SUBJECT: New Degree in Human Performance

PROPOSED BOARD ACTION

Approve new Bachelor of Science (BS) degree in Human Performance.

BACKGROUND INFORMATION

Florida’s state university boards of trustees have been granted authority for approving new bachelor’s and master’s degrees for their respective universities. FGCU is requesting permission to offer a Bachelor of Science degree in Human Performance, as described in the attached documentation.

Supporting Documentation Included: (1) Cover Memo from Provost, and (2) Request to Offer New Degree Program in Human Performance

Committee Review: N/A

Prepared by: Dr. Joseph Ravelli, Dean of Planning & Evaluation

Submitted by: Provost Brad Bartel
DATE: May 29, 2002

TO: Renee Lee
   Chair, Academic/Student Affairs Committee
   FGCU Board of Trustees

FROM: Brad Bartel
       Provost and Vice President for Academic Affairs

SUBJECT: BS in Human Performance

Proposal

The College of Health Professions is proposing to initiate a Bachelor of Science (BS) degree program in Human Performance in fall 2002. The program will be housed in the college’s Department of Physical Therapy, which currently offers a Master of Science in Physical Therapy.

Program Description

The BS in Human Performance program is designed to prepare students for careers that focus on the preventative and restorative aspects of movement science and for advanced study in applied sciences or health professions including physical therapy and occupational therapy.

The program will be 120 semester credit hours in length and will offer the choice of two concentrations:

The Athletic Training Concentration will academically prepare students to evaluate, advise, and treat athletes of any type and of all ages. Areas of focus include avoiding injury, recovering from injury, and maintaining peak physical fitness.

The Physical Performance Concentration will academically prepare students to work and assume leadership roles in field of health promotion and wellness.

It is anticipated that the majority of instruction will be delivered in traditional classroom settings on the FGCU campus and through cooperative efforts with external agencies. Nontraditional delivery mechanisms including Internet-based courses will be offered when appropriate. The delivery method for each course is dependent on course content, faculty expertise, the needs and expertise of students, and available resources.

In accordance with Rule 6C-6.001, Florida Administrative Code, universities may seek limited access status—competitive admission due to limited space or other resources, or due to higher
standards—for upper level programs. Limited access status is being sought for the BS Human Performance program due to the need for (a) specialized community-based internship sites for both the Athletic Training Concentration and Physical Performance Concentration, and (b) low faculty-to-student ratios in clinical practice courses for the Athletic Training Concentration. The requirements for both internship sites and faculty-to-student ratios for the Athletic Training Concentration are prescribed in the *Standards and Guidelines for an Accredited Educational Program for the Athletic Trainer* of the Joint Review Committee on Education Programs in Athletic Training (JRC-AT).

**Consistency with FGCU’s Mission and Strategic Plan**

The proposed program is in accord with the university’s founding mission, which includes a commitment to undergraduate education and to addressing the educational and healthcare needs of its service community. A goal of the Human Performance program will be to foster the development of competent and caring health and wellness professionals who will be leaders and life-long learners in their chosen fields. In addition, the program’s primary commitment will be to assist people and their communities in achieving optimal health and well-being through preventive and restorative care.

**Need and Demand**

Baccalaureate programs in exercise science, wellness training, or physical performance are part of the standard curriculum in most universities in the United States. These programs build upon foundational human science subject areas including biology, chemistry, and anatomy and physiology.

The Human Performance program will address a current and growing demand, by both consumers and organizations, for educated and credentialed professionals in the areas of health and wellness, athletic training, and personal training. Ten-year population projections that extend until 2008 suggest that Florida’s population will increase by almost 2.5 million residents. This population growth will contribute to a growing need for preventative and restorative health services for all age groups. The service-producing sector (which the graduates of the Human Performance program will enter) will account for more than 1.5 million new jobs in the state of Florida. Business and health service combined will account for almost 65 percent of those new jobs. (University of Florida, College of Business, Bureau of Economic and Business Research)

Graduates of the BS Human Performance program, Athletic Training Concentration, will be qualified to fill positions in both traditional settings (K-12 schools, colleges and universities, and recreational and professional sports teams) and nontraditional settings (physicians’ offices, orthopedic rehabilitation clinics, and hospitals). The American Medical Association has affirmed the need to have National Athletic Trainer’s Association Board of Certification (NATABOC)-certified trainers in all high school athletic programs. The Department of Physical Therapy conducted a survey of 17 athletic directors from the FGCU service area. Respondents indicated that they unanimously supported the establishment of a Human Performance program.
Graduates of the BS Human Performance program, Physical Performance Concentration, will have career opportunities in private and public corporations, hospital-based wellness programs, private health fitness facilities, personal training businesses, secondary and higher education settings, professional sports franchises, recreation programs, resorts, youth agencies, and sports camps. The U.S. Department of Labor, Bureau of Labor Statistics, findings indicate that from 1998 to 2008 there will be a 36 percent increase in employment for individuals specializing in personal training, aerobics instruction, and other fitness activities.

With respect to student demand for the program, the college and department have received positive feedback from prospective students via recruitment fairs, Internet inquiries (the ApplyYourself system utilized by the Office of Admissions), and enrollment in selected topics courses offered by the Department of Physical Therapy during the 2001-2002 academic year.

**Enrollment Projections**

The student enrollment projections for the initial five years of the program are based on local and statewide demand for Human Performance professionals in the health care field, enrollment in other similar programs at State University System institutions, focus group data, professional organization information, current enrollments in pre-Human Performance courses, and ApplyYourself inquiries. It is estimated that enrollment in the first year will be 24 students (15 FTE) increasing to 64 students (35.1 FTE) in five years.

Due to resource limitations, the program is requesting limited access status at implementation; however, it is anticipated that this program will sustain a large undergraduate enrollment in future years.

**Resources**

Existing faculty in the Department of Physical Therapy and the College of Health Professions who meet SACS accreditation standards for undergraduate programs will support the program. Two additional full-time, 9-month faculty members (a licensed and certified athletic trainer, and an exercise physiologist prepared at the doctoral level) are necessary to initiate and sustain a program in Human Performance. Funding for the new hires will come from existing vacant lines—one each from the Department of Physical Therapy and the Department of Occupational Therapy.

The current library resources for the Physical Therapy program are strong, and many of these resources are applicable to Human Performance. Since Library Services does not currently purchase materials on athletic training or strength training, additional funds (approximately $10,764 in Year 1) will need to be allocated to supplement existing collections.

The university has adequate facilities and equipment to support the program including the College of Health Professions’ Practice Center, laboratory space in the Whitaker Building, and the planned teaching gymnasium. Equipment owned by the Departments of Physical Therapy and Occupational Therapy will be available to support the proposed program. Existing items include anatomical models, exercise physiology assessment instruments, and clinical assessment
and intervention equipment. To allow for program growth, additional dedicated practice/lab space and durable equipment will be necessary.

The program in Human Performance is designed to effectively and efficiently utilize existing resources to their full capacity. The cost of implementing the program will be relatively low since many of the resources are already in place. Over the first five years of the program, limited state General Revenue will be sought for adjunct faculty, equipment, library resources, support staff, and accreditation-related expenses. In the first year, it is estimated that $11,264 in new General Revenue funding will be required for these purposes. Estimates for new General Revenue funding for Years 2 through 5, respectively, are $4,700; $5,129; $5,129; and $5,605.

Faculty and administration in the College of Health Professions will seek external funding to complement and supplement existing state funds to enable the program to grow and expand, enhancing both the scope and quality of the academic program offered.

**Recommendation**

Implementation of the BS in Human Performance program will provide Southwest Florida with a high quality program that is consistent with university’s mission and will serve an identifiable need. The appropriate faculty committees, including the university-wide Undergraduate Curriculum Team, approved the program. With respect to cost, limited new state resources will be required for implementation. For these reasons, I recommend approval of the BS Human Performance program. I also recommend that the Board of Trustees endorse limited access status for the program, which requires final approval by the Florida Board of Education.

c: President William C. Merwin
Program Proposal

Bachelor of Science in Human Performance

Prepared for the Board of Trustees
Florida Gulf Coast University

Prepared by
Department of Physical Therapy

June 2002
# Table of Contents

SECTION I: PROGRAM INFORMATION ............................................................................................................. 3

A. Brief Description .................................................................................................................................... 3
B. Program Planning Activities .................................................................................................................. 4
C. Assessment of Need ............................................................................................................................... 6
D. SUS Programs in the Area of Human Performance ........................................................................... 11
E. Assessment of Demand ......................................................................................................................... 11
F. Program Goals ....................................................................................................................................... 13
G. Curriculum ............................................................................................................................................. 15
H. Specific Learning Outcomes .................................................................................................................. 20
I. Accreditation .......................................................................................................................................... 21
J. Licensure and Certification .................................................................................................................... 21
K. Delivery Mechanism(s) ......................................................................................................................... 21
L. Enrollment Projections ............................................................................................................................ 22
M. Recruitment and Diversity .................................................................................................................... 24
N. Implementation ....................................................................................................................................... 25

SECTION II: INSTITUTIONAL CAPABILITY ................................................................................................. 25

A. Institutional Strengths and Capabilities ................................................................................................. 25
B. Productivity .......................................................................................................................................... 26
C. Program/Accreditation Reviews .......................................................................................................... 27

SECTION III: FACULTY .................................................................................................................................. 27

A. Faculty Credentials ............................................................................................................................... 27
B. Current Faculty ....................................................................................................................................... 27
C. Additional Faculty Needed to Support Program .................................................................................. 29

SECTION IV: NON-FACULTY RESOURCES ............................................................................................. 30

A. Current Non-Faculty Resources .......................................................................................................... 30
B. Additional Non-Faculty Resources Needed for Implementation ....................................................... 31

SECTION V: ESTIMATED COSTS/IMPACTS OF NEW PROGRAM ............................................................... 33

TABLE TWO FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM ........................................... 34
TABLE THREE COSTS FOR PROPOSED PROGRAM .................................................................................. 35
FOCUS GROUPS ........................................................................................................................................ 37

APPENDIX: .................................................................................................................................................. 39

A. College of Health Professions Curriculum Affairs Committee Approval Letter ................................ 40
B. Human Performance Program Curriculum Matrix .................................................................................. 41
C. Course Add Forms .................................................................................................................................. 43
D. Support Letters ....................................................................................................................................... 92
E. Library Resources ................................................................................................................................... 108
F. Rules for Limited Access Programs (Division of Colleges and Universities Rules of the Department of Education Board of Regents) ................................................................. 114
SECTION I: PROGRAM INFORMATION

A. Brief Description

The Department of Physical Therapy, in the College of Health Professions proposes to offer a Bachelor of Science degree in Human Performance in the Fall 2002. Human Performance encompasses the study of the physical, social, emotional, intellectual, and spiritual dimensions of movement. The focus of the program is both on the preventative and restorative aspects of movement science. This degree program will have two concentrations available to students:

- **Athletic Training** - academically prepares students to evaluate, advise, and treat athletes of any type and of all ages, to assist them to recover from injury, avoid injury, and/or maintain peak physical fitness.

- **Physical Performance** - academically prepares students to work and assume leadership roles in the health promotion and wellness field.

The Human Performance program will be 120 credit hours in length. Upper division requirements can be completed in five semesters.

The purpose of the Human Performance program is to educate students in the field of Human Performance so that they will have opportunities to serve others in careers in this field. Successful graduates may seek employment as:

- Certified Athletic Trainers (athletic training concentration graduates only)
- Exercise Physiologists
- Health Promotion/Prevention Educators
- Cardiac Rehabilitation Specialists
- Corporate Wellness Specialists
- Strength and Conditioning Coaches
- Youth Service Coordinator
- Resort and Hotel Fitness Specialists
- Intramural Directors
- Sports Camp Directors
- Recreation Specialists
- Activities Directors
- Fitness Directors
- Wellness Directors
- Personal Trainers
- Graduate Programs

Graduates of the Human Performance program will also be qualified for graduate programs in the applied sciences, advanced degrees in athletic training, or graduate programs in physical therapy or occupational therapy.

**Limited Access**

Limited access status will be sought for this program due to the following limitations:

- Number and diversity of types of community-based internship sites
- Accreditation ratios of faculty-to-students for the following clinical courses in the Athletic Training Concentration (approximately 1:12):

  - AT Practice I
  - AT Practice II
  - Clinical Practice I
  - Clinical Practice II
These standards are based on Joint Review Committee on Education Programs in Athletic Training (JRC-AT) Standards and Guidelines for an Accredited Educational Program for the Athletic Trainer.

Upon approval of limited access status the Human Performance program will conform to the rules of limited access programs as established by the State of Florida (see appendix). In addition, the FGCU Human Performance program will follow the standards set by similar limited access SUS programs, such as the athletic training/sports medicine program at the University of North Florida. These include:

1) targeted recruitment efforts to gain a diverse pool of qualified applicants,
2) seeking articulation agreements with SUS community college health or pre-health programs; and,
3) assessing and addressing workforce needs in the field.

Refer to Section M; page 24, for further information on the recruitment and diversity plan.

B. Program Planning Activities

The collaborative process for planning the Bachelor of Science degree in Human Performance involved the following:

- President William Merwin
- Provost Brad Bartel
- Dean Cecilia Rokusek, College of Health Professions
- Dean Larry Byrnes, College of Education
- Ms. Ellen Williamson, Assistant Dean of CHP/Chair PT Dept.
- Faculty of Physical Therapy Dept.
- Dr. Dennis Hunt, CSCS, Certified Strength & Conditioning Specialist
- Mr. Carl McAloose, Director of Intercollegiate Athletics
- Mr. Jason Cobb, Director of Recreation Leisure Services
- Library Services
- Mr. Mike Estes, MS, ATC Head Athletic Trainer FGCU
- Mr. Jason Craddock, MS, ATC Sports Specialty Rehab
- CHP Curriculum Affairs Committee
- University Undergraduate Curriculum Team
- Three focus groups (see chart page 37): orthopedic surgeons, athletic trainers and wellness/fitness professionals.

Consultation with the FGCU Office of Planning and Evaluation has been ongoing since the initiation of program planning through multiple telephone and e-mail correspondences and through two face-to-face meetings with the primary program developers. University budgeting personnel were consulted for information regarding the re-hiring of existing faculty lines. Office space needs were communicated to the Dean of the College of Health Professions. Accreditation costs were discussed with the College Dean and are being requested through the submission of this proposal. No further discussions were necessary with budgeting units since new funds are only requested for library resources. Mary Kay Hartung, Health Professions Librarian, was consulted on multiple occasions to evaluate and plan for necessary library resources. The Provost and University President have been kept informed of program development activities through formal and informal meetings.
The following timeline outlines the degree planning activities to date:

**Bachelor of Science in Human Performance degree planning activities**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2000</td>
<td>PT faculty planning meeting. Identified need for an undergraduate program in health, wellness, and athletic training.</td>
</tr>
<tr>
<td>December 2000</td>
<td>Discussion held between President Merwin and Deans Rokusek and Byrnes about the possibility of offering an undergraduate degree program integrating wellness, health promotion, sports medicine, coaching, athletic training and exercise physiology.</td>
</tr>
<tr>
<td>Early 2001</td>
<td>Dean Rokusek approved the continuation of the planning process for an undergraduate degree in Human Performance.</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>Department of Physical Therapy faculty and members of the FGCU Intercollegiate Athletic Department held initial meetings about the viability of offering a degree program in Human Performance.</td>
</tr>
<tr>
<td>May 2001</td>
<td>Approval was granted from the state to place a Human Performance/Exercise Physiology major on the &quot;approved list&quot; compiled by the SUS for FGCU programs.</td>
</tr>
<tr>
<td>June 2001</td>
<td>Department of Physical Therapy continued the planning process for the Human Performance program after permission from the state was granted for the major to placed on the approved list.</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Planning process continued involving the Dept. of Physical Therapy, Intercollegiate Athletic Dept., Office of Planning and Evaluation, Provost Bartel, members of Library Services, Dean Rokusek, Jason Craddock, MS, ATC and Mike Estes, MS, ATC.</td>
</tr>
<tr>
<td>December 2001</td>
<td>Permission received from Provost Bartel to continue to plan Human Performance program with a proposed implementation date of fall 2002.</td>
</tr>
<tr>
<td>January 2002</td>
<td>Three focus groups met on FGCU campus to discuss the possibility of offering a Human Performance program. Unanimous consensus was found among the members of the focus group for the program proposal and the Human Performance program. See Section V, page 37 (Focus Groups).</td>
</tr>
<tr>
<td>January 2002</td>
<td>Faculty of the Physical Therapy Department met to further define, develop and approve the curriculum for the Human Performance program.</td>
</tr>
<tr>
<td>February 2002</td>
<td>College of Health Professions Curricular Affairs Committee met and approved the Human Performance program proposal.</td>
</tr>
<tr>
<td>March 2002</td>
<td>Meeting with President Merwin, Provost Bartel, Dean Rokusek, Assistant Dean Williamson and Dr. Dennis Hunt to update the Human Performance program proposal process. Human Performance program received support from the President and Provost Bartel. Initial discussions were held on procuring additional revenue streams from outside sources for the program.</td>
</tr>
<tr>
<td>March 2002</td>
<td>Met with an outside group about Human Performance program and Possibilities of funding the program in the future.</td>
</tr>
<tr>
<td>March 2002</td>
<td>Office of Planning and Evaluation provided feedback on program proposal and revisions.</td>
</tr>
<tr>
<td>April 2002</td>
<td>Human Performance program proposal approved by University Undergraduate Curriculum Team.</td>
</tr>
<tr>
<td>May 2002</td>
<td>Human Performance program proposal submitted to Susan Evans for dissemination to FGCU Board of Trustees.</td>
</tr>
<tr>
<td>June 2002</td>
<td>Scheduled Board of Trustees vote on Human Performance program proposal.</td>
</tr>
<tr>
<td>August 2002</td>
<td>Begin Human Performance program, admit first students into program.</td>
</tr>
</tbody>
</table>
C. Assessment of Need

The need for a program in Human Performance at FGCU can be viewed from three perspectives: 1) Need for graduates by the general community, 2) Need for Athletic Training graduates, and 3) Need for Physical Performance graduates.

General Community and Societal Needs

The following demographic issues illustrate the need for a Human Performance program at FGCU:

- Ten-year population projections that extend until 2008 suggest the state's population will increase by almost 2.5 million residents. This population growth will impact the need for more services for the population's preventative and restorative health care needs (for both the young and the elderly).

- Five county FGCU service area projected population growth of approximately 20%.

- The service-producing sector (which the graduate of the Human Performance program will enter) will account for more than 1.5 million new jobs in the State of Florida. Business and health services combined will account for almost 65% of those new jobs.

- Continued positive changes in consumer lifestyles towards living a healthier and wellness-oriented life will contribute to the overall increase in the service sector.

- The consumer today is more interested in health and wellness than ever before (Healthy People 2010, Office of Disease Prevention and Health Promotion, United States Department of Health and Human Services). Today's consumer is more knowledgeable in areas of human performance, athletic training, and personal training for wellness. The consumer of the 21st century demands an educated and credentialed professional to work with them in a variety of settings. The Human Performance program will address a current and growing consumer demand locally, regionally and nationally.

- As longevity increases, the need for restorative and preventative health care focused on wellness, independent living and personal positive health behaviors will increase.

- One of the fastest growing industries in the ten-year population study projection will be health services. There will be a need to provide 10,000 additional health care employees within the State of Florida by the year 2008. It is anticipated that growth in the specialty occupational groupings will be widespread (e.g., Human Performance positions). An example of this is with job code 31321: fitness and recreation workers. There will be a 48% positive change in the ten-year period (1998-2008), with 16 annual openings projected in Lee County alone. (Source: University of Florida's College of Business, Bureau of Economic and Business Research).
Athletic Training Concentration Graduates

Graduates with a concentration in athletic training will be able to obtain jobs in traditional settings such as with school age, collegiate or professional athletic teams. They will also find career positions in physician’s offices, orthopedic rehabilitation clinics and hospitals. These facilities are currently hiring certified athletic trainers to be members of their comprehensive sports medicine/rehabilitation teams. Unlike a physical therapist, athletic trainers are specifically trained to treat emergency care on the playing field. They are also trained differently from physical therapists with respect to the restorative care of individuals with sports and recreation injuries. Although athletic trainers and physical therapists often practice in similar settings, Florida practice acts under which both practice are significantly different. A bachelor’s degree with concentrated coursework in athletic training for licensure and certification as an athletic trainer, whereas a master’s degree is required for licensure as a physical therapist.

The national need for athletic training graduates is stated clearly by the American Medical Association’s (AMA) policy affirming the need for National Athletic Trainer’s Association Board of Certification (NATABOC)-certified athletic trainers in all high school athletic programs. The resolution for this policy was proposed by the American Academy of Pediatrics and adopted by the AMA in June of 1998. The AMA clearly and emphatically states that the “current medical and legal circumstances require a comprehensive sports medicine program be implemented.” Currently, the majority of school districts place ATCs in the schools by one of two methods. They hire ATCs as part-time supplemental employees or hire an ATC who is also a certified teacher in another teaching field.

The executive director of the National Association for Sport and Physical Education, Judy Young, Ph.D., summarizes the issue best when she states, “there is a continuing need for athletic trainers.” She further states that to have a Human Performance degree with diversified options to select from would allow students much more flexibility to market themselves in terms of work settings.

Specific needs for athletic training graduates in Southwest Florida include:

- FGCU’s Department of Intercollegiate Athletics will grow over the next five years to potentially include 14 different sports and over 200 athletes. This presents a unique challenge to the university to provide treatment and prevention services for all of the athletes and their respective teams. The need will be present to increase the number of people available to the athletic department to serve this need. The Head Athletic Trainer and certified athletic trainer, Mike Estes ATC/L, plans to hire at least one Assistant ATC/L and two additional ATC/Ls as graduate assistants.

- As University growth continues the needs of recreational and/or intramural athletes will increase. This increase will also challenge the University to provide adequate training, care and treatment of these athletes. The Director of Recreation & Leisure Services states that he projects hiring one new full-time coordinator per year over the next five years. These positions include a coordinator for: 1) fitness/wellness services, 2) intramural and club sports, 3) waterfront and aquatic activities, and 4) instructional programs and outdoor recreation. These positions require the candidate to have a bachelor’s degree and training in the sports, wellness and recreational programming areas. Starting salary for coordinator positions is $28K.

- It is anticipated that the secondary education systems in Southwest Florida in the future will follow the lead of central Florida schools. One Central Florida county has a full-time ATP employed in each of its 14 high schools. Twelve of those 14 schools also have a full-time assistant ATP employed at the school.

- Dave LaRosa, Fort Myers High School Athletic Director, echoes the responses received from other participants in a telephone survey of 20 athletic directors from Collier, Lee, Charlotte and Glades Counties. He states that most Lee County schools have not been able to find adequate athletic training coverage for their sports. However, each school has budget allocation for certified athletic trainers. Chuck Jager, athletic director at North Fort Myers High School,
indicated that they have not had an athletic trainer since Lee Memorial Healthcare System discontinued their athletic training service to secondary schools due to a lack of qualified athletic trainers in the area.

- The 17 athletic directors that responded to the FGCU survey on the Human Performance program indicated that they unanimously supported the establishment of the Human Performance program.

A recent National Athletic Trainers Association (NATA) survey demonstrated that athletic trainers have compensation packages ranging from $44,313 to $59,930. Labor market statistics found in The Florida Occupational Wages (2001 edition) published by the Florida Agency for Workforce Innovation suggests that in Florida, athletic trainers had an average salary of over $35,000. The U.S. Department of Labor’s, Bureau of Labor Statistics notes the following about the Human Performance graduate with a concentration in athletic training:

- there will be a 10-20% (approximately 640 job openings annually) increased need across the nation in the next ten years for athletic trainers.
- the most significant source of training for these individuals is a bachelor’s degree.

According to an occupation report on athletic trainers by America’s CareerInfoNet, a career placement web site:

- athletic trainers are required to hold a bachelor’s degree and a license
- the median income in Florida is $32,000
- the percent change in average annual job openings in the nation from 2000-2010 will be 19% or about 640 per year.
- average annual job openings in the state of Florida is anticipated (Bureau of Labor Statistics, Office of Employment Projections; Florida Agency for Workforce Innovations) to be anywhere from 270 to 790 (the job codes that include athletic trainers and fitness instructors also include several other job titles).

**Physical Performance Concentration Graduates**

The Human Performance graduate with a concentration in physical performance will have the opportunity to find career opportunities in private and public corporations, hospital based wellness programs, private health fitness facilities, personal training businesses, secondary and higher education, professional sports franchises, recreation programs, resorts, youth agencies and sports camps. Their customized education in health/wellness areas and other enhancement electives will provide training to take on leadership and entrepreneurial roles within these career settings.

The promotion of an active lifestyle is one of the many benefits associated with living in Florida. Locally, thousands of people each year participate in recreational sports and weekend sporting events. Fitness continues to be promoted to minimize dysfunctional years, increase longevity and wellness. The promotion of a wellness lifestyle strengthens the need for producing Human Performance professionals according to a survey by the American Business Information Company survey because:

- the number of U.S. Health, Racquet and Sports clubs has increased steadily from 1984. During this time there has been an increase in these clubs by over 250%. From January 2000 until January 2002 alone there has been an 86% increase in the number of these clubs.
• membership during the ten-year period from 1990-2000 increased 63%. The actual number of memberships according to the International Health, Racquet, Sport Club Association/American Sports Data Health Club Trend Report in the year 2000 eclipsed 32.8 million.

The Florida Industry and Occupational Employment Projections to 2008 identify the "Fastest-Growing Occupations." The sports instructor and coach job code ranks as the 24th of the 25 fastest growing occupation in Lee County. This job code includes the types of positions for which the Human Performance graduate would qualify.

Six facilities offering health and wellness services in the Lee, Collier and Charlotte Counties were contacted following focus group meetings (See Section V, page 37 - Focus Groups). The following responses demonstrated additional support for offering the Human Performance program at FGCU:

• individual leaders in all centers were overwhelmingly positive for FGCU to initiate a Human Performance program.

• each representative was very interested in supervising students at their sites during the experiential learning aspects of the curriculum and potentially employing post graduation.

• agreement existed among them that there were "plenty" of ongoing opportunities for employment in this area to warrant an undergraduate degree in Human Performance (See Appendix D, page 92 - letters of support).

• 88 percent of the high school athletic directors would prefer that sport specific coaches not supervise strength and conditioning programs. They would prefer to hire individuals educated to perform those duties.

The Bureau of Labor Statistics compiled by the US Department of Labor notes the following about the graduates of the Human Performance program with a concentration in physical performance:

• there will be a 21-25% increase in employment nationally (1998-2008).

• a 36% increase in employment for individuals specializing in personal training, aerobics instruction and other fitness activities.

• a projected job growth will be in part caused by the rising demand for recreational and fitness activities for older adults.

• more workers will be needed as more businesses recognize the benefits of fitness programs and other services such as wellness programs.

• job growth will occur in athletic clubs, camps and sports clinics.

• certification in the field is essential and an increasing number of employers require employees hired in the area of fitness to have a bachelor's degree in fields related to health or fitness.

• a bachelor's degree is required, along with experience to advance to management positions in the field.

America's CareerInfoNet's occupation report on fitness trainers states:

• the median income of fitness trainers in the United States is $22,800 and in Florida $21,300.

• national trends indicate an increase of 40% in job openings for fitness trainers nationally each year.
that of all positions that require a bachelor's degree in Florida, recreation workers, which also incorporates fitness trainers, ranks 23rd of the 25 careers with the most openings per year.

and the category of recreation workers ranks 24th in the State of Florida as an occupation with the largest employment.

Uniqueness of the Program

The FGCU Human Performance program, compared to other State University System programs, is unique in that it will reflect the following group of elements not found in other programs in the state:

- **Accessibility** for Southwest Florida residents -- a program that is sought by high school graduates will be accessible and cost effective for students unable to relocate.

- **Local professional networking opportunities** for students who want to remain in Southwest Florida after graduating from the program.

- **Strong science preparation** in the areas of anatomy, physiology, biomechanics, neuroscience, nutrition, exercise physiology, athletic training, psychology, pharmacology, motor development and environmental exercise physiology, preparing graduates to become well-prepared practitioners in their chosen field.

- **Interdisciplinary professional skill development** through participation in the College of Health Professions common core. This core will integrate concepts about the foundations and dynamics of health services organizations, management, leadership, professional development and research.

- **Focused and concentrated fieldwork/internship experiences.** Full-time placement experiences in community settings without the requirement of simultaneous, on-campus coursework. Students are able to focus their attention on a full-immersion experience in real-life work settings.

- **Customized learning experiences** through a negotiated plan of study for students in the physical performance concentration. Course selections will be directed toward the career goals of each student.

- **Experiential and critical thinking oriented learning activities** will be utilized throughout the final 60 semester hours in the Human Performance program to provide the student with a means of bringing together the entire learning experience.

- **Lifespan focus** throughout the curriculum. Students participate in didactic coursework, fieldwork experiences, and research activities, equipping them to serve each segment of the population.

- **Flexibility of program design** allows students who want to transfer from one track to another efficiency and minimal or no duplication of coursework/credits.
D. SUS Programs in the Area of Human Performance

The following outlines the emphasis of the degree programs within the State University System.

<table>
<thead>
<tr>
<th>Institution</th>
<th>College</th>
<th>Degree</th>
<th>Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSU</td>
<td>Health Sciences</td>
<td>B.S. Exercise Science</td>
<td>Athletic Training, Exercise Physiology, Fitness and Nutrition, Pre-Physical Therapy</td>
</tr>
<tr>
<td>UCF</td>
<td>Health &amp; Public Affairs Education</td>
<td>B.S. Health Science</td>
<td>Athletic Training Track</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>B.S. Physical Education</td>
<td>Teaching Physical Education</td>
</tr>
<tr>
<td>UF</td>
<td>Health &amp; Human Performance</td>
<td>B.S. Exercise &amp; Sport Sciences</td>
<td>Athletic Training, Exercise Physiology, Fitness/Wellness, Sports Management, Teaching Physical Education.</td>
</tr>
<tr>
<td>UNF</td>
<td>Education &amp; Human Services</td>
<td>B.A. Education</td>
<td>Teaching Physical Education, Sport Leadership</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>B.S. Health</td>
<td>Sports Medicine/Athletic Training</td>
</tr>
<tr>
<td>USF</td>
<td>Education</td>
<td>B.S. Physical Education</td>
<td>Physical Education Teacher Preparation, Wellness Leadership Program, Athletic Training</td>
</tr>
<tr>
<td>UWF</td>
<td>Professional Studies</td>
<td>B.S. in Health, Leisure and Exercise Science</td>
<td>Exercise Science, Physical Education, Sports medicine/Athletic Training</td>
</tr>
</tbody>
</table>

E. Assessment of Demand

The following information is provided as evidence that students will enroll in the Human Performance program at FGCU:

- **63** students enrolled in three selected topics courses in Human Performance offered by the Department of Physical Therapy during the 2001-2002 academic year.

- The University currently uses the ApplyYourself system to assist in its recruiting of students. In December 2001, in collaboration with the Department of Admissions, the Human Performance major was identified as an option for inquiring students and placed as a proposed major on the ApplyYourself system. Since December there have been over **150** inquiries from prospective students about the Human Performance program.

- At three recruitment fairs approximately **20** students per event discussed the Human Performance program with program representatives.

A survey of five State University System's program's in athletic training and exercise physiology provided the following data:
### SUS Athletic Training Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>Admission (Headcount per year)</th>
<th>Graduation (Headcount per year)</th>
<th>Career Placement within 6 months of graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSU (long established program)</td>
<td>2001-02</td>
<td>20</td>
<td>8</td>
<td>100% placement</td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td>18</td>
<td>7</td>
<td>Unknown</td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td>15</td>
<td>5</td>
<td>Unknown</td>
</tr>
<tr>
<td>UCF (first graduating class 1999)</td>
<td>2001-02</td>
<td>27</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td>14</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>UF (long established program)</td>
<td>2001-02</td>
<td>25</td>
<td>23</td>
<td>Majority go to Graduate School</td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td>25</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>UNF (established program)</td>
<td>2001-02</td>
<td>27</td>
<td>26</td>
<td>75-85%</td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td>30</td>
<td>39</td>
<td>75-85%</td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td>42</td>
<td>27</td>
<td>75-85%</td>
</tr>
<tr>
<td>UWF (first graduating class 1999)</td>
<td>2001-02</td>
<td>8</td>
<td>7</td>
<td>Not available</td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td>10</td>
<td>7</td>
<td>Not available</td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td>6</td>
<td>7</td>
<td>Not available</td>
</tr>
<tr>
<td>USF (new program)</td>
<td>Not available</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SUS Exercise Physiology (Physical Performance) Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>Admission (Headcount per year)</th>
<th>Graduation (Headcount per year)</th>
<th>Career Placement within six months of graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSU (long standing)</td>
<td>2001-02</td>
<td>Information not available</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCF (Physical Education - long standing)</td>
<td>2001-02</td>
<td>10</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td>8</td>
<td>33</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td>6</td>
<td>40</td>
<td>60%</td>
</tr>
<tr>
<td>UF (long standing program)</td>
<td>2001-02</td>
<td>57</td>
<td>50</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td>40</td>
<td>54</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td>62</td>
<td>52</td>
<td>90%</td>
</tr>
<tr>
<td>UWF</td>
<td>2001-02</td>
<td>30</td>
<td>25</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>2000-01</td>
<td>25</td>
<td>22</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>1999-00</td>
<td>23</td>
<td>20</td>
<td>90%</td>
</tr>
</tbody>
</table>

As observed in the tables above, enrollment in these SUS programs has remained consistent and can be viewed as sustainable over time. Enrollment estimates for the proposed FGCU program reflect a conservative estimate of both full and part-time students and are consistent with the range of enrollment numbers at other institutions in the state. Refer to Table One A, page 23 for specific data on enrollment projections for the Human Performance Program at FGCU.

### F. Program Goals

The proposed Bachelor's degree in Human Performance is currently listed as a program approved for exploration in the State University System Strategic Plan. The goals of the proposed program are congruent with the institutional mission. The goals of the faculty of the program in Human Performance are to:

1) prepare graduates for professional practice in the 21st century
2) maximize the learning styles and the unique interests, background and talents of each student
3) foster an environment that promotes creativity, scholarship, respect for diversity and caring for one another
4) advance the fields of athletic training, fitness and wellness within the community and healthcare
5) meet the needs of the community through formal and informal educational offerings and community service
6) contribute to the transformation of Human Performance education.
The Human Performance program fits into the mission, institutional strengths and strategic plan of Florida Gulf Coast University, the College of Health Professions and the Department of Physical Therapy in several ways:

- As a comprehensive public university, FGCU was created in part to *address the needs of its service community*. As the FGCU service area continues to increase in population, so will the need to provide adequate healthcare needs, including restorative and preventative care. This program will address these needs.

- This institution is also committed to *pursuing excellence in its educational offerings and services*. The Human Performance program will be a solid performer for the University and its centers of excellence. The Human Performance program will add to the already growing reputation of the College of Health Professions for its excellence in preparing practitioners for their chosen career in healthcare. The program’s primary commitment will be to assist people and their communities to achieve optimal health and well-being.

- The Human Performance program will continue the University’s emphasis on promoting *interdisciplinary learning* through its focus on the whole person (wellness) and the overall comprehensive nature of the field. The Human Performance program will involve its students in interdisciplinary learning and practice experiences.

- The mission of the Human Performance program will be to *foster the development of high quality, caring health and wellness professionals who will be leaders and life-long learners in their chosen field*. The qualities of effective communication, ethical responsibility, information literacy, technology literacy, and problem solving abilities, central to FGCU’s undergraduate student learning outcomes, are imbedded in the program goals, teaching/learning methods, and curriculum content.

- The College of Health Professions is committed to *preparing undergraduate students to meet the critical needs of the healthcare delivery system*. By increasing the inventory of programs in the College of Health Professions at the outset of the 21st century, we will continue to academically prepare students to meet those needs by specifically addressing wellness, fitness and Human Performance needs of our citizenry.

- The Human Performance program will be consistent with the College’s mission of offering *future-oriented programs for entry-level students as well as professionals seeking career advancement*. This innovative curriculum assists the College in meeting its mission through the use of *distributive learning methods* that focus on the learning needs of today’s college student.

- The Human Performance program will assist the College to better utilize current resources now only available to graduate students in physical therapy. This will be accomplished by using existing course materials to establish a foundation for the Human Performance student. This effective and efficient use of current resources meets the strategic goal of the university to *increase enrollment and fill current capacity areas*.

- Students considering attending FGCU want to have academic options that will provide more opportunities to pursue career options in their areas of interest. The creation of the Human Performance program and its concentration options will affect *diversity in the academic programs offered* at FGCU.

- The community-based focus of the experiential learning components of the program leads to *community awareness and involvement* of its students and graduates.
• Existing physical resources within the university in general, and specifically, Intercollegiate Athletics and Recreation and Leisure Services, make the Human Performance program an efficient program to initiate and sustain.

Consistent with the Governor of the State of Florida's directive and outreach initiative for university personnel to be involved in K-12 public education, the Human Performance program will create extensive opportunities for faculty and students to provide service and guidance to the local school systems in areas of their expertise. This activity also assists the university to meet its strategic goal for **active collaboration with community partners**.

G. Curriculum

**Program Description**

The curriculum of the Human Performance program is designed for a student to complete in 120 credit hours of undergraduate course work. Students progress through courses in the college interdisciplinary core, foundational human sciences, professional development sequence, and in their professional concentration of choice. Students identify during their first year in the upper division program which concentration they will pursue. They are able to choose between a concentration in Athletic Training (AT) and a concentration in Physical Performance (PP). Students who select the athletic training concentration must meet the core competencies discussed in the accreditation section of this proposal.

**General Education**

Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section of the FGCU catalog). Some coursework can be used to satisfy both general education and common prerequisite requirements.

**Common Prerequisites (CIP: 31.0505)**

- BSCx010C General Biology w/lab (4)
- BSCx093C Anatomy and Physiology I w/lab (4) Acceptable substitutes: PET 2320, ZOO3733, PET 3301C, ZOO3731, BSC2085
- BSCx094C Anatomy and Physiology II w/lab (4)
- Acceptable substitutes: PET 2350, PCB 3703, PET3302C, PCB 3702, PCB 3704, BSC 2086
- CHMx045C General Chemistry I w/lab (4)
- Acceptable substitutes: any Organic Chemistry course
- HUNx201 Human Nutrition (3)
- Acceptable substitutes: PETx361, PET2014, HUN2002
- PHYx053C College Physics I (4)
- PSYx012 General Psychology (3)
- STAx023 Statistics (3)

**Health Professions Common Core**

- IHS 3101 Shaping Healthcare in the 21st Century (3)
- IHS 3203 Management and Leadership in Healthcare Organizations (3)
- IHS 4504 Research Methods in Healthcare (3)
- IHS 4938 Senior Seminar (3)

**Additional Requirements**

- IDS 3920 University Colloquium (3)
### Required Courses in the Major

- PHT3109C  Movement Science I (10)*
- PHT3293C  Movement Science II (5)*
- PET3380C  Applied Exercise Physiology (3)*
- PET4285   Developmental Issues through the Lifespan (2)*
- PET4297   Sport and Exercise Psychology (3)*
- PET4930   Preparation for Entering and Growing in the Profession (1)*

### Concentration Requirements (select one)

#### Athletic Training Practice Concentration

- PET3603C  Intro to Athletic Training (3)*
- PET3613C  Athletic Training Practice I (3)*
- PET3614C  Athletic Training Practice II (2)*
- PET4619C  Athletic Training Practice III (4)*
- PET4629C  Athletic Training Practice IV (4)*
- PET 4670  Clinical Practice I (3)*
- PET 4671  Clinical Practice II (2)*

#### Physical Performance Concentration

- PET3084C  Personal Fitness and Wellness (3)*
- PET 4941  Experiential Learning I (4)*
- PET 4948  Experiential Learning II (2)*
Additionally, students must select 12 hours of concentration electives with approval of the program advisor, 6 hours of which must be from the approved Health/Wellness electives. Approval has been sought for waiver of course prerequisites on courses in the elective list that carry a prerequisite.

<table>
<thead>
<tr>
<th>Core knowledge of wellness and exercise science</th>
<th>Enhancement for career goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health/Wellness Electives (must choose at least six hours)</strong></td>
<td><strong>Enhancement Electives</strong></td>
</tr>
<tr>
<td>GEY 3801 Aging and Human Performance</td>
<td>GEY3001 Intro to Gerontology</td>
</tr>
<tr>
<td>HSC3531 Medical Terminology (1) Health Perspectives &amp;</td>
<td>GEY3320 Programs for Older Adults</td>
</tr>
<tr>
<td>HSC3720 Assessment</td>
<td>GEY4644 Psychological Aspects of Aging</td>
</tr>
<tr>
<td>HSC4500 Epidemiology</td>
<td>HSA3117 Principles of Health Service Administration</td>
</tr>
<tr>
<td>HUS3304 Intervention w/ Individuals &amp; Families</td>
<td>HSA3184 Leadership &amp; Supervision in Health Services</td>
</tr>
<tr>
<td>PET3384C Fitness Assessment and Exercise Prescription*</td>
<td>HSA3414 Transcultural Health Care</td>
</tr>
<tr>
<td>PET4389C Advanced Methods of Strength and Conditioning*</td>
<td>HSA4109 Principles of Managed Care</td>
</tr>
<tr>
<td>PET4886 Environmental Exercise Physiology*</td>
<td>HSA4140 Program Planning and Evaluation</td>
</tr>
<tr>
<td>PET4391 Human Performance and Energy Supplies*</td>
<td>HSA4170 Financial Management</td>
</tr>
<tr>
<td></td>
<td>HUS4500 Ethics in Human Services</td>
</tr>
<tr>
<td></td>
<td>HUS4508 Substance Abuse and the Family</td>
</tr>
<tr>
<td></td>
<td>SYO3400 Medical Sociology</td>
</tr>
<tr>
<td></td>
<td><strong>PET3460 Principles of Sport Management</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PET4455 Sport Facility and Event</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PET4461 Management, Sport Promotions, Fundraising and Public Relations</strong></td>
</tr>
</tbody>
</table>

Note: Courses marked with an asterisk (*) are new courses. Those noted with two asterisks (**) are courses found in the Sports Management concentration in the College of Business.

The following is a suggested plan of study for a full-time student entering FGCU as a freshman and progressing on to the Human Performance program. Athletic Training and Physical Performance concentrations may have slightly different semester totals for earned credit hours. These differences are noted on the following table.
## Human Performance Program Suggested Plan of Study

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Summer 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>3</td>
<td>ENC1102</td>
</tr>
<tr>
<td>BSC1010</td>
<td>4</td>
<td>CHM1045C</td>
</tr>
<tr>
<td>MAC1105</td>
<td>3</td>
<td>HSC2577</td>
</tr>
<tr>
<td>PSY2012</td>
<td>3</td>
<td>STA2023</td>
</tr>
<tr>
<td>IDS1301L</td>
<td>1</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM2510</td>
<td>3</td>
<td>BSC1086C</td>
</tr>
<tr>
<td>BSC1085C</td>
<td>4</td>
<td>IDS2110</td>
</tr>
<tr>
<td>MAC1147</td>
<td>4</td>
<td>PHY2053C</td>
</tr>
<tr>
<td>HUM elective writing intensive</td>
<td>3</td>
<td>Social Science elective</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 3</th>
<th>Spring 3</th>
<th>Summer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement Science I</td>
<td>10</td>
<td>Movement Science II</td>
</tr>
<tr>
<td>Introduction to Athletic Training or Personal Fitness and Wellness</td>
<td>3</td>
<td>Athletic Training Practice I or Physical Performance Elective</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Shaping Health Care in the 21st Century</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Research Methods in Healthcare Systems</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Applied Ex Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Athletic Training Practice II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Colloquium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 4</th>
<th>Spring 4</th>
<th>Summer 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental issues through the Lifespan</td>
<td>2</td>
<td>Sports and Exercise Psych</td>
</tr>
<tr>
<td>Athletic Training Practice III or Physical Performance Elective</td>
<td>4</td>
<td>Athletic Training Practice IV or 2 Physical Performance Electives</td>
</tr>
<tr>
<td>Managing and Leading in Healthcare Organizations</td>
<td>3</td>
<td>Preparation for Entering and Growing in the Profession</td>
</tr>
<tr>
<td>Clinical Practice I or Experiential Learning I</td>
<td>3</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Clinical Practice II or Experiential Learning II</td>
</tr>
<tr>
<td>AT</td>
<td>12</td>
<td>AT</td>
</tr>
<tr>
<td>PP</td>
<td>12</td>
<td>PP</td>
</tr>
</tbody>
</table>

AT = Athletic Training concentration PP = Physical Performance concentration
Area of Anticipated Growth

A six-course sequence for those individuals interested in receiving a post-baccalaureate certificate in coaching will be developed once the Human Performance program is implemented. Once reviewed and approved by Graduate Curriculum Team, this coaching certificate will allow individuals to enhance their competencies in the area of coaching and Human Performance for both paid and community service oriented coaching positions (e.g., little league, YMCA and county recreation programs). Courses within the Human Performance program will serve as the core of the coaching certificate, thus increasing non-major enrollment in Human Performance courses. To further enhance efficiency of this certificate program the sport specific coaching courses will be taught by FGCU coaches. Director of Intercollegiate Athletics Carl McAloose will provide one FGCU coach per semester to teach the sport specific coaching course each semester (see tabbed section - Letters of Support).

Projected courses contained in the post-baccalaureate coaching certificate are:

- Care & Prevention of Athletic Injuries
- Fitness Assessment & Exercise Prescription
- Advanced Methods of Strength and Conditioning
- Coaching Theory
- Theory and Practice of Coaching a Specific Sport
- Human Performance Elective

Admission Information

The Department of Physical Therapy will conduct a competitive admissions process for students desiring to pursue a degree in Human Performance. The following are the minimum requirements for admission to the Human Performance program. Students are accepted to the program on a full- or part-time basis. Full-time students enter the program as part of a cohort group in the fall of each year. Part-time students may be admitted throughout the year. Supplemental application forms will be available from the Department of Physical Therapy or on the Department's web site at www.fgcu.edu/cht/pt. For priority consideration, all application materials must be received by February 15th of the year in which entry is sought. Admissions decisions are made based on materials and coursework completed at the time of the application.

Admission requirements include:

- Submission of a State University (SUS) common application for admission and satisfaction of all applicable university admission requirements
- Submission of supplemental application for the Human Performance major
- Completion of a total of 50 hours clinical observation in two different athletic training sites for athletic training concentration students only
- All prerequisite courses must be completed with a grade of C or better (a grade of C- or less is not acceptable
- Grade point average calculated for all prerequisite courses of at least 3.00 (on a 0 to 4 scale). All courses completed at the time of application will be counted in the GPA calculation
- A minimum grade point average of 3.00 for the most recent 30 college credit hours.
H. Specific Learning Outcomes

The student learning outcomes for the Bachelor of Science in Human Performance are consistent with and enhance the university undergraduate student learning outcomes (USLO).

Graduates of the Human Performance program will:

1) Model professional behaviors that are consistent with professional excellence and the expectations of the profession and the consumer. (USLO #2, 4, 5, 6, and 7)

2) Practice utilizing technical skills consistent with current practice in the profession. (USLO #6, 7, and 8)

3) Experience areas of personal growth necessary for the transition to become a professional. (USLO #2, 4, 5, and 9)

4) Recognize the importance of and pursue community involvement as part of his/her professional and civic responsibility. (USLO #9)

5) Appropriately use and modify written, oral and non-verbal communication with clients and families and colleagues. (USLO #2 and 4)

6) Practice effectively to respond to change within a dynamic health care environment. (USLO #6, 7, and 8)

Consistent with the systematic evaluation plan in place in the Department of Physical Therapy, the Human Performance program will collect and analyze evaluative data for program improvement. The current plan includes:

- Annual surveys of students as to how the program curriculum and faculty are assisting them in reaching the stated student learning outcomes
- Graduate exit interviews
- Monitoring of pass rates on national certification exams
- Course evaluations conducted at the end of each semester
- Systematic review of all courses by the department curriculum committee on a 3-year cycle
- Monitoring of student performance in community-based experiential learning or fieldwork experiences
- Comprehensive reviews by external accreditation agencies.
I. Accreditation

The Human Performance program will become accredited through the Joint Review Commission for Athletic Training (JRC-AT) and Commission on Accreditation of Allied Health Education Programs (CAAHEP). The proposed timeline for seeking accreditation is:

- Apply for Candidacy - Summer 2002
- Enter first class of students - Fall 2002
- Submit accreditation update - May 2003
- Submit self-study - September 2003
- On campus site visit - Spring 2004
- Accreditation granted - May 2004
- First graduation class - May 2004

The costs of accreditation will be approximately $500 annually (from year one) for the Joint Review Commission - Athletic Training (JRC-AT), and $300 annually for CAAHEP once accreditation is granted (year two). Additional accreditation fees may be necessary to support application, self-study and the comprehensive review process.

The curriculum for the Human Performance program, and specifically the athletic training concentration, centers on the core competencies expected of all graduates of an athletic training program (National Athletic Training Association [NATA] Athletic Training Educational Competencies, JRC-AT Standards and Guidelines for an Accredited Educational Program for the Athletic Trainer, 2001). Based on this curricular design, the athletic training concentration major would meet the accreditation agencies expected competencies and would be qualified to sit for board certification in her/his field of expertise. As new accreditations in Human Performance emerge, the College of Health Professions, known for its quality and fully accredited programs, will seek further accreditation.

J. Licensure and Certification

The specific credential sought by the Human Performance student with a major concentration of athletic training will be the Board Certified Athletic Trainer (ATC) designation. The granting agency is the NATA-BOC (National Athletic Trainers Association Board of Certification). Students in the Athletic Training concentration of the program will be provided the necessary education to sit for the certification exam upon graduation. The accreditation review process assures that the curriculum prepares the student to be a qualified candidate for certification. The program is also designed so that the student in the athletic training concentration will meet licensure standards for the State of Florida (Chapter 486, Part XIII Florida Statutes: Athletic Training). Since a portion of the program faculty will be licensed and certified as Athletic Trainers, the faculty will be fully aware of the national and state standards.

It is hoped that FGCU will continue its affiliation with the National Strength and Conditioning Association (NSCA) and American College of Sports Medicine (ACSM). Because of this affiliation, FGCU has had the opportunity to offer certification programs through these agencies in the past. It is hoped that FGCU will continue to offer these certification programs for their own graduates as well as others in the community to earn continuing education units (CEU). The curriculum will be designed, so that a student who successfully completes the program will meet the competencies published by the NSCA and ACSM and thus qualify him/her for sitting for national certification exams.

K. Delivery Mechanism(s)

The anticipated delivery system for the Human Performance program will be through a variety of methods that will utilize both face-to-face traditional classroom environments and also nontraditional strategies such as virtual courses. The primary delivery system, however, will be through the traditional classroom setting on the FGCU main campus and with cooperative efforts with external agencies. As the
program progresses, it is anticipated that distance learning via the Internet will be implemented. The delivery methods used to teach each course will depend on course content, faculty expertise, the needs and expertise of its students, and the available resources. As many as three to four discipline-specific, required courses, and all four of the College Core courses, may eventually be taken via the Internet.

The university and the college are well equipped for this type of delivery system. FGCU has advanced technological capabilities to offer distance courses and has good external relationships to establish experiential learning opportunities and clinical externships. Practice laboratory sessions will be held in academic buildings, the University Wellness center, and in community settings. The Department of Physical Therapy has excellent relationships within the community and has been successful arranging free classroom space in area health care facilities for the past four years. This has provided the student with a real-life setting in which to develop their professional skills.

As stated previously, community-based experiential learning and fieldwork experiences are central to the curriculum design. These learning experiences require the supervision of a content area professional. In Southwest Florida, there is a limited pool of athletic trainers who are qualified to supervise student internships/fieldwork experiences. Therefore, limited access designation will be sought to the Human Performance program in order to insure quality fieldwork placements.

L. Enrollment Projections

The projections for student enrollment for the initial five years of the program are estimated based on local and statewide demand for Human Performance professionals in the health care field and are based on enrollment in other State University System’s programs. The enrollment numbers each year are also based on current enrollments in pre-Human Performance courses currently being offered, ApplyYourself inquiries, focus group data and professional organization information. Enrollment caps must be placed on practice-based courses in the athletic training concentration due to accreditation mandates. These enrollment projections are based on 6 AT concentration students in the first year and no more than 12 in years two through five. Part-time students will enter the program at different points in the academic year to improve enrollment in individual courses. Some courses must be taken in a specific sequence; however, others can be taken when offered. This will maximize course enrollment in non-sequenced courses.
TABLE ONE A  
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES

BACCALAUREATE DEGREE PROGRAM

<table>
<thead>
<tr>
<th>NAME OF PROGRAM:</th>
<th>Human Performance</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002</td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
<td>2006</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Students</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Non-Duplicative Count in Any Given Year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-level students who are transferring from other majors within the university</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3.1</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level</td>
<td>8</td>
<td>5</td>
<td>16</td>
<td>10.1</td>
<td>20</td>
<td>11.5</td>
<td>25</td>
<td>13.5</td>
<td>25</td>
<td>13.5</td>
</tr>
<tr>
<td>Florida community college transfers to the upper level</td>
<td>9</td>
<td>6</td>
<td>18</td>
<td>11.3</td>
<td>24</td>
<td>13.9</td>
<td>29</td>
<td>15.6</td>
<td>29</td>
<td>15.6</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges/universities</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>3.1</td>
<td>5</td>
<td>2.95</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Other (Explain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>15</td>
<td>44</td>
<td>27.6</td>
<td>54</td>
<td>31.35</td>
<td>64</td>
<td>35.1</td>
<td>64</td>
<td>35.1</td>
</tr>
</tbody>
</table>

Notes:  
(1) For headcount (HC), list expected number of students, both full-time and part-time, who will enroll in the program. Headcount numbers are unduplicated, with students appearing in a single source category as of year of entry into the program.  
(2) The numbers for students in the category "Upper-level students who are transferring from other majors within the university" should go down in later years.  
(3) Headcount numbers for years 2 thru 5 consist of students continuing in the program, plus newly enrolled students, minus students who have graduated or stopped out of the program.
M. Recruitment and Diversity

The College of Health Professions and specifically the faculty of the Human Performance program will work with the Florida Gulf Coast University Admissions Office to maximize the opportunities to recruit a diverse student body to the Human Performance program. To accomplish this goal the academic department in conjunction with the Admissions Office will focus marketing and recruitment efforts in high schools, community colleges and communities that have a diverse population. The FGCU university-wide Strategic Plan affirms the University's commitment to creating an environment of diversity. The College of Health Professions is in full support of this plan and will be diligent in attracting, admitting, retaining and graduating a diverse group of students. In addition, all efforts will be made to recruit and maintain a diverse faculty and staff in the department in which the program is housed. Student scholarship opportunities for underrepresented groups will be researched and promoted within program recruitment materials and the program web page.

There is not another Human Performance program being offered in the State University System that has the unique qualities found in the College of Health Professions Human Performance program at FGCU. These qualities include: 1) a curriculum that has a strong foundation in the human sciences and includes an interdisciplinary college core, 2) a program of study that allows for customization based on student learning needs, 3) the use of interactive teaching/learning methodology including the Problem Based Learning (PBL) method and on-line course design, and 4) community-based application of skills throughout the curriculum.

The Human Performance program will not compete with student enrollment at either FIU or FAMU. FAMU does not offer a program similar to human performance. FIU's program is housed in the College of Education and focuses mainly on teacher training.

Charles W. McKinney
Director Educational Services and Equal Opportunity Programs

5-22-02 Date
N. Implementation

Timetable for Implementation of Proposed Human Performance Program

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2001</td>
<td>- Permission granted by Provost Bartel to plan the B.S. in Human Performance - with the plan to admit students in the Fall 2002.</td>
</tr>
<tr>
<td>February 2002</td>
<td>- Submit proposed program to College of Health Professions Curricular Affairs Committee</td>
</tr>
<tr>
<td>April 2002</td>
<td>- Submit proposed program to University Undergraduate Curriculum Team review and approval.</td>
</tr>
<tr>
<td></td>
<td>- Advertise, interview and hire Assistant/Associate professor in Exercise Physiology.</td>
</tr>
<tr>
<td>June 2002</td>
<td>- Submit proposed program to FGCU Board of Trustees for review and approval</td>
</tr>
<tr>
<td>June - August 2002</td>
<td>- Upon program approval: Continue planning for implementation of program. Begin active marketing and recruitment for Human Performance program applicants.</td>
</tr>
<tr>
<td></td>
<td>- Advertise, interview and hire Assistant/Associate professor in Athletic Training</td>
</tr>
<tr>
<td>Aug 2002</td>
<td>- Finalize course development for Fall implementation of program.</td>
</tr>
<tr>
<td></td>
<td>- Apply for candidacy through JRC-AT</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>- Implementation of program.</td>
</tr>
</tbody>
</table>

SECTION II: INSTITUTIONAL CAPABILITY

A. Institutional Strengths and Capabilities

The Human Performance program builds from and enhances the universities' strength in the following areas:

- Program excellence and graduating individuals who are competitive in the career market. The proposed program will add to the already high quality graduate pool entering the employment community.

- Proposed programs in Sports Management, Hospitality Management, and Leisure Services will be enhanced by a diverse set of electives in the areas of health, wellness, nutrition, and coaching theory. Additionally, select courses in these proposed programs will enhance the learning experience for the Human Performance major.

- With the growth of the Department of Intercollegiate Athletics will come a greater demand for athletic-related programs. The addition of this rigorous academic program will provide current and prospective student-athletes who have high academic aspirations with an academic home.

- The College of Health Professions and the Department of Physical Therapy have a strong history of high quality, well-respected programs. Through the addition of the Human Performance program, the college can attract a broader range of students and provide students in other health disciplines a richer mix of elective courses.

- Through the hiring of two faculty members into existing vacant lines, the areas of expertise and graduate teaching credentials of the department faculty will be enhanced. Additionally, the high
quality faculty in the Department of Physical Therapy can lend their expertise to the undergraduate Human Performance majors.

- The Department of Physical Therapy plans to explore international opportunities for students and faculty in both graduate and undergraduate programs. Existing relationships between the colleges and programs at FGCU and international institutions allow exploration of academic and clinical opportunities in Mexico, Germany, France, and Sweden. Additionally, the department is currently developing a relationship with programs in Holland for curriculum collaboration through distance learning technologies. Broadening the course offerings and faculty expertise within the department provides more opportunities for collaborative international activities.

B. Productivity

The B.S. in Human Performance degree program will be housed in the Department of Physical Therapy. Core members of the department faculty have been on faculty at FGCU since 1997 and have been successful implementing, evaluating and earning full accreditation for the M.S. in Physical Therapy program. One class of students has graduated to date, earning a 100% pass rate on the national board exam (average pass rate nationally equals 67%) and a 100% hire rate in their field.

Teaching:

Department faculty have maintained at least 27 contact hours per year since the program’s inception. During the first two years of the Physical Therapy program’s implementation, faculty taught in the program, the college core and the university colloquium.

Student credit hour (SCH) and full time equivalent (FTE) generation within the department is as follows:

Faculty FTE production:

<table>
<thead>
<tr>
<th>Courses</th>
<th>AY 1997-1998 (3 faculty/1 chair)</th>
<th>AY 1998-1999 (5.5 faculty/1 chair)</th>
<th>AY 1999-2000 (5.5 faculty/1 chair)</th>
<th>AY 2000-2001 (5.5 faculty/1 chair)</th>
<th>AY 2001-2002 (4.5 faculty/1 chair) thru Spring 02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCH</td>
<td>FTE</td>
<td>SCH</td>
<td>FTE</td>
<td>SCH</td>
</tr>
<tr>
<td>Program</td>
<td>58</td>
<td>1.46</td>
<td>305</td>
<td>7.63</td>
<td>386</td>
</tr>
<tr>
<td>College</td>
<td>98</td>
<td>2.45</td>
<td>320</td>
<td>8.01</td>
<td>160</td>
</tr>
<tr>
<td>University</td>
<td>108</td>
<td>2.7</td>
<td>319</td>
<td>7.97</td>
<td>66</td>
</tr>
</tbody>
</table>

* graduate credit hour generation
** includes undergraduate and graduate credit hours

Faculty serve on three to six Master's thesis/independent study committees per Physical Therapy cohort group. One faculty member currently serves on the Master’s thesis committee for a graduate student from Barry University. Another faculty member currently sits on the doctoral committee for a student from UCF. Their flexibility and multifaceted talent has made them valuable as teaching faculty outside the program and in university faculty leadership positions.
Service:

Department faculty have held key leadership positions in the Faculty Senate and standing university teams since the inception of faculty governance at FGCU. Additionally, faculty have held leadership positions in the local chapter of their professional organization. This committed faculty volunteers for community service activities, recruitment events and serving as advisors for the PT Student Association.

Scholarship:

Scholarly productivity of faculty has focused on the development of innovative curriculum and delivery systems including web based and active learning strategies. Faculty have been invited to present at 10 national and four international conferences during the past three years. One paper has been accepted for publication in a peer-reviewed journal. Faculty have submitted or co-submitted numerous grant proposals. Two members of the faculty, since arriving at FGCU, have been successful in receiving grant funding.

C. Program/Accreditation Reviews

The M.S. in Physical Therapy received full accreditation for a 5-year period on initial application and review. Additionally, a program review was submitted in the Fall 2001 for the Florida Board of Regents. Both reviews revealed that no significant deficiencies were identified in the program or department. The faculty qualifications, resources and curriculum design were viewed as meeting the high quality expected by the Commission on Accreditation of Physical Therapy Education (CAPTE). The success of the faculty to gain national program accreditation displays their ability to develop, implement and evaluate high quality academic programs.

SECTION III: FACULTY

A. Faculty Credentials

Existing faculty in the Department of Physical Therapy and the College of Health Professions meet SACS accreditation standards for undergraduate programs. Of those department faculty who would teach in the proposed program:

- one holds a PhD
- two are Master's prepared with at least 18 graduate hours in the human sciences and enrolled in doctoral studies
- one is Master's prepared in the discipline of Physical Therapy

The two planned faculty hires will add at least one doctorally prepared faculty member to the faculty. Similar to many other health professions, the profession of athletic training experiences a national shortage of doctorally prepared faculty. Nationally, it is common to have baccalaureate prepared athletic trainers with Master's degrees in a related field hold faculty positions. These credentials meet program accreditation standards as well as the College of Health Professions guidelines for faculty credentials.

Adjunct faculty teaching in the program will have a minimum qualification of a Master's degree.

B. Current Faculty

The following table provides the proposed faculty teaching assignment within the Human Performance program for current faculty positions in the Department of Physical Therapy, including the filling of two positions currently vacant. After year two, using the enrollment projections in Table One A,
page 23, the number of courses offered will remain steady. If additional faculty are hired, course offerings will be able to increase.

**Projected teaching assignments for Human Performance Program**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Summer 1</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement Science I</td>
<td>S. Bevins</td>
<td>T. Bevins</td>
<td>A. Daya</td>
<td>S. Bevins</td>
<td>T. Bevins</td>
<td>A. Daya</td>
</tr>
<tr>
<td></td>
<td>T. Bevins</td>
<td>A. Daya</td>
<td>P. Feehan</td>
<td>T. Bevins</td>
<td>A. Daya</td>
<td>P. Feehan</td>
</tr>
<tr>
<td></td>
<td>Ex. Phys PT Adjunct</td>
<td>Ex. Phys PT Adjunct</td>
<td>Ex. Phys PT Adjunct</td>
<td>T. Bevins</td>
<td>Ex. Phys PT Adjunct</td>
<td>T. Bevins</td>
</tr>
<tr>
<td>Movement Science II</td>
<td>T. Bevins</td>
<td>A. Daya</td>
<td>Ex. Phys</td>
<td>Ex. Phys</td>
<td>T. Bevins</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Applied Exercise Physiology</td>
<td>Ex. Phys T. Burkett</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Developmental Issues through the Lifespan</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Sports Psychology</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
</tr>
<tr>
<td>AT Practice I</td>
<td>ATC</td>
<td>ATC</td>
<td>ATC</td>
<td>ATC</td>
<td>ATC</td>
<td>ATC</td>
</tr>
<tr>
<td>AT Practice II</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
</tr>
<tr>
<td>AT Practice III</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
</tr>
<tr>
<td>AT Practice IV</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
</tr>
<tr>
<td>Environmental Exercise Phys</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Human Performance</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Intro to AT</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
</tr>
<tr>
<td>Health Wellness</td>
<td>Ex Phys Adjunct</td>
<td>Ex Phys Adjunct</td>
<td>Ex Phys Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
</tr>
<tr>
<td>Preparation for profession</td>
<td>Ex Phys Adjunct</td>
<td>Ex Phys Adjunct</td>
<td>Ex Phys Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
<td>ATC Adjunct</td>
</tr>
<tr>
<td>Clinical Practice I</td>
<td>Head ATC</td>
<td>Head ATC</td>
<td>Head ATC</td>
<td>Head ATC</td>
<td>Head ATC</td>
<td>Head ATC</td>
</tr>
<tr>
<td>Clinical Practice II</td>
<td>T. Burkett or Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Experiential Learning II</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
<td>Adjunct</td>
</tr>
</tbody>
</table>

**Notes:**

ATC = Athletic trainer faculty position  
ExPhys = Exercise Physiologist position  
Head ATC = Head Athletic Trainer - Department of Intercollegiate Athletics
The faculty in the Department of Physical Therapy are committed to participating in teaching portions of the curriculum in the B.S. in Human Performance. The foundational sciences, including anatomy, physiology, biomechanics, neuroscience, exercise physiology, embryology, and pharmacology will be taught in PHT 3109C Movement Science I and PHT 3293C Movement Science II. Core department faculty members will teach 70% of these courses. Adjunct professors are currently hired to enhance PT faculty member’s expertise in pharmacology and portions of system physiology. The current level of use of adjunct support will continue and will cover the needs for the Human Performance program. With the addition of an exercise physiologist, the foundational sciences in these two courses will be fully covered.

Additionally, fifteen credit hours of the upper division curriculum are devoted to the college core curriculum and the university colloquium. Faculty from the college and university support these courses and thus provide support to the program. Several electives for the Physical Performance concentration will be drawn from courses offered by the Division of Health Sciences in the College of Health Professions and from select courses from each of the other four colleges at FGCU.

Refer to Section V, Table Two, page 34 for additional details of current faculty who will participate in the implementation of the proposed program.

C. Additional Faculty Needed to Support Program

Two specific full-time, 9-month positions are necessary to initiate and sustain a program in Human Performance:

1) To meet program accreditation standards, a full-time faculty member, licensed and certified as an athletic trainer, must be hired to coordinate the athletic training component of the curriculum.

2) Additionally, a doctorally prepared exercise physiologist must be hired to augment the existing expertise in the department faculty. A significant portion of the foundational science courses, as well as the physical performance elective courses, requires the expertise of an exercise physiologist.

No similarly credentialed faculty member exists within the FGCU faculty to meet these program needs.

Adjunct faculty will be hired on a limited basis, and may be provided in-kind by area facilities. Discussions have begun to gain support by physicians and other health care facilities to provide adjunct faculty for selective teaching activities. These activities include:

- Sports psychology - an area of expertise not represented in the current faculty.
- Developmental issues -- due to full faculty teaching assignments.
- advanced exercise physiology - due to full faculty teaching assignments.
- Athletic training lab support -- to maintain safe and recognized faculty:student teaching ratios.
SECTION IV: NON-FACULTY RESOURCES

A. Current Non-Faculty Resources

The following resources currently exist within the Department of Physical Therapy, College of Health Professions and the university as a whole. These resources would be available to faculty, staff and students of the program in Human Performance.

Library:

- Refer to the attached report provided by Mary Kay Hartung, University Librarian, for details of the library resources available and necessary to support the Human Performance program. The Commission for Accreditation of Physical Therapy Education (CAPTE) rated library resources as adequate to support a graduate program in physical therapy. Typically, graduate programs in physical therapy have similar, but broader and deeper needs for library resources than those necessary for an undergraduate program in Human Performance.

- Additionally, the department maintains a library of resources including texts and video materials available for use by all students in the department including those enrolled in the Human Performance program. This 250+ volume collection is kept current and accessible to students during class hours.

Facilities:

- The CHP Practice Center, housed in AB3, will be available for use by the Human Performance program. Programs in nursing, occupational therapy, physical therapy, and Human Performance will share this 1200 square foot laboratory space. Equipment storage space, adjacent to the practice center, will hold some of the clinical equipment for the proposed program.

- The Whitaker Building provides the program with wet lab space to support human anatomy courses. This lab, along with dry and cold storage space, allows for the use of human tissues and anatomical models for foundational science courses.

- In October 2002, the teaching gymnasium is planned for occupancy. A training room will be available for use for the athletic training track during non-peak usage hours. Additionally, the teaching gym will provide classroom space, which will be shared with the Department of Intercollegiate Athletics.

- The university fitness center can also be well utilized to support certain aspects of the curriculum in Human Performance. This center will be used during off-peak times for student learning experiences and practice.

Equipment:

Equipment currently owned by the Departments of Physical and Occupational Therapy will be available for use by the Human Performance program. This equipment includes anatomical models, exercise physiology assessment instruments, and clinical assessment and intervention equipment. Non-durable equipment has been purchased using lab fees collected. Access to specialized equipment that is utilized by the program on an infrequent basis will be provided by area clinical facilities. The head athletic trainer at FGCU has collaborated with the Department of Physical Therapy while making his decisions on
equipment purchases. This collaboration will continue as new purchases are made to maximize the efficiency of equipment resources.

**Student support:**

Currently there are no existing resources for student scholarships or assistantships within the department.

**External Support:**

Currently there are no existing resources for students. However, this is an area under current development and is a priority of program faculty.

**Staff/Office Support:**

One executive secretary supports the Department of Physical Therapy and the Division of Health Sciences. Work-study students provide additional support for secretarial functions.

**Clinical and Internship Sites:**

Existing contracts between the College of Health Professions and area health care organizations and facilities will provide a solid foundation to enter students into the local community.

**B. Additional Non-Faculty Resources Needed for Implementation**

The following resources are necessary for program growth and expansion, and to provide appropriate support for the students enrolled in the proposed program.

**Library:**

Refer to the attached report provided by Mary Kay Hartung, University Librarian, for details of the library resources needed to support the Human Performance program. Section V, Table Three, page 35 outlines the funding necessary for such purchases.

**Facilities:**

To allow program growth, further dedicated practice/lab space is required. Additionally, two faculty offices will need to be assigned by the College to accommodate two faculty hires during the Summer 2002. The faculty and administration in the college will seek external funding to support space for program expansion, community wellness services, and faculty research/grants.

**Equipment:**

Non-durable equipment will be funded from student laboratory fees based on usage. Durable equipment and OCO purchases will be necessary when additional space is acquired. External funding sources are being explored to fund such purchases.

**Student Support:**

The faculty will work in collaboration with the FGCU Office of Financial Aid to provide students with all the potential areas of support available to them. External funding sources are being explored to support student scholarships for undergraduate students, and graduate assistantships to support program instruction and faculty scholarship activities. A specific level of support needed cannot be estimated at this time.
Staff/Office Support:

As university enrollment increases, additional federal work-study funding will be available to undergraduate students. This will provide the department with a larger pool of potential work-study students for support functions. In order to provide adequate support external funding activities (grants and contracts) and allow for program growth, one additional permanent staff member must be hired. External funding sources are being explored to support this need.

Accreditation:

Costs for accreditation are provided under new general revenue on Section V, Table Three, page 35. Two separate fees are required for seeking accreditation for the athletic training component of the program. Additional costs will be necessary to support application, self-study and comprehensive review processes (travel of reviewers, etc.). The accrediting organizations will provide the program with estimates of cost of these activities once application for accreditation is made.

Clinical and Internship Sites:

Additional contracts between the College of Health Professions and area health care organizations and health/wellness facilities will be necessary to provide students in the Human Performance program diverse and balanced community-based experiential learning and fieldwork experience opportunities. The department has consistently been successful securing these clinical contracts and has received many promises from area facilities to accept students from the Human Performance program for internship experiences.
SECTION V: ESTIMATED COSTS/IMPACTS OF NEW PROGRAM

The program in Human Performance is designed to effectively and efficiently utilize existing resources to their full capacity. Table Three outlines the projected costs for the program. The request for new funds for the start-up and implementation of the program for the first five years is limited to library resources and accreditation costs. The program in Human Performance will use vacant faculty lines to hire two new faculty members.

Faculty Support:

The proposed program, housed in the Department of Physical Therapy, will draw the majority of its resources from the existing equipment and budget. Department and college funds, including office supplies and professional development funds, will support the Exercise Physiologist position, which has been held vacant for one year. The second position, from an existing vacant line in the Department of Occupational Therapy, will be supported from existing funds in that department. The faculty member in this position will be a certified athletic trainer and serve as curriculum coordinator for the athletic training concentration. This collaboration between the Departments of Occupational and Physical Therapy will put existing resources to most efficient use and strengthen the faculty resources available to each program housed in these departments. Office space for the two positions will be identified by the Provost's office.

Instructional Equipment/Space:

Due to the nature of the disciplines, instructional equipment already purchased by the Department of Physical Therapy will have use in both the Human Performance program and the physical therapy program. Space and equipment usage has been negotiated with the Department of Intercollegiate Athletics and the Department of Recreation and Leisure Services so students and faculty may utilize the training room and fitness facilities in the teaching gym during under utilized times. Consistent with the program in physical therapy, faculty will partner with area clinics for use of "real-life" settings for laboratory or experiential activities. Historically, area health care settings have been willing to provide space to the academic program during under utilized times in the day. The sharing of equipment and space has no perceivable impact on existing programs/units.

Additional Faculty Resources:

In the Summer 2002, faculty will begin to approach area physicians, schools and clinics who employ athletic trainers for pro bono support of specific courses in the curriculum. This support will not be needed until the second year of operation. The Athletic Director at FGCU has committed the support of the coaching courses that comprise the coaching certificate. The implementation of this certificate program will occur in 2002-2003 or once approved by the faculty and administration at FGCU.

External Funding:

Faculty and administration in the College of Health Professions will seek funding to complement and supplement existing state funds to enable the program to grow and expand, enhancing both the scope and quality of the academic program offered.
### TABLE TWO

**FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM**

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Academic Discipline/Speciality</th>
<th>Rank</th>
<th>Contract Status</th>
<th>Highest Degree Granted</th>
<th>Year 1 - FTE</th>
<th>Year 2 - FTE</th>
<th>Year 3 - FTE</th>
<th>Year 4 - FTE</th>
<th>Year 5 - FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>Physical Therapy</td>
<td>Associate Professor</td>
<td>MYA</td>
<td>PhD</td>
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<td>0.11</td>
<td>0.11</td>
<td>0.11</td>
<td>0.11</td>
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<td>A</td>
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<td>Physical Therapy</td>
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<td>MYA</td>
<td>MS</td>
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<td>0.11</td>
<td>0.11</td>
<td>0.11</td>
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<tr>
<td>A</td>
<td>Asif Daya</td>
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<td>MYA</td>
<td>MS</td>
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<td>0.09</td>
<td>0.09</td>
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<tr>
<td>A</td>
<td>Pamala Feehan</td>
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<td>Instructor</td>
<td>MYA</td>
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<td>0.07</td>
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<td>A</td>
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<td>CHP</td>
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<td>MS/PhD</td>
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<td>0.2</td>
<td>0.2</td>
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<tr>
<td>B</td>
<td>New Hire</td>
<td>Exercise Physiology</td>
<td>Assist/Assoc. Prof'</td>
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<td>B</td>
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</table>

Explanation of Faculty Codes:

A = Existing Faculty on a Regular Line (Current General Revenue)
B = New Faculty to be Hired on Existing Vacant Line (Current General Revenue)
C = New Faculty to be Hired on a New Line (New General Revenue)
D = Existing Faculty Funded on Contracts & Grants
E = New Faculty to be Hired on Contracts & Grants

Notes: Adjunct faculty are not included in this table.
Faculty FTE calculated in Person years (12 month appointment with 100% effort to program = 1.0 FTE)
# TABLE THREE

## COSTS FOR PROPOSED PROGRAM

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>A &amp; P</th>
<th>USPS</th>
<th>OPS (adjunct)*</th>
<th>Expenses</th>
<th>Operating Capital Outlay</th>
<th>Library</th>
<th>Student Financial Support</th>
<th>Other (instructional equipment)**</th>
<th>TOTAL COSTS</th>
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<tr>
<td>FTE</td>
<td>$</td>
<td>FTE</td>
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### YEAR 1

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<tr>
<td>Gen Revenue - New Year 1</td>
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<td><strong>Total Year 3</strong></td>
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HP Program Proposal Draft
5/28/02 DH
## TABLE THREE

**COSTS FOR PROPOSED PROGRAM**

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>A &amp; P</th>
<th>USPS</th>
<th>OPS (adjunct)*</th>
<th>Expenses</th>
<th>Operating Capital Outlay</th>
<th>Library</th>
<th>Student Financial Support</th>
<th>Other (instructional equipment)**</th>
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<tr>
<td>FTE</td>
<td>$</td>
<td>FTE</td>
<td>$</td>
<td>$</td>
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### YEAR 4

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<td>Contracts, Grants &amp; Gifts</td>
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### YEAR 5

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<td>800</td>
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<td>7,785</td>
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<tr>
<td><strong>Total Year 5</strong></td>
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<td>7,785</td>
<td>6,300</td>
<td>4,805</td>
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<td>3,700</td>
<td>0</td>
<td>28,127</td>
<td>31,827</td>
</tr>
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</table>

Faculty FTE calculated in Person years (12 month appointment with 100% effort to program = 1.0 FTE)

$ for Faculty, A & P, and USPS = Salary Rate plus Benefits calculated at 31% of salary

$ for OPS = Wages plus FICA calculated at 7.65% of wages

Do not increase compensation to reflect inflation over time.

* Department seeking external in-kind support from area facilities

** Instructional equipment will be funded in part by laboratory fees (for non-durable materials)
## HUMAN PERFORMANCE PROGRAM

### FOCUS GROUPS

#### 1. Orthopedic Surgeons

<table>
<thead>
<tr>
<th>Name</th>
<th>Facility</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Brett Shannon</td>
<td>Doctors for Kids</td>
<td>Pediatric Orthopedic Surgeon</td>
</tr>
<tr>
<td>Dr. James Guerra</td>
<td>Collier Sports Medicine and Orthopedic Center</td>
<td>Orthopaedic Surgeon</td>
</tr>
<tr>
<td>Dr. Robert Zehr</td>
<td>Cleveland Clinic Naples</td>
<td>Orthopedic Surgeon</td>
</tr>
<tr>
<td>Dr. John Kagan</td>
<td>Athletic Orthopedic and Reconstructive Center</td>
<td>Orthopedic Surgeon specializing in Joint Replacement</td>
</tr>
<tr>
<td>Dr. Larry Eisenfeld</td>
<td>Sports Medicine and Joint Replacement Specialists</td>
<td>Orthopedic Surgeon</td>
</tr>
<tr>
<td>Dr. Mike Farmer</td>
<td>Sports Medicine and Joint Replacement Specialists</td>
<td>Orthopedic Surgeon</td>
</tr>
<tr>
<td>Dr. Ron Gardner</td>
<td>Orthopedic Specialists of SW Florida</td>
<td>Orthopedic Surgeon</td>
</tr>
<tr>
<td>Dr. Ed Gomez</td>
<td>Institute for Orthopedic Surgery &amp; Sports Medicine</td>
<td>Orthopedic Surgeon</td>
</tr>
</tbody>
</table>

#### 1. Athletic Trainers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Tom Haeffer</td>
<td>Staff Physical Therapist</td>
<td>Cape Coral Hospital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outpatient Physical Therapy</td>
</tr>
<tr>
<td>Mr. Johnny Pierce</td>
<td>Owner, Physical Therapist</td>
<td>Mainstream Physical Therapy</td>
</tr>
<tr>
<td>Heidi &amp; Pete Levius</td>
<td>Physical Therapists</td>
<td>Sports Specialty and Rehab</td>
</tr>
<tr>
<td>Ms. Jennifer Taylor</td>
<td>Athletic Trainer</td>
<td>Institute for Orthopedic Surgery &amp; Sports Medicine</td>
</tr>
<tr>
<td>Mr. Mike Estes</td>
<td>Athletic</td>
<td>Florida Gulf Coast University</td>
</tr>
<tr>
<td>Mr. Tom Pitney</td>
<td>Physical Therapist</td>
<td>Lee Memorial Riverwalk</td>
</tr>
<tr>
<td>MS. Becky Oliva</td>
<td>Physical Therapist</td>
<td>PT Associates</td>
</tr>
<tr>
<td>Mr. Charlie Russo</td>
<td>Athletic Trainer</td>
<td>Englewood Hospital Rehab</td>
</tr>
<tr>
<td>Mr. Bill Hoke</td>
<td>Coach, Athletic Trainer</td>
<td>Charlotte High School</td>
</tr>
<tr>
<td>Mr. Barry Borcherig</td>
<td>Clinical Director</td>
<td>Lee Memorial Riverwalk</td>
</tr>
<tr>
<td>Mr. Lawrence Martin</td>
<td>Owner, Physical Therapist</td>
<td>SOS Physical Therapy</td>
</tr>
<tr>
<td>Mr. Rob Gerofsky</td>
<td>Athletic Trainer</td>
<td>A Kagan Orthopedics and Sports Medicine</td>
</tr>
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<td>Mr. Jim Marshall</td>
<td>Athletic Trainer</td>
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1.  Fitness/Wellness Professionals

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<th>Title</th>
<th>Facility</th>
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</thead>
<tbody>
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<td>Mr. Troy Demond</td>
<td>Owner</td>
<td>Fitness on the Move</td>
</tr>
<tr>
<td>Ms. Ali Loe</td>
<td>Fitness Manager</td>
<td>Asylum Fitness Club</td>
</tr>
<tr>
<td>Mr. Thor Holm</td>
<td>Spa Manager</td>
<td>Sanibel Harbor Fitness Center &amp; Spa</td>
</tr>
<tr>
<td>Mr. Robert Schrader</td>
<td>Spa Director</td>
<td>Ritz Carlton Fitness Center</td>
</tr>
<tr>
<td>Mr. Jim Nash</td>
<td>Director of Operations</td>
<td>LMHS Wellness Center</td>
</tr>
<tr>
<td>Mr. Mike Genniex</td>
<td>Fitness Director</td>
<td>LMHS Wellness Center</td>
</tr>
<tr>
<td>Ms. Susan Ilczyszyn</td>
<td>Operations Director</td>
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<tr>
<td>Mr. Greg Camp</td>
<td>Director</td>
<td>NCH Wellness Center</td>
</tr>
<tr>
<td>Mr. Tito Valvadre</td>
<td>General Manager</td>
<td>Fitness 2000</td>
</tr>
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APPENDIX

A. College of Health Professions Curriculum Affairs Committee Approval Letter
B. Human Performance Program Curriculum Matrix
C. Course Add Forms
D. Support Letters
E. Library Resources
F. Rules for Limited Access Programs
March 29, 2002

Dr. Lois Christensen
University Curriculum Team

Dear Dr. Christensen,

On behalf of the Curriculum Affairs Committee for the College of Health Professions, I would like to give our approval for the Proposal for the BS in Human Performance. As a Curriculum Affairs Committee in February, 2002, we reviewed and approved the curriculum for the BS in Human Performance.

We are in support of this program and would appreciate the approval of the University Curriculum Team.

Sincerely,

Susan M. Lang, MPH, OTR/L
Assistant Professor of Occupational Therapy
Chair, Curriculum Affairs Team
College of Health Professions
Appendix B

Florida Gulf Coast University/Department of Physical Therapy

B.S. in Human Performance
March 27, 2002

Concentrations in:
- Athletic Training (AT)
- Physical Performance (PP)

5+ Semesters (120 Credit Hours)

<table>
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<th>Spring I</th>
<th>Summer I</th>
<th>Fall II</th>
<th>Spring II</th>
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<td>PET 3380C Applied Exercise Physiology (3 credits)</td>
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<td>III</td>
<td>PET 3603 PDS I - Intro to AT (AT) OR PET 3084 Health Wellness (PP) (3 credits)</td>
<td>IHS 3101 - Core Shaping Health Care in the 21st Century (3 credits)</td>
<td>IDS 3920 - Core University Colloquium (3 credits)</td>
<td>IHS 3203 - Core Managing and Leading in Healthcare Organization (3 credits) Online</td>
<td>PET 4930 PDS II - Preparation for Entering and Growing in the Profession (1 credit)</td>
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<td>14 credits</td>
<td>8 credits (AT) 6 credits (PP)</td>
<td>12 credits</td>
<td>13 credits (AT) 15 credits (PP)</td>
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<tr>
<td><strong>IV</strong> Applications in Human Performance (All)</td>
<td>IHS 4504 - Core Research Methods in Health Care Systems (3 credits)</td>
<td>PET 4670 Clinical Practice I (AT) first 10 weeks (3 credits) OR PET 4941 Experiential Learning I (PP) Full semester (4 credits)</td>
<td>IHS 4938 Core Senior Seminar Online (3 credits) AND PET 4671 Clinical Practice II (AT) first 12 weeks (2 credits) OR PET 4948 Experiential Learning II (PP) Full semester (3 credits)</td>
<td>11 credits (AT) 12 credits (PP)</td>
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</tbody>
</table>
Appendix C

Undergraduate  Graduate  Curriculum Team

Contact Person: Ellen Williamson  Telephone Number: 941-590-7530
College: Health Professions  Department/School: Physical Therapy

Effective Date: ☑ Fall  ☑ Spring  ☑ Summer 2002
Suggested Prefix/Number (add L for lab or C for lecture/lab): PET4389C

1. Course Title (full title)  Advanced Methods of Strength and Conditioning
   BANNER Title (maximum of 30 characters and spaces): Adv Methods of Strength & Cond

2. Semester Cr Hr  3  May the course be repeated?  ☑ Yes  ☐ No  (e.g. special topics, directed study)

3. Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)

An examination of advanced methods on developing muscular fitness for health and skill related fitness. Course also explores advanced physical fitness conditioning techniques for apparently healthy populations and special populations. Students may enroll in this course with permission of instructor only.

4. Prerequisites (Prefix/number/title and minimum grade by course if applicable)
   PET 3384C or PET 3084C or permission of instructor.

5. Corequisites (Prefix/number/title and minimum grade by course if applicable)
   None

6. Course Objectives
   1. Define resistance training programs across the lifespan.
   2. Explain the biomechanics of resistance exercise.
   3. Describe the foundations of resistance training.
   4. Acquire and apply knowledge of the various types of resistance training programs.
   5. Compare the relationship between resistance training, aging and weight control.
   6. Examine current guidelines for safe and effective resistance training programs.
   7. Explain periodization as the basis for resistance training.
   8. Recognize the different resistance training programs for special populations.
   9. Explore the integration of other physical fitness components with strength and conditioning concepts.
   10. Describe resistance training for sports and sport performance enhancement.
   11. Identify and discuss performance enhancement substances and products.
   12. Explain rest and recovery theories and how they apply to resistance training and human performance.
   13. Recognize the relationship between program design and program efficacy.
   14. Apply strength and power development concepts to prescription for exercise programs.
   15. Explain safety issues in resistance training.
   16. Explain adherence issues to lifespan muscular fitness training.
   17. Demonstrate and explain strength and power techniques used for enhancement of human performance.

7. Topics Covered
   Biomechanics of resistance exercise, foundations of resistance training, types of resistance training, integrating other fitness components, resistance training systems, individualizing training programs, resistance training and special populations, resistance training across the lifespan (age group strength programs), detraining, resistance training for sports, performance enhancing substances, equipment and exercise, rationale and review of current guidelines, safety issues in resistance training, adherence issues, resistance training for women, resistance training, aging and weight control, periodization, rest and recovery, training cycles, peaking for competitions, strength and power development, speed, flexibility and coordination.
training, exercise techniques, resistance training and spotting techniques, program design, plyometric training, training variation,

8. **Text/Reference Materials** *(Include the text or teaching materials most likely to be used for this course.)*

9. **Grading Option** *(Select one)*
   - Regular
   - Satisfactory/Unsatisfactory Only
   - Regular or S/U
   - Z (continuing/thesis)

10. **Category of Instruction** *(Select one)*
    - Introductory (no prerequisites, general in nature)
    - Intermediate (some prior preparation necessary)
    - Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code** *(Identify code which typifies majority of instruction/interaction)*
    - C/L-Class Lecture
    - I-Internships
    - O-Other
    - S-Supervised Teaching
    - D-Discussion
    - G-Graduate Dissertation
    - T-Graduate Thesis
    - R-Supervised Research
    - L-Laboratory
    - Z-Directed Individual Study
    - P-Individual Performance Instruction

12. **Gordon Rule Writing**
    - Yes
    - No

13. **General Education**
    - No
    - Yes *(Approval from General Education Coordinator required; indicate area below.)*
    - Communication
    - Mathematics
    - Humanities
    - Social Sciences
    - Natural Sciences

14. **Lab Fee?**
    - No
    - Yes *(Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)*

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.

16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

This course is an elective for the Human Performance Program but is also open to non-majors. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered.
## Additional Remarks

### APPROVALS (required prior to submission to Undergraduate/Graduate Curriculum Team)

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<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td>Department/Program/Unit Chair or Director</td>
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<td>College Curriculum Committee Chair</td>
<td></td>
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<tr>
<td>College Dean</td>
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</tbody>
</table>

Does another department or unit provide related expertise or offer similar courses?  □ No  □ Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

- □ Supports adding this course
- □ Does not support adding this course
- □ Defers Recommendation

Authorizing signature: _____________________________ Date _______________________

Comments *(attach additional sheets if necessary)*

- □ Graduate
- □ Undergraduate

Curriculum Team □ Approves □ Approves with conditions □

Does not approve

Signature: _____________________________ Date _______________________

Comments/Conditions:
Course Title (full title)  Applied Exercise Physiology
BANNER Title (maximum of 30 characters and spaces): Appl Ex Phys

Semester Cr Hr  3 May the course be repeated? Yes No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
Explores in detail the acute and chronic responses to exercise. Course explores metabolic, neuromuscular, respiratory and cardiovascular physiological concepts and principles with practical application to human performance and sports.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
Movement Science Foundations II - PHT3293C or permission of the instructor

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Demonstrate the ability to design exercise programs for a diverse population. Demonstrate the ability to design exercise programs for a diverse population. Apply anatomy and human physiology principles to exercise prescription and human performance program design.
2. Explore and analyze energy balance as it relates to body weight, weight control and body composition changes.
3. Differentiate between cardiorespiratory fitness and muscular fitness and explain the inclusion of both types of fitness into a human performance program plan.
4. Define and perform exercise testing for agility, balance, body composition, coordination, cardiorespiratory fitness, flexibility, speed and muscular fitness.
5. Carry out lab procedures according to accepted practice, lab policies, the Professional Behaviors plan, and the student guidebook.
6. Take responsibility for his/her own learning as evidenced by preparedness for class, participation and attendance.
7. Demonstrate interest in and willingness to support diverse approaches, theories, opinions and ideas.
8. Demonstrate skill in designing physical fitness programs

Topics Covered
Bioenergetics, Energy Balance, Metabolism, Physical Activity, Body Composition, Muscle Structure, Neural Control of Movement, Special Conditions, Conditioning and Deconditioning, Principles of Muscular Fitness Training and Prescription, Principles of Cardiorespiratory, Fitness and Prescription, Exercise Testing, Exercise Prescription and Program Design

Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)

Grading Option (Select one)
Regular Satisfactory/Unsatisfactory Only Regular or S/U Z (continuing/thesis)
10. **Category of Instruction (Select one)**
   - [ ] Introductory (no prerequisites, general in nature)
   - [X] Intermediate (some prior preparation necessary)
   - [ ] Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code (Identify code which typifies majority of instruction/interaction)**
   - C-Class Lecture
   - O-Internships
   - S-Supervised Teaching
   - D-Discussion
   - G-Graduate Dissertation
   - T-Graduate Thesis
   - R-Supervised Research
   - L-Laboratory
   - Z-Directed Individual Study
   - P-Individual Performance Instruction

12. **Gordon Rule Writing**
   - [X] No
   - [ ] Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education**
   - [X] No
   - [ ] Yes (Approval from General Education Coordinator required; indicate area below.)
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Humanities
   - [ ] Social Sciences
   - [ ] Natural Sciences

14. **Lab Fee?**
   - [ ] No
   - [X] Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.  

16. **Purpose/Need/Justification/Resources**
   (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

   This course is a requirement of the Human Performance Program or by instructor permission. The course will be utilized by undergraduate students in the Human Performance Program. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU

17. **Additional Remarks**

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**APPROVALS** (required prior to submission to Undergraduate/Graduate Curriculum Team)

Department/Program/Unit Chair or Director ____________________________ Date ________________

College Curriculum Committee Chair ____________________________ Date ________________

College Dean ____________________________ Date ________________

Does another department or unit provide related expertise or offer similar courses?  
- [X] No
- [ ] Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit:

- [ ] Supports adding this course
- [ ] Does not support adding this course
- [ ] Defers Recommendation

Authorizing signature: ____________________________ Date ________________

Comments (attach additional sheets if necessary)

---

- [ ] Graduate
- [ ] Undergraduate
- [ ] Curriculum Team
- [ ] Approves
- [ ] Approves with condition
- [ ] Does not approve

Signature: ____________________________ Date ________________
Course Title (full title)  Athletic Training Practice I
BANNER Title (maximum of 30 characters and spaces): AT Practice I

Semester Cr Hr  3  May the course be repeated?  X Yes  ☐ No  (e.g. special topics, directed study)

Course Description  (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
First of four-course series examining contemporary athletic training practice in a variety of health care settings. Learners analyze cases across the lifespan utilizing the clinical decision-making model and a problem-based learning process.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
Admission to the Bachelor of Science in Human Performance Program - Athletic Training Concentration; PHT3109C - Movement Science Foundations

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Apply knowledge of basic and applied science, pathologies, pharmacological agents, and typical lifespan development to diagnose common pathologies found in athletic training practice.
2. Utilize knowledge of the Health Care System, family support systems, interdisciplinary care, and personal motivation in the design of a plan of care.
3. Apply concepts of wellness and health promotion in the development of client care plans.
4. Explain, justify, and accurately perform specific screening, examination and intervention skills.
5. Demonstrate emerging skills in critical thinking, problem solving, and patient evaluation, diagnosis and prognosis in the development of care plans.
6. Identify specific patient/client problems that are outside the scope of athletic training practice.
7. Participate in the discussion of the indications, contraindications and efficacy of athletic training interventions.
8. Demonstrate an improved understanding of his/her learning style, personal and professional strengths, and areas that require further growth.
9. Demonstrate professional behaviors as set forth in the Department of Physical Therapy Professional Behaviors Plan.
10. Demonstrate respect for and sensitivity to individual differences.
11. Apply critical analysis when reviewing and discussing literature related to the practice of athletic training skills.
12. Develop basic patient care plans.
13. Integrate skills related to patient education and motivation when designing a home treatment program.
14. Incorporate financial, legal, and ethical considerations into developing and progressing a plan of care.
15. Participate in an introductory supervised clinical experience.

Topics Covered
Students examine a variety of clinically oriented cases covering a wide range of topics.

Text/Reference Materials  (Include the text or teaching materials most likely to be used for this course.)
Textbook requirements are based on cases examined during course.

Grading Option (Select one)
☒ Regular  ☐ Satisfactory/Unsatisfactory Only  ☐ Regular or S/U  ☐ Z (continuing/thesis)
10. **Category of Instruction** (Select one)
- [ ] Introductory (no prerequisites, general in nature)
- [ ] Intermediate (some prior preparation necessary)
- [x] Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code** (Identify code which typifies majority of instruction/interaction)  
- C-Class Lecture
- 1-Internships
- O-Other
- S-Supervised Teaching
- D-Discussion
- G-Graduate Dissertation
- T-Graduate Thesis
- R-Supervised Research
- L-Laboratory
- Z-Directed Individual Study
- P-Individual Performance Instruction

12. **Gordon Rule Writing**  
- [x] No  
- [ ] Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education**  
- [x] No  
- [ ] Yes (Approval from General Education Coordinator required; indicate area below.)
- [ ] Communication
- [ ] Mathematics
- [ ] Humanities
- [ ] Social Sciences
- [ ] Natural Sciences

14. **Lab Fee?**  
- [ ] No  
- [x] Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree.  
- [x] Yes  
- [ ] No

16. **Purpose/Need/Justification/Resources** (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

This course is a requirement of the Human Performance Program and will be utilized by undergraduates in the Human Performance Program, A.T. Concentration. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU.

17. **Additional Remarks**

| APPROVALS (required prior to submission to Undergraduate/Graduate Curriculum Team) |
| Department/Program/Unit Chair or Director | Date |
| College Curriculum Committee Chair | Date |
| College Dean | Date |

Does another department or unit provide related expertise or offer similar courses?  
- [ ] No  
- [x] Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit:  
- [ ] Supports adding this course  
- [ ] Does not support adding this course  
- [ ] Defers Recommendation

Authorizing signature:  
- Date

Comments (attach additional sheets if necessary)

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<tr>
<td>Graduate</td>
<td>Undergraduate Curriculum Team</td>
</tr>
<tr>
<td>[ ] Approves</td>
<td>[x] Approves with conditions</td>
</tr>
</tbody>
</table>

Does not approve  

Signature:  
- Date
Course Title (full title)  Athletic Training Practice II
BANNER Title (maximum of 30 characters and spaces): AT Practice II

1.

Semester Cr Hr  2 May the course be repeated?  X Yes  □ No  (e.g. special topics, directed study)

2.

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.) Second of four-course series examining contemporary athletic training practice in a variety of health care settings. Learners analyze cases across the lifespan utilizing the clinical decision-making model and a problem-based learning process.

3.

Prerequisites (Prefix/number/ title and minimum grade by course if applicable)
Admission to the Bachelor of Science in Human Performance Program - Athletic Training Concentration; PHT3XXXC - Athletic Training Practice I

4.

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

5.

Course Objectives
1. Apply knowledge of basic and applied science, pathologies, pharmacological agents, and typical lifespan development to diagnose common pathologies found in athletic training practice.
2. Transfer knowledge of the Health Care System, family support systems, interdisciplinary care, and personal motivation in the design of a plan of care.
3. Apply concepts of wellness and health promotion in the development of client care plans.
4. Explain, justify, and accurately perform specific screening, examination and intervention skills.
5. Demonstrate emerging skills in critical thinking, problem solving, and patient evaluation, diagnosis and prognosis in the development of care plans.
6. Discuss specific patient/client problems that are outside the scope of athletic training practice.
7. Discuss and provide rationale for indications, contraindications and efficacy of athletic training interventions.
8. Demonstrate an improved understanding of his/her learning style, personal and professional strengths, and areas that require further growth.
9. Demonstrate professional behaviors as set forth in the Department of Physical Therapy Professional Behaviors Plan.
10. Demonstrate respect for and sensitivity to individual differences.
11. Apply critical analysis when reviewing and discussing literature related to the practice of athletic training skills.
12. Develop increasingly more complex patient care plans.
13. Integrate skills related to patient education and motivation when designing a home treatment program.
14. Incorporate financial, legal, and ethical considerations into developing and progressing a plan of care.

6.

Topics Covered
Students examine a variety of clinically oriented cases covering a wide range of topics.

7.

Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)
Textbook requirements are based on cases examined during course.

8.

Grading Option (Select one)
X Regular  □ Satisfactory/Unsatisfactory Only  □ Regular or S/U  □ Z (continuing/thesis)
10. **Category of Instruction** (Select one)
   - [ ] Introductory (no prerequisites, general in nature)
   - [ ] Intermediate (some prior preparation necessary)
   - [X] Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code** (Identify code which typifies majority of instruction/interaction)
   - C-Class Lecture
   - I-Internships
   - O-Other
   - D-Discussion
   - G-Graduate Dissertation
   - T-Graduate Thesis
   - R-Supervised Teaching
   - S-Supervised Research
   - L-Laboratory
   - Z-Directed Individual Study
   - P-Individual Performance Instruction

12. **Gordon Rule Writing**  
   - [X] No  
   - [ ] Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education**  
   - [X] No  
   - [ ] Yes (Approval from General Education Coordinator required; indicate area below.)
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Humanities
   - [ ] Social Sciences
   - [ ] Natural Sciences

14. **Lab Fee?**  
   - [ ] No  
   - [X] Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.  
   - [X] Yes  
   - [ ] No

16. **Purpose/Need/Justification/Resources** (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)
   This course is a requirement of the Human Performance Program and will be utilized by undergraduate students in the Human Performance Program, A.T. Concentration. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU

17. **Additional Remarks**

**APPROVALS** (required prior to submission to Undergraduate/Graduate Curriculum Team)

Department/Program/Unit Chair or Director ___________________________ Date

College Curriculum Committee Chair ___________________________ Date

College Dean ___________________________ Date

Does another department or unit provide related expertise or offer similar courses?  
   - [X] No  
   - [ ] Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit:

   - [ ] Supports adding this course
   - [ ] Does not support adding this course
   - [ ] Defers Recommendation

Authorizing signature: ___________________________ Date

Comments (attach additional sheets if necessary)

   - [ ] Graduate
   - [ ] Undergraduate
   - Curriculum Team
   - [ ] Approves
   - [ ] Approves with conditions
   - [ ] Does not approve

Signature: ___________________________ Date

Comments/Conditions:

---

HP Program Proposal Draft
5/28/02 DH  51
Course Title (full title)  Athletic Training Practice III
BANNER Title (maximum of 30 characters and spaces): AT Practice III

Semester Cr Hr  4  May the course be repeated?  Yes  No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
Third of four-course series examining contemporary athletic training practice in a variety of health care settings. Learners analyze cases across the lifespan utilizing the clinical decision-making model and a problem-based learning process

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
Admission to the Bachelor of Science in Human Performance Program - Athletic Training Concentration; PET 3614C Athletic Training Practice II

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Apply knowledge of basic and applied science, pathologies, pharmacological agents, and typical lifespan development to diagnose common pathologies found in athletic training practice.
2. Integrate knowledge of the Health Care System, family support systems, interdisciplinary care, and personal motivation in the design of a plan of care.
3. Apply concepts of wellness and health promotion in the development of client care plans.
4. Explain, justify, and accurately perform specific screening, examination and intervention skills.
5. Demonstrate emerging skills in critical thinking, problem solving, and patient evaluation, diagnosis and prognosis in the development of care plans.
6. Identify specific patient/client problems that are outside the scope of athletic training practice.
7. Participate in the discussion of the indications, contraindications and efficacy of athletic training interventions.
8. Demonstrate an improved understanding of his/her learning style, personal and professional strengths, and areas that require further growth.
9. Demonstrate professional behaviors as set forth in the Department of Physical Therapy Professional Behaviors Plan.
10. Demonstrate respect for and sensitivity to individual differences.
11. Apply critical analysis when reviewing and discussing literature related to the practice of athletic training skills.
12. Develop basic patient care plans.
13. Integrate skills related to patient education and motivation when designing a home treatment program.
14. Incorporate financial, legal, and ethical considerations into developing and progressing a plan of care.
15. Participate in an introductory supervised clinical experience

Topics Covered
Students examine a variety of clinically oriented cases covering a wide range of topics.

Text/Reference Materials  (Include the text or teaching materials most likely to be used for this course.)
Textbook requirements are based on cases examined during course.

Grading Option (Select one)
Regular  Satisfactory/Unsatisfactory Only  Regular or S/U  Z (continuing/thesis)
10. **Category of Instruction** (Select one)
   - ☑ Introductory (no prerequisites, general in nature)
   - ☐ Intermediate (some prior preparation necessary)
   - ☑ Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code** (Identify code which typifies majority of instruction/interaction)  
   - ☐ C-Class Lecture
   - ☐ I-Internships
   - ☐ S-Supervised Teaching
   - ☐ G-Graduate Dissertation
   - ☐ T-Graduate Thesis
   - ☐ R-Supervised Research
   - ☐ L-Laboratory
   - ☐ Z-Directed Individual Study
   - ☐ P-Individual Performance Instruction

12. **Gordon Rule Writing**  ☑ No ☐ Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education**  ☑ No ☐ Yes (Approval from General Education Coordinator required; indicate area below.)
   - ☐ Communication
   - ☐ Mathematics
   - ☐ Humanities
   - ☐ Social Sciences
   - ☐ Natural Sciences

14. **Lab Fee?**  ☐ No ☑ Yes (Submit fgcu-marlin/share/forms/Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree.  ☑ Yes ☐ No

16. **Purpose/Need/Justification/Resources** (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

This course is a requirement of the Human Performance Program or by non-program students with instructor permission. This course will be utilized by undergraduate students in the Human Performance Program, A.T. Concentration. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU

17. **Additional Remarks**

**APPROVALS** (required prior to submission to Undergraduate/Graduate Curriculum Team)

Department/Program/Unit Chair or Director _____________________________ Date _____________________________

College Curriculum Committee Chair _____________________________ Date _____________________________

College Dean _____________________________ Date _____________________________

Does another department or unit provide related expertise or offer similar courses?  ☐ No ☑ Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit:
   - ☑ Supports adding this course  ☐ Does not support adding this course  ☑ Defers Recommendation

Authorizing signature: _____________________________ Date _____________________________

Comments (attach additional sheets if necessary)

☐ Graduate ☐ Undergraduate Curriculum Team ☐ Approves ☑ Approves with conditions ☐ Does not approve

Signature: _____________________________ Date _____________________________

HP Program Proposal Draft
5/28/02 DH  53
Undergraduate  □ Graduate  Curriculum Team

Contact Person: Ellen Williamson  Telephone Number: 941-590-7531
College: Health Professions  Department/School: Physical Therapy

Effective Date:  □ Fall  □ Spring  □ Summer  2004
Suggested Prefix/Number (add L for lab or C for lecture/lab): PET4629C

1. Course Title (full title)  Athletic Training Practice IV
   BANNER Title (maximum of 30 characters and spaces): AT Practice IV

2. Semester Cr Hr  2  May the course be repeated?  □ Yes  □ No (e.g. special topics, directed study)

3. Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
   Last of four-course series examining contemporary athletic training practice in a variety of health care settings. Learners analyze cases across the lifespan utilizing the clinical decision-making model and a problem-based learning process.

4. Prerequisites (Prefix/number/title and minimum grade by course if applicable)
   Admission to the Bachelor of Science in Human Performance Program - Athletic Training Concentration;
PHT4619C - Athletic Training Practice III

5. Corequisites (Prefix/number/title and minimum grade by course if applicable)
   None

6. Course Objectives
   1. Apply knowledge of basic and applied science, pathologies, pharmacological agents, and typical lifespan development to diagnose, evaluate and treat complex patient cases found in athletic training practice.
   2. Integrate knowledge of the Health Care System, family support systems, interdisciplinary care, and personal motivation in the design of a plan of care.
   3. Apply concepts of wellness and health promotion in the development of client care plans.
   4. Explain, justify, and accurately perform specific screening, examination and intervention skills.
   5. Demonstrate emerging skills in critical thinking, problem solving, and patient evaluation, diagnosis and prognosis in the development of care plans.
   6. Identify specific patient/client problems that are outside the scope of athletic training practice.
   7. Participate in the discussion of the indications, contraindications and efficacy of physical therapy interventions.
   8. Demonstrate an improved understanding of his/her learning style, personal and professional strengths, and areas that require further growth.
   9. Demonstrate professional behaviors as set forth in the Department of Physical Therapy Professional Behaviors Plan.
   10. Demonstrate respect for and sensitivity to individual differences.
   11. Apply critical analysis when reviewing and discussing literature related to the practice of athletic training skills.
   12. Develop basic patient care plans.
   13. Integrate skills related to patient education and motivation when designing a home treatment program.
   14. Incorporate financial, legal, and ethical considerations into developing and progressing a plan of care.
   15. Participate in an introductory supervised clinical experience.

7. Topics Covered
   Students examine a variety of clinically oriented cases covering a wide range of topics.

8. Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)
   Textbook requirements are based on cases examined during course.

HP Program Proposal Draft
9/28/02 DH  54
9. **Grading Option (Select one)**
   ☒ Regular ☐ Satisfactory/Unsatisfactory Only ☐ Regular or S/U ☐ Z (continuing/thesis)

10. **Category of Instruction (Select one)**
    ☐ Introductory (no prerequisites, general in nature)
    ☐ Intermediate (some prior preparation necessary)
    ☒ Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code (Identify code which typifies majority of instruction/interaction)**
    Q C-Class Lecture I-Internships O-Other S-Supervised Teaching
    D-Discussion G-Graduate Dissertation T-Graduate Thesis R-Supervised Research
    L-Laboratory Z-Directed Individual Study P-Individual Performance Instruction

12. **Gordon Rule Writing** ☒ No ☐ Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education** ☒ No ☐ Yes (Approval from General Education Coordinator required; indicate area below.)
    ☐ Communication ☐ Mathematics ☐ Humanities ☐ Social Sciences ☐ Natural Sciences

14. **Lab Fee?** ☐ No ☒ Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree. ☒ Yes ☐ No

16. **Purpose/Need/Justification/Resources** (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

This course is a requirement of the Human Performance Program or by non-program students with instructor permission. This course will be utilized by undergraduate students in the Human Performance Program, A.T. Concentration. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU.

17. **Additional Remarks**

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**APPROVALS (required prior to submission to Undergraduate/Graduate Curriculum Team)**

Department/Program/Unit Chair or Director ___________________________ Date ____________

College Curriculum Committee Chair ___________________________ Date ____________

College Dean ___________________________ Date ____________

Does another department or unit provide related expertise or offer similar courses? ☐ No ☒ Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit: ___________________________ Date ____________

[ ] Supports adding this course [ ] Does not support adding this course [ ] Defers Recommendation

Authorizing signature: ___________________________ Date ____________

Comments (attach additional sheets if necessary) [ ] Graduate [ ] Undergraduate Curriculum Team

[ ] Approves [ ] Approves with conditions [ ] Does not approve

Signature: ___________________________ Date ____________

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HP Program Proposal Draft

5/28/02 DH 55
Applications in Human Performance - Clinical Practice II
BANNER Title (maximum of 30 characters and spaces): HP Clinical Practice II

May the course be repeated? ☒ Yes ☐ No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
Twelve-week full-time, certified athletic trainer supervised, clinical experience applying concepts of examination, evaluation, diagnosis, prognosis, intervention, and program development in direct patient/client care.

Prerequisites (Prefix/number/ title and minimum grade by course if applicable)
PET 4619C Athletic Training Practice III and successful completion of PET 4670 Clinical Practice I

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Perform at Entry Level on the FGCU Department of Physical Therapy Professional Behaviors Plan.
2. Performs safely, responsibly, professionally, legally, and ethically in all situations. Follow FGCU Department of Physical Therapy Clinical Education Policies.
3. Perform accurate and effective examinations and interventions with assistance and close supervision of clinical instructor.
4. Design athletic training plans of care that integrate goals, interventions, outcomes, and discharge plans.

Topics Covered
Topics vary dependent upon clinical setting in which course is completed.

Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)
None

Grading Option (Select one)
☒ Regular ☒ Satisfactory/Unsatisfactory Only ☐ Regular or S/U ☐ Z (continuing/thesis)

Category of Instruction (Select one)
☒ Introductory (no prerequisites, general in nature)
☐ Intermediate (some prior preparation necessary)
☒ Advanced (prior specific knowledge or competencies necessary)

Class Type Code (Identify code which typifies majority of instruction/interaction)
☐ C-Class Lecture ☐ Internships ☐ O-Other ☒ S-Supervised Teaching
☐ D-Discussion ☐ G-Graduate Dissertation ☐ T-Graduate Thesis ☐ R-Supervised Research
☐ L-Laboratory ☐ Z-Directed Individual Study ☐ P-Individual Performance Instruction

Gordon Rule Writing ☒ No ☐ Yes (Minimum 6000 words; approval required and notation required in description.)

General Education ☒ No ☐ Yes (Approval from General Education Coordinator required; indicate area below.)
☐ Communication ☐ Mathematics ☐ Humanities ☐ Social Sciences ☐ Natural Sciences
14. Lab Fee?  ☐ No  ☒ Yes  *(Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)*

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree.  ☐ Yes  ☐ No

16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

This course is a requirement of the Human Performance Program Athletic Training concentration. This course will be utilized by undergraduate students in the Human Performance Program, A.T. Concentration only. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU

17. **Additional Remarks**

**APPROVALS** *(required prior to submission to Undergraduate/Graduate Curriculum Team)*

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Does another department or unit provide related expertise or offer similar courses?  ☐ No  ☒ Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

Department/Unit:

☐ Supports adding this course  ☐ Does not support adding this course  ☐ Defers Recommendation

Authorizing signature: Date

Comments *(attach additional sheets if necessary)*

☐ Graduate  ☐ Undergraduate  Curriculum Team  ☐ Approves  ☐ Approves with conditions  ☐

Does not approve

Signature: Date

Comments/Conditions:
Course Title (full title) Environmental Exercise Physiology
BANNER Title (maximum of 30 characters and spaces): Environmental Exercise Phys

Semester Cr Hr 3 May the course be repeated? ☒ Yes ☐ No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
A study of the physiological responses in human performance to environmental stressors.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
PET 3380C or permission of instructor

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Define environmental exercise physiology.
2. Explain thermal regulation as it relates to human performance.
5. Explore high and low pressure environments and their relationship to human performance.
7. Explain the relationship between environmental exercise physiology and cardiorespiratory fitness.
8. Describe the benefits of being physically fit and performing in extreme environments.
10. Acquire and apply knowledge of heat stress and human performance.
11. Acquire knowledge on how the body adapts in an acute and/or chronic manner to extreme environmental conditions.
12. Explain current strategies that minimize the detrimental effects of environmental extremes on human physiology.

Topics Covered

Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)

Grading Option (Select one)
☒ Regular ☐ Satisfactory/Unsatisfactory Only ☐ Regular or S/U ☐ Z (continuing/thesis)

Category of Instruction (Select one)
☐ Introductory (no prerequisites, general in nature)
Intermediate (some prior preparation necessary)
☑ Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code** (Identify code which typifies majority of instruction/interaction) ☐ C-Class Lecture I-Internships ☐ O-Other ☐ S-Supervised Teaching D-Discussion G-Graduate Dissertation ☐ T-Graduate Thesis ☐ R-Supervised Research L-Laboratory ☐ Z-Directed Individual Study ☐ P-Individual Performance Instruction

12. **Gordon Rule Writing** ☐ No ☐ Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education** ☑ No ☐ Yes (Approval from General Education Coordinator required; indicate area below.) ☐ Communication ☐ Mathematics ☐ Humanities ☐ Social Sciences ☐ Natural Sciences

14. **Lab Fee?** ☑ No ☐ Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree. ☑ Yes ☐ No

16. **Purpose/Need/Justification/Resources** (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

This course is an elective of the Human Performance Program but is also open to non-majors. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered.

17. **Additional Remarks**

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**APPROVALS** (required prior to submission to Undergraduate/Graduate Curriculum Team)

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Does another department or unit provide related expertise or offer similar courses? ☐ No ☐ Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit: ____________________________

☐ Supports adding this course ☐ Does not support adding this course ☐ Defers Recommendation

Authorizing signature: ________________________ Date ____________

Comments (attach additional sheets if necessary)

---

☐ Graduate ☐ Undergraduate Curriculum Team ☐ Approves ☐ Approves with conditions ☐

Does not approve

Signature: __________________________ Date ____________

Comments/Conditions:
Applications in Human Performance - Experiential Learning I

May the course be repeated? Yes No

Course Description

Prerequisites

Corequisites

Course Objectives

Topics Covered

Text/Reference Materials

Grading Option

Category of Instruction

Class Type Code

Gordon Rule Writing

General Education

Lab Fee?
15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree. ☒ Yes ☐ No

16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

This course is a requirement of the Human Performance Program. This course will be utilized by undergraduate students in the Human Performance Program. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU.

17. **Additional Remarks**

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Does another department or unit provide related expertise or offer similar courses? ☐ No ☐ Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

Department/Unit:

- [ ] Supports adding this course
- [ ] Does not support adding this course
- [ ] Defers Recommendation

Authorizing signature: ___________________________ Date ___________________________

Comments *(attach additional sheets if necessary)*

- [ ] Graduate  ☐ Undergraduate  Curriculum Team  ☐ Approves  ☐ Approves with conditions  ☐ Does not approve

Signature: ___________________________ Date ___________________________

Comments/Conditions:
Applications in Human Performance - Experiential Learning II

May the course be repeated? ☒ Yes ☐ No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)

Final community-based experience providing an opportunity for the student to apply previously learned concepts skills.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)

Admission to the Bachelor of Science in Human Performance Program

Corequisites (Prefix/number/title and minimum grade by course if applicable)

None

Course Objectives
1. Apply knowledge and skills in a community-based learning experience.
2. Design individualized learning experience for self.
3. Develop and practice self-evaluation skills.

Topics Covered
Topics and experiences are based on the community setting in which student completes the experience.
Specific experiences vary depending on practice assignment.

Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)

None

Grading Option (Select one)
☐ Regular ☒ Satisfactory/Unsatisfactory Only ☐ Regular or S/U ☐ Z (continuing/thesis)

Category of Instruction (Select one)
☐ Introductory (no prerequisites, general in nature)
☒ Intermediate (some prior preparation necessary)
☐ Advanced (prior specific knowledge or competencies necessary)

Class Type Code (Identify code which typifies majority of instruction/interaction)
C-Class Lecture 1-Internships O-Other S-Supervised Teaching
D-Discussion G-Graduate Dissertation T-Graduate Thesis R-Supervised Research
L-Laboratory Z-Directed Individual Study P-Individual Performance Instruction

Gordon Rule Writing ☐ No ☒ Yes (Minimum 6000 words; approval required and notation required in description.)

General Education ☐ No ☒ Yes (Approval from General Education Coordinator required; indicate area below.)
☐ Communication ☐ Mathematics ☐ Humanities ☐ Social Sciences ☐ Natural Sciences

HP Program Proposal Draft
5/28/02 DH 62
14. **Lab Fee?** □ No  ☑ Yes  *(Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)*

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.  ☑ Yes  □ No

16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

This course is a requirement of the Human Performance Program. This course will be utilized by undergraduate students in the Human Performance Program. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU

17. **Additional Remarks**

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**APPROVALS** *(required prior to submission to Undergraduate/Graduate Curriculum Team)*

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Does another department or unit provide related expertise or offer similar courses?  □ No  ☑ Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

Department/Unit:

☑ Supports adding this course  □ Does not support adding this course  □ Defers Recommendation

Authorizing signature: ___________________________ Date ___________________________

Comments *(attach additional sheets if necessary)*

☑ Graduate  ☑ Undergraduate  Curriculum Team  ☑ Approves  ☑ Approves with conditions  □ Does not approve

Signature: ___________________________ Date ___________________________

Comments/Conditions:
Course Title (full title) Fitness Assessment and Exercise Prescription

BANNER Title (maximum of 30 characters and spaces): Fitness Assess/Ex Prescription

Semester Cr Hr 3 May the course be repeated? □ Yes ☒ No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.) An examination of physical fitness assessment techniques, procedures and protocols, including how to prescribe exercise for apparently healthy populations and special populations. Students may enroll in this course with permission of instructor only.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)

None

Corequisites (Prefix/number/title and minimum grade by course if applicable)

None

Course Objectives

Upon completion of this course:

1. Define the principles of exercise prescription for apparently healthy people and for special populations and explain how they differ.
2. Explain the testing procedures for strength, flexibility, aerobic power, anaerobic power, body composition, and muscular fitness.
3. Describe the use of anthropometry in testing body composition.
4. Explain validity and reliability of testing procedures.
5. Compare and be able to demonstrate different physical fitness tests and testing protocols.
7. Explain exercise prescriptions for weight loss, muscular strength, flexibility, the older adult and other special populations.
8. Describe and perform field tests for athletes.
9. Explore the measurement of human mechanical power.
10. Describe how physical fitness and exercise prescription should be utilized throughout the lifespan.
11. Explain health screening and risk classifications.
12. Explain how to prescribe and modify a program of exercise to meet established goals for physical fitness throughout one's lifetime.
13. Examine the guidelines for selecting the proper tests and testing protocols.

Topics Covered

8. **Text/Reference Materials** *(Include the text or teaching materials most likely to be used for this course.)*

9. **Grading Option** *(Select one)*
   - Regular
   - Satisfactory/Unsatisfactory Only
   - Regular or S/U
   - Z *(continuing/thesis)*

10. **Category of Instruction** *(Select one)*
    - Introductory *(no prerequisites, general in nature)*
    - Intermediate *(some prior preparation necessary)*
    - Advanced *(prior specific knowledge or competencies necessary)*

11. **Class Type Code** *(Identify code which typifies majority of instruction/interaction)*
    - C/L: Class Lecture
    - I-Internships
    - O-Other
    - S-Supervised Teaching
    - D-Discussion
    - G-Graduate Dissertation
    - T-Graduate Thesis
    - R-Supervised Research
    - L-Laboratory
    - Z-Directed Individual Study
    - P-Individual Performance Instruction

12. **Gordon Rule Writing**
    - No
    - Yes *(Minimum 6000 words; approval required and notation required in description.)*

13. **General Education**
    - No
    - Yes *(Approval from General Education Coordinator required; indicate area below.)*
    - Communication
    - Mathematics
    - Humanities
    - Social Sciences
    - Natural Sciences

14. **Lab Fee?**
    - No
    - Yes *(Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)*

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree.

16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

   This course is an elective for the Human Performance Program but is also open to non-majors. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered.

17. **Additional Remarks**

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**APPROVALS** *(required prior to submission to Undergraduate/Graduate Curriculum Team)*

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HP Program Proposal Draft
5/28/02 DH  65
Does another department or unit provide related expertise or offer similar courses? □ No  □ Yes  (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit:
   □ Supports adding this course  □ Does not support adding this course  □ Defers Recommendation

Authorizing signature: ___________________________ Date ___________________________

Comments (attach additional sheets if necessary)

□ Graduate  □ Undergraduate  Curriculum Team  □ Approves  □ Approves with conditions  □ Does not approve

Signature: ___________________________ Date ___________________________

Comments/Conditions:
Undergraduate  Graduate  Curriculum Team

Contact Person: Ellen Williamson  Telephone Number: 941-590-7530
College: Health Professions  Department/School: Physical Therapy

Effective Date:  Fall  Spring  Summer  2002  Suggested Prefix/Number (add L for lab or C for lecture/lab): PET4391

1. Course Title (full title)  Human Performance and Energy Supplies
   BANNER Title (maximum of 30 characters and spaces): Human Perf and Energy Supplies

2. Semester Cr Hr  3  May the course be repeated?  Yes  No (e.g. special topics, directed study)

3. Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
   An examination of the relationship between macronutrients, micronutrients and metabolic intermediates to human performance.

4. Prerequisites (Prefix/number/title and minimum grade by course if applicable)
   PET 3380C

5. Corequisites (Prefix/number/title and minimum grade by course if applicable)
   None

6. Course Objectives
   1. Apply knowledge of human energy metabolism to human performance.
   2. Examine the role of carbohydrates, protein and fats in human performance.
   4. Acquire and apply a knowledge of the importance of hydration and rehydration.
   5. Examine optimal performance and lifestyle nutrition programs.
   6. Analyze and evaluate three day diet records.
   7. Examine nutritional facts and myths that affect health and human performance.
   8. Explore information concerning weight loss and weight gain in order to prescribe training programs that bring about desired results in body composition, strength, muscular endurance and cardiovascular endurance.

7. Topics Covered
   Percentage of body fat as evaluated by various methodologies, ergogenesis and ergogenics, nutrition for fitness and sport, energy metabolism, carbohydrates, carbohydrates as an ergogenic aid, fat, fat as an ergogenic aid, protein, protein as an ergogenic aid, vitamin supplementation as ergogenics, mineral supplementation as ergogenics, water, electrolytes, and temperature regulation, water and electrolytes as ergogenics, ergogenic aids and human performance.

8. Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)

9. Grading Option (Select one)
   Regular  Satisfactory/Unsatisfactory Only  Regular or S/U  Z (continuing/thesis)

10. Category of Instruction (Select one)
    Introductory (no prerequisites, general in nature)
    Intermediate (some prior preparation necessary)
    Advanced (prior specific knowledge or competencies necessary)

HP Program Proposal Draft  5/28/02 DH  67
11. Class Type Code (Identify code which typifies majority of instruction/interaction) □
   C-Class Lecture □ Internships □ O-Other □ S-Supervised Teaching
   D-Discussion □ G-Graduate Dissertation □ T-Graduate Thesis □ R-Supervised Research
   L-Laboratory □ Z-Directed Individual Study □ P-Individual Performance Instruction

12. Gordon Rule Writing □ No □ Yes (Minimum 6000 words; approval required and notation required in description.)

13. General Education □ No □ Yes (Approval from General Education Coordinator required; indicate area below.)
   □ Communication □ Mathematics □ Humanities □ Social Sciences □ Natural Sciences

14. Lab Fee? □ No □ Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree. □ Yes □ No

16. Purpose/Need/Justification/Resources (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)
   This course is an elective of the Human Performance Program but is also open to non-majors. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has been offered through a selected topics course at FGCU.

17. Additional Remarks

APPROVALS (required prior to submission to Undergraduate/Graduate Curriculum Team)

Department/Program/Unit Chair or Director ________________________________ Date ________________

College Curriculum Committee Chair ________________________________ Date ________________

College Dean ________________________________ Date ________________

Does another department or unit provide related expertise or offer similar courses? □ No □ Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit: ________________________________ Date ________________

□ Supports adding this course □ Does not support adding this course □ Defers Recommendation

Authorizing signature: ________________________________ Date ________________

Comments (attach additional sheets if necessary)

□ Graduate □ Undergraduate Curriculum Team □ Approves □ Approves with conditions □ Does not approve

Signature: ________________________________ Date ________________

Comments/Conditions:

HP Program Proposal Draft
5/28/02 DH 68
Course Title (full title) Developmental Issues through the Lifespan
BANNER Title (maximum of 30 characters and spaces): Lifespan Dev

Semester Cr Hr  2 May the course be repeated?  Yes  No  (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
Explores dimensions of development across the lifespan. Development across domains for each age group is examined within the context of society and culture. Attention is paid to individual differences and variations in development and aging.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
None

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Describe the sequences and stages of typical development from early childhood to late adulthood. Apply knowledge of human systems when considering the aging process.
2. Examine major milestones in motor development and discuss their relationship with milestones in other developmental domains.
3. Recognize the effects of various risk factors on development.
4. Explain the role of family and culture in development.
5. Discuss the ongoing nature of development through life.
6. Examine age-related developmental issues and concerns.
7. Critically review relevant literature.
8. Gain a lifespan perspective on death and dying.

Topics Covered
Lifespan Development of Infant to aged within the contexts of society and culture (see topic list).

Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)

Grading Option (Select one)
☒ Regular  ☐ Satisfactory/Unsatisfactory Only  ☐ Regular or S/U  ☐ Z (continuing/thesis)

Category of Instruction (Select one)
☐ Introductory (no prerequisites, general in nature)
☒ Intermediate (some prior preparation necessary)
☐ Advanced (prior specific knowledge or competencies necessary)

Class Type Code (Identify code which typifies majority of instruction/interaction)
C-Class Lecture  I-Internships  O-Other  S-Supervised Teaching
D-Discussion  G-Graduate Dissertation  T-Graduate Thesis  R-Supervised Research
L-Laboratory  Z-Directed Individual Study  P-Individual Performance Instruction

Gordon Rule Writing  ☒ No  ☐ Yes (Minimum 6000 words; approval required and notation required in description.)
13. **General Education**  ☒ No  ☐ Yes (Approval from General Education Coordinator required; indicate area below.)
   ☐ Communication  ☐ Mathematics  ☐ Humanities  ☐ Social Sciences  ☐ Natural Sciences

14. **Lab Fee?**  ☐ No  ☒ Yes  *(Submit fgcu-martin\share\forms\Course Related Fee Request form to Registrar.)*

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.  ☒ Yes  ☐ No

16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

This course is a requirement of the Human Performance Program and will be utilized by undergraduates in the Human Performance Program. Course may also be utilized by other than Human Performance students with instructor approval. There are similar courses in the FGCU course inventory. However, this course will focus more on physical development, but will exclude infancy to toddler. Sufficient library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU.

17. **Additional Remarks**

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**APPROVALS** *(required prior to submission to Undergraduate/Graduate Curriculum Team)*

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</table>

Does another department or unit provide related expertise or offer similar courses?  ☐ No  ☒ Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

- ☐ Supports adding this course  ☐ Does not support adding this course  ☐ Defers Recommendation

Authorizing signature: __________________________ Date __________________

Comments *(attach additional sheets if necessary)*

- ☐ Graduate  ☐ Undergraduate  Curriculum Team  ☐ Approves  ☐ Approves with conditions  ☐ Does not approve

Signature: _______________________________________ Date __________________

Comments/Conditions:
Course Title (full title) Movement Science Foundations I
BANNER Title (maximum of 30 characters and spaces): MS I

1. Semester Cr Hr 10 May the course be repeated? Yes No (e.g. special topics, directed study)

2. Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)

Explores the anatomical, biochemical, behavioral, biomechanical, physiological and developmental aspects of movement science.

3. Prerequisites (Prefix/number/title and minimum grade by course if applicable)
Human Performance Program prerequisites

4. Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

5. Course Objectives
1. Acquire and apply knowledge of the developmental, anatomical, biochemical, behavioral, biomechanical and physiological sciences in an integrated manner utilizing a cellular and gross systems approach.
2. Differentiate and describe normal anatomy, histology, embryology, human development, neuroscience, exercise physiology, pathophysiology and pharmacology of each body system.
3. Differentiate between common pathological conditions frequently encountered in physical therapy practice.
4. Carry out lab procedures according to accepted practice, lab policies, the Professional Behaviors plan, and the student guidebook.
5. Take responsibility for his/her own learning as evidenced by preparedness for class, participation and attendance.
6. Demonstrate interest in and willingness to support diverse approaches, theories, opinions and ideas.
7. Demonstrate skill in select basic clinical skills.

6. Topics Covered
Integumentary, skeleton, muscular, mechanics, ANS, Cardiovascular, respiratory, neuro/PNS including brachial and lumbar plexus, spinal cord, gross brain, dig/endo, repro/urinary, brain vasculature, cranial nerves, lymphatic/immune, systems

7. Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)


ATLASES (Select One):


RECOMMENDED TEXTS:


9. Grading Option (Select one)
   ☑ Regular ☐ Satisfactory/Unsatisfactory Only ☐ Regular or S/U ☐ Z (continuing/thesis)

10. Category of Instruction (Select one)
    ☑ Introductory (no prerequisites, general in nature)
    ☐ Intermediate (some prior preparation necessary)
    ☐ Advanced (prior specific knowledge or competencies necessary)

11. Class Type Code (Identify code which typifies majority of instruction/interaction)
    C-Class Lecture
    I-Internships
    O-Other
    S-Supervised Teaching
    D-Discussion
    G-Graduate Dissertation
    T-Graduate Thesis
    R- Supervised Research
    L-Laboratory
    Z-Directed Individual Study
    P-Individual Performance Instruction

12. Gordon Rule Writing ☑ No ☐ Yes (Minimum 6000 words; approval required and notation required in description.)

13. General Education ☑ No ☐ Yes (Approval from General Education Coordinator required; indicate area below.)
    ☐ Communication ☐ Mathematics ☐ Humanities ☐ Social Sciences ☐ Natural Sciences

14. Lab Fee? ☑ No ☐ Yes (Submit fsu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree. ☑ Yes ☐ No
16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

This course is a requirement of the Human Performance Program and will be utilized by undergraduate student Human Performance Program. There are no similar courses currently available. Sufficient library resources exist to support this course which has not been previously offered.

17. **Additional Remarks**

**APPROVALS** *(required prior to submission to Undergraduate/Graduate Curriculum Team)*

Department/Program/Unit Chair or Director _______________ Date _______________

College Curriculum Committee Chair _______________ Date _______________

College Dean _______________ Date _______________

Does another department or unit provide related expertise or offer similar courses? ☐ No ☐ Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

- ☐ Supports adding this course ☐ Does not support adding this course ☐ Defers Recommendation

Authorizing signature: ____________________________ Date ____________________________

Comments *(attach additional sheets if necessary)*

☐ Graduate ☐ Undergraduate Curriculum Team ☐ Approves ☐ Approves with conditions ☐

Does not approve

Signature: ____________________________ Date ____________________________

Comments/Conditions:
Course Title (full title)  Movement Science Foundations II
BANNER Title (maximum of 30 characters and spaces): MSII

Semester Cr Hr  5 May the course be repeated?  Yes  No (e.g. special topics, directed study)

Course Description  (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
Studies and applies anatomical, biochemical, behavioral, biomechanics, physiological and developmental aspects of movement science.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
MS I - PHT3109C

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Describe cellular and gross systems anatomy and apply to specific anatomical regions.
2. Apply biomechanical principles to regional anatomy.
3. Localize and palpate surface anatomical structures
4. Engage in preliminary movement analysis
5. Identify neuroanatomical structures
6. Identify specific lesions and understand clinical correlates of common neurological disorders
8. Carry out lab procedures according to accepted practice, lab policies, the Professional Behaviors plan, and the student guidebook.
9. Take responsibility for his/her own learning as evidenced by preparedness for class, participation and attendance.
10. Demonstrate interest in and willingness to support diverse approaches, theories, opinions and ideas.
11. Demonstrate skill in select basic clinical skills.

Topics Covered
Regional Anatomy & Biomechanics, Biomechanical Principles, Mechanical Properties of Biological Tissues, Shoulder (Muscles / Bones / Joints / Ligaments / Nerves / Arteries / Palpation / Biomechanics), Elbow (Muscles / Bones / Joints / Ligaments / Nerves / Arteries / Palpation / Biomechanics), Wrist and Hand, Head and Neck Spine, Knee, Coordination of movement, Ankle/Foot, Analysis of movement, Posture, Balance and Gait, Exercise Physiology

Text/Reference Materials  (Include the text or teaching materials most likely to be used for this course.)
Many of the required texts from this course were required for Movement Science I. Please refer to the Movement Science I Syllabus.
REQUIRED TEXTS:
ISBN: 068306133X
REQUIRED EQUIPMENT:
APTA Evaluation Kit
Required Summer '00
The Pathokinesiological Service & PT Dept.. Observational Gait Analysis Handbook. The Ranchos Los Amigos Medical Center
RECOMMENDED TEXTS:
ATLASSES (Students select One):
MULTI-MEDIA AIDS
VIDEO TAPES: (Located in Department Multi-Media Library)
O'Sullivan, Shuldman. Functional Training for Physical Rehabilitation. FA. Davis.
Riggs, Garrett, H., Selker, Leopold G. The Video Atlas of Human Anatomy. Williams & Wilkins
CD ROM: (Located in Department Multi-Media Library)
Martini, Human Anatomy. Prentice Hall
Epstein, Perkin, deBono, Cookson. Clinical Examination. Mosby

9. Grading Option (Select one)
☒ Regular ☐ Satisfactory/Unsatisfactory Only ☐ Regular or S/U ☐ Z (continuing/thesis)
10. **Category of Instruction (Select one)**
   - [ ] Introductory (no prerequisites, general in nature)
   - [x] Intermediate (some prior preparation necessary)
   - [ ] Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code (Identify code which typifies majority of instruction/interaction)**
   - C-Class Lecture
   - I-Internships
   - O-Other
   - S-Supervised Teaching
   - D-Discussion
   - G-Graduate Dissertation
   - T-Graduate Thesis
   - R-Supervised Research
   - L-Laboratory
   - Z-Directed Individual Study
   - P-Individual Performance Instruction

12. **Gordon Rule Writing**  [x] No  [ ] Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education**  [x] No  [ ] Yes (Approval from General Education Coordinator required; indicate area below.)
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Humanities
   - [ ] Social Sciences
   - [ ] Natural Sciences

14. **Lab Fee?**  [ ] No  [x] Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.  [x] Yes  [ ] No

16. **Purpose/Need/Justification/Resources** (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

   This course is a requirement of the Human Performance Program and will be utilized by undergraduate students in the Human Performance Program. There are no similar courses currently available. Sufficient library resources exist to support this course which has not been previously offered.

17. **Additional Remarks**

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**APPROVALS (required prior to submission to Undergraduate/Graduate Curriculum Team)**

Department/Program/Unit Chair or Director ____________________________ Date ________________

College Curriculum Committee Chair ____________________________ Date ________________

College Dean ____________________________ Date ________________

Does another department or unit provide related expertise or offer similar courses?  [ ] No  [x] Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit: ____________________________

[ ] Supports adding this course  [ ] Does not support adding this course  [ ] Defers Recommendation

Authorizing signature: ____________________________ Date ________________

Comments (attach additional sheets if necessary)

[ ] Graduate  [ ] Undergraduate  Curriculum Team  [ ] Approves  [ ] Approves with conditions  

Does not approve

Signature: ____________________________ Date ________________

Comments/Conditions:
Course Title (full title) **Personal Fitness and Wellness**
BANNER Title (maximum of 30 characters and spaces): Personal Fitness/Wellness

Semester Cr Hr 3 May the course be repeated? Yes No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
A study of personal fitness and wellness concepts. Students evaluate their own personal fitness level and provides opportunities to develop and improve their personal fitness and wellness lifestyle.

Prerequisites (Prefix/number/ title and minimum grade by course if applicable)
None

Corequisites (Prefix/number/title and minimum grade by course if applicable)

Course Objectives
1. Define wellness, health, physical fitness and exercise and explain how they differ.
2. Explain the components of physical fitness.
3. Describe the wellness continuum.
4. Assess their own personal fitness and wellness level.
5. Compare the relationship between physical fitness, stress, nutrition, sleep and wellness.
6. Examine hypokinetic diseases associated with inadequate physical fitness levels.
7. Explain the minimal and optimal amount of exercise necessary for developing health-related physical fitness.
8. Describe the benefits of being physically fit.
9. Explore consumer issues related to physical fitness.
10. Describe how physical fitness should be utilized throughout the lifespan.
11. Explain the dimensions of wellness as they relate to individual health and well-being.
12. Explain how to plan and modify a program of exercise to meet personal fitness and wellness needs throughout their lifetime.
13. Describe the meaning of health/wellness.
15. Explain how the amount and kind of food you eat affects your fitness and wellness

Topics Covered
Physical Fitness, Muscular Fitness, Muscular Fitness and Training Concepts, Cardiovascular Fitness, Flexibility, Body Composition

Text/Reference Materials *(Include the text or teaching materials most likely to be used for this course.)*

Grading Option (Select one)
- Regular
- Satisfactory/Unsatisfactory Only
- Regular or S/U
- Z (continuing/thesis)

Category of Instruction (Select one)
- Introductory (no prerequisites, general in nature)
- Intermediate (some prior preparation necessary)
- Advanced (prior specific knowledge or competencies necessary)
11. **Class Type Code** (Identify code which typifies majority of instruction/interaction) C
C-Class Lecture 1-Internships O-Other S-Supervised Teaching
D-Discussion G-Graduate Dissertation T-Graduate Thesis R-Supervised Research
L-Laboratory Z-Directed Individual Study P-Individual Performance Instruction

12. **Gordon Rule Writing** ☒ Yes ☐ No (Minimum 6000 words; approval required and notation required in description.)

13. **General Education** ☒ Yes ☐ No (Approval from General Education Coordinator required; indicate area below.)
☐ Communication ☐ Mathematics ☐ Humanities ☐ Social Sciences ☐ Natural Sciences

14. **Lab Fee?** ☒ Yes ☐ No (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree. ☒ Yes ☐ No

16. **Purpose/Need/Justification/Resources** (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

This course is a requirement of the Human Performance Program but is also open to non-majors. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has been offered through a selected topics course at FGCU.

17. **Additional Remarks**

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**APPROVALS** (required prior to submission to Undergraduate/Graduate Curriculum Team)

Department/Program/Unit Chair or Director ___________________________ Date ______________

College Curriculum Committee Chair ___________________________ Date ______________

College Dean ___________________________ Date ______________

Does another department or unit provide related expertise or offer similar courses?  ☐ No  ☐ Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit: ___________________________ Date ______________

☒ Supports adding this course ☐ Does not support adding this course ☐ Defers Recommendation

Authorizing signature: ___________________________ Date ______________

Comments (attach additional sheets if necessary): ___________________________

☐ Graduate ☐ Undergraduate Curriculum Team ☐ Approves ☐ Approves with conditions ☐

Does not approve

Signature: ___________________________ Date ______________

Comments/Conditions: ___________________________
Course Title (full title): Introduction to Athletic Training

BANNER Title (maximum of 30 characters and spaces): Intro to ATC

Semester Cr Hr 3 May the course be repeated? Yes No (e.g. special topics, directed study)

Course Description: (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)

This course focuses on the basic overview of the profession of Athletic Training and is designed as a preparatory course for the future health care provider interested in pursuing a career as a certified athletic trainer.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
None

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Have a basic understanding of the history of Athletic Training. This should include the significant historical events, where the profession is today, and the goals for Athletic Training in the future.

2. Demonstrate an understanding of the Sports Medicine Team which includes but not limited to:
   a) Team Physician
   b) Team Dentist
   c) Team Physical Therapist
   d) Exercise Physiologist
   e) Team psychologist
   f) Equipment Manager
   g) Sport Coach

3. Define the AT, C/L job responsibilities as a health care provider in the following environments which may include:
   a) Professional d) Industrial
   b) Collegiate e) High School
   c) Physical Therapy Clinic f) Health Club

4. Identify and explore the components of sports trauma scenarios.

5. Demonstrate basic skill competencies which could include:
   a) basic injury management e) injury rehabilitation
   b) injury prevention f) injury mechanism
   c) injury assessment g) basic life support
   d) injury treatment

6. Explain the relationship of therapeutic modalities and sports injury management.

7. Demonstrate an understanding of the appropriate policies and procedures relating to documentation.
8. Define the knowledge, skills, and applications needed for the health care professional and the athlete when dealing with blood borne pathogens.

9. Develop and demonstrate an understanding of the need for the collaboration between Athletic Trainers, sports administrators, guardians, and athletes for the implementation of an effective sports medicine program.

7. **Topics Covered**
   Students are introduced to a variety of topics including sports medicine, on and off field athletics scenarios and CPR Certification.

8. **Text/Reference Materials** *(Include the text or teaching materials most likely to be used for this course.)*

9. **Grading Option** *(Select one)*
   - Regular
   - Satisfactory/Unsatisfactory Only
   - Regular or S/U
   - Z (continuing/thesis)

10. **Category of Instruction** *(Select one)*
    - Regular
    - Introductory (no prerequisites, general in nature)
    - Intermediate (some prior preparation necessary)
    - Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code** *(Identify code which typifies majority of instruction/interaction)*
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    - L-Laboratory
    - Z-Directed Individual Study
    - P-Individual Performance Instruction

12. **Gordon Rule Writing**
    - No
    - Yes *(Minimum 6000 words; approval required and notation required in description.)*

13. **General Education**
    - No
    - Yes *(Approval from General Education Coordinator required; indicate area below.)*
    - Communication
    - Mathematics
    - Humanities
    - Social Sciences
    - Natural Sciences

14. **Lab Fee?**
    - No
    - Yes *(Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)*

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree.

16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*
   This course is a requirement of the Human Performance Program but is also open to non-majors. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has been offered through a selected topics course at FGCU.
17. **Additional Remarks**

**APPROVALS (required prior to submission to Undergraduate/Graduate Curriculum Team)**

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Does another department or unit provide related expertise or offer similar courses?   
☐ No  ☐ Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

Department/Unit:
☐ Supports adding this course  ☐ Does not support adding this course  ☐ Defers Recommendation

Authorizing signature: ____________________________ Date __________

Comments *(attach additional sheets if necessary)*

☐ Graduate  ☐ Undergraduate Curriculum Team ☐ Approves  ☐ Approves with conditions  ☐
Does not approve

Signature: ______________________________________ Date __________

Comments/Conditions:
Course Title (full title) Professional Development Seminar II - Preparation for Entering and Growing in the Profession
BANNER Title (maximum of 30 characters and spaces): PDS II Prep for Entering

Semester Cr Hr 1 May the course is repeated? ☐ Yes ☐ No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
Investigates the aspects of entering health and wellness professions including preparation for the national examinations, licensure, negotiating employment, career development and consultation.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
None

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
1. Implement a plan for obtaining employment.
2. Implement a plan for obtaining professional license (if appropriate).
3. Implement a plan for sitting for national examination(s) (if appropriate).
4. Reflect on own learning and relate past learning to career plans.
5. Outline plans for post graduation continuing education.
6. Develop a professional development presentation and present to colleagues.
7. Given a case assignment, complete a consultation plan.
8. Investigate opportunities for community involvement on pro bono basis, including serving as clinical instructor.

Topics Covered
Career Development: Employment, Contract Negotiation, Licensure, Portfolio development.
Consultation: Supervision/assessment of students, Professional Responsibilities (Community involvement, Pro Bono).

Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)
No required texts; Readings to be determined.

Grading Option (Select one)
☒ Regular ☐ Satisfactory/Unsatisfactory Only ☐ Regular or S/U ☐ Z (continuing/thesis)

Category of Instruction (Select one)
☐ Introductory (no prerequisites, general in nature)
☒ Intermediate (some prior preparation necessary)
☐ Advanced (prior specific knowledge or competencies necessary)

Class Type Code (Identify code which typifies majority of instruction/interaction) ☐
C-Class Lecture I-Internships O-Other S-Supervised Teaching
D-Discussion G-Graduate Dissertation T-Graduate Thesis R-Supervised Research
L-Laboratory Z-Directed Individual Study P-Individual Performance Instruction
12. **Gordon Rule Writing** □ No □ Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education** □ No □ Yes (Approval from General Education Coordinator required; indicate area below.)
   - □ Communication
   - □ Mathematics
   - □ Humanities
   - □ Social Sciences
   - □ Natural Sciences

14. **Lab Fee?** □ No □ Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree. □ Yes □ No

16. **Purpose/Need/Justification/Resources** (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

   This course is a requirement of the Human Performance Program. Students must be a Human Performance Major to enroll in course. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has been offered through a selected topics course at FGCU.

17. **Additional Remarks**

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**APPROVALS** (required prior to submission to Undergraduate/Graduate Curriculum Team)

Department/Program/Unit Chair or Director ___________________________ Date __________

College Curriculum Committee Chair __________________________________________ Date __________

College Dean __________________________________________ Date __________

Does another department or unit provide related expertise or offer similar courses? □ No □ Yes (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit:
   - □ Supports adding this course
   - □ Does not support adding this course
   - □ Defers Recommendation

Authorizing signature: __________________________________________ Date ______

Comments (attach additional sheets if necessary)

☐ Graduate ☐ Undergraduate Curriculum Team ☐ Approves ☐ Approves with conditions ☐ Does not approve

Signature: __________________________________________ Date ______

Comments/Conditions:
Applications in Human Performance - Clinical Practice I

1. Course Title (full title) Applications in Human Performance - Clinical Practice I
   BANNER Title (maximum of 30 characters and spaces): HP Clinical Practice I

2. Semester Cr Hr  3 May the course be repeated? ☐ Yes ☐ No (e.g. special topics, directed study)

3. Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog.
   Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns
   and unnecessary verbiage. If students may enroll in this course with permission of instructor or department
   in lieu of prerequisites, include an appropriate statement at the end of the description.)
   Ten-week full-time, certified athletic trainer supervised, clinical experience applying concepts of
   examination, evaluation, diagnosis, prognosis, and intervention in direct patient/client care.

4. Prerequisites (Prefix/number/ title and minimum grade by course if applicable)
   PET 3614C - Athletic Training Practice II

5. Corequisites (Prefix/number/title and minimum grade by course if applicable)
   None

6. Course Objectives
   1. Perform at the Developing Level of the FGCU Department of Physical Therapy Professional Behaviors
      Plan.
   2. Performs safely, responsibly, professionally, legally, and ethically in all situations. Follow FGCU
      Department of Physical Therapy Clinical Education Policies.
   3. Perform accurate and effective examinations and interventions with assistance and close supervision of
      clinical instructor.
   4. Design athletic training plans of care that integrate goals, interventions, outcomes, and discharge plans
      with assistance and close guidance of the clinical instructor.

7. Topics Covered
   Topics vary dependent upon clinical setting in which course is completed.

8. Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)
   None

9. Grading Option (Select one)
   ☐ Regular  ☒ Satisfactory/Unsatisfactory Only  ☐ Regular or S/U  ☐ Z (continuing/thesis)

10. Category of Instruction (Select one)
    ☐ Introductory (no prerequisites, general in nature)
    ☐ Intermediate (some prior preparation necessary)
    ☒ Advanced (prior specific knowledge or competencies necessary)

11. Class Type Code (Identify code which typifies majority of instruction/interaction) 1
    ☐ C-Class Lecture  ☐ I-Internships  ☐ O-Other  ☐ S-Supervised Teaching
    ☐ D-Discussion  ☐ G-Graduate Dissertation  ☐ T-Graduate Thesis  ☐ R-Supervised Research
    ☐ L-Laboratory  ☐ Z-Directed Individual Study  ☐ P-Individual Performance Instruction

12. Gordon Rule Writing ☐ No  ☒ Yes (Minimum 6000 words; approval required and notation required in
    description.)

13. General Education ☐ No  ☒ Yes (Approval from General Education Coordinator required; indicate
    area below.)
    ☐ Communication  ☐ Mathematics  ☐ Humanities  ☐ Social Sciences  ☐ Natural Sciences
14. Lab Fee? □ No  ☑ Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree.  ☑ Yes  □ No

16. Purpose/Need/Justification/Resources (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

This course is a requirement of the Human Performance Program Athletic Training concentration. This course will be utilized by undergraduate students in the Human Performance Program, A.T. Concentration only. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered. This course has not been previously offered through a selected topics course at FGCU

17. Additional Remarks

APPROVALS (required prior to submission to Undergraduate/Graduate Curriculum Team)

Department/Program/Unit Chair or Director __________________________ Date __________________________

College Curriculum Committee Chair __________________________ Date __________________________

College Dean __________________________ Date __________________________

Does another department or unit provide related expertise or offer similar courses? □ No  ☑ Yes  (If yes, have the other department complete the following. Attach a separate sheet for additional units.)

Department/Unit:

☐ Supports adding this course  ☐ Does not support adding this course  ☐ Defers Recommendation

Authorizing signature: __________________________________________ Date __________________________

Comments (attach additional sheets if necessary):

☐ Graduate  ☐ Undergraduate  Curriculum Team  ☐ Approves  ☐ Approves with conditions  ☐

Does not approve

Signature: __________________________________________ Date __________________________

Comments/Conditions:
Undergraduate □ Graduate  Curriculum Team

Contact Person: Ellen Williamson  Telephone Number: 941-590-7531
College: Health Professions  Department/School: Physical Therapy

Effective Date:  ☑ Fall  ☐ Spring  ☐ Summer  2002  Suggested Prefix/Number (add I for lab or C for lecture/lab): PET 2930

1. Course Title (full title)  Selected Topics in Human Performance
   BANNER Title (maximum of 30 characters and spaces): Selected Topics HP

2. Semester Cr Hr  Variable 1 - 4  May the course be repeated?  ☑ Yes  ☐ No  (e.g. special topics, directed study)

3. Course Description  (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
   Current concepts, selected problems or issues pertaining to Human Performance are examined by pre-program majors. The topics vary according to recent developments in Human Performance and/or Athletic Training. Course may be repeated for different topic areas.

4. Prerequisites (Prefix/number/title and minimum grade by course if applicable)
   None

5. Corequisites (Prefix/number/title and minimum grade by course if applicable)
   None

6. Course Objectives
   Specific objectives will be developed for each topic offered

7. Topics Covered
   TBA

8. Text/Reference Materials  (Include the text or teaching materials most likely to be used for this course.)
   Varied texts will be utilized dependent upon topic offered

9. Grading Option (Select one)
   □ Regular  □ Satisfactory/Unsatisfactory Only  ☑ Regular or S/U  ☐ Z (continuing/thesis)

10. Category of Instruction (Select one)
    ☑ Introductory (no prerequisites, general in nature)
    □ Intermediate (some prior preparation necessary)
    □ Advanced (prior specific knowledge or competencies necessary)

11. Class Type Code (Identify code which typifies majority of instruction/interaction)  ☑
    C-Class Lecture  I-Internships  O-Other  S-Supervised Teaching
    D-Discussion  G-Graduate Dissertation  T-Graduate Thesis  R-Supervised Research
    L-Laboratory  Z-Directed Individual Study  P-Individual Performance Instruction

12. Gordon Rule Writing  ☑ No  ☐ Yes (Minimum 6000 words; approval required and notation required in description.)

13. General Education □ No  ☑ Yes (Approval from General Education Coordinator required; indicate area below.)
    □ Communication  □ Mathematics  □ Humanities  □ Social Sciences  □ Natural Sciences

14. Lab Fee?  □ No  ☑ Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.  ☑ Yes  ☐ No
16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

17. **Additional Remarks**

**APPROVALS** *(required prior to submission to Undergraduate/Graduate Curriculum Team)*

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<tr>
<td>College Dean</td>
<td>Date</td>
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</tbody>
</table>

Does another department or unit provide related expertise or offer similar courses? [□] No [□] Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

- [□] Supports adding this course  [□] Does not support adding this course  [□] Defers Recommendation

Authorizing signature: ___________________________ Date ___________________________

Comments *(attach additional sheets if necessary)*

- [□] Graduate  [□] Undergraduate  [□] Curriculum Team  [□] Approves  [□] Approves with conditions  [□] Does not approve

Signature: ___________________________ Date ___________________________

Comments/Conditions:
Course Title (full title)  Selected Topics in Human Performance
BANNER Title (maximum of 30 characters and spaces): Selected Topics HP

Semester Cr Hr Variable 1 - 4 May the course be repeated? ☒ Yes ☐ No (e.g. special topics, directed study)

Course Description (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
Current concepts, selected problems or issues pertaining to Human Performance are examined and observed. Topics and experiences vary according to recent developments in Human Performance and Athletic Training. Course may be repeated for different topic areas.

Prerequisites (Prefix/number/title and minimum grade by course if applicable)
None

Corequisites (Prefix/number/title and minimum grade by course if applicable)
None

Course Objectives
Specific objectives will be developed for each topic offered

Topics Covered
TBA

Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)
Varied texts will be utilized dependent upon topic offered

Grading Option (Select one)
☐ Regular ☐ Satisfactory/Unsatisfactory Only ☒ Regular or S/U ☐ Z (continuing/thesis)

Category of Instruction (Select one)
☒ Introductory (no prerequisites, general in nature)
☐ Intermediate (some prior preparation necessary)
☐ Advanced (prior specific knowledge or competencies necessary)

Class Type Code (Identify code which typifies majority of instruction/interaction) ☐
C-Class Lecture ☒ I-Internships O-Other ☐ S-Supervised Teaching
D-Discussion ☐ G-Graduate Dissertation T-Graduate Thesis R-Supervised Research
L-Laboratory Z-Directed Individual Study P-Individual Performance Instruction

Gordon Rule Writing ☒ No ☐ Yes (Minimum 6000 words; approval required and notation required in description.)

General Education ☐ No ☒ Yes (Approval from General Education Coordinator required; indicate area below.)
☐ Communication ☐ Mathematics ☒ Humanities ☐ Social Sciences ☐ Natural Sciences

Lab Fee? ☐ No ☒ Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree. ☐ Yes ☒ No
16. **Purpose/Need/Justification/Resources** *(What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)*

17. **Additional Remarks**

**APPROVALS** *(required prior to submission to Undergraduate/Graduate Curriculum Team)*

Department/Program/Unit Chair or Director ___________________________ Date __________

College Curriculum Committee Chair ___________________________ Date __________

College Dean ___________________________ Date __________

Does another department or unit provide related expertise or offer similar courses?  □ No  □ Yes *(If yes, have the other department complete the following. Attach a separate sheet for additional units.)*

Department/Unit: ___________________________

□ Supports adding this course  □ Does not support adding this course  □ Defers Recommendation

Authorizing signature: ___________________________ Date __________

Comments *(attach additional sheets if necessary)*

□ Graduate  □ Undergraduate  Curriculum Team □ Approves  □ Approves with conditions □ Does not approve

Signature: ___________________________ Date __________

Comments/Conditions:
Undergraduate  Graduate  Curriculum Team

Contact Person: Ellen Williamson  Telephone Number: 941-590-7531
College: Health Professions  Department/School: Physical Therapy

Effective Date:  Fall  Spring  Summer  2004
Suggested Prefix/Number (add L for lab or C for lecture/lab): PET4297

1. Course Title (full title)  Sport and Human Performance Psychology
   BANNER Title (maximum of 30 characters and spaces): Sport Psych

2. Semester Cr Hr  3 May the course be repeated?  Yes  No (e.g. special topics, directed study)

3. Course Description  (A formal, succinct paragraph of approximately 30 words for inclusion in the catalog. Emphasize the major topics and purpose rather than the method of instruction. Avoid personal pronouns and unnecessary verbiage. If students may enroll in this course with permission of instructor or department in lieu of prerequisites, include an appropriate statement at the end of the description.)
   Explores in detail concepts related to the psychological aspects surrounding sport and human performance. This course explores psychological concepts and principles from an applied perspective to human performance and sport.

4. Prerequisites (Prefix/number/title and minimum grade by course if applicable)
   Introductory Psychology Course

5. Corequisites (Prefix/number/title and minimum grade by course if applicable)
   None

6. Course Objectives
   1. Describe the history of sport psychology in N. America and Eastern Europe.
   2. Explain the future direction in N. America of Applied Sport and Exercise Psychology.
   3. Acquire and apply knowledge of self-efficacy and attribution theory to motivation and optimal sport and exercise performance.
   4. Identify and discuss major theories on leadership and sport and exercise performance.
   5. Explain the role of developing team concept and its relationship to success or failure of group performance.
   6. Recognize the effects mental training has on performance enhancement.
   8. Apply knowledge of adherence theory to human performance
   10. Take responsibility for his/her own learning as evidenced by preparedness for class, participation and attendance.
   11. Demonstrate interest in and willingness to support diverse approaches, theories, opinions and ideas.

7. Topics Covered

8. Text/Reference Materials (Include the text or teaching materials most likely to be used for this course.)

9. Grading Option (Select one)
   Regular  Satisfactory/Unsatisfactory Only  Regular or S/U  Z (continuing/thesis)
10. **Category of Instruction (Select one)**
   - ☒ Introductory (no prerequisites, general in nature)
   - ☒ Intermediate (some prior preparation necessary)
   - ☐ Advanced (prior specific knowledge or competencies necessary)

11. **Class Type Code**
    (Identify code which typifies majority of instruction/interaction)
    - ☐ C-Class Lecture
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    - ☐ L-Laboratory
    - ☐ Z-Directed Individual Study
    - ☐ P-Individual Performance Instruction

12. **Gordon Rule Writing**
    - ☒ No
    - ☐ Yes (Minimum 6000 words; approval required and notation required in description.)

13. **General Education**
    - ☒ No
    - ☐ Yes (Approval from General Education Coordinator required; indicate area below.)
    - ☐ Communication
    - ☐ Mathematics
    - ☒ Humanities
    - ☐ Social Sciences
    - ☒ Natural Sciences

14. **Lab Fee?**
    - ☒ No
    - ☐ Yes (Submit fgcu-marlin\share\forms\Course Related Fee Request form to Registrar.)

15. All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree. ☐ Yes ☒ No

16. **Purpose/Need/Justification/Resources**
    (What programs/majors will utilize this course? Is the course a requirement or an elective? Are there other similar courses already in the FGCU inventory? How is this course different from similar courses? Are there sufficient faculty, library, and other resources available to teach this course? Has this course been offered as a selected topic? Consultation with other departments/units offering similar courses/content is encouraged and expected—see signature section. Note: If these questions have been adequately addressed in a new or revised program proposal, please indicate document name and page number.)

    This course is a requirement of the Human Performance Program and will be utilized by undergraduate students in the Human Performance Program. There are no similar courses in the FGCU course inventory. Sufficient faculty and library resources exist to support this course which has not been previously offered.

    This course has not been previously offered through a selected topics course at FGCU

17. **Additional Remarks**

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**APPROVALS** (required prior to submission to Undergraduate/Graduate Curriculum Team)

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Comments (attach additional sheets if necessary)

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<tr>
<th>Graduate ☐ Undergraduate Curriculum Team ☐ Approves ☐ Approves with conditions ☐ Does not approve</th>
</tr>
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Signature: __________________________ Date ______________

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HP Program Proposal Draft
5/28/02 DH 90
Appendix D
PORT CHARLOTTE HIGH SCHOOL
18200 Toledo Blade Boulevard
Port Charlotte, Florida 33948
Phone (941) 255-7485 Fax (941) 255-7493

April 4, 2002

Dr. Cecilia Rokusek
Dean, College of Health Professions
Florida Gulf Coast University
10501 FGCU Boulevard South
Ft. Myers, FL 33965

Dear Dr. Rokusek:

I am writing in support of the Bachelor of Science in Human Performance Program. As we live in a state that prides itself on healthy lifestyles, the opportunities in health related professions would be enormous. Our high school students of today are looking for new and exciting careers. We are losing many of our local students to distant universities due to the restricted curriculum offered by local universities. As Athletic Director, I would think that having this type of program offered at a new and exciting university like FGCU would serve our students well. If we expect our students of today to receive an education and come back to their local communities, we must offer them choices and opportunities that are of great service and interest.

Sincerely,

[Signature]

Mark A. Primerano
Athletic director
Port Charlotte High School

MAP/fim

"Home of the PIRATES"
April 1, 2002

Dr. Brad Bartel
Provost
Florida Gulf Coast University
10501 FGCU Blvd.
Fort Myers, Florida 33965

Dear Brad:

On behalf of the Florida Gulf Coast University athletics department I would like to give our support of the new Human Performance program at FGCU. I believe it would be extremely beneficial for the entire university and would specifically help our fledgling athletics department.

Our students and prospective students have expressed a great desire to have a major in Human Performance. They are also very interested in concentrations in athletic training and physical performance. For most of our student-athletes lives individuals in these professions have surrounded them. These experiences have led many of them to an interest in pursuing these fields of study.

The department of athletics is willing to help make this happen by providing coaching personnel to teach one course a semester within the Human Performance program. If NCH agrees, I would encourage our ATC to teach one course and possibly coordinate the fieldwork in the area of athletic training.

Again, I encourage you to select Human Performance as a new program at FGCU. Please contact me if you would like any additional information or if I can answer any questions.

Sincerely,

Carl McAloose
FGCU Director of Athletics

C: Dr. Cecilia Rokusek
April 3, 2002

Dr. Cecilia Rokusek
Dean, College of Health Professions
Florida Gulf Coast University
10501 FGCU Blvd. South
Fort Myers, FL 33965

Dear Dr. Rokusek:

I am writing to underscore the need for the Human Performance program currently under consideration at Florida Gulf Coast University:

1) We have an ongoing need for interns to serve in our Wellness Centers, and to serve Lee County residents through outreach programs designed to reduce health risk, and improve level of function and quality of life. All 4 of our interns this past term were from out of state colleges and universities—Michigan, Wisconsin, and North Carolina. For this summer term we will have one intern from the state of Florida, two from Pennsylvania, and one more from outside of Florida. We have plans for increasing the number of internships in the coming years, and would strongly prefer to draw from FGCU.

2) We, like many wellness/fitness centers across the state, have had to recruit many of our full-time staff members from outside the state of Florida. We would love to be able to recruit from graduating FGCU classes.

3) We are persuaded that the nation as a whole will become more conscious of, and committed to, wellness initiatives. Growing healthcare concerns (e.g., obesity and its co-morbidities and osteoporosis) associated with rising healthcare costs will give birth to many wellness initiatives in the next few years, opening many new opportunities for health/fitness/wellness professionals.

4) Our wellness outreach concept has been referred to as the Wellness Center Without Walls. We strive to persuade communities within spheres—gated communities, continuum of care organizations, corporations, and churches—to become centers for promoting wellness among their members. The opportunities are limited only by the number of available qualified staff, a problem that could in some measure be resolved through the kinds of programs being proposed by FGCU.

Please call upon us if we, The Wellness Centers Team, can help in making your current plans become a reality.

Sincerely,

William H. White, Ph.D.
Director, Health Initiatives and Fitness

The Wellness Center of Port Myers
Lee Memorial Hospital
2776 Cleveland Avenue
Fort Myers, FL 33901
(941) 461-0555 • (941) 461-0084

"Adding Life to Your Years"
www.thewellnesscenters.net

The Wellness Center of Cape Coral
Cape Coral Hospital
656 Dahl Towner Boulevard North
Cape Coral, FL 33990
(941) 573-4800 • (941) 573-4810

HP Program Proposal Draft
5/28/02 DH 94
April 18, 2002

Ellen Williamson
Chair of Physical Therapy
College of Health Professions
Florida Gulf Coast University
10501 FGCU Blvd.
Fort Myers, Fl. 33965-6565

Dear Ms. Williamson,

The purpose of this letter is to justify the development and implementation of a comprehensive athletic training program at Florida Gulf Coast University.

The following justifications are based upon my ten years of experience as the athletic trainer for Port Charlotte High School and Bon Secours St. Joseph Hospital. Besides providing professional medical care for student athletes, this role has included instituting a student athletic trainer program, and designing the curriculum for and teaching a Care and Prevention of Athletic Injuries course. I have witnessed students from both my classroom and student training program experience meaningful learning opportunities during both their high school experiences and beyond. Many of my students have furthered their education and pursued careers in sports medicine related fields. One such student earned recognition as the Florida High School Student Athletic Trainer of the Year Award. Through the athletic training program, I have observed students gain self-esteem, self-respect and a sense of belonging. Because of their success in the program, students are inspired to set and achieve educational and professional goals.

Perhaps the most important reason for a quality athletic training program is the health and safety of student athletes. Having a program ensures that all athletes receive the attention and services that are necessary for them to be both well and successful in their athletic endeavors. Comprehensive athletic training programs are more than treatment of injuries; they involve injury prevention, recognition and rehabilitation. The athletic trainer treats not only the injury, but also the athlete to help him/her return to competition as quickly and safely as possible.

The next major issue that demands such a program is the liability involved in any university athletic program. With the inherent risk of injury, so are the risks of legal ramifications. By instituting an athletic training program, the university is providing to its students immediate, on-site medical attention by certified and licensed medical professionals. Athletic trainers work in conjunction with doctors and other personnel in the best interest of their student athletes. Thus the chances of legal actions brought against the university are greatly diminished.

Athletic training programs educate and involve not only the students, but the community as well. In Charlotte County there has been a tremendous response from local businesses and groups supporting the program. Various community members who are eager to provide services in support of the program include local hospitals, medical clinics such as orthopedic, chiropractic, and dental groups, and sporting retail stores. These groups recognize the opportunity to be directly involved with local student athletes and the success of school athletic programs. In turn, these groups enjoy the public exposure and the additional business that results from their participation.

Establishing a full athletic training program will assist Florida Gulf Coast University in its efforts to remain a leading academic institution. It is my sincere hope that such a program can be brought to fruition at FGCU in the near future, and I am eager to assist in its establishment and promotion. Please contact me at any time.

Sincerely,

Rob Gerofsky, M.A., A.T.C./L
April 18, 2002

Dear Florida Gulf Coast University,

It is an exciting opportunity to have a CAAHEP accredited athletic training curriculum program in southwest Florida. The field of athletic training is a growing and ever changing field of study.

The opportunities for athletic training students in the area are growing. The industrial and outpatient rehabilitation settings are increasing as well as the club sport scene. There is also a need for certified athletic trainers in the secondary school system in the area. Another need with the increasing athletic participation of the university is with a student athletic training program to support the athletic department.

We strongly feel there is a need for an athletic training program at Florida Gulf Coast University. We at Sport Specialty and Rehabilitation Center give our support and will help in providing avenues for student athletic training education in the future. If we can be of any further assistance please feel free to contact us.

Thank you.

Dan Vogelback ATCL
President

Jason Craddock ATCL
March 11, 2002

To whom it may concern,

Please accept this letter in support of the proposed Human Performance Program at Florida Gulf Coast University.

As the Athletic Training Coordinator for the NCH Healthcare System, I see the need for certified and licensed athletic trainers in southwest Florida on a daily basis. There is also a need for qualified clinical exercise specialists as well. This area is a haven for both organized recreational athletics as well as fitness-wellness centers. We have youth leagues through professional leagues participating in a variety of sports that all require some type of medical care and not to mention the number of fitness-wellness centers serving the people of southwest Florida. As the leader in sports medical care in southwest Florida, the NCH Healthcare System would be happy to offer our athletic training venues as clinical sites for the athletic training students in this program.

Again it is with great enthusiasm, that we support the proposed Human Performance Program at Florida Gulf Coast University.

Cordially,

Michael Estes, MS, ATC-L
Sports Medicine-Athletic Training Coordinator

www.NCHmd.org
Dr. Cecilia Rokusek  
College of Health Professions  
10501 FGCU Blvd. South  
Fort Myers, FL 33965

Dear Dr. Rokusek,

I am writing this short note in support of the proposed Bachelor of Science in Human Performance program at FGCU.

As Southwest Florida continues to grow at a rapid pace, a need is created for many more health-related professionals. In my own case, our school has increased in size by 57% since the day we opened in August of 1998. Surely, a program such as this would help to combat any need that has been created by this population explosion in our area.

My specific interest is in the area of athletic training. There seems to be shortage of qualified people willing to work in this area at the high school level. Again, the number and size of schools are increasing rapidly. The participation rate in all sports continues to grow resulting in greater need for help from persons in the athletic training field. I would certainly be willing to allow my school to participate in any internship possibilities for persons in this field in the near future. Our athletic teams can always use a helping hand in dealing with pain and injuries.

Please know that Gulf Coast High School firmly supports your efforts towards this proposed program of study at Florida Gulf Coast University. Feel free to contact me if I can be of help in any way.

Sincerely,

Larry Sather  
Athletic Director  
Gulf Coast High School

COLLIER COUNTY CHARACTER EDUCATION TRAITS
Fairness Honesty Kindness Perseverance Respect Responsibility Self-Discipline

THE COLLIER COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL ACCESS EQUAL OPPORTUNITY INSTITUTION FOR EDUCATION AND EMPLOYMENT

HP Program Proposal Draft  
5/28/02 DH
FITNESS ADVANTAGE
where a healthy body means a healthy life

To: Dr. Cecilia Rokusek
From: Jim Dundon
Re: BS Human Performance

Dear Dr. Rokusek,

Upon request of Neil Trotier I am writing to let you know that Fitness Advantage is in full support of a Bachelor of Science in Human Performance being offered at Florida Gulf Coast University. Our organization is always looking for qualified personnel to join our ever growing team of professionals.

I have personally been in the Fitness Industry for the last 10 years and I enjoy observing the positive changes in health and fitness of our varied clientele. Our organization works with all ages of clients and with each age group comes constant variety. The Fitness Industry is constantly growing and evolving and the market is never ending with opportunities for qualified professionals.

We would welcome the opportunity to associate our organization with Florida Gulf Coast University in regards to Internship programs. Our organization prides itself on complete customer service along with ongoing training and educational programs for our staff. The interns would be exposed to instructing our clients and also working with our various program directors. We also welcome input into tailoring the internship program to meet the needs of your Department heads and students.

If there is any further information that you would require or would like to visit our facility please feel free to contact me. Thank you for your valuable time.

Sincerely,

Jim Dundon, Fitness Director, Rehab Specialist

Fitness Advantage, 12901 McGregor Blvd. Fort Myers FL. 33919
481-2237
Fax 481-8771
E-Mail gymbo_479@yahoo.com
April 17, 2002

Dr. Cecilia Rokusek
Dean, College of Health Professions
Florida Gulf Coast University
10501 FGCU Blvd. South
Ft. Myers, FL 33965

Dear Dr. Rokusek:

On behalf of the student body at Florida Gulf Coast University, I support the college of Health Professions’ development of a Bachelor of Science degree in Human Performance. The B.S. in Human Performance will prepare students for careers in athletic training and exercise science.

Given our university’s intense recruitment and retention efforts, it is vital provide our growing student body with a diverse selection of degree programs. By developing a B.S. in Human Performance, Florida Gulf Coast University will provide the students with an additional opportunity to enhance their valuable education.

Sincerely,

[Signature]
Magali E. Solimano
Student Body President

cc: Ellen Williamson
Chair, Department of Physical Therapy
January 17, 2002

Dr. Ellen Williamson  
Department Chairperson of Physical Therapy  
Florida Gulf Coast University  
College of Health  
10501 FGCU Blvd. S.  
Ft. Myers, FL 33965

Dear Dr. Williamson,

We are extremely excited to learn that FGCU is planning to offer a Human Performance major next year. Our club, the Punta Gorda Club for Tennis & Fitness, is dedicated to providing the highest standard of facilities, service, and professionalism of any health club in Southwest Florida. One of our greatest challenges has been hiring personal trainers and fitness directors from this area who have a quality educational background and who share our standard of professionalism and personalized member service.

Your program could be the answer to our prayers. We are willing to work with you in any way we can to help make the program a success. We may have some local high school age students who have become enthusiastic about this field who we could recommend to your program. We would also love to be a participant in any internship or work-study program that may be a part of your curriculum.

Enclosed is a brochure to give you an idea of our club. You may also gain further information by going to our web site at www.puntagordoclub.com. As you move forward with your plans, I would love to meet with you, Dennis Hunt, or whomever would be required to take the next step forward in what I would love to see as a long-term, mutually rewarding relationship.

Best wishes,

[Signature]

Ted Murray  
Owner

encl.

cc: Dennis Hunt
Dept. of Physical Therapy  
10501 FGCU Blvd. South  
Fort Myers, Fl. 33965

To Whom It May Concern:

I am writing a letter of necessity for the need of athletic trainers in the Lee county area. My name is Tom Hafer and I served as the A.T. for Cape Coral High School football season 2001. I have been involved in Lee county since 1989 in which I work as a physical therapist and athletic trainer. Due to the counties financial situation involving the schools, The shortage of athletic trainers has greatly increased. I personally receive calls every month from a tournament or game that does not have coverage and many times end up going uncovered.

Unfortunately, It might be that a serious injury involving a youth during an event without coverage will put the need of athletic trainers in an even greater demand.

As the county grows every year, I can only imagine that the need for A.T.s will grow with it. Along with that, If something unfortunate were to happen involving an improperly covered game or tournament, the new need for athletic trainers would rise exponentially to the population. Possibly even requiring an A.T. at Pop Warner or youth soccer tournaments.

Thank you for your time,

Sincerely,

Tom P. Hafer P.T., A.T.C.
February 19, 2002

Ms. Ellen Williamson, MS, PT
Chair and Assistant Professor
Department of Physical Therapy
Florida Gulf Coast University
10501 FGCU Blvd. South
Fort Myers, FL 33965

Dear Ellen:

I am writing this letter in support of the proposed Human Performance Program. I do so with great pleasure and anticipation. I truly believe the potential outcome provided by such a program would benefit the entire University community.

Dr. Hunt has secured a collaborative partnership between the Office of Recreation and Leisure Services, Intercolligate Athletics and the Human Performance Program. This venture will assist the Department of Physical Therapy to provide the facilities and equipment needed to manage the program, and will afford the students an experiential learning environment subsidized by RLS programs, staff and REC Club Members.

This situation creates a win-win scenario for all parties involved. The Office of Recreation and Leisure Services will benefit via the increased pool of knowledgeable student workers available to assist in the fitness area. This will allow RLS to expand existing programs for REC Club Members, the student body, and University faculty and staff. In addition, Human Performance students will gain valuable recognition and exposure by completing the nationally accredited Personal Trainer/Certified Strength Conditioning Specialist certification. RLS will administer in conjunction with the National Strength and Conditioning Association.

I highly support the implementation of the Human Performance Program. Should you be in need of additional information, please feel free to contact this office.

Sincerely,

Jason M. Cobb, NSCA-CPT
Director, Recreation and Leisure Services
Division of Student Affairs
941-590-7938
jcobb@fgcu.edu
Florida Gulf Coast University
10501 FGCU Boulevard South
Fort Myers, FL 33965-6565

To Whom It May Concern:

It has been brought to my attention your university is looking at starting an exercise science program. I am writing today to provide encouragement for this program. As the physical director of the Highlands County Family YMCA I can see that fitness, sports and it’s science are still on the upswing and should never fall from our lives. With this in mind our community is always going to need new understanding of research in these arenas. We can give practical experience to your students and in turn these students can work as interns to help with our knowledge base. I can only see this as a win-win situation for both of us. If you have any questions please give me a call at (863) 382-9622.

Sincerely,

Gregory Smith,
Physical Director

Highlands County Family YMCA • 100 YMCA Lane • Sebring, Florida 33875
(863) 382-9622 • Fax (863) 382-7900 • www.ymca.net
YMCA Mission: To put Christian principles into practice through programs that build a healthy spirit, mind and body for all
Hello Dr. Rokusek,

The other day I visited Dr. Hunt to talk about the possibility of FGCU starting a program in Athletic Training. I found out by word of mouth (from one of the nursing students) that the school may soon offer a degree in AT. For the past couple of months I have been considering going into the career of athletic training; and as soon as I heard the news I contacted Dr. Hunt. He was very helpful and hopeful about the new program. I believe that an AT program at FGCU would be very beneficial, not only to the school itself, but also to the community and local schools. As an athlete and high school volleyball coach, I have come to realize the importance of an athletic trainer. This year, I cringed when I found out that our h.s. football team did not even have a trainer! With such an intense contact sport I thought for sure that we would have had a trainer, but we didn’t! I feel that starting an AT program at FGCU would be just what our community needs, because I know for a fact that there would be many job opportunities for the graduates and at the same time they would be providing health care to local athletes and youth in our schools.

I hope that you take into consideration the importance and benefits of having an athletic training program. Please let the Board know that there are students who are interested in the field and that there is a great need for athletic trainers within our school systems and elsewhere in our community.

Sincerely,

Valerie Kleinmann
Asst. Varsity Volleyball Coach
Evangelical Christian School

vkleinmann@hotmail.com

Get your FREE download of MSN Explorer at http://explorer.msn.com/intl.asp
May 23, 2002

Dr. Cecilia Rokusek
Dean
Florida Gulf Coast University
College of Health Professions
10501 FGCU Blvd.
Fort Myers, FL 33965

Dr. Rokusek:

As you know the department of athletics is very supportive of the possibility of a new Human Performance program at Florida Gulf Coast University. Our staff will attempt to assist you in making this an outstanding learning opportunity for our students. I expect Alico Arena will serve as one of the learning environments for our students in the Human Performance program to utilize.

I am sure that the addition of the Human Performance program will be very popular to prospective students. Good luck with your presentation.

Sincerely,

[Signature]

Carl McAloose
FGCU Director of Athletics
Appendix E
Florida Gulf Coast University

Library Impact Statement
For a New Program/Major

LIBRARIANS' ASSESSMENT

Proposed Program: Human Performance

Department. College: Physical Therapy, College of Health Professions

Contact Faculty Member: Dr. Ellen Williamson, Dept. Chair

Date Received: 3/22/02 Date returned to Faculty: 3/27/02

Subject Selector Completing Assessment:

Mary Kay Hartung, Health & Social Sciences Librarian

Mary Kay Hartung ...

1. Summary of existing library resources in relevant subject categories
   a. Monographs 1941 (Appendix C)
   b. Serials 36 journals (Appendix B)
   c. Computer-based resources (e.g., software, online databases, etc.)

   The ERIC, ProQuest Medical, ProQuest Nursing, CINAHL, Health & Psychosocial Instruments, and Gale Health & Wellness databases

2. Assessment of the suitability of existing resources

   Library resources for the physical therapy program are strong. Some of the ERIC documents will support this area. Books and videos will be needed on athletic training and strength & conditioning, costing at least $500/yr.

3. Amount of funding now allocated in these categories.

   Library does not currently purchase materials on athletic training or strength training.

4. What resources are needed to "start up" the program and what will they
cost?
   a. Background reading, including standard works $2000.
   c. Number and cost of any journal back issues required. $5000 approximately

5. What library resources are needed (if any) to support the proposed program annually and what are their costs?

   There are at least 11 journals that would be needed to adequately support this subdisciplines (Appendix A), totaling approximately $2,514 per year + 10-11% inflation. A minimum of $500/yr. would be needed for new monographs.

6. Of these, which will be continuing costs?

   All

7. From what source(s) will these additional library resources be funded?

   Library resources would have to be shifted from existing programs, since no new funding is currently available.

8. Will any new equipment/hardware be required for these resources?

   Library has adequate equipment for computer access, video viewing & microform reading/printing.

   Will there be need for additional library services?

   Responsibility for collection development and instruction for these courses will have to be assigned to the existing Health professions librarian.
Library Impact Statement: Human Performance

Appendix A  Journals FGCU does not own

<table>
<thead>
<tr>
<th>Journal</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>American Journal of Health Education</td>
<td>$120/yr</td>
</tr>
<tr>
<td>Clinical Biomechanics (Bristol, Avon)</td>
<td>$805/yr</td>
</tr>
<tr>
<td>Employee Health &amp; Fitness merged into Occupational Health Management 12/2000</td>
<td>$435/yr</td>
</tr>
<tr>
<td>Fitness (New York, N.Y.) ISSN=1060-9237 more information please any connection with Family Circle. If yes $20/yr</td>
<td></td>
</tr>
<tr>
<td>Human Performance</td>
<td>$380/yr</td>
</tr>
<tr>
<td>JOPERD Journal of Physical Education Recreation and Dance</td>
<td>$125/yr</td>
</tr>
<tr>
<td>Journal of Applied Biomechanics</td>
<td>$159/yr</td>
</tr>
<tr>
<td>Journal of Strength and Conditioning Research.</td>
<td>$95/yr</td>
</tr>
<tr>
<td>RQES Research Quarterly in Exercise and Sport</td>
<td>$175/yr</td>
</tr>
<tr>
<td>Strategies, a Journal for Physical and Sport Educators ISSN=0892-4562</td>
<td>$100/yr</td>
</tr>
<tr>
<td>Strength and Conditioning Journal 1524-1602</td>
<td>$100/yr</td>
</tr>
</tbody>
</table>

3/27/02
Appendix B    Library impact Statement: Human Performance

FGCU journals to support a Human Performance degree

1. American journal of health promotion: AJHP
2. American journal of health studies
3. American journal of physical medicine & rehabilitation
4. American journal of preventive medicine
5. Archives of physical medicine and rehabilitation
7. Cardiopulmonary physical therapy journal
8. Clinical rehabilitation
9. Family & community health
10. Health care for women international
11. Health communication
12. Health education & behavior, the official publication of the Society for Public Health Education
13. Health education journal
14. Health education research
15. Health progress (Saint Louis, Mo.)
16. Health promotion international
17. Health Psychology
18. International journal of rehabilitation research
20. Journal of biomechanics
21. Journal of cardiopulmonary rehabilitation
22. Journal of community health
23. Journal of family practice
24. Journal of health & social behavior
25. Journal of orthopaedic and sports physical therapy
26. Journal, physical therapy education
27. Journal of sports medicine and physical fitness
28. JAMA: the journal of the American Medical Association
29. Modern healthcare
30. P.T. magazine of physical therapy
31. Pediatric physical therapy: the official publication of the Section on Pediatrics of the American Physical Therapy Association
32. Physical & occupational therapy in pediatrics
33. Physical therapy
34. Physician and sportsmedicine
35. Physiotherapy theory and practice
36. Spine

3/27/02
# Appendix C

Library Impact Statement: Human Performance

## FGCU Library Collection

Monographs and videos to support Human Performance

<table>
<thead>
<tr>
<th>Call number range</th>
<th>Number of titles</th>
<th>Subject area</th>
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<tr>
<td>BF 245</td>
<td>1</td>
<td>Motor perception</td>
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<tr>
<td>BF 295</td>
<td>7</td>
<td>Motor ability</td>
</tr>
<tr>
<td>BF501-505</td>
<td>41</td>
<td>Human motivation</td>
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<tr>
<td>BF611-630</td>
<td>21</td>
<td>Self determination, self control</td>
</tr>
<tr>
<td>GV 191-380</td>
<td>88</td>
<td>Outdoor recreation</td>
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<tr>
<td>GV 426-447</td>
<td>41</td>
<td>Physical ed. &amp; training</td>
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<tr>
<td>GV 452-558</td>
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<td>RC 451</td>
<td>135</td>
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<tr>
<td>RC 1200-1245</td>
<td>47</td>
<td>Sports medicine</td>
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<tr>
<td>RM 665-890</td>
<td>230</td>
<td>Physical therapy</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1592</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>Total Library Collection</td>
<td>250,901 titles</td>
<td>456,215 ERIC documents</td>
</tr>
</tbody>
</table>

HP Program Proposal Draft
5/28/02 DH
Appendix F
6C-5.017 Criteria for Awarding the Baccalaureate Degree
6C-5.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities
6C-5.019 Intercollegiate Athletic Compliance, Initial Eligibility, and Limitation onAthletically-related Financial Aid (Repealed)
6C-5.020 Classroom Attendance of Student-Athletes (Repealed)
6C-5.021 Participation in Programs and Activities Involving Foreign Travel (Repealed)
6C-5.022 Veteran's Benefits -- Inmate Students

6C-5.001 Admissions

1. Based on minimum standards adopted by the Board, through rule, the universities shall establish the criteria by rule for the admission of students.

2. In the admission of students, the universities shall take into consideration the applicant's academic ability, and may also consider creativity, talent, and character, if determined to be in the best interest of the university to deny admission to an applicant because of past misconduct, the university may do so.

3. The Board affirms its commitment to equal educational opportunity and to increasing student diversity in each of the state universities.

4. Applicants denied admission shall be given notice of denial within a reasonable period of time following the decision. Upon the applicant's written request, the university shall provide the reasons for the rejection in writing.

5. Each student accepted for admission shall, prior to registration, submit on a form, provided by the institution, a medical history signed by the student. Documentation of appropriate immunization for measles and rubella is required. Proof of immunization must be provided. This shall be a minimum requirement, and institutions may require in addition such other evidence of examination as they may determine necessary. Where physician examinations or certificates are required, they must be signed by a doctor of medicine or a doctor of osteopathy. The universities...
reserve the right to refuse registration to any student whose health record or report of medical examination indicates the existence of a condition which may be harmful to members of the university community.

(6) The universities may return to the applicant without action any application and fees received after the closing date for applications designated by each institution in its official calendar.

(7) False or fraudulent statements—In addition to any other penalties which may be imposed an individual may be denied admission or further registration, and the universities may invalidate college credit for work done by a student at an SUS institution and invalidate the degree based upon such credit if it finds that the applicant has made false or fraudulent or incomplete statements in his application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to, his application for admission to, or graduation from one of the SUS institutions.

(8) Students may be required to have immunizations and to have undergone diagnostic procedures prior to registration.

(9) Each university shall provide registration opportunities for admitted transfer students that allow these students access to high demand courses comparable to that provided to native students.

(10) Each university shall provide orientation programs for first-time-in-college and transfer students.

(11) Enrollment limitations—The Board shall establish a plan for the enrollment of the State University System, consistent with the Strategic Plan.

(a) The Board shall recommend each budget cycle to the Legislature an enrollment plan in which future State University System FTE enrollment shall be specified by level.

(b) The Board will establish an assigned FTE enrollment plan for each university for each fiscal period. This assigned FTE enrollment plan will be based upon the enrollment plan described in (a) and upon the funding decisions of the Legislature.
(c) Each university shall establish, by rule, procedures and criteria to manage enrollments to meet planned enrollment, established pursuant to (b) above. These rules shall not be inconsistent with Board rules.

(d) Programs at the University of Florida and the University of South Florida in the Health Centers receive separate appropriations from the Legislature; therefore, students enrolled in such programs will be excluded from the above enrollment limitations.

(e) Upper level programs registered as limited access programs with the Board and the Articulation Coordinating Committee (competitive admission due to limited space or other resources, or due to higher standards) and rules limiting enrollment as provided in (c) above shall observe the following guidelines in the selection of students for the spaces available in the program:

1. There will be a documented justification for the program to be classified as limited access. This documentation should be submitted by the university requesting limited access to the Board for review and approval at least 6 months prior to the start of limiting access to the program. Annually, each university will reevaluate the need to continue to classify the program as limited access. The university will report to the Board by October 1 of each year a list of all limited access programs, the minimum admissions standards for each program, the reasons the program is designated as limited access, and a copy of the most recent review demonstrating the need for retention of limited access status. Programs assigned limited access status will be reviewed by the Board in the course of its cyclical systemwide program review process.

2. All criteria shall be approved by the Board and registered with the Articulation Coordinating Committee prior to implementation.

3. Any criteria used to select students shall not discriminate against community college transfers with Associate in Arts degrees from Florida public community colleges in favor of SUS students who are applying for admission or plan to continue enrollment after the completion of 60 semester credits at the lower division level.

April 29, 2001
4. Any criteria used to select students shall be appropriate indicators of academic ability, creativity or talent to perform required work within the program and of the potential for success.

5. Any criteria used shall be publicized in catalogues, counseling manuals, and other appropriate publications in accordance with Rule 6A-10.024(14), FAC, with sufficient time for prospective students to adjust programs to meet criteria.

6. Where necessary to achieve established equal access enrollment goals, up to ten percent of the students may be admitted to a limited access program with different criteria.

7. Each university shall advise students who meet the minimum requirements for admission to the upper division of a state university, but are denied admission to limited access programs, of the availability of similar programs at other State University System institutions and the admissions requirements of such programs.

8. Associate in Arts degree graduates from Florida community colleges and university students who have successfully completed 60 or more credit hours of course work and met the requirements of Section 240.107, Florida Statutes, shall receive priority over out-of-state students for admission to limited access programs.

1(1) The Board may declare certain degree programs as limited access programs, upon request by a university. In the case of programs for which prerequisite courses are required for admission, the prerequisites, and grades for the prerequisite courses determined acceptable by the program, by themselves, will not cause a program to be declared limited access. That is, if all the applicants completing the prerequisite courses, with any specified grade requirement, are admitted to the program, the program need not be designated a limited access program. Associate in Arts graduates from Florida public community colleges and universities who have not completed prerequisite courses for a given major shall be admitted to a university in order to complete those prerequisite courses, after which program admission can be determined. University degree programs may be declared as limited access programs for the following reasons:

April 29, 2001  Page 5
### FLORIDA GULF COAST UNIVERSITY

New Degree Program Proposal - Signature Page

<table>
<thead>
<tr>
<th>Major</th>
<th>Human Performance</th>
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<tbody>
<tr>
<td>Degree</td>
<td>Bachelor of Science (BS)</td>
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<tr>
<td>Suggested CIP</td>
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<tr>
<td>Academic unit submitting proposal</td>
<td>College of Health Professions</td>
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<th>Approvals:</th>
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<tr>
<td>President</td>
<td>William C. Merwin</td>
<td>5/24/02</td>
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<td>Provost, Vice President for Academic Affairs</td>
<td>Brad Bartel</td>
<td>5/24/02</td>
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<tr>
<td>Dean, Planning and Evaluation</td>
<td>Joseph L. Ravelli</td>
<td>5/24/02</td>
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<tr>
<td>Facilitator, University Undergraduate Curriculum Team</td>
<td>Lois Christensen</td>
<td>5/24/02</td>
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<tr>
<td>Facilitator, College Curriculum Team</td>
<td>Susan Lang</td>
<td>5/22/02</td>
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<tr>
<td>Dean, College of Health Professions</td>
<td>Cecilia Rokusek</td>
<td>5/22/02</td>
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<tr>
<td>Chair, Department of Physical Therapy</td>
<td>Ellen Williamson</td>
<td>5/22/02</td>
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