human Services	239-590-7450	239-590-7474
Health Services	239-590-7966	239-590-7903
Library Services	239-590-7600	239-590-7609
Library Services – Circulation	239-590-7610	
Library Services – Collections	239-590-7650	
Library Services – Inter-Library Loan Office	239-590-7613	
Library Services – Reference Desk	239-590-7630	
Library Services – Technical Services	239-590-7640	239-590-7645
Library Services – TTY	239-590-7618	
Police & Safety University – Non- Emergency EMERGENCY Parking Services	239-590-1990 239-590-1911 239-590-1912	239-590-1910
Student Activities	239-590-7945	
Recreation Services	239-590-7935 239-590-7938	

**DEPARTMENT CONTACT NUMBERS/ EMAIL ADDRESSES**

<b>REHABILITATION SCIENCES</b>	<b>PHONE #</b>	<b>FAX #</b>	<b>ROOM #</b>	<b>E-MAIL</b>
MAIN DEPARTMENT NUMBER	239-590-7530	239-590-7460		
Patricia Bauer, PhD, EP-C, CSCS, Assistant Professor	239-745-4205		MAR 429	<a href="mailto:pbauer@fgcu.edu">pbauer@fgcu.edu</a>
Stephen Black, DSc, PT, ATC, LAT, NSCA-CPT, Assistant Professor	239-590-1181		MAR 329	<a href="mailto:sblack@fgcu.edu">sblack@fgcu.edu</a>
Brian Bochette, DPT, CSCS, Adjunct, Exercise Science				<a href="mailto:bbochette@fgcu.edu">bbochette@fgcu.edu</a>
MeLinda Coffey, Administrative Specialist	239-590-7530		MAR 434	<a href="mailto:mcoffey@fgcu.edu">mcoffey@fgcu.edu</a>
Jason Craddock, EdD, LAT, ATC, CSCS, Assistant Professor, Anatomy & Athletic Training	239-590-7535		MAR 415	<a href="mailto:jcraddock@fgcu.edu">jcraddock@fgcu.edu</a>
Ahmed Elokda, PhD, PT, FAACVPR, Associate Professor	239-590-7534		MAR 418	<a href="mailto:aelokda@fgcu.edu">aelokda@fgcu.edu</a>
Mark Erickson, PT, MA, DScPT, Associate Professor	239-590-1169		MAR 422	<a href="mailto:merickson@fgcu.edu">merickson@fgcu.edu</a>
Russell Hogg, PhD, Associate Professor	239-590-7553		MAR 334	<a href="mailto:rhogg@fgcu.edu">rhogg@fgcu.edu</a>
Sierra Hutchison, DPT, Adjunct, Exercise Science				<a href="mailto:slgriffin@fgcu.edu">slgriffin@fgcu.edu</a>
Samantha Levy, BS, Administrative Specialist	239-745-4255		MAR 434	<a href="mailto:slevy@fgcu.edu">slevy@fgcu.edu</a>
Sarah Peterson, MS, Adjunct, Exercise Science				<a href="mailto:speterson@fgcu.edu">speterson@fgcu.edu</a>
Eric Shamus, PhD, DPT, CSCS, Chair, Professor Exercise Science Program Director	239-590-1418		MAR 435	<a href="mailto:eshamus@fgcu.edu">eshamus@fgcu.edu</a>
Barbara Tymczyszyn, MA, Instructor III, Clinical Coordinator-Exercise Science	239-590-7539		MAR 320	<a href="mailto:btymczyszyn@fgcu.edu">btymczyszyn@fgcu.edu</a>
Student E-mail				<a href="http://eagle.fgcu.edu">http://eagle.fgcu.edu</a>
Department Website				<a href="http://www.fgcu.edu/mariecollege/rs">www.fgcu.edu/mariecollege/rs</a>

Exercise Science Student Mailboxes are located at MAR 434 (directly across from stairwell).

## **PROGRAM PHILOSOPHY**

The Exercise Science faculty believes learning flourishes in an environment where inquiry is modeled and fostered. The faculty creates an atmosphere conducive to the exchange of information, ideas and skills. Learning is fostered in an environment that embraces diversity, mutual respect, and a sense of interdependence. Academic freedom and integrity are paramount to the mission of the Exercise Science Program.

Learning is a process that has no beginning or end points. It requires active participation of both faculty and students where each values and respects the other's unique and diverse learning styles and experiences. Learning is rigorous and rewarding, leaving no one unchanged by the shared experience. Learning occurs first in context and in an environment that nurtures personal and professional growth. Such early learning provides the best foundation on which higher learning experiences are built.

Graduates of a Bachelor of Science degree in Exercise Science must be mature, critical thinkers, prepared for practice with the physically active and inactive. They are able to anticipate ongoing changes in the professional environment and are prepared to respond to and promote appropriate change, ensuring a high level of care. Such necessary competence encompasses intellectual inquisitiveness, a commitment to lifelong learning, and skills and resources sufficient to cope with change in the Exercise Science profession.

The faculty believes that graduates of the Exercise Science Program should gain experience in forging connections with the community by virtue of their service/learning experiences while at the University. Ongoing connections with the community will serve as a common thread, linking all student learning opportunities and experiences. Such a foundation insures the probability of lifelong learning and commitment to service.



## **MARIEB COLLEGE OF HEALTH & HUMAN SERVICES**

### **MISSION STATEMENT**

The Marieb College of Health & Human Services provides students with health and human services professions education grounded in academic excellence, critical thinking, ethical practice, and interdisciplinary collaboration. The College facilitates active learning, emphasizes evidence-based practice, uses multiple delivery systems, develops interdisciplinary relationships, and cooperate with community partners to prepare competent and caring health and human service professionals who recognize, and demonstrate an understanding of the importance of diversity.

## **DEPARTMENT OF REHABILITATION SCIENCES**

### **MISSION STATEMENT**

The mission of the Department of Rehabilitation Sciences is to promote expertise in human movement, exercise, and wellness across the lifespan. The faculty fosters the development of self-directed, life-long learners through an applied scientific basis for practice, community involvement, an integrated curriculum, and interdisciplinary learning opportunities. The Department contributes to the advancement of the professions by demonstrating leadership and scholarship and promoting tolerance by valuing diversity.

## **EXERCISE SCIENCE PROGRAM**

### **MISSION STATEMENT**

The mission of the Exercise Science Program is to prepare students to enter existing practice in the emerging and diverse field of exercise science with a base of knowledge formulated from an evidenced-based curriculum. Students are well equipped to become critical thinking professionals, capable of leading wellness, physical fitness, exercise and strength and conditioning programs with diverse populations. A leadership foundation is established by empowering students to synthesize current information, draw inferences and establish prudent strategies that will help individuals in the communities that they serve with appropriate solutions to their exercise science challenges.

Through an exposure to faculty instruction, scholarly activities, community and professional service graduates are prepared to shape the field of exercise science and what it will look like in southwest Florida in the 21<sup>st</sup> century. Graduates of the Exercise Science Program have the opportunity to become skilled, knowledgeable, self-directed, flexible, and compassionate professionals.

## **EXERCISE SCIENCE PROFESSIONS**

The major in Exercise Science allows students to be competent to work in a diverse exercise and fitness environment. The student is able to focus on a career path utilizing the major's experiential learning opportunities.

## **PROGRAM OBJECTIVES**

The objectives of the Exercise Science Program flow directly from the philosophy, purpose and mission and are congruent with the University's Mission, Guiding Principles and Goals and Marieb College of Health & Human Services' Mission and Goals.

We, as a Program faculty, strive to:

- Prepare graduates for Exercise Science practice
- Maximize student learning styles and the unique interests, background and talents of each student
- Foster an environment that promotes creativity, scholarship, and respect for diversity and caring for one another
- Advance the disciplines of Exercise Science within the community and health care
- Meet the needs of the community through formal and informal educational offerings and community service
- Contribute to the transformation of Exercise Science discipline

## **STUDENT LEARNING OUTCOMES/GOALS**

1. The student will demonstrate the knowledge, skills and abilities of fundamental exercise physiology principles that underlie performance of physical activities and exercise.
2. The student will demonstrate the knowledge, skills and abilities associated with exercise risk stratification, physiological and metabolic responses to exercise and injury prevention in healthy individuals and in individuals associated with chronic disease.
3. The student will demonstrate the knowledge, skills and abilities of selecting appropriate assessment and training modalities according to the functional capacity of the individual.
4. Prepare the student with the knowledge, skills and abilities associated with the nutritional aspects of wellness and human performance required of the entry-level practitioner in the Exercise Science field.
5. Prepare the student with the knowledge, skills and abilities associated with understanding Medical Ethics, Legal Issues, and Professional Development of the entry-level exercise science practitioner.

## **HONORS IN EXERCISE SCIENCE**

1. A student may complete 5 approved Honors courses within the upper-division of the Exercise Science program.
2. Students who are admitted to the Honors College and earn Honors credit in at least 3 of the courses designated below will be Honors in the Major graduates and have this noted on their transcript. Honors in the Major graduates will receive a special recognition pin from the department at the Honors College's graduation ceremony. Please see [www.fgcu.edu/honors](http://www.fgcu.edu/honors) for more details regarding admission and curriculum or contact the Director of the Honors College at [cmotley@fgcu.edu](mailto:cmotley@fgcu.edu).
3. The Exercise Science program has recognized the following courses as an appropriate indication of acquisition of knowledge, application integration, and demonstration of knowledge at a national level.

### A. APK 4138 Methods of Resistance Training & Condition

- I. Option #1) Take APK 4138, and pass the course = normal credit
- II. Option #2) Take APK 4138, and receive the designation of completing the course as an Honors course by satisfying the following:
  1. Complete APK 4138 with a B or better
  2. Complete the Periodization assignment in APK 4138 with a B or better
  3. Oral presentation of a periodized training plan. The sport or position specific topic of the presentation would need to be approved by the instructor. The student would need to earn a passing grade for the presentation.
- III. When the student completes the Honors credit requirements successfully, it would be noted on their academic transcript as an Honors course. A student may receive an honors designation on their transcript without being an Honors student.
- IV. If a student would like to earn honors credit for this course, they would need to meet with the instructor before February 1<sup>st</sup> to gain approval. Selection of the presentation topic would need to be selected and receive instructor approval prior to March 1<sup>st</sup>.

### B. PET 3627C Care and Prevention of Human Performance Injuries

- I. Option #1) Take PET 3627C, and past the course = normal credit
- II. Option #2) Take PET 3627C, and receive the designation of completing the course as an Honors course by satisfying the following:

1. Complete Pet 3627C with a B or better
  2. Complete a detailed patient case study assignment in PET 3627C with a B or better
- III. If a student would like to earn honors credit for this course, they would need to meet with the instructor within the first week of class to receive instructor approval.
  - IV. When a student completes the Honors credit requirements successfully, it would be noted on their academic transcript as an Honors course. A student may receive an honors designation on their transcript without being an Honors student.
- C. APK 4930 Preparation for Entering and Growing in the Profession (virtual)
- I. Option #1) Take APK 4930, pass the course, register and sit for the ACSM Exercise Physiologist Certification Exam or NSCS CSCS exam (proof provided) = normal credit
  - II. Option #2) Take APK 4930, pass the course with a B or better, register and sit for the ACSM Exercise Physiologist Certification Exam or NSCS CSCS exam (proof provided), pass the exam (proof is required) = Honors credit noted on your academic transcript. A student may receive an honors designation on their transcript without being an Honors student.
  - III. If you would like to earn honors credit for this course, you do not need to register for any additional CRNs. Providing proof that you passed the ACSM Exercise Physiologist Certification Exam or NSCS CSCS exam and completed the course with a B or better as outlined in Option #2 will satisfy the requirements needed.
4. A student can receive an honors designation on their transcript for an individual course if they have met the honors criteria for any of these three identifying courses. A student may receive an honors designation on their transcript without being an Honors student.

## **HONORS THESIS**

Students can choose to do an honors thesis as part of the Exercise Science curriculum. This is recommended for all students that plan to progress into graduate school. The honors thesis will help provide a more in-depth research experience. You do not need to be an honors student to do an honors thesis. The honors thesis has 3 parts. First, in the spring of your junior year in APK 4050 Evidence Based Practice, you will write a proposal under the supervision of an Exercise Science faculty member teaching APK 4050 and submit and receive approval from the Honors College before the end of the spring term of your junior year (honors will be noted on your transcript for APK 4050). Second, during the summer and fall of your senior year, you will progress with the research objectives that were described in the approved proposal. Third, if students progressed with approval in steps 1 and 2, students will register for the Honors Thesis course (IDH 4975) instead of the APK 4951 Capstone course in the spring of the senior year. The following provides more detailed explanations.

The Honors Thesis is both a presentation (led by the student) and an oral examination (led by the Thesis Committee) that lasts approximately an hour. In order for the oral examination to be scheduled, the Honors Thesis Oral Defense form must be completed and submitted to the Honors College. The oral examination is open to the public, and students are encouraged to invite fellow classmates, friends, and family members to attend. Each discipline takes a slightly different approach; therefore, it is important to talk with your Thesis Mentor and the Honors Representative about their expectations. Generally, students are asked to give an overview of their work, articulating the main concepts and thesis and outlining the main line of argument in support of the thesis (keep in mind that the committee will have already read, seen, and/or listened to your work). In some disciplines, students will be asked to talk about their choice of topic, the research experience, and/or summarize their conclusions. In all cases, students should expect to field questions. Your committee will often ask challenging questions that force you to defend your conclusions or creative choices and connect your own work to the work of others in your field.

## TIMELINE FOR HONORS THESIS

Semester/Year	Activity
<b>APK 4050 honors</b> - Spring of junior year	The student will declare his/her interest with the faculty of APK 4050, select a topic, select an Honors Thesis Mentor, and submit a proposal to faculty of APK 4050 and Dr. Minh Nguyen in the Honors College by the end of the semester. Honors will be noted on the transcript for students that receive approval of their proposal from the faculty and the Honors College. Student will prepare a proposal/prospectus. The Honors Thesis Mentor will approve the topic, the process of the thesis development, and the timeline. A formal Letter of Intent will be submitted to the Honors College Director. A student may receive an honors designation on their transcript without being an Honors student.
Summer and Fall of senior year	The student will work on the development of the project/thesis and submit the work by the March 15 deadlines during his/her last semester of senior year (Spring).
Spring semester of senior year – Honors Thesis course (IDH 4975) replaces APK 4951 (if approval was met in the previous spring in APK 4050 and students progressed along with their project in the Fall of their senior year).	<p>The student will present the showcase or oral defense to demonstrate the project and to obtain feedback. In order for the oral defense to be scheduled, the Honors Thesis Oral Defense form must be completed and submitted to the Honors College by March 31.</p> <p>Oral defenses shall be on a day or days designated in April for spring graduates, and a day or days designated in November for fall graduates. This will be announced by the Honors College via university-wide e-mail.</p>

## **HONORS THESIS FINAL PRODUCT**

Submission of the final product shall be no later than the last day of finals of the semester in which the student is taking the Honors Thesis course (IDH 4975) Final products will be kept in the FGCU library archives. The library archives have the ability to store various forms of multimedia as well as digital version of printed items.

## **EXPECTATIONS**

### **Graduates of the Exercise Science Program:**

***Model PROFESSIONAL BEHAVIORS that are consistent with professional excellence and the expectations of the profession and the consumer.***

### **Graduates:**

- Strive for and demonstrate professional excellence in all aspects of practice
- Develop creative solutions to problems, based on sound scientific knowledge and clinical intuition
- Assume responsibility for continued growth and commitment to the profession
- Exhibit an understanding and appreciation of diversity, showing compassion for all persons as globally minded practitioners
- Demonstrate a commitment to a client-centered philosophy of care
- Demonstrate confidence and pride in their roles as exercise science providers
- Respect the role of other health care professionals and exercise science professionals and their responsibilities
- Demonstrate leadership behaviors
- Accept the professional obligation to measure and evaluate effectiveness as part of their role
- Be proficient in using technology to independently seek and access information and resources
- Demonstrate professional and personal behaviors consistent with the American College of Sports Medicine (ACSM) code of ethics, and the National Strength and Conditioning Association (NSCA) code of ethics
- Employ initiative in seeking advanced training as part of becoming a lifelong learner

***Practice utilizing TECHNICAL SKILLS consistent with entry into your chosen profession within Exercise Science.***

**Graduates:**

- Apply current research to practice
- Work efficiently and effectively with a high volume of clients
- Demonstrate entry-level competency and strive for mastery in clinical skills
- Utilize assessment results to evaluate, formulate differential results, and complete the development of a plan of action
- Appropriately document all aspects of client interaction
- Serve as case manager for client-centered care
- Consistently motivate and encourage clients
- Consistently utilize outcomes assessment measures to serve as a basis for improving care
- Individualize care based on client needs and circumstances

***Experience areas of PERSONAL GROWTH necessary for the transition into becoming a professional.***

**Graduates:**

- Are self-reflective, resourceful, and self-directed
- Exercise and value self-identification of unique strengths
- Are accepting, flexible, and tolerant
- Demonstrate sensitivity to others' needs and in interactions with others

***Recognize the importance of and pursue COMMUNITY INVOLVEMENT as part of his/her professional and civic responsibility.***

**Graduates:**

- Exhibit socially minded behaviors
- Initiate and carry out community-based learning and service projects
- Build linkages with their communities and accept and engage in service to the community as part of professional responsibility



***Appropriately use and modify written, oral and non-verbal COMMUNICATION with clients, families and colleagues.***

**Graduates:**

- Communicate effectively through verbal and non-verbal means and are willing to communicate with a variety of people in different situations

***Practice effectively and are able to respond to CHANGE within a dynamic professional environment.***

**Graduates:**

- Welcome and gain insight from ongoing internal and external review
- Recognize and create opportunities for growth and realistic change
- Serve as change agents within the community and the settings in which they practice

## **CURRICULUM PHILOSOPHY**

The Exercise Science curriculum is built around several major philosophical constructs: 1) a lifespan approach to coursework, 2) a commitment to the progression from simple to complex concepts and content, 3) the use of active learning strategies, 4) a cultural diversity perspective in all coursework, and 5) an ongoing assessment and facilitation of developing professional characteristics.

The first involves infusing a lifespan approach to coursework offerings. Traditional stand-alone, topic-specific courses have been minimized. Instead, coursework development has been approached from a lifespan perspective. For example, a course such as Movement Science includes content relevant for Exercise Science graduates who are delivering services to a client of any age. Students, therefore, gain an unusually broad perspective of client services.

The second construct relates to the importance of the evolution of student learning. Early in the curriculum, students employ more simple strategies to master simple, foundational material and to solve problems. As the student progresses through the curriculum, there is a concurrent evolution to mastery of more complex materials while employing higher level learning tools.

Inherent in the curricular model is a commitment to active learning with a de-emphasis on passive flow of information. A variety of active learning strategies are utilized including self-direction, cooperative learning, case-based method of instruction, problem-based learning, peer teaching, interactive computer-based learning, and applied learning.

Another philosophical underpinning of the curriculum is the importance of the promotion of culturally diverse perspectives in student learning and health care delivery settings. Attention is given in all aspects of student learning to the examination of issues that emerge, relative to students and health care consumers' varying cultural values, experiences, and beliefs. Through classroom and field experiences, students interact with persons of varying cultures and beliefs.

Finally, attention is given to the importance of developing professional characteristics throughout the program. All coursework and experiential learning opportunities include an expectation of development of behaviors deemed essential for practice as caring, sensitive clinicians.

These behaviors include such generic abilities<sup>1</sup> as commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem-solving, professionalism, responsibility, critical thinking, and stress management.

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<sup>1</sup> Based on University of Wisconsin-Madison, Program in Physical Therapy Generic Behaviors

## **PROGRAM OVERVIEW**

The Exercise Science curriculum program at Florida Gulf Coast University is based upon the two plus two concept used in the Florida State University System. The first two years of academic study is to complete the lower division and program prerequisites (pre-professional phase). The upper division coursework (professional phase) is to be completed in the next two years of study.

### **Pre-Professional Phase (Lower level and program prerequisites plan of study)**

<b>Fall 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
ENC 1101	3	ENC 1102	3	Gen Ed Humanities	3
BSC 1010C	4	CHM 1045 & CHM 1045L	4		
MAC 1105 & MAC 1105L	3	MAC 1147	4		
PSY 2012	3	General Education Course in Social Science/INKN	3		
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>14</b>		
<b>Fall 2</b>		<b>Spring 2</b>			
HUM 251 State Core Humanities	3	BSC 1011 & 1011L	4		
BSC 1085C	4	BSC 1086C	4		
STA 2023	3	HSC 2577	3		
CHM 1046 & CHM 1046L	4	Gen Ed Course in Humanities (CLWS/INKN)	3		
		Free Elective Course of Choice (Program recommends taking Core University Colloquium- 3 credits)	2		
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>16</b>		

### Professional Phase (Exercise Science upper-level pre-approved plan of study)

Fall 3		Spring 3		Summer 3	
APK 3125 Fitness Assessment & Exercise Prescription	3	APK 3312 Pharmacology & Ergogenic Aids (Virtual)	2	APK 4137 Exercise and Sport Physiology	4
APK 3125L Fitness Assessment Lab	2	APK 4050 Evidence Based Practice	3	APK 4137L Exercise & Sport Phys Lab	2
PHY 2053 College Physics I	3	APK 3142C Anat and Biomech Human Mvmt II	3	PET 3627C Care and Prevention of Human Performance Injuries	3
PHY 2053L College Physics I Lab	1	APK 4138 Methods of Resistance Training & Conditioning	3		
APK 3141C Anat and Biomech Human Mvmt I	3	APK 4138L Methods of RTC Lab	2		
APK 3931 Selected Topics: Human Perform	1				
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>9</b>

Fall 4		Spring 4	
APK 4123 Human Performance and Energy Supplies (Virtual)	3	APK 4951 Capstone in Exercise Science (Virtual)	1
APK 4120 Clinical Exercise Physiology (Virtual)	3	APK 4930 Preparation for Entering and Growing in the Profession (Virtual)	3
APK4941L Experiential Learning I (Full-time experience)	5	APK 4948L Experiential Learning II Senior Capstone Course (Full-time experience)	5
APK 4112 Sports Psychology (Virtual)	3	IDS 3920 University Colloquium or Restricted Elective (Virtual)	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>12</b>

\*Please refer to FGCU online catalog for course descriptions.

## **STUDENT ASSESSMENT**

The Exercise Science Program faculty assesses students utilizing a broad scope of assessment methods. To comprehensively evaluate student performance, each student in the Exercise Science Program is assessed on the following three areas:

### **1. Individual Course Assessment**

Course faculty evaluates a student's performance through a variety of measures outlined in the course syllabus. Students are expected to perform at or above the academic standards described in the progression and retention standards found in this guidebook.

### **2. Cumulative Portfolio**

Each student is required to maintain and update a professional portfolio during his/her progression in the program. The portfolio is based on the student learning outcomes/goals and is reviewed by the student and their faculty advisor each semester to assess and facilitate the development of this document. Portfolios are an evolving collection of items, reflective of a student's experiences, and a demonstration of personal and professional growth. The goal is for a graduating student to have a comprehensive picture of his/her unique qualities, skills and accomplishments and to be able to use this portfolio when seeking professional employment. Assessment of the cumulative portfolio takes place in APK 4930 PDS II, Preparation for Entering and Growing in the Profession. Each student will need to successfully complete the cumulative portfolio in order to graduate from the Exercise Science program. The following table is the assessment tool utilized in assessing the cumulative portfolio:

	<b>Student Learning Outcomes/Goals</b>	<b>Description How Goal/ Outcome Was Met</b>	<b>Portfolio Evidence Items</b>	<b>Faculty Advisor/ Reader Comments</b>
	Graduates of the Exercise Science Program			
1	The student will demonstrate the knowledge, skills and abilities of fundamental exercise physiology principles that underlie performance of physical activities and exercise.			
2	The student will demonstrate the knowledge, skills and abilities associated with exercise risk stratification, physiological and metabolic responses to exercise and injury prevention in healthy individuals and in individuals associated with chronic disease.			
3	The student will demonstrate the knowledge, skills and abilities of selecting appropriate assessment and training modalities according to the functional capacity of the individual			
4	Prepare the student with the knowledge, skills and abilities associated with the nutritional aspects of wellness and human performance required of the entry-level practitioner in the Exercise Science field.			
5	Prepare the student with the knowledge, skills and abilities associated with understanding Medical Ethics, Legal Issues, and Professional Development of the entry-level exercise science practitioner.			

### **3. Integrative Certification Examination**

Students participate in an integrative certification examination as part of APK 4930 Preparing for Entering and Growing in the Profession. To graduate from FGCU with a Bachelor of Science degree in Exercise Science a student must take either the ACSM EP-C Exam or the NSCA CSCS Exam.

## **ESSENTIAL FUNCTIONS**

It is strongly recommended that all students meet the essential functions listed below.

The following are essential functions needed for successful completion of the Exercise Science program at Florida Gulf Coast University. Students must be able to perform, with or without reasonable accommodations, each of these essential functions in order to fully participate in the program and successfully complete the requirements of the program in which they are enrolled. A student requesting accommodation in regard to carrying out any of these essential functions must realize that although he/she may meet program requirements to graduate, he/she may not meet some requirements of licensure, certification and/or employment in the profession.

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, provides classroom and academic accommodation to students with documented disabilities. Students are responsible for providing documentation of disability to the Office of Adaptive Services. Whether or not a requested accommodation is reasonable will be determined on an individual basis in consultation with the Office of Adaptive Services. (See current FGCU Student Guidebook).

### **Cognitive Functions**

Comprehend, retain, and retrieve complex information from the social sciences, humanities, natural and movement sciences, and apply this information to professional course work.

Comprehend, synthesize, and integrate information from extensive written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated patients/clients.

Apply information obtained from classroom, laboratory, and written materials to the assessment, evaluation, and intervention of real and simulated patients.

Critically analyze information taken from written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated clients to develop and support the rationale for appropriate assessments, evaluations, prognoses, and interventions.

Integrate information from multiple simultaneous sources in a timely manner.

### **Affective and Communication Functions**

Speak in English effectively and with sufficient volume to convey information to and instruct other individuals and groups from a variety of backgrounds, ages, and needs in a professional, respectful, and non-judgmental manner.

Understand and interpret the verbal, non-verbal, and written communication of others and respond in an appropriate professional manner.

Write clearly, concisely, and effectively in English.

Effectively attend to people, information, and tasks in a complex, highly stimulating environment during an entire workday.

Practice as a student in a safe, ethical, and legal manner.

Meet externally imposed deadlines and time requirements.

Effectively and consistently manage personal stress and the stress of others.

Respond to medical crises and emergencies in a calm, safe, and professional manner.

### **Psychomotor Functions**

Physically move or support clients/classmates/equipment in a variety of situations and safely and skillfully supervise/instruct the movement/support of clients/classmates utilizing a minimally trained technical support person.

Demonstrate the ability to observe and practice universal precautions.

Demonstrate the ability to perform emergency first aid and Health Care Provider CPR (American Heart Association BLS, including AED).

Safely and reliably read meters, dials, and printouts.

Manipulate and operate assessment and intervention equipment, monitoring devices, and computers.

Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of client or Exercise Science professionals.

Demonstrate the ability to work in an environment which requires significant physical activity and mobility throughout the workday and which does not compromise patient/client or practitioner safety.

Hear and comprehend the spoken word and auditory signals from equipment.

Write legibly and clearly by hand and by computer.

Safely, reliably, and efficiently perform appropriate assessments and interventions.



## **PROFESSIONAL BEHAVIORS PLAN**

The faculty of the Exercise Science Program believe that a set of appropriate professional behaviors is inherent across professions and is an important part of Exercise Science. These behaviors are not specific to any profession within the field of Exercise Science however; they are essential for appropriate care of patients/clients and their families, interaction with colleagues, and success in the profession. The Exercise Science Program faculty chose to integrate the development of these behaviors throughout the curriculum to ensure student success in peer, patient, colleague, and faculty interactions in classroom and practice settings. The faculty acknowledges its role in the development of these professional behaviors. The faculty selected the Generic Abilities Model developed and validated by the Physical Therapy program, University of Wisconsin-Madison and described by May, Morgan, Lemke, Karst, & Stone, (1995):

### **Basic Tenets and Expectations**

(adapted from May, Straker, & Foord, 1997), Facilitating the Development of Professional Behaviors in Physical Therapy Education, Unpublished draft 9/97)

- The process of becoming socialized into a profession requires hard work and takes a long time; therefore, it must begin early.
- A repertoire of behaviors, in addition to a core of knowledge and skills, is important to be successful as an Exercise Science professional.
- Professional behaviors are defined by the ability to generalize, integrate, apply, synthesize, and interact effectively.
- Behaviors can be influenced and modified by expectations, environment, and internal commitment.
- Behaviors can be objectified and assessed.
- Academic and clinical faculty recognize their responsibility to assess professional behaviors and are empowered to do so.
- Behavior is as important as knowledge and skill (A Normative Model of Physical Therapist Professional Education; Clinical Education Component)
- Clearly defining and sharing expectations is the responsibility of the profession throughout the educational and socialization process.
- The current scope of Exercise Science necessitates that students develop essential professional behaviors, which are infused into course and experiential work and reinforced throughout the program.
- These behaviors provide the foundation for lifelong learning and commitment to the profession through professional development.

## **Generic Abilities**

The following abilities were identified and defined (May, 1995)

<b>Commitment to Learning</b>	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
<b>Interpersonal Skills</b>	The ability to interact effectively with clients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
<b>Communication Skills</b>	The ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for varied audiences and purposes.
<b>Effective Use of Time and Resources</b>	The ability to obtain the maximum benefit from a minimum investment of time and resources.
<b>Use of Constructive Feedback</b>	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
<b>Problem-Solving</b>	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
<b>Professionalism</b>	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
<b>Responsibility</b>	The ability to fulfill commitments and to be accountable for actions and outcomes.
<b>Critical Thinking</b>	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
<b>Stress Management</b>	The ability to identify sources of stress and to develop effective coping behaviors.

## Implementation Plan

Each of the Generic Abilities is further delineated in **Behavioral Criteria**, with the Criteria presented in four levels: **Emerging, Beginning, Developing, Entry**, and **Post-Entry**. At each level, specific student evaluation criteria are identified. In the FGCU Exercise Science Curriculum, students are evaluated in every course utilizing the following progression standards:

- Students not yet at the **Beginning Level** are considered to be at the **Emerging Level**.
- Students must perform at **Beginning Level** in all criteria at the end of two semesters of study.
- Students must perform at the **Developing Level** in all criteria in order to participate in the first full-time clinical/experiential learning.
- Students must perform at **Entry Level** prior to graduation. Students are considered to be prepared for full-time professional practice by demonstrating these behaviors.

## Expectations for Professional Behaviors

These abilities are introduced to the students during program orientation. Performing at the appropriate level is a required part of the overall program and a component of the course grade, if the instructor so chooses. Standardized evaluation forms are used for faculty evaluation of students and student self-evaluation. The forms identify strengths and areas needing further development. Any student who does not fulfill the requirements of the Professional Behaviors outlined in Appendix I of this Guidebook will be placed on Professional Behaviors Probation. **Professional behaviors probation is permitted a maximum of two occurrences during enrollment in the program.** If a student exceeds 2 occurrences for professional behaviors probation the student will be dismissed from the program.

Please refer to Appendix I for the Professional Behaviors Plan Assessment Form.

## References

May, W. W., Morgan, B. J., Lemke, J. C., Karst, G. M., & Stone, H. L. (1995). Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9 (1), 3-6.

May, W. W., Straker, G., & Foord, L. (1997). Facilitating the Development of Professional Behaviors in Physical Therapy Education. Manuscript in preparation, University of Wisconsin at Madison.

## **PROGRAM OF STUDY**

All students who enter the Exercise Science Program are expected to follow the established program curriculum as outlined on pages 15 and 16 of this guidebook. A student may modify the established Program of Study only with the **prior** approval of his/her program faculty advisor and the Exercise Science Program Director. **Failure to gain approval for a modified Program of Study results in the student being placed on Academic Probation.**

## **RETENTION AND PROGRESSION STANDARDS**

### **Leave of Absence**

A student must maintain continuous enrollment/matriculation in an approved academic Program of Study or receive written approval for a leave of absence from his/her program faculty advisor, and the Exercise Science Program Director in order to ensure consideration for readmission to the Program. A leave of absence is granted for no more than three consecutive semesters, unless under military obligation. If a student cannot resume coursework after three consecutive semesters, the student forfeits his or her place in the program and re-application is necessary. A student returning after three consecutive semesters must re-apply to the program.

### **Withdrawing from a Class**

A student withdrawing from any class modifies the established Program of Study and **must** follow the procedure as outlined in the Program of Study policy. A student who modifies his/her Program of Study does so with the realization that the Program has no obligation to offer courses out of sequence for the said student. If a student withdraws from a course and is failing the course, that course will count against him/her as a failed course.

### **Overall Progression Standards**

Program progression standards are listed below. A student must meet all retention and progression standards. Any student not meeting one or more of these standards will be placed on Academic Probation. **Probation occurs automatically, regardless of official notification.** Students not meeting the conditions for the release from Academic Probation will be dismissed from the Program. The standards are as follows:

1. The student must follow the pre-approved Program of Study. Failure to follow the approved Program of Study results in the student being placed on Academic Probation. Failure to follow the approved Program of Study for two semesters will result in the student being dismissed from the Program.
2. A student must earn a C or better in all courses within the program curriculum. Failure to achieve a sufficient grade (at least a C) in a required course results in the student being placed on Academic Probation. A student on Academic Probation must repeat

the course in which he/she earns the insufficient grade the next time it is offered and achieve a sufficient grade to be removed from Academic Probation. Dismissal occurs if the student earns an insufficient grade a second time in the same course.

3. If a student fails to successfully complete a course they **must** notify their faculty advisor prior to the start of the next semester. If a student does not notify their faculty advisor they will be placed on Professional Behaviors Probation. If a student repeats a course, prerequisite conditions for courses subsequent to the repeated course must be met. These conditions are outlined in each course syllabus.
4. Students must meet each of the following progression standards or they will need to retake the labs to have a maximum of one C grade.
  - A. Students must earn at least two B grades or greater in the following lab courses:
    - a. APK 3125L Fitness Assessment Lab
    - b. APK 4138L Methods of Resistance Training Lab
    - c. APK 4137L Exercise & Sport Physiology Lab
  - B. Earning a “C” in any one of the above lab courses will require a 4-week remediation plan, culminating in a skills check approved by course faculty prior to your Experiential Learning experience.
  - C. Students are expected to maintain a 3.0 GPA throughout upper level courses in the Exercise Science program.

All students placed on Academic Probation are required to meet with their faculty advisor to modify their plan of study and to develop a remediation plan to improve their GPA.

5. The program faculty advisor and the Exercise Science Program Director must approve any changes in the Program of Study.
6. ***Academic Probation is permitted a maximum of two occurrences during enrollment in the Exercise Science program. Exceeding the allowed maximum for Academic Probation will result in dismissal from the program.***
7. A student may be placed on multiple Professional Behaviors Probation for additional violations that occur during any one semester. ***Professional Behaviors Probation is permitted a maximum of two occurrences during enrollment in the Exercise Science Program. Exceeding the allowed maximum for Professional Behaviors Probation will result in dismissal from the program.***
8. Should a student be placed on academic behaviors probation once and a Professional Behaviors Probation once, the third probation of either type will result in the student being dismissed from the program.

## **Experiential Learning**

**Students must** have successfully completed all courses and/or examinations prior to participating in the experiential learning component of the curriculum (or with program director approval).

At the end of an experiential learning experience, on a case-by-case basis, a student may be given the option of extending the duration of an experiential learning experience in order to reach the appropriate level of experiential learning performance.

Student requests are considered in assigning experiential learning opportunities but the Experiential Learning Coordinator has the final responsibility for making experiential learning assignments. Students **are not** guaranteed placement in their top choices and may be assigned to experiential learning opportunities outside the geographical areas in which they live. Students are responsible for transportation and housing expenses during experiential learning experiences.

***Students are required to have all required immunizations, up to date certifications by the American Red Cross or American Heart Association (AHA) in First Aid, Healthcare Provider AED, CPR and current liability insurance while in the Exercise Science Program in addition to having these items prior to entering any experiential learning experience.*** These requirements remain in effect during the experiential learning experiences. Failure, at any time, to meet all of the above requirements will result in the student being immediately removed from the experiential learning site, being placed on Professional Behaviors Probation, and may lead to being administratively dropped from a course and/or to dismissal from the Exercise Science Program. For additional information on these requirements please refer to Appendix III of this guidebook.

## **Graduation Requirements**

1. Successfully complete a cumulative personal/professional portfolio.
2. Complete all required Exercise Science Program coursework with a minimum cumulative GPA of 3.0 and a C or better in each course within the program.
3. Successfully complete all required courses.
4. Apply for graduation per university guidelines and timeline.
5. Meet all university graduation requirements as stated in the Florida Gulf Coast University Catalogue.

## **APPEALS/GRIEVANCE POLICY AND PROCEDURES**

### **Grade Appeals Process**

The Exercise Science Program follows the University's Student Grade Appeals policy found in the FGCU Division of Student Services Student Guidebook.

### **Program Dismissal Appeals Process**

The student appeals, in writing, to the Exercise Science Program Faculty Council for reconsideration of program dismissal by a deadline date specified in the student's dismissal letter. The student is given a deadline date of twenty-one days from the date of the dismissal letter to appeal the decision. Failure to follow this timeline forfeits the student's right to appeal.

The student is required to include the following items in the appeal request:

- Reason(s) for the appeal
- Justification for reconsideration
- Supporting documentation

Upon receipt of the appeal, the following steps are taken:

1. The student's transcript, portfolio, and appeal material are reviewed within twenty-one days of receipt of the appeal.
2. The Council provides a recommendation to the Department Chair. The Department Chair reviews the recommendation and makes a decision on the appeal within one week of the Exercise Science Program Faculty Council meeting.
3. The Department Chair sends a certified, restricted-delivery letter informing the student of the decision.

If the student is not satisfied with the outcome of the review by the Exercise Science Program Faculty Council, the student may appeal to the Marieb College of Health & Human Services Appeals Committee following established University guidelines. Students are also referred to the following university policy for information regarding the right to grieve decisions related to access to courses and credit granted toward degree through the Student Ombudsman.

Policy: 1.010– Student Course and Credits Grievance Policy  
[http://www.fgcu.edu/generalcounsel/files/policies/31872\\_2.pdf](http://www.fgcu.edu/generalcounsel/files/policies/31872_2.pdf)

### **Student Grievance Procedure (per University Student Guidebook)**

Student Grievances are addressed in accordance with the University Guidelines available in the University Student Guidebook.

## **GRADING PHILOSOPHY AND POLICY**

### **Philosophy**

The Exercise Science Program grading philosophy is consistent with and builds upon the Department of Rehabilitation Sciences' mission, goals, and student learning outcomes. Assessment of student performance is frequent and ongoing, employing multiple and varied methods of assessment. Employing multiple methods of assessment allows students to demonstrate knowledge and competency in a variety of ways. Lab examinations and skill competency assessments are considered satisfactory at the average level.

### **Additional Policies**

- Students are advised to refer to specific course syllabi for course requirements and grading policies.
- Students are responsible for requesting, in writing, an incomplete (I) two weeks prior to the end of the semester in which the course is taken. Requests must be submitted to the course faculty, who act on the request within 72 hours of receipt. Incomplete coursework must be converted to a letter grade within one year. Failure to complete the coursework within the specified period of time will result in a grade of F. A student requesting an incomplete must at the time of the request be passing the course.
- If no grading policy is listed on an individual course syllabus, the grading scale reverts back to the University grading system.
- Students are advised to refer to the Retention and Progression Standards section of this handbook for additional information regarding academic standards and policies.



## **ACADEMIC INTEGRITY/HONOR CODE**

Students at Florida Gulf Coast University have the responsibility to practice academic integrity. Students who engage in activities such as cheating, plagiarism, knowingly furnishing false research data, submitting falsified hours' logs, and being in unauthorized areas will subject themselves to violations of the Student Code of Conduct and could result in dismissal from the Exercise Science Program. Students are also expected to comply with all requirements and expectations for behavior as laid out in the course syllabus. Faculty reserve the right to use anti-plagiarism software to analyze papers and other written works. For more information on university behavioral and academic standards, the Conduct Process, and the Academic Integrity Process, see the [FGCU Student Code of Conduct](#).

## **STUDENT CONDUCT**

It is expected that faculty and students are responsible for preserving the privacy, dignity and safety of all people, including patients/clients, patients'/clients' families or caregivers, students, faculty, and support staff who are involved in the classroom, laboratory, clinical, research, and administrative activities of the program. In an effort to preserve the safety of Exercise Science/other University students and the community-at-large, as well as adhere to the ACSM Code of Ethics and the NSCA Code of Ethics, students ***are not*** permitted to independently render exercise/therapeutic intervention for any diagnosed or undiagnosed pathological or non-pathological condition or dysfunction. Therapeutic intervention and/or laboratory practice is acceptable only in learning situations such as the laboratory classroom setting or clinic setting, where the appropriate supervision is provided. Independent laboratory practice is designed for the practicing of psychomotor skills and reinforcement of didactic material using only students enrolled in the Exercise Science, Athletic Training or Doctor of Physical Therapy programs as subjects. Persons who are not enrolled in these programs are not allowed in the laboratory during independent laboratory practice. Only department students are permitted in labs. Any other person must have prior faculty approval. Independent laboratory practice is not designed as a venue to render treatment for pathological or non-pathological conditions. Doing so is in direct violation of expected student conduct and will result in probationary status and/or dismissal from the program. Students should also refer to individual course syllabi for additional expectations.

## **MEDIA RECORDING PERMISSION REQUIREMENT**

Students must have a faculty member's permission to audiotape, videotape, photograph, or otherwise record any portion of a class, lab, or clinical education experience. Classes and laboratory experiences may include material that is restricted in its use to those specific educational settings and conditions. There may also be intellectual property or copyright issues with faculty-developed materials. In addition, visitors and patients may participate in our classes and labs who have not given their consent for taping, recording, or sharing of taped segments. It is a program requirement that such permission will be given by the faculty

member before any recording occurs. Once such a recording has been permitted by the faculty member, it is intended solely for that specific educational purpose. Unless you have secured additional permission, sharing the recordings outside of the classroom or posting these recordings on internet sites is not permitted. Failure to comply with these expectations will be considered a violation of professional behaviors expectations, and will result in the student being placed on Professional Behaviors Probation.

## **DRUG/ALCOHOL POLICY**

Florida Gulf Coast University, in conjunction with the National Collegiate Athletic Association, has strict rules about the use of drugs by student-athletes and students working with intercollegiate athletics. When an Exercise Science student is assigned to work with intercollegiate athletics, they must sign a form to allow testing for use of drugs prohibited by NCAA legislation. Failure to complete this form will result in ineligibility to participate in the experiential learning course with any intercollegiate athletics program.

If a drug test reveals that an Exercise Science student has used any of the prohibited drugs, he/she will immediately be dismissed from their assignment and receive a failing/unsatisfactory grade for that course. Coaches and certified athletic trainers have a list of the NCAA prohibited drugs.

Several Experiential Learning sites require a drug screen for students reporting to their clinical sites. Students will be notified prior to their start date, of the procedure for drug screening. All drug screening is at the students' expense.

No student is to report to class or any university activity while under the influence of any drug. Violation of this policy by a student will be reason for evaluation/treatment for drug/alcohol use disorder and/or for disciplinary action up to and including removal from the Exercise Science program and expulsion from the University and/or referral for prosecution consistent with local, state, and federal law.

## **ATTENDANCE, STUDENT ILLNESS AND ABSENCE**

An expectation of professional practice is that students arrive on time and attend **all** practice/laboratory and classroom experiences until the laboratory/classroom experience is completed. Responsibility and accountability for meeting course obligations is a fundamental component of professionalism.

- Students must refer to individual course syllabi for specific requirements or policies related to illness or absence.
- Students should determine if their illness/injury/condition adversely impacts upon clients'/self, well-being and must consult with course faculty *prior to* classroom or practice experience absence. Course faculty or community site supervisors may ask a

student to leave a classroom or practice setting if the student's illness/injury/condition adversely impacts the well-being of students, patients or clients.

- When a pattern of absences is noted by faculty, students are required to consult with course faculty and/or their program faculty advisor for counseling. A pattern of absences will result in a student being placed on Professional Behaviors Probation. Students should consult the individual class syllabi for information on class attendance requirements.
- Students retain accountability for meeting course requirements.
- Students are cautioned that excessive absences lead to unsuccessful completion of course requirements and will result in a student being placed on Professional Behaviors Probation. Students should consult the individual class syllabi for information on class attendance requirements.
- **Final Exams are often scheduled outside normal semester dates. Any absence from scheduled exams or final exams must be pre-approved by course faculty.** If approval is not obtained the student will be placed on Professional Behaviors Probation.
- Travel scheduled between semester breaks must be scheduled to take place after final exams are completed. Failure to observe this travel guideline will result in the student being placed on Professional Behaviors Probation. Student should consult the individual class syllabi for information on class attendance requirements.
- Arrangements made for travel during finals week, without written faculty approval, will have to be rescheduled. Any financial impact resulting from re-scheduling, will be the sole responsibility of the student.

## **SERVICE LEARNING COMMITMENT**

Service to the community-at-large is an important and desirous behavior of a professional. As students prepare academically for their professional careers, the Exercise Science Program encourages each student to choose a service interest and begin practicing this most benevolent behavior while in the process of acquiring knowledge and skills in this program. Undergraduate students complete a service learning degree requirement based on a student's classification when entering FGCU. Students entering as freshmen or sophomores complete a total of 80 service hours before graduation. Students transferring into degree programs as juniors and seniors complete 40 service hours prior to graduation. Assistance in choosing a service benefactor is available through the Coordinator of Service Learning at 239-590-7015. Students may also visit the Service Learning website at [www.fgcu.edu/connect](http://www.fgcu.edu/connect).

## **ACADEMIC ADVISEMENT**

Each student admitted to the FGCU Exercise Science Program is appointed a faculty advisor to serve as the student's mentor/advisor. These appointments are for the duration of the student's tenure in the program and are assigned by the Exercise Science Program Director. The purpose of the student advisee/faculty advisor relationship is to foster the student's professional growth and development in the Exercise Science program. Student advisees and faculty advisors are encouraged to meet at both the beginning and end of each semester to assist with planning, registration and development needs of students in the program. Any request for change in the student advisee/faculty advisor relationship is made through the Exercise Science Program Director. Changes in the student advisee/faculty advisor assignment are highly discouraged and should be carefully considered before request.

Academic advising is an integral part of the college learning experience. Advising is a developmental process that reinforces student growth and development through clarification of life, educational and career goals. The following goals for academic advising practices within the Marieb College of Health & Human Services are adopted from the National Academic Advising Association (NACADA) document on advising goals:

- Provide general information regarding University policies, procedures, and campus resources
- Assist students in establishing and completing educational and career goals

### **Mentor/Advisor Responsibilities**

Upon admission and acceptance into an academic program in the Marieb College of Health & Human Services, students are assigned a faculty mentor/advisor from their academic department. Faculty mentor/ advisor responsibilities include:

- Maintain an accurate and complete file on each advisee
- Interact with openness in communication, confidence and trust
- Assist students in establishing realistic educational and career goals
- Consult with students in program course planning
- Refer students to other campus resources as needs are identified
- Review the University policies and procedures
- Assist students in identifying career opportunities

## **Advisee Responsibilities**

An important factor for successful progression is for students to seek advisement within their academic department. A faculty advisor from the academic department is assigned. Advisee responsibilities include:

- Initiate advisement process by contacting your faculty advisor to schedule an appointment when required or when in need of assistance. If you cannot attend the scheduled meeting, as a courtesy, notify your advisor in advance.
- Prepare for the advising session and bring all necessary materials to the meeting.
- Familiarize yourself and understand the requirements of your program.
- Become knowledgeable and understand University policies and procedures.
- Understand and know your abilities, interests, and values as they relate to your educational and career goals.
- Be flexible in accommodating time for advisement.
- Adhere to policies and procedures within the College and your academic program standards.
- Follow through on the recommendations made by your faculty advisor during your advising session.

During the time that a student is enrolled in the Exercise Science program, he/she has a program faculty advisor to provide advice, guidance and mentorship. Students should meet with their program faculty advisor at least once per semester; however, more frequent meetings are encouraged to maximize the benefits that the faculty can provide. The program faculty advisor will monitor the student's progress toward degree completion including overseeing the student's progress in his/her Program of Study, and support the student's efforts toward completion of all graduation requirements. Students are ultimately responsible for meeting these requirements.

## **CAREER DEVELOPMENT**

There are a variety of services on campus to assist with career development and preparation for graduate programs. In addition to programs and sessions offered by the Department of Rehabilitation Sciences, such as GRE Information Sessions; students should seek additional services and opportunities through Career Development Services.

<https://www2.fgcu.edu/student-services/careers/>

## **PROFESSIONAL CODE OF ETHICS**

As part of their participation in a professional program, students in the Exercise Science Program are expected to follow the [American College of Sports Medicine Code of Ethics](#) and the [National Strength and Conditioning Code of Ethics](#).

## **COURSE SCHEDULING**

The Department of Rehabilitation Sciences and Exercise Science Program follows the College policy which states, the Marieb College of Health & Human Services reserves the right to cancel, postpone, or reschedule any course, course section, and practice or internship experience.

For students who work while attending FGCU, when planning your work schedule around classes, keep in mind that many of the courses within the Exercise Science curriculum require cooperative group work and synchronous laboratory/field practice experiences. Students must commit to **full-time** experiential learning experience and residency during certain portions of the program. Refer to the Exercise Science Experiential Learning Education Handbook for further details about experiential learning experiences.

## **MEDICAL TERMINOLOGY REQUIREMENT**

The Faculty of the Department of Rehabilitation Sciences expect all students to demonstrate the ability to understand and use medical terminology throughout the curriculum. Students are strongly encouraged to gain competency in medical terminology through the use of self-paced workbooks or audiotapes.

## **WRITING STYLE GUIDELINES**

Writing style guidelines are available from the American Psychological Association (APA) and the American Medical Association (AMA) (see citations below). Individual course faculty determines writing style guidelines for course assignments. Please refer to each course syllabus for further information.

American Medical Association manual of style: a guide for authors and editors (10<sup>th</sup> ed). (2009) Baltimore, MD: Williams & Wilkins.

Publication Manual of the American Psychological Association (6<sup>h</sup> ed). (2009)

## **HEALTH REQUIREMENTS**

Students enrolled in the Exercise Science Program are required to have a physical exam completed prior to admittance to the program. Students must submit a technical standards form, signed by a healthcare provider and a physical examination form, completed and signed by a healthcare provider, to be deemed in compliance with this requirement.

## **HEALTH INSURANCE**

Health Insurance is mandatory and must be maintained by all students. This is especially important as students are not covered by any worker's compensation program in the event of an injury, while at experiential learning sites. The cost of emergency and medical care is the responsibility of the student. Information regarding the FGCU Student Health Insurance Plan can be accessed at <http://www.fgcu.edu/studenthealth/insurance-and-billing.html>.

***Failure to comply with the health insurance requirements will result in Professional Behaviors Probation, possible removal from a class session(s), being administratively dropped from a course and require students to request a new plan of study.*** Students must provide proof of Health Insurance to their CastleBranch Compliance Tracker account.

## **LIABILITY INSURANCE INFORMATION**

The Exercise Science Program has contracted through Healthcare Providers Service Organization (HPSO) for liability insurance. The liability insurance coverage is purchased by each student through his or her lab fees.

***Students who are also licensed healthcare professionals that require liability insurance coverage should contact the department secretary for additional information on coverage information.***

A student should communicate to the course faculty, program director or Experiential Learning Coordinator any incident or situation in which a student is involved that potentially holds the student or university liable or at risk.

## **HEALTHCARE PROVIDER AED, CPR AND FIRST AID**

Students are required to complete Healthcare Provider AED, CPR and First Aid certification courses through the American Heart Association (AHA) or the American Red Cross for adult and child. Online CPR classes are not acceptable. Online First Aid courses will be accepted if offered by the providers listed above. Students will take the required courses, covered by lab fees, at FGCU during the fall semester. If a student has already taken the courses of AED, CPR, and/or First Aid and they are valid through graduation this will be acceptable, with the exception of online courses. Copies of signed proof of instruction in AED, CPR and First

Aid must be provided to the department within two weeks of the beginning of the first fall semester. Certifications **must be maintained** in all areas while students are enrolled in the Exercise Science Program. **Failure to comply with AED, CPR and First Aid certification requirements will result in Professional Behaviors Probation, immediate removal from Experiential Learning, possible removal from a class session(s), being administratively dropped from a course and may require students to request a new plan of study.**

## **CRIMINAL BACKGROUND CHECKS & DRUG SCREENS: PROCESSES AND PROCEDURES**

Students admitted to the Exercise Science Program may be required to undergo a Level 2 criminal background check, fingerprinting, and/or a drug and/or alcohol screen, dependent upon their experiential learning site requirements. Background checks, fingerprinting, and drug and/or alcohol screens are completed at the students' expense. If required, students will be notified prior to the commencement of their experiential learning experience, with ample time to complete the required element(s). Students are required to complete the background check, fingerprinting, and/or drug and/or alcohol screen at least 3 weeks prior to the commencement of their experiential learning experience. For more information, see Appendix IX if you are required by your Experiential Site to obtain any of the above.

## **IMMUNIZATION REQUIREMENTS**

Students are required to maintain up-to-date immunizations/ vaccinations and submit all required documentation into their CastleBranch Compliance Tracker. All immunizations/ vaccinations must be current for a student to participate in any Exercise Science courses, and Experiential Learning. **Failure to comply with the immunization requirements will result in Professional Behaviors Probation, immediate removal from Experiential Learning, and could possibly result in being removed from class session(s) and being administratively dropped from a course, which would require the student change the plan of study.** In addition to the immunizations required by the Exercise Science Program, students may also be required to obtain a flu vaccine, dependent upon their experiential learning site requirements. A copy of the department immunization requirements and timeline is located in Appendix III.

## **PRACTICE ATTIRE**

All students are expected to present themselves in well-groomed, professional attire and manner. This not only includes wearing the attire listed in the following policy, but keeping clothes in good condition (unwrinkled, not overly worn/faded or torn). Presenting a clean appearance at all times promotes an appearance of credibility, responsibility, and authority, consistent with the Exercise Science profession.



Faculty will counsel students regarding their professional attire and manner when necessary. ***Failure to comply with expected practice attire will result in Professional Behaviors Probation and may lead to removal from the course and the student to request a change in the plan of study.*** A student who does not adhere to the dress code may be asked to leave the learning event (classroom, lab, experiential learning site). It is up to the faculty member of record to decide if a student is to be dismissed from a course for repeated non-adherence to this program policy. Student should refer to individual course syllabus for required attire for presentations, laboratory, and practice settings.

### Anatomy Lab sessions

1. Disposable or white lab coats
2. Non-canvas, closed toed shoes

### Lab Sessions

1. Gym-style shorts (not provided) and lab t-shirts (two provided to students at the beginning of the upper-level curriculum)
2. Sweat pants/long sleeve practice wear can be worn over shorts/t-shirts for comfort
3. Sports Bra (or bikini top for upper back/neck/shoulder labs) (Women)
4. Sneakers
5. Jewelry limited to items that will not cause injury to self or others
6. Nails must be kept short
7. Hair must be pulled back and secured if longer than shoulder length.

\*\*\*\* Lab attire must be worn to all lab practical exams or the student will not be permitted to participate in the examination.

### Community-Based Labs/Experiences/Special Guests

1. Polo Shirts – solid color, long or short sleeve with ES logo
2. Solid colored dress khaki pants (no cargo pants, capris, jeans, or shorts)
3. Non-canvas, lace up, rubber soled, closed toe shoes (unless otherwise directed)
4. Jewelry limited to items that will not cause injury to self or others
5. FGCU Exercise Science name tag
6. Wrist watch with stop watch capability (provided to students)
7. No sweatshirts/sweaters are to be worn over the practice attire while in a clinic/experiential learning site
8. Long, dangling earrings or large hoop earrings are not permitted

9. Hair should be pulled back if it will potentially dangle when leaning over
10. Nails must be kept short
11. Body piercings limited to ears, no more than two per ear
12. Visible tattoos must be covered

### Experiential Learning:

Attire is determined by the community facility policy and community site supervisor. Student attire must be consistent with the professional staff at the experiential learning facility. Students are responsible for requesting the dress code policy from an experiential learning site prior to the first day of experiential learning.

In all experiential learning facilities:

1. Long, dangling earrings or large loop earrings are not permitted
2. Hair should be pulled back if it will potentially dangle when leaning over
3. Artificial fingernails are not approved. Nails must be short and trimmed.
4. Body piercings limited to ears, no more than two per ear. Visible tattoos must be covered
5. FGCU Exercise Science program student name tag (or name tag provided by facility) identifying student as an FGCU Exercise Science Student

***Failure to comply with the practice attire guideline will result in a student being placed on professional behaviors probation.***

### REQUIRED EQUIPMENT

1. Wrist watch with stop watch capacity (provided to students)
2. Black ink pen
3. Notepad
4. Calculator
5. Additional equipment as required by course faculty

***Failure to comply with the above guidelines concerning required equipment will result in a student being placed on professional behaviors probation. This may also result in the removal from the class or activity.***

## **LAB POLICIES**

Lab Policy & Biosafety manuals are reviewed and discussed in APK 3141C Anat and Biomech Human Mvmt I. A copy of these documents is located in Appendix IV. These policies are designed to allow safe utilization of the laboratories and Practice Center. Students are expected to adhere to the policies at all times in order to minimize the risk of injury to self and others. Failure to comply with Lab Policies requirement may lead to dismissal from the Exercise Science program. However, realizing that accidents may occur regardless of precautionary measures, any injury that takes place during a laboratory exercise must be reported to the instructor in charge and recorded on the Florida Gulf Coast University Student Health Services Occurrence Report Form. This form is available through the instructor in charge of the laboratory in which the injury occurs. Laboratory procedures must be followed and 911 called for any injury that is potentially serious.

## **TRANSPORTATION/FIELD EXPERIENCES**

It is the responsibility of the student to provide his/her own transportation to and from community practice labs, experiential learning sites, or other field-based experiences. Costs that the student may incur during field experiences are the responsibility of the student.

## **EMPLOYMENT CONFLICTS WITH EXPERIENTIAL LEARNING EDUCATION**

The experiential learning component (FGCU community sites; off-campus experiential learning sites; curriculum in-services) is a vital aspect of the overall education process for the Exercise Science student. The experiential learning setting provides each student a unique opportunity to practice and apply those skills that have been taught and learned in the formal classroom setting.

All aspects of the experiential learning education component during each semester will take priority over outside employment opportunities for each student. For this reason, students are discouraged from having outside employment. Since experiential learning may occur at different sites with different schedules each semester, part-time jobs are not practical during this phase of training. The Exercise Science faculty will make every effort to provide advance scheduling of experiential learning assignments on a semester basis. ***Failure to adhere to the guidelines concerning employment conflicts with experiential learning education may lead to the student being removed from the Experiential Learning site. If removed, the student will receive an “F” and be placed on Academic Probation. If the student is not removed, the student will be placed on professional behaviors probation.***

## **EXPERIENTIAL LEARNING**

Each student is provided a copy of the Experiential Learning Handbook prior to the first experiential learning experience. Clinical affiliates and community sites are also provided a

copy of this manual. Other information is available throughout the program. Students who have questions regarding Experiential Learning may contact the Clinical Coordinator. ***Failure to adhere to the guidelines concerning Experiential Learning found in the Experiential Learning Handbook may result in the student being removed from the site. If removed, the student will receive an “F” and be placed on Academic Probation. If the student is not removed, the student will be placed on Professional Behaviors Probation.***

## **CERTIFICATION EXAMINATION**

Students are required take a national certification exam to become certified in their field of study (e.g. NSCA or ACSM). Students can take the NSCA CSCS exam or the ACSM-EP exam. General information regarding certification is provided during the program. This is a requirement to pass APK 4930 Preparation for Entering and Growing in the Profession. Students can receive honors credit in APK 4930 if they demonstrate a passing score prior to the end of the semester.

## **STUDENT SERVICES**

There are a variety of student services available through the university's Division of Student Services. Refer to the FGCU Student Guidebook for information about these services.

The department will also maintain files regarding scholarships and employment opportunities directly related to Exercise Science.

## **ACCESS TO TECHNOLOGY**

Students must have access to the following technologies:

- Telephone
- Computer with Internet accessibility and webcam (for virtual coursework)
- FGCU Eagle Mail e-mail account

Students may want to purchase certain technology for their home use. The Office of Instructional Technology or the FGCU Help Desk can provide advice regarding appropriate equipment purchases. Please contact the Help Desk at 239-590-1188 or visit the Technology website at <http://www.fgcu.edu/technology.asp>.

Failure to adhere to the guidelines concerning technology will result in a student being placed on professional behaviors probation. Student should consult the course syllabi for technology requirements. Failure to meet course requirements may result in a failing grade in the course.

## **STATEMENT ON DIVERSITY**

FLORIDA GULF COAST UNIVERSITY is formally committed to nondiscrimination on such grounds as noted in its policies, procedures and practices including gender equity in sports. All of us in the university community must be conscious of our responsibility to abide by the laws, regulations and principles of equality of opportunity. Further, as a community, we will work to ensure equity and fairness, for all students, faculty, staff, visitors and vendors. We are committed to these principles for we are convinced they are essential for a distinguished university.

Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind transgress the University's vision, mission and guiding principles. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the university community learn and profit from diverse cultures and perspectives. Florida Gulf Coast University will continue to pursue its aspirations by fostering a welcoming environment through diversity and inclusion.

Please refer to: **FGCU-PR1.003** (Non-Discrimination and Anti-Harassment Complaint Policy and Procedure)

## **STUDENTS WITH DISABILITIES**

The faculty of the Department of Rehabilitation Sciences Programs is committed to making reasonable accommodations for students with disabilities. Faculty and students can seek support through the University Office of Adaptive Services that offers multiple services including the Adaptive Learning Lab. Additional information can be found on the [Adaptive Services website](#).

## **UNIVERSITY POLICY ON ACCOMMODATION FOR PERSONS WITH A DISABILITY**

Florida Gulf Coast University (FGCU) is committed to equal opportunity and access for persons with disabilities. The University will comply with all provisions of state and federal laws in this regard and will provide, upon request, reasonable accommodations to qualified persons with a disability. This includes complying with the American with Disabilities Act Amendments Act of 2008 (ADA) which covers qualified individuals with a disability and provides for the use of reasonable accommodations and access. (Policy#: 1.008, Approved: 04/30/2010)

## **HUMAN IMMUNODEFICIENCY VIRUS POLICY**

It is the policy of the University to balance the education and employment rights of students and university employees with Human Immunodeficiency Virus (HIV) or Acquired Immune

Deficiency Syndrome (AIDS) with the rights of other students and university employees to an environment in which they are protected from contracting the disease. In the belief that education will prevent the spread of the HIV/AIDS, and help the public to respond in a reasoned manner, the SUS is committed to providing the university communities and communities at large with education on the nature and transmission of the disease and rights of HIV/AIDS victims.

Persons who know or suspect they are sero-positive are expected to seek expert medical advice and are obligated, ethically and legally, to conduct themselves responsibly for the protection of others.

The University has designated HIV/AIDS counselors who are available to the university community. For additional information, contact Counseling and Student Health Services.

### **STUDENT/PROFESSIONAL ORGANIZATIONS**

Students are required to become members of either the NSCA or ACSM. Students are encouraged to be involved in student organizations during their time in the Exercise Science program. Involvement in these organizations helps to develop qualities and skills that coursework alone cannot. Faculty distribute information that is received by the department related to the NSCA and ACSM. Each class of students has the opportunity to elect members to the Exercise Science Student Association (ESSA). Students may also form formal or informal clubs related to their field of study. Information regarding formal university student organizations is available through the University Division of Student Services, Office of Student Development.

NSCA Web site: [www.NSCA.com](http://www.NSCA.com)

ACSM Web site: [www.ACSM.org](http://www.ACSM.org)

**FLORIDA GULF COAST UNIVERSITY**  
**PHOTO-MEDIA RELEASE FORM**

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

Person: \_\_\_\_\_  
(Please print name)

Parent or guardian (if person is a minor): \_\_\_\_\_  
(Please print name)

I hereby consent to the taking, publication and/or broadcast of photographs, videos and recordings being taken at or for Florida Gulf Coast University with full knowledge that these productions may appear on television, radio, in print, or on the Department of Rehabilitation Sciences websites, social media, and/or newsletter. I hereby waive all rights to claims for payment or royalties in connection with the use, publication, or exhibition of the above-mentioned photos or videos.

I hereby authorize the release of information concerning the classes or programs that bring me to Florida Gulf Coast University.

I release Florida Gulf Coast University, its staff and faculty from any responsibility or recourse in the taking of photographs, videos or recordings.

\_\_\_\_\_  
(Signature)

If a minor or unable to sign:

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Relationship)

**FLORIDA GULF COAST UNIVERSITY  
EXERCISE SCIENCE  
SIGNATURE PAGE**

**August, 2020**

I hereby acknowledge receipt of the following items and understand that it is my responsibility to review these documents and any amendments or successive documents:

\_\_\_\_\_ Exercise Science Student Guidebook. I understand that it is my responsibility to review this document and its successive versions for each year I am enrolled in the Exercise Science Program.

\_\_\_\_\_ I understand and acknowledge that I may need to provide the results of my background check to my experiential learning site.

\_\_\_\_\_ I understand and acknowledge that the policies contained in this guidebook may be amended or appended during my time in the program.

I understand that if I have any questions related to information contained in these documents, it is my responsibility to seek clarification from my program faculty advisor.

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

A copy of this signed form must be placed in the student's department advising file.