For each course in the program's curriculum, list the course and its details in its own unique row.	Indicate the instructor that is currently assigned to teach each course for the program of study. *If multiple instructors are currently assigned to teach the course, provide an explanation in Column L
Course Title and Number/Section	**Current instructor(s)**
Disorders of Artic/Phon SPA 6204	van Zelst, Anne
Lang Dsdrs Birth to 4 SPA 6401	Timm Fulkerson, Christy
Adult Lang Disorders SPA 6410	Zmijak, Lilyanna
Diagnostic Principles SPA 6553	Williams, Dale
AAC SPA 6559	Timm Fulkerson, Christy
Dysphagia SPA 6565	Zmijak, Lilyanna
Genetics SPA 6438	Danesh, Ali
Disorders of Fluency SPA 6225	Williams, Dale
Motor Speech Dis SPA 6230	Zmijak, Lilyanna
Lang Dsrds Sch Age SPA 6403	Timm Fulkerson, Christy
Counsel Supervision SPA 6513	Zmijak, Lilyanna
E&T Ling/Cult Dif SPA 6558	Timm Fulkerson, Christy
Prfssnl Prctc & Prgrm SPA 6006	Zmijak, Lilyanna
Voice SPA 6211	Zmijak, Lilyanna
Aural Habilitation SPA 6322	Danesh, Ali
Curr Research SPA 6825	Timm Fulkerson, Christy
Clinical Practicum SPA 6505-001	Steele, Kelly
Clinical Practicum SPA 6505-002	Steele, Kelly
Special Topics IPP SPA 5936	Zmijak, Lilyanna
Directed Research SPA 6910	Staff
Master's Thesis SPA 6971	Staff
Directed Independent Study SPA 6905	Staff

Indicate the Highest Degree Earned by selecting the cell and choosing from the dropdown list.		
Highest degree earned by instructor	**If "Other" Degree, specify**	**Term(s) course was offered in the last 2 years**
PhD		fall 2023, fall 2024
PhD		fall 2023, fall 2024
PhD		fall 2023, fall 2024
PhD		fall 2023, fall 2024
PhD		fall 2023, fall 2024
PhD		fall 2023, fall 2024
PhD		fall 2023, fall 2024
PhD		spring 2024, spring 2025
PhD		spring 2024, spring 2025
PhD		spring 2024, spring 2025
PhD		spring 2024, spring 2025
PhD		spring 2024, spring 2025
PhD		summer 2024, summer 2025
PhD		summer 2024, summer 2025
PhD		summer 2024, summer 2025
PhD		summer 2024, summer 2025
Master's		fall 2023, spring 2024, summer 2024, fall 2024, spring 2025, summer 2025
Master's		fall 2023, spring 2024, summer 2024, fall 2024, spring 2025, summer 2025
PhD		summer 2024, summer 2025
PhD		
PhD		summer 2025 (instructors were Dr. Timm Fulkerson and Dr. van Zelst)
PhD		Fall 2024 (instructor was Dr. Timm Fulkerson)

Indicate the Requirement by selecting the cell and choosing from the dropdown list.	Indicate Type, by selecting the cell and choosing from the dropdown list.	Enter Credit Hours in 00.00 format.	Indicate if the course is offered via residential modality by selecting the cell and choosing "Yes" or "No" from the dropdown list.
Requirement	**Course Type**	**Number of Credits**	**Residential**
Required-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	No
Required-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	No
Elective-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	Yes
Elective-Grad	Academic	3.00	No
Required-Grad	Academic	3.00	No
Required-Grad	Academic	3.00	No
Required-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	Yes
Required-Grad	Academic	3.00	No
Required-Grad	Practicum	2.00	Yes
Required-Grad	Practicum	4.00	Yes
Elective-Grad	Academic	3.00	No
Elective-Grad	Research	3.00	Yes
Elective-Grad	Research	varied	Yes
Elective-Grad	Academic	3.00	Yes

Indicate if the course is offered via Distance Education by selecting the cell and choosing "Yes" or "No" from the dropdown list.	If the course is offered via Satellite Location indicate the location (City/State).
Distance Education	**Satellite Campus**
No	
No	
No	
Yes	
No	
Yes	
No	
No	
No	
No	
Yes	
Yes	
Yes	
No	
No	
Yes	
No	
No	
Yes	
Yes	
Yes	
Yes	

Any additional clarifying information you wish to provide?
Change of instructor and modality from the previous academic year
Change of instructor from the previous academic year
Change of modality from previous academic year
Change of instructor from previous academic year
Change of instructor from previous academic year
Change of instructor from previous academic year
Change of instructor from previous academic year
Change of instructor from previous academic year

For each individual who is currently employed by the university and contributes to the graduate program for which you are seeking accreditation, enter their last name below	For each individual who is currently employed by the university and contributes to the graduate program for which you are seeking accreditation, enter their first name below	Indicate the ASHA Certification status of the faculty member by selecting the cell and choosing from the dropdown list.
Faculty Member Last Name	**Faculty Member First Name**	**CCC Status**
Allen	Nicole	CCC-SLP
Atkins	Harlee	CCC-A
Bargas	Lori	CCC-SLP
Berlinger	Susan	CCC-SLP
Clark	Terry	CCC-SLP
Collins	Lisa	CCC-SLP
Danesh	Ali	CCC-A
Danesh	Farzon	CCC-A
Gallego	Maria	CCC-SLP
Gianos	Jessica	CCC-SLP
Reeder	Elizabeth	CCC-SLP
Steele	Kelly	CCC-SLP
Tessel	Carol	CCC-SLP
Timm Fulkerson	Christy	CCC-SLP
Toth	Maria	CCC-SLP
Williams	Dale	CCC-SLP
van Zelst	Anne	CCC-SLP
Zmijak	Lilyanna	CCC-SLP

Indicate the Employment Status by selecting the cell and choosing from the dropdown list. Employment status is based on the individual's status assigned by the institution.		Indicate the Academic Rank by selecting the cell and choosing from the dropdown list.
Employment Status to the	**If Other Employment**	**Academic Rank**
Adjunct		Instructor
Adjunct		Instructor
Adjunct		Instructor
Adjunct		Instructor
Full-time 12 months		Instructor
Adjunct		Instructor
Full-time 9 months		Full Professor
Adjunct		Instructor
Adjunct		Instructor
Adjunct		Instructor
Adjunct		Instructor
Full-time 12 months		Instructor
Adjunct		Instructor
Full-time 9 months		Assistant Professor
Adjunct		Instructor
Full-time 12 months		Full Professor
Full-time 9 months		Assistant Professor
Full-time 12 months		Instructor

	Indicate the Role of the faculty member by selecting the cell and choosing from the dropdown list.	
If Other Academic	**Role**	**If Other Role or Multiple**
	Clinical Supervisor	
	Clinical Supervisor	
	Clinic Director	
	Department Chair	
	Clinical Supervisor	
	Clinical Supervisor	

Indicate the Highest Degree Earned by selecting the cell and choosing from the dropdown list.	
Highest Degree Earned	**If Other Degree,**
Master's	
PhD	
Master's	
Clinical Doctorate	
Master's	
Master's	
PhD	
PhD	
Master's	
Master's	
Master's	
Master's	
PhD	
PhD	
Master's	
PhD	
PhD	
PhD	

Enter the Classroom Teaching Contribution below expressed as a percentage.

(For example, if a faculty member contributes half of their FTE to teaching academic courses in the graduate program, 50 would be entered)

For more information about reporting faculty workload contributions, please visit: https://caa.asha.org/reporting/entering-data/

Classroom Teaching Contribution
0%
0%
0%
0%
0%
0%
28%
0%
0%
0%
0%
47%
100%
35%
0%
17%
27%
47%

Any additional clarifying information you wish to provide?				

Fall 2025 CAA Annual Report - Speech-Language Pathology

Florida Atlantic University

General Information & Instructions

Reports submitted to the CAA are major sources of substantiating information about elements of an education program in relation to its compliance with the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. Programs must report on the continuity and recovery of the program's operations if events occur that significantly interrupt normal institutional operations, as applicable. It is the responsibility of the program director to submit completed reports to the CAA on or before the due date.

Programs are required to submit accreditation review materials by February 1 or August 1, except for programs applying for candidacy status for which applications are scheduled to be submitted January 1 or July 1. Due dates for programs that hold an accreditation status, e.g., accredited, candidate, are assigned based on the dates of the programs' accreditation or candidacy cycles. Accreditation reports must be filed through the on-line reporting system unless otherwise directed.

The CAA has provided programs with a PDF slide show and YouTube video tutorial that gives a basic overview of accessing and using the Armature Fabric platform, along with other helpful resources, on the Resources page of the CAA website.

I. **Entering Responses**
   a. Save often! When entering data, clicking the NEXT button will advance you to the next section of the instrument, however the SAVE feature should be used often to prevent loss of data.
   b. If more than one user is accessing the report instrument to provide data, report editors should not work on the same Standard section simultaneously. Changes to a page may not save correctly if multiple users have the same Standard page open at the same time.
   c. Whenever possible, responses to questions within this instrument should be ***plain, unformatted* text**. Using other text formatting may cause the system to slow. If content needs to be added from a website, Word document, or other computer application, users should do the following:
      1. Open Notepad or a similar application to create a new text file.
      2. Copy the desired content from the website, Word document, or other application.
      3. Paste the copied content into the Notepad text file (this will strip out formatting).
      4. Copy your now unformatted content from the text file and paste into the report.

II. **Responding to Prior Concerns**
   a. You **must** respond to any non-compliance citations or areas for follow-up that were noted on the previous Accreditation Action Report. There is a text box at the start of each standard section to respond to prior concerns.
   b. When providing supporting evidence to the CAA for Standards and any prior concerns, refer to the **Document Guidance** resource from the CAA website for possible sources of evidence to provide in your response.

III. **Use of Distance Education Technologies**
   a. If (during the last reporting period) your program offered (or is currently offering) coursework via distance education *or* if your program has been approved for a permanent distance education modality, your program **must** address institutional policies regarding verification of student identity.
   b. Standard 4.10 states the following:
      - **Standard 4.10: The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.**
        - The program must document that the institutional policies regarding verification of a student's identity are followed and implemented and applied consistently.
        - The program must make clear that the identities of students enrolled in a distance education course or program are protected.
          - All programs who utilized distance education technologies, even if on a temporary basis, are required to answer the questions related to distance education.
   c. The online report instrument is designed with conditional logic throughout so that if the response under the modalities section is "yes", additional questions related to distance education will appear for you to respond to.

IV. **Submitting Your Report**
   a. Before submitting:
      i. Review and verify all data reported is accurate and current.
      ii. Ensure that all links to websites are accurate and are working.
   b. **Only Program Directors may submit the report. To submit the report, you must click the submit button at the bottom of the instrument and confirm that you are submitting your annual report. You can verify that you have submitted your report by clicking the Instruments tab and reviewing the status of this report instrument.**
   c. It is understood that any information submitted for the purposes of this evaluation shall be used to determine compliance with CAA Standards; furthermore, non-identifying program data may be analyzed and published in the aggregate in order to further the purpose of the CAA, which is to assure quality in preparation of students in audiology and speech-language pathology to serve the professions and the public.

V. **Additional Resources**
   a. Refer to the following policies regarding report submission and timelines which are outlined in the **Accreditation Handbook** (Chapter XI. EXPECTATIONS OF PROGRAMS). Make sure you are familiar with the rationale, criteria, and timelines for each of these policies.

i. Requests for Submission Extension (Chapter XI.C)
ii. Administrative Probation (Chapter XI.D)
iii. Lapse of Accreditation (Chapter XI.E)

b. Additional reporting resources may be found on the CAA website (https://caa.asha.org/Resources/) and include data collection worksheets, templates for documents to be uploaded with your CAA report, additional documentation guidance (https://caa.asha.org/siteassets/files/accreditation-standards-documentation-guidance.pdf), and other information about submitting your CAA report.

Modalities

If coursework is offered via distance learning (DE) or satellite campus, then any changes and updates in both residential and DE and/or satellite must be noted throughout the report with respect to all program offerings.

****Your response to the following questions could enable additional questions to appear within this report. If you later alter your response to these questions, you risk losing information entered.****

Confirm

Are graduate courses for the entry-level graduate program available through distance education?

Yes, Less than 50% of the academic credit hours

Is this graduate program or a component of the program offered through a satellite location?

No

Standard 1.1 Institutional Accreditation

The sponsoring institution of higher education holds current institutional accreditation.

--

Requirement for Review:

- The institution of higher education within which the audiology and/or speech-language pathology program is housed must hold institutional accreditation from one of the following institutional accrediting bodies:
  - Middle States Commission on Higher Education;
  - New England Commission of Higher Education;
  - North Central Association of Colleges and Schools, The Higher Learning Commission;
  - Northwest Commission on Colleges and Universities;
  - Southern Association of Colleges and Schools, Commission on Colleges;
  - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Institutional Accreditation listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's institutional accreditation.

None have occurred

Name of Institutional Accreditor:

Southern Association of Colleges and Schools, Commission on Colleges

Provide current dates of Institutional Accreditation.

Start Date	End Date
12/31/2024	12/31/2034

Is the institution currently undergoing review by the institutional accreditor?

No

List all institutions participating in the consortium, the institutional accreditation for the participating entity, and which entity(s) will be granting the degree.

Check the Degree Granting Entity (Check all that apply)	Name of Institution	Name of Institutional Accreditor

Program is not part of a consortium

Use the text box below to describe any additional clarifying information regarding the program's compliance with Standard 1.1.

None

Standard 1.2 Degree Granting Authority

The sponsoring institution of higher education must be authorized to provide the program of study in audiology and/or speech-language pathology. --

Requirement for Review:

- The sponsoring institution of higher education must be authorized under applicable laws or other acceptable authority to provide the program of post-secondary education.
- The sponsoring institution of higher education must have appropriate graduate degree-granting authority.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Degree Granting Authority listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Degree Granting Authority.

None have occurred

Use the text box below to describe any additional clarifying information regarding the program's compliance with Standard 1.2.

None

Standard 1.3 Mission, Goals and Objectives

The program has a mission and goals that are consistent with preparation of students for professional practice. --

Requirement for Review:

- The mission statement and the goals of the program (including religious mission, if relevant) must be presented.
- The program must describe how the mission statement and program goals are used to guide decision making to prepare students for entry level into professional practice in audiology or speech-language pathology.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Mission, Goals and Objectives listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's mission, goals and objectives.

The department's mission statement was changed to:
Our mission is to prepare highly qualified, capable, and ethical professionals who engage in reflective decision-making and promote and sustain authentic change and excellence while exceeding the department's and ASHA's guidelines for clinical and academic preparation in speech-language pathology. Furthermore, we are committed to advancing research in typical and atypical speech, language, and hearing processes to enhance clinical and academic knowledge to address the evolving needs of a global society. Through evidence-based methodologies and emerging technologies, we endeavor to provide comprehensive speech, language, and hearing diagnostic and habilitation/ rehabilitation services to Florida Atlantic students, faculty, staff, and the surrounding community. Additionally, we strive to serve as a vital resource for the University, as well as for local, state, national, and international communities, offering expertise as consultants, liaisons, lecturers, facilitators, master clinicians, researchers, and authorities in the various areas of communication disorders.

For which credentials are students prepared? Select all that are relevant to the program's mission and goals.

Certificate of Clinical Competence (CCC)
State Licensure

Specify States:

Florida

Use the text box below to describe any additional clarifying information regarding the program's compliance with Standard 1.3.

Goals and objectives, along with attainment strategies, schedules for attainment, and mechanisms for regular evaluation are posted on the department website at https://www.fau.edu/education/academicdepartments/csd/strategicplan/.
The mission statement was revised to assure its compliance with state legislation.

Standard 1.4 Evaluation of Mission and Goals

The program faculty must regularly evaluate the congruence of program and institutional missions and the extent to which the goals are achieved.

--

Requirement for Review:

- The program monitors its mission and goals to ensure that they remain congruent with those of the institution.
- The program periodically reviews and revises its mission and goals.
- The program systematically evaluates its progress toward fulfillment of its mission and goals.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Evaluation of Mission and Goals listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's evaluation of mission and goals.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.4.

As noted in the response to standard 1.3, the mission statement was updated. However, the system of review, monitoring, and revision was not changed.

Standard 1.5 Program Strategic Plan

The program develops and implements a long-term strategic plan.

--

Requirement for Review:

- The plan must be congruent with the mission and goals of the program and the sponsoring institution, have the support of the administration, and reflect the role of the program within its community.
- The plan identifies long-term goals, specific measurable objectives, strategies for attainment of the goals and objectives, and a schedule for analysis of the plan.
- The plan must include a mechanism for regular evaluation of the plan itself and of progress in meeting the plan's objectives.
- An executive summary of the strategic plan or the strategic plan must be shared with faculty, students, staff, alumni, and other interested parties.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.5 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload

supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Strategic Plan listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's strategic plan.

None have occurred

Provide an executive summary of the strategic plan that is shared with faculty, students, staff, alumni, and other interested parties.

The Strategic Plan is summarized in the department's Vision Statement:
The Department of Communication Sciences and Disorders at Florida Atlantic University is dedicated to excellence in academic preparation, clinical education, research, and service to the community. The department is committed to preparing entry-level clinicians who utilize evidence-based practices in the clinical environment, adhere to ethical standards professionally and personally, employ critical thinking and self-analysis, aspire to exceptional quality in clinical practice, utilize technology to further treatment and research goals, and recognize the value of life-long learning.

Describe the methods used to ensure that the strategic plan reflects the role of the program within its community.

The CSD faculty review the strategic plan regularly to assess its alignment with the department's, college's, and university's missions.
One of the primary goals for our department is to increase our visibility within our service area. One measure of how well this goal is met is the size and diversity of our on-campus clinic population.
Our students volunteer at Camp Super Star for its summer weekend program for children with craniofacial anomalies. The CDC (Communication Disorders Clinic) will provide tele-therapy to individuals who cannot come to the clinic for service. The hearing clinic director supervises annual hearing screening for the community. A stuttering support group meets monthly and attracts participants from within FAU and the surrounding community. A Babbles to Books program serves to improve the early language and pre-literacy skills of local toddlers. Students in the clinic, under the supervision of the Clinic Director, treat clients with Parkinson's Disease for free via the SPEAK OUT!® program.
The department's Industry Advisory Board, made up of alumni, health professionals, and community members, met in fall 2024 to discuss departmental and community issues.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.5.

None

Standard 1.6 Program Authority and Responsibility

The program's faculty has authority and responsibility for the program. --

Requirement for Review:

- The institution's administrative structure demonstrates that the program's faculty is recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including the curriculum.
- The program faculty has reasonable access to higher levels of administration.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.6 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload

supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Authority and Responsibility listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's authority and responsibility.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.6.

None

Standard 1.7 Program Director

The individual responsible for the program of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science and holds a full-time appointment in the institution. --

Requirement for Review:

- The individual designated as program director holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science
- The individual designated as program director holds a full-time appointment in the institution.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.7 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Program Director listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's director.

None have occurred

Provide the name of the individual designated as program director below.

Name of Program Director:	Dr. Dale F Williams
☑ The program understands that it must notify the CAA of program director changes as soon as possible, but no later than 30 days after the change, including temporary appointments and	

sabbaticals. Failure to notify the CAA Accreditation Office within the timelines may jeopardize the program's accreditation status.

Information about reporting changes can be found on the CAA website at https://caa.asha.org/reporting/reporting-changes/

Program Director date appointed:

01/01/2019

Is the Program Director new since submission of the last CAA report?

No

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.7.

The Program Director has a permanent full-time appointment.

Standard 1.8 Equitable Treatment

The institution and program must comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

--

Requirement for Review:

- The institution and program must comply with all applicable federal, state, and local laws, regulations, and executive orders prohibiting discrimination, including laws that prohibit discrimination based on age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.
- The program must adhere to its institutional policies and procedures—including non-harassment policies, internal complaint procedures, and appropriate educational programs—to ensure that the program complies with all applicable nondiscrimination statutes and that all staff, faculty, and students are made aware of the policies and the conduct they prohibit.
- The program must maintain, as relevant, a record of internal and external complaints, charges, and litigation alleging violations of such policies and procedures and ensure that appropriate action has been taken.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.8 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Equitable Treatment listed in the last Accreditation Action Report

Have you ever requested an exemption from any federal anti-discrimination provisions based on your institution's religious tenets?

No

If you have not requested an exemption from federal anti-discrimination provisions, do you believe you qualify for such an exemption? If so, please clarify which provisions and for what reasons.

No

Describe any changes that have occurred in the last reporting period regarding the program's Equitable Treatment.

In December 2024, the faculty approved a "Welcoming Environment" statement for students. This statement (below) was added to the Policies and Procedures Handbook in January 2025.
Welcoming Environment: The Department of Communication Sciences and Disorders actively welcomes all students into the program and works diligently to assure that none are unfairly excluded from academic or departmental activities. This is facilitated in three ways:
1. During new student orientation, the importance of making sure all students feel welcome and included is covered in detail,
2. Anonymous and secure website reporting of everything from micro-aggressions to clear prejudice (and including acts of exclusion) is available to all students, and
3. A council of students is formed to address reports of unwelcome behavior.
The council will consist of department NSSLHA officers, graduate assistants, and other interested students. Faculty will monitor the website and provide a summary of comments to the council, assuring that they are as anonymous as possible*. The officers and advisor will address complaints as they see fit, including potentially involving faculty and/or staff. The faculty NSSLHA advisor will oversee the process.
*If the comments are about a faculty member, the student(s) will be informed how to file a complaint to The Office of Equal Opportunity Programs.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.8.

The new Welcoming Environment policy will be reviewed with new students during their orientation in August 2025.

Standard 1.9 Public Information

The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available. --

Requirement for Review:

- The program must publish to the general public on its website the program's CAA accreditation status, in accordance with the language specified in the Public Notice of Accreditation Status in the CAA *Accreditation Handbook*, as required under federal regulations. This must be displayed in a clearly visible and readily accessible location. Additional references to the program's accreditation status must be accurate but need not include all components of the accreditation statement.
- Websites, catalogs, advertisements, and other publications/electronic media must be accurate regarding standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges.
- The program must make student outcome measures available to the general public by posting the results on the program's website via a clearly visible and readily accessible link.
- The program must make public the number of expected terms for program completion for full-time and part-time students.
- At a minimum, the following results of student outcome measures for the most recently completed 3 academic years must be provided:
    - number and percentage of students completing the program within the program's published time frame for each of the 3 most recently completed academic years,
    - number and percentage of program test-takers who pass the *Praxis*® Subject Assessment examination for each of the 3 most recently completed academic years (programs need report only the results once for test-takers who take the test more than one time in the reporting period),
- Student outcome measures must be labeled "Student Achievement Data" or "Student Outcome Data."
    - If both the audiology and the speech-language programs are accredited, separate data tables must be provided for each program.
    - If the program has a distance education component or a satellite campus, the student outcome data must be presented for each modality.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 1.9 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Public Information listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the currency, accuracy and availability of public information about the program.

None have occurred

The CAA requires programs to disclose accurate and complete information on their respective websites about their accreditation status to include the specific degree program holding the accreditation status and the full name, address, and phone number of the accrediting agency: Council on Academic Accreditation in Audiology and Speech-Language Pathology.

See chapter XII.C *Public Notice of Accreditation Status* within the Accreditation Handbook for guidance and examples of applicable accreditation statements.

Confirm that the program's current Accreditation Statement is written in accordance with the Accreditation Handbook, then provide the URL where this information can be found:

https://www.fau.edu/education/academicdepartments/csd/

The CAA has developed guidance on presenting student achievement data and has created a checklist for programs to use related to Standard 1.9 – Public Information:

- **Are the student outcome measures labeled as "Student Achievement Data" or "Student Outcome Data"?**
- **Are the outcome measures separated by professional area and modality (if applicable)?**
- **Do you have the number AND percentage for each of the required outcomes listed?**
- **Do the outcome measures reflect the last 3 mostly recently completed academic years?**
- **Are the specific academic years listed, so that timelines are clear in the outcome measures?**
- **Do you have written policies and procedures for updating the website content at least annually? Where do you keep that document kept for faculty/staff to reference? Does it specify when the program data will be updated?**

☑ Check this box to confirm that the above items have been reviewed prior to answering all remaining questions below.

Provide the URL where the Praxis pass rates are located on the program's website.

https://www.fau.edu/education/academicdepartments/csd/

Provide the URL where the completion rates are located on the program's website.

Programs are advised to compare the student outcome data displayed on the program's website with the Program Completion Rate Calculator worksheet data (submitted under Standard 5.5), as both sets of data should match. More information about calculating program completion rates can be found on the CAA website.

https://www.fau.edu/education/academicdepartments/csd/

In addition to publishing these student achievement data (Praxis pass rate and program completion rates) on the program's website, does the program publish student achievement information anywhere else? (Select all that apply)

Catalog

Describe how information regarding the number of expected terms for program completion (full-time students, part-time students, different delivery modalities, etc.) is made available to the public and to students.

If this information is available on the program's website, include the specific URL.

Full and part time course rotations are reviewed with students at the new student orientation in August (students are only accepted in the fall) and are available on the department website at https://www.fau.edu/education/academicdepartments/csd/documents/graduate-curriculum.pdf
.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 1.9.

None

Standard 2.0 Faculty Roster and Details

Provide a full listing of individuals who are currently employed by the university and contribute to the graduate program for which you are seeking accreditation in the table below.

Visit the CAA website Program Resources webpage to download the Faculty Roster Summary Worksheet. Once this worksheet is completed, upload it below.

No document provided

For each faculty member listed on the Faculty Roster Summary uploaded above, a Faculty Data Collection Worksheet must be downloaded from the CAA Program Resources webpage, completed in full, and uploaded to the table below.

For identification purposes, each Faculty Data Collection Worksheet should be saved using the following format: LastName.FirstName.FacultyData
Example: Smith.John.FacultyData

Once you have uploaded all faculty data collection worksheets, please check the box below confirming that you agree to the attestation statement.

"I confirm that a current Faculty Data Collection Worksheet for each faculty member that is currently employed by the university and contributes to the graduate program has been uploaded to the Standard 2.0 Faculty Data Worksheet Table. This listing matches the uploaded Faculty Roster Summary Worksheet."

☐ Check box to confirm

No response provided

Standard 2.1 Faculty Sufficiency – Overall Program

The number and composition of the program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:

--

2.1.1 allows students to acquire the knowledge and skills required in Standard 3,

2.1.2 allows students to acquire the scientific and research fundamentals of the discipline,

2.1.3 allows students to meet the program's established goals and objectives,

2.1.4 meets the expectations set forth in the program's mission and goals,

2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time frame.

Requirement for Review:

- The program must document
  - the number of individuals in and composition of the group that delivers the program of study;
  - the distribution of faculty in terms of the number of full-time and part-time individuals who hold academic doctoral degrees, clinical doctoral degrees, and master's degrees;
  - how the faculty composition is sufficient to allow students to acquire the knowledge and skills required in Standard 3;
  - how the faculty composition is sufficient to allow students to acquire the scientific and research fundamentals of the profession;
  - how the faculty composition is sufficient to allow students to meet the program's established learning goals and objectives;
  - how the faculty composition is sufficient to allow students to meet the expectations set forth in the program's mission and goals;
  - how the faculty composition ensures that the elements (classes and clinical practica) of the program are offered on a regular basis so that students can complete the program within the published time frame.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 2.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload

supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Overall Program Faculty Sufficiency listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding overall program faculty sufficiency.

Faculty is sufficient for the standard's requirements. Specific faculty changes are listed below.

Have there been any faculty changes since your last report to the CAA?

Yes

Indicate faculty changes that have occurred since your last report to the CAA.

Faculty Name	Status	For Status of Other, Specify	Courses Taught/Assigned	Effective Date
Christy Timm Fulkerson	New and replaced former faculty member		SPA 6559, SPA 6401, SPA 6403, SPA 6558, SPA 6825, SPA 6505	08/05/2024
Anne van Zelst	New and replaced former faculty member		SPA 4101, SPA 6204, LIN 4710, SPA 4112, SPA 6505	08/05/2024
Maria Gallego	New and filled additional faculty line		SPA 6505	08/17/2024
Jessica Gianos	New and filled additional faculty line		SPA 6505	08/17/2024
Caitlin Imgrund	Left the Program		LIN 4710, SPA 6825, SPA 6403, SPA 4002, SPA 6505, SPA 6559, SPA 6401	08/09/2024

RESPONSE - 1

Indicate faculty changes that have occurred since your last report to the CAA.

Faculty Name	Status	For Status of Other, Specify	Courses Taught/Assigned	Effective Date
Christy Timm Fulkerson	New and replaced former faculty member		SPA 6559, SPA 6401, SPA 6403, SPA 6558, SPA 6825, SPA 6505	08/05/2024

RESPONSE - 2

Indicate faculty changes that have occurred since your last report to the CAA.

Faculty Name	Status	For Status of Other, Specify	Courses Taught/Assigned	Effective Date
Anne van Zelst	New and replaced former faculty member		SPA 4101, SPA 6204, LIN 4710, SPA 4112, SPA 6505	08/05/2024

RESPONSE - 3

Indicate faculty changes that have occurred since your last report to the CAA.

Faculty Name	Status	For Status of Other, Specify	Courses Taught/Assigned	Effective Date
Maria Gallego	New and filled additional faculty line		SPA 6505	08/17/2024

RESPONSE - 4

Indicate faculty changes that have occurred since your last report to the CAA.

Faculty Name	Status	For Status of Other, Specify	Courses Taught/Assigned	Effective Date
Jessica Gianos	New and filled additional faculty line		SPA 6505	08/17/2024

RESPONSE - 5

Indicate faculty changes that have occurred since your last report to the CAA.

Faculty Name	Status	For Status of Other, Specify	Courses Taught/Assigned	Effective Date
Caitlin Imgrund	Left the Program		LIN 4710, SPA 6825, SPA 6403, SPA 4002, SPA 6505, SPA 6559, SPA 6401	08/09/2024

What is the total number of students currently enrolled in the residential component of the CAA accredited graduate education program?

Student Status	Current Report	Prior Report	Percent Change
Full-time	54	47	14.89%
Part-time	9	6	50.00%
Total	63	53	18.87%

Percentage change of enrollment across all modalities:

% Change Full-time	14.89%
% Change Part-time	50.00%

If student enrollment has increased 50% or more since last year for any modality (residential, distance education, satellite), explain steps taken by the program to ensure:

- **Sufficient faculty**
- **Sufficient financial and other resources**
- **Students meet student outcome measures (Praxis pass rates, program completion rates, employment rates)**
- **Students have access to client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups**
- **Program mission and goals are met**
- **Long-term stability and quality programming**

The 50% increase in part-time students represents an increase of only 3 students. All part-time students are advised to begin one of the program's designated part-time rotations to help them meet clinic and academic requirements. Faculty, financial, and other resources did not change for the small increase in the number of part-time students.

Do you offer an undergraduate program in the field of Communication Sciences and Disorders?

No

Does your department offer any other graduate programs in addition to the one you are currently reporting on?

No

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.1.

None

Standard 2.2 Faculty Sufficiency – Institutional Expectations

The number, composition, and workload of all full-time faculty who have responsibility in the graduate program are sufficient to allow them to meet expectations with regard to teaching, research, and service of the sponsoring institution.

--

Requirement for Review:

- The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide teaching, research, and service as part of their workload
  - are accessible to students,
  - have sufficient time for scholarly and creative activities,
  - have sufficient time to advise students,
  - have sufficient time to participate in faculty governance,
  - have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.
- The program must demonstrate that all faculty who have responsibility in the graduate program and have obligations to provide clinical education and service as part of their workload
  - are accessible to students,
  - have sufficient time for scholarly and creative activities,
  - have sufficient time to advise students,
  - have sufficient time to participate in faculty governance,
  - have sufficient time to participate in other activities that are consistent with the expectations of the sponsoring institution.
- The program must demonstrate that faculty who are tenure eligible have the opportunity to meet the criteria for tenure of the sponsoring institution.
- The program must demonstrate that faculty who are eligible for promotion have the opportunity to meet the criteria for promotion of the sponsoring institution.
- The program must demonstrate that faculty who are eligible for continuing employment have the opportunity to meet the expectations for continued employment of the sponsoring institution.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 2.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Institutional Expectations for Faculty Sufficiency listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding Faculty Sufficiency – Institutional Expectations.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.2.

None

Standard 2.3 Faculty Qualifications

All faculty members (full-time, part-time, adjuncts), including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education as assigned by the program leadership.

--

Requirement for Review:

- The program must demonstrate that the qualifications and competence to teach graduate-level courses and to provide clinical education are evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education.
- The program must demonstrate that all individuals providing didactic and clinical education, both on-site and off-site, have appropriate experience and qualifications for the professional area in which education is provided.
- The program must demonstrate that the faculty possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum as specified in Standard 3.
- The program must demonstrate that the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD).

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 2.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Faculty Qualifications listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding faculty qualifications.

The verification of supervisor credentials, including the e-verification of state license, ASHA Certification, and compliance with ASHA requirements for supervisors (i.e., 2-CEU supervisor course) are now being saved in CALIPSO under each supervisor's license and certification page, rather than saved as a .png file to the department's shared secure computer drive, as previously done.

If the information provided in the Standard 2.0 Faculty and Standard 3.0B Courses sections does not demonstrate that the majority of academic content is taught by doctoral faculty who hold a PhD or EdD degree, provide rationale.

NOTE: ***The majority of academic content should be calculated based on credit hours (not the number of courses) for academic courses only, not clinical coursework.***

Academic content includes lectures or other pedagogical methods, laboratory experiences, and/or clinically related activities or experiences provided within the context of a credit-earning didactic course or research experience.

Majority of academic content is taught by doctoral faculty who hold a PhD or EdD degree

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.3.

None

Standard 2.4 Faculty Continuing Competence

All faculty members maintain continuing competence and demonstrate pursuit of lifelong learning. --

Requirement for Review:

- The program must demonstrate that all individuals who have responsibility to deliver academic and clinical components of the graduate program maintain continuing competence.
- The program must demonstrate that all individuals who have responsibility to deliver the graduate program pursue lifelong learning.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 2.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Faculty Continuing Competence listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Faculty Continuing Competence.

Florida Atlantic University and the Association of College and University Educators (ACUE) have partnered to offer faculty and staff the opportunity to take research-backed professional learning online micros, or courses, at no charge. Course takers learn evidence-based practices that have been shown to increase student retention and strengthen belonging and achievement.

Describe training provided to faculty in regard to distance education technology and the unique requirements for such components.

The Florida Atlantic University Office of Information Technology offers classes and individualized sessions to faculty to train them in the use of Canvas, the cloud-based learning management system used for distance education courses. Full-time and adjunct faculty are eligible for these services.
The FAU College of Education's Office of Accreditation, Assessment, and Analytics provides training in Livetext, the platform on which the department's critical assignments are recorded and stored. This training is upon request, but available to full-time and adjunct faculty.
FAU's Center for Online and Continuing Education provides a variety of Instructional Design Services including assistance with converting a face-to-face class to online instructional delivery and refreshing an existing online course. FAU's Center for Online and Continuing Education also has instructional design staff available for consultation and to answer questions about online learning and regularly hold "Open Lab", a dedicated time when faculty (including full-time and adjunct faculty) can receive training on online instruction methods.
FAU's Center for Online and Continuing Education offers Teaching Online: Pedagogy and Practice (TOPP). This professional development online workshop is geared to any faculty, adjuncts, or staff that teach online courses. TOPP is an 8-week self-paced online course that provides in-depth training on how to deliver a fully online course. Upon successful completion, $500 is paid to the faculty, adjunct or staff member.
Finally, the partnership between FAU and ACUE includes courses in online learning.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 2.4.

None

Standard 3.0B Courses

Visit the CAA website Program Resources webpage to download and save the Standard 3.0 Courses Worksheet. Once this worksheet is completed, upload it below.

***Note: Any currently assigned instructors listed on the Courses Worksheet should also be listed on the Faculty Roster Summary Worksheet.**

No document provided

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's courses.

Standard 3.1B Overall Curriculum

An effective entry-level professional speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e., one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for professional practice in speech-language pathology.

--

Requirement for Review:

The master's program in speech-language pathology must perform the following functions.

- Provide the opportunity for students to complete a minimum of 400 supervised clinical practice hours, 25 of which may be in clinical observation; 325 of these hours must be attained at the graduate level. The supervised clinical experiences should be distributed throughout the program of study.
- The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech-language pathology, sufficient to enter professional practice. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.
- Establish a clear set of program goals and objectives that must be met for students to acquire the knowledge and skills needed for entry into professional practice.
- Establish a clear process to evaluate student achievement of the program's established objectives.
- Offer opportunities for each student to acquire the knowledge and skills needed for entry into professional practice, consistent with the scope of practice for speech-language pathology, and across the range of practice settings.
- Offer a plan of study that encompasses the following domains:
    - professional practice competencies;
    - foundations of speech-language pathology practice;
    - identification and prevention of speech, language, and swallowing disorders and differences;
    - assessment of speech, language, and swallowing disorders and differences;

- intervention to minimize the impact for speech, language, and swallowing disorders and differences.

- Offer high quality learning environments that are learner centered, knowledge and skill centered, and assessment centered.
- Offer the academic and clinical program on a regular basis so that students are able to satisfy degree and other requirements within the program's published time frame.
- Offer opportunities for students to qualify for state and national credentials that are required for entry into professional practice, consistent with the program's mission and goals (e.g., state license, state teacher certification, national credential).

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.1B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Overall Curriculum listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Overall Curriculum.

None have occurred

Provide the URL for the current graduate program course descriptions.

https://www.fau.edu/registrar/university-catalog/catalog/educationdes/#csd

Based on full-time enrollment, indicate the academic and clinical requirements for the degree, including the minimum number of graduate semester/quarter credit hours required to earn the degree.

Requirements	Number of Credits
Minimum required academic credits	48
Minimum elective academic credits	6
Minimum required practicum/clinical credits	14
Minimum elective practicum/clinical credits	0
Minimum required research credits (include dissertation if applicable)	6
Minimum elective research credits (include dissertation if applicable) Indicate any other requirements below	0
Indicate any other requirements below:	
None	0
Total	74

Describe how the courses offered by distance education are equivalent to those that are offered in the residential program, including number of credits, availability, sequence, etc.

Not applicable

Indicate the mechanisms that will be used by faculty to substantively engage students enrolled in the distance education component in teaching, learning, and assessment. (Select all th

Providing direct instruction

Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.1B.

Completion of the program requires 68 credit hours. The chart identifies 74 credit hours because it reflects the option that students have to take either two electives (6 semester credit hours) and the comprehensive examination or complete a thesis (6 semester credit hours).
The program is a residential program but does have remote courses.
Discussions among faculty with and without College of Education research design experts and statisticians took place to consider combining SPA 6825 and the COE required course EDF 6481 (i.e., 2 research courses), which would reduce the required credit hours needed for completion from 68 to 65. No action was taken. Discussions will continue during the next academic year.

Standard 3.2B Curriculum Currency

An effective speech-language pathology program is characterized by planning and organization, is reviewed systematically and on a regular basis, and is consistent with current knowledge and practice guidelines of the profession.

--

Requirement for Review:

- The program must demonstrate that the
  - curriculum is planned and based on current standards of speech-language pathology practice;
  - curriculum is based on current literature and other current documents related to professional practice and education in speech-language pathology;
  - curriculum is delivered using sound pedagogical methods;
  - curriculum is reviewed systematically and on a regular basis;
  - review of the curriculum is conducted by comparing existing plans with current standards of speech-language pathology practice, current literature, and other documents related to professional practice and education in speech-language pathology.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.2B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Curriculum Currency listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's curriculum currency.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.2B.

None

Standard 3.3B Sequence of Learning Experiences

An effective speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each student to meet the program's established learning goals and objectives and develop into a competent speech-language pathologist.

--

Requirement for Review:

- The program must demonstrate how the courses and clinical experiences are organized and sequenced and allow for integration across all elements of the program.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.3B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Sequence of Learning Experiences listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's sequence of learning experiences.

None have occurred

Describe any differences in the expected sequence of courses and clinical experiences that result from different tracks.

The program does not have tracks.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.3B.

None

Standard 3.4B Diversity Reflected in the Curriculum

An effective speech-language pathology program is organized and delivered in such a manner that diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education.

--

Requirement for Review:

- The program must provide evidence that diversity, equity, and inclusion are incorporated throughout the academic and clinical program, in theory and practice.
- The program must provide evidence that students are given opportunities to identify and acknowledge approaches to addressing culture and language that include cultural humility, cultural responsiveness, and cultural competence in service delivery.
- The program must provide evidence that students are given opportunities to identify and acknowledge the impact of both implicit and explicit bias on clinical service delivery and actively explore individual biases and how they relate to clinical services.
- The program must provide evidence that students are given opportunities to identify and acknowledge:
    - The impact of how their own set of cultural and linguistic variables affects patients/clients/students care. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identify, national origin, race, religion, sex, sexual orientation, or veteran status.

- The impact of cultural and linguistic variables of the individual served may have on delivery of effective care. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
- The interaction of cultural and linguistic variables between the caregivers and the individual served. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
- The social determinants of health and environmental factors for individuals served. These variables include, but are not limited to, health and healthcare, education, economic stability, social and community context, and neighborhood and built environment, and how these determinants relate to clinical services.
- The impact of multiple languages and ability to explore approaches to addressing bilingual/ multilingual individuals requiring services, including understanding the difference in cultural perspectives of being d/Deaf and acknowledge Deaf cultural identities.

- The program must provide evidence that students are given opportunities to recognize that cultural and linguistic diversity exists among various groups, including among d/Deaf and hard of hearing individuals, and foster the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.4B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Diversity Reflected in the Curriculum listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding diversity reflected in the curriculum.

A different instructor (new hire) was assigned to teach SPA 6558: Evaluation and Treatment of Linguistically and Culturally Diverse Populations. In the course, students complete a variety of activities and assignments which require them to think critically about how their own culture and beliefs impact their service delivery. One example includes a midterm assignment requiring students to address parents' and teachers' concerns with cultural humility and responsiveness.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.4B.

None

Standard 3.5B Scientific and Research Foundation

An effective speech-language pathology program is organized so that the scientific and research foundations of the profession are evident.

--

Requirement for Review:

- The program must demonstrate the procedures used to verify that students obtain knowledge in
  - the basic sciences and statistics;
  - basic science skills (e.g., scientific methods, critical thinking);
  - the basics of communication sciences (e.g., acoustics, linguistics, and neurological processes of speech, language, and hearing).
- The program must demonstrate how the curriculum provides opportunities for students to
  - understand and apply the scientific bases of the profession,
  - understand and apply research methodology,
  - become knowledgeable consumers of research literature,
  - become knowledgeable about the fundamentals of evidence-based practice,
  - apply the scientific bases and research principles to clinical populations.
- The program must include research and scholarship participation opportunities that are consistent with the mission and goals of the program.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.5B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Scientific and Research Foundations listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Scientific and research foundations.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.5B.

None

Standard 3.6B Clinical Settings/Populations

The clinical education component of an effective entry-level speech-language pathology program is planned for each student so that there is access to a base of individuals who may be served that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, populations, and age groups. The comprehensive clinical experiences must include direct contact with individuals seeking service, consultation, recordkeeping, and administrative duties relevant to professional service delivery in speech-language pathology.

--

Requirement for Review:

- The program must demonstrate that it has mechanisms to develop comprehensive plans of clinical educational experiences so that each student has an opportunity to
  - experience the breadth and depth of clinical practice,
  - obtain experiences with diverse populations,
  - obtain a variety of clinical experiences in different work settings,
  - obtain experiences with appropriate equipment and resources,
  - learn from experienced speech-language pathologists who will serve as effective clinical educators.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.6B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Clinical Settings/Populations listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's clinical settings/populations.

Below is an updated list of clinical sites used during the time since our previous report.

Clinical Site Name	Facility	Activities	Terms	Age Range	Distance	Students per supervisor
Baptist Bethesda East peds	Hospital	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 17 mos - 14 yrs.	11-20 miles	1 per 1
Boca Raton Regional Hospital	Hospital	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences, Student Inservice/Presentation	1	Adults: 21-107, Children:	1-10 miles	1 per 1
Breakthrough Therapy Services	Private Practice	Evaluation, Treatment, Documentation, Observation	1	Adults: , Children: 0-18	11-20 miles	per
Bridging the Pieces Therapy	Other, Private Practice	Evaluation, Treatment, Documentation, Observation	1	Adults: n/a, Children: 2-11	31-40 miles	1 per 1
Broward County Public Schools	School	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 3-12	1-10 miles	1 per 1
Broward School Manatee Bay	School	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 5-12	31-40 miles	1 per 1
Broward School Sand Piper Elem	School	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 6-11	21-30 miles	1 per 1
Brwd school: Riverglades Elementary	School	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 5-12	1-10 miles	1 per 1
Cleveland Clinic Martin, adult	Hospital	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: 18+, Children:	More than 50 miles	1 per 1
Cleveland Clinic OP SLW	Hospital	Evaluation, Treatment, Documentation, Observation	1	Adults: , Children: 0-18	More than 50 miles	1 per 2
Lynne Pesklo Speech Therapy Services, Inc.	Private Practice	Evaluation, Treatment, Documentation, Observation	1	Adults: , Children: infant - 4 years	11-20 miles	1 per 1
Palm Beach Speech & OT Specialists	Other, Private Practice	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 19 mos. - 16 yrs.	21-30 miles	1-2 per 1
PB School JC Mitchell	School	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 3-5	1-10 miles	1 per 1
PB School Sunset Palms	School	Evaluation, Treatment, Documentation, Observation	1	Adults: , Children: 3-12	1-10 miles	1 per 1
PB school, Sunrise Park Elem	School	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 7-11	1-10 miles	1 per 1
Pediatric Feeding Institute of South Florida	Other, Private Practice	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 4 wks - adolescent	1-10 miles	1 per 4
Professional Speech Associates	Private Practice	Evaluation, Treatment, Documentation, Observation	1	Adults: , Children: 0-21	11-20 miles	1 per 1
Progressive Pediatric Therapy for Kids Boca	Other, Private Practice	Evaluation, Treatment, Documentation, Observation	1	Adults: , Children: 1 - 14	1-10 miles	1 per 1
Rales Jewish Family Services	School	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: , Children: 4-15	1-10 miles	1 per 1
Reliant Rehab, Montgomery Subacute and Respiratory Center	Hospital	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	1	Adults: 21-90, Children: n/a	More than 50 miles	1 per 1
Say What Speech	Private Practice,	Evaluation, Treatment, Documentation, Observation	1	Adults: , Children:	1-10	1 per 1

	School			3-9	miles	
Ace Language, Greenacres	Private Practice	Evaluation, Treatment, Documentation, Observation	2	Adults: n/a, Children: 2-9	21-30 miles	1 per 1
Ann Storck Center	Other, School	Evaluation, Treatment, Documentation, Observation	2	Adults: , Children: 3 months - 12 years	21-30 miles	1 per 3
Baptist Bethesda East, adults	Hospital	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	2	Adults: 30-95, Children: n/a	1-10 miles	1 per 1
Bridge Therapy	Other, Private Practice	Treatment, Documentation, Observation	2	Adults: 21-30, Children: 10-21	11-20 miles	1 per 2
Broward Health System - North Broward Medical Center	Hospital	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	2	Adults: 16-100, Children:	1-10 miles	1 per 1
Broward Health Systems - Coral Springs Medical Center Medical Cent		Evaluation, Treatment, Documentation, Observation	2	Adults: 18+, Children: 0-18	11-20 miles	1 per 1
FAU AD Henderson School	School	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences, Student Inservice/Presentation	2	Adults: N/A, Children: 5-15	1-10 miles	1 per 1
Memorial: Joe Di Maggio Specialty, Coral Springs	Hospital, Other	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences	2	Adults: n/a, Children: 1-11	11-20 miles	1 per 1
Nicklaus Dan Marino	Hospital, Other	Evaluation, Treatment, Documentation, Observation	2	Adults: n/a, Children: 1-12	31-40 miles	1 per 2
Nicklaus Healthcare PB Gardens	Hospital, Other	Evaluation, Treatment, Documentation, Observation	2	Adults: , Children: 2 - 15	31-40 miles	1 per 2
Progressive Pediatric Therapy 4Kids Lake Worth	Other, Private Practice	Evaluation, Treatment, Documentation, Staffings/Rounds/Conferences	2	Adults: , Children: 2 - 15	21-30 miles	1 per 1
St. Mary's Medical Center	Hospital	Evaluation, Treatment, Documentation, Observation	2	Adults: 22-80+, Children:	31-40 miles	1 per 1
Baptist-Bethesda West, adults	Hospital	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences, Student Inservice/Presentation	3	Adults: , Children: 0-17	11-20 miles	1 per 1
Bethesda Center Ped Development	Hospital	Evaluation, Treatment, Documentation, Observation	3	Adults: , Children: 0-21	21-30 miles	1 per 1
Premier Pediatric Therapy	Other, Private Practice	Evaluation, Treatment, Documentation, Observation	3	Adults: , Children: 2-15	41-50 miles	1 per 1
Specialized Speech Center	Other, Private Practice	Evaluation, Treatment, Documentation, Observation	3	Adults: , Children: 2-15	21-30 miles	1 per 1
Speech and Learning Institute	Private Practice	Evaluation, Treatment, Documentation, Observation	3	Adults: 18-22, Children: 4 mos - 18 yrs.	11-20 miles	1 per 1
The Peach Pit	Other, Private Practice	Evaluation, Treatment, Documentation, Observation	3	Adults: n/a, Children: 6 mos - 16 yrs.	21-30 miles	1 per 1
Baptist-Boca Regional, adults	Hospital	Evaluation, Treatment, Documentation, Observation, Staffings/Rounds/Conferences, Student Inservice/Presentation	4	Adults: 18-110, Children:	1-10 miles	1 per 1
SunnySteps Therapy, LLC	Other, Private Practice	Evaluation, Treatment, Documentation, Observation	5	Adults: , Children: 6 mos. - 7 yrs.	21-30 miles	1 per 1
FAU Memory & Wellness Program	College/University	Treatment, Documentation, Observation	6	Adults: 55 and older, Children: n/a	1-10 miles	2 per 1

Updated average number of clock hours per semester is below.

GUIDED OBSERVATION - Screening/Evaluation	Total	Child	Adult
Speech (speech sound production, fluency, voice, swallowing, communication modalities)	4:40	3:06	7:46
Language (expressive/receptive language, cognitive aspects, social aspects)	5:00	0:50	5:50
Hearing	0:15	6:50	7:05
GUIDED OBSERVATION - Treatment			
Speech (speech sound production, fluency, voice, swallowing, communication modalities)	14:18	10:45	25:03
Language (expressive/receptive language, cognitive aspects, social aspects)	15:45	4:37	20:22
Hearing	0:00	0:00	0:00
Total Guided Observation Hours			**66:06**
DIRECT CONTACT - Screening/Evaluation			
Speech Sound Production	59:45	24:13	83:57
Fluency and fluency disorders	7:59	10:33	18:32
Voice and resonance	6:26	24:09	30:34
Expressive/Receptive language	126:38	86:55	213:33
Hearing	15:32	184:30	200:02
Swallowing/Feeding	21:41	283:02	304:43
Cognitive aspects of communication	3:19	84:20	87:40
Social aspects of communication	13:20	2:52	16:11
Augmentative and alternative communication modalities	9:42	3:43	13:25
DIRECT CONTACT - Treatment			
Speech Sound Production	541:58	68:11	610:09
Fluency and fluency disorders	44:30	53:25	97:55
Voice and resonance	0:37	124:02	124:38
Expressive/Receptive language	1226:39	282:14	1508:53
Hearing	4:04	20:40	24:44
Swallowing/Feeding	171:26	224:59	396:25
Cognitive aspects of communication	30:48	272:39	303:27
Social aspects of communication	97:33	95:51	193:24
Augmentative and alternative communication modalities	127:14	22:27	149:41
	2509:11	1868:42	4377:53

Total Hours (Non-Observation) [?]			
Total Hours for ASHA Certification (Non-Observation) [?]	===	===	4251:37
Clock Hours Needed for ASHA Certification (Std V-C, Std V-D, Non-Observation) [?]	===	===	0:00

Total Hours Earned in Different Settings

- University/Teaching Clinic: 954:57
- Private Practice: 907:17
- School: 775:08
- Outpatient Hospital: 599:46
- Acute Care Hospital: 580:03
- Inpatient Rehab Facility/Acute Rehab: 241:19
- Clinical Simulation: 124:26
- Skilled Nursing Facility (SNF): 113:42
- Community Clinic: 75:33
- Home Health/Natural Environment: 5:43

Summary:

Guided Observation Hours	66:06
Total Undergraduate Hours	0:00
Allowed Undergraduate Hours (max 50)	0:00
Total Graduate Level Hours	4377:53
Allowed Graduate Level Hours	4251:37
Graduate In-Person Hours for Certification	4099:03
Total Clinical Simulation Hours	126:16
Allowed Clinical Simulation Hours (max 75)	0:00
Total Telepractice Hours (effective 1/1/2022)	152:34
Legacy Telepractice Hours (2021)	0

	Child	**Adult**	**Total**	**Hearing**
Guided Observation	39:58	26:07	66:06	
Dx				
	Child	**Adult**	**Total**	**Hearing**
Speech	105:32	345:39	1353:34	
Language	143:17	174:07	952:13	
Total	248:49	519:46	2305:47	200:02
Total Dx hours:			968:38	
Tx				
	Child	**Adult**	**Total**	**Hearing**
Speech	885:45	493:03	4136:23	
Language	1355:01	650:43	6017:12	
Total	2240:46	1143:46	10153:35	24:44
Total Tx hours:			3409:16	
Total				
	7468:45	4990:37		224:46

Clock Hour Requirements:

Guided Observation Hours	25
Total Undergraduate Hours	0
Allowed Undergraduate Hours (max 50)	0
Total Graduate Level Hours	0
Allowed Graduate Level Hours	325
Graduate In-Person Hours for Certification	125
Total Clinical Simulation Hours	0
Allowed Clinical Simulation Hours (max 75)	0
Total Telepractice Hours (effective 1/1/2022)	0
Legacy Telepractice Hours (2021)	

	Child	**Adult**	**Total**	**Hearing**
Guided Observation	0	0	25	
Dx				
	Child	**Adult**	**Total**	**Hearing**
Speech	0	0	0	
Language	0	0	0	
Total	10	10	0	0
Total Dx hours:				
Tx				
	Child	**Adult**	**Total**	**Hearing**
Speech	20	20	0	
Language	20	20	0	
Total	0	0	0	0
Total Tx hours:				
Total				
	0	0		20

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.6B.

None

Standard 3.7B Clinical Education - Students

An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student.

--

Requirement for Review:

- The program must demonstrate that the procedures used in clinical education ensure that student development is supported and that each student acquires the independence needed to enter professional practice.
- The program must demonstrate that the clinical education component of the program is structured to be consistent with the knowledge and skills levels of each student.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.7B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Clinical Education - Students listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's clinical education - students.

The department increased its involvement with the FAU Interprofessional Practice/Education Office, allowing our students to train with cohorts from Nursing, Medicine, Social Work, and the Palm Beach College Pharmacy Department. Specific events included:

Fall 2024 10/28/20204: Developmental Workshop/IPPE for the Year 2 Student Cohort

Spring 2025 3/18/2025: Team STEPPS Certification (Team Strategies and Tools to Enhance Performance and Patient Safety), Year 2 Cohort 3/18/2025: Change in Patient Status on an interprofessional team (what each profession brings to the care of the patient), Year 1 Cohort

The department developed and held four colloquia, bringing in (via Zoom) experts in a variety of areas of communication sciences and disorders.

Additional changes were added to the Clinic Handbook:

- Teletherapy sessions are now conducted via Zoom (previously conducted via WebEx).
- Clinic documentation no longer includes completing a Projected Treatment Plan as this information is done weekly with clinical supervisors and students. Conferences with family are now conducted at the end of the semester instead of mid-semester unless needed earlier.
- Students no longer need to purchase liability insurance because they are covered under FAU's policy
- Information in handbook changed from using specific names (e.g., "Mrs. Steele" or "Dr. Williams") to titles or descriptions like "clinic director" and "professor of course"

Finally, a new Appearance Policy was developed and approved by faculty, to be effective with students beginning the program in the fall of 2025:

FAU CSD Clinical Practicum Appearance and Attire Policy

To maintain the highest standards of professionalism, hygiene, and safety, students enrolled in clinical practicum at the FAU Communication Disorders Clinic (FAU-CDC) are expected to adhere to

the following grooming and attire guidelines:

Nails, Hair, and Skin

- Fingernails must be kept at a length that allows gloves to be donned easily and securely, without interference, puncture risk, or tearing. No fingernail jewelry or chipped nail polish is permitted.
- Hair must be clean, well-groomed, and styled in a manner that does not interfere with clinical duties or patient interaction.
- Tattoos that may be construed as vulgar or offensive must be covered while in the clinic.

Jewelry

- Only small stud earrings are permitted for any facial piercings.
- Tongue jewelry is strictly prohibited during all clinical practicum activities.

Clinical Attire

- Business casual
- Dark blue or black scrubs
- FAU CSD jacket
- Closed toe shoes must be worn

Student Responsibility and Clinical Hours

Students are responsible for adhering to all grooming and attire policies. If a client or external clinical site declines to work with a student due to their appearance, the clinic is not obligated to provide additional clinical hours to make up for missed time or experience. It is the student's responsibility to ensure their appearance meets professional expectations at all times.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.7B.

None

Standard 3.8B Clinical Education - Client Welfare

Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations. --

Requirement for Review:

- The program must demonstrate that the supervision provided to each student is adjusted to ensure that the specific needs are met for each individual who is receiving services.
- The program must demonstrate that the procedures used in clinical education ensure that the welfare of each person being served by the student and clinical educator team is protected.
- The program must demonstrate that the services provided by the student and clinical educator team are in accordance with recognized standards of ethical practice and relevant federal and state regulations.
- The program must demonstrate that it provides the opportunity for students to understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.8B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Clinical Education – Client Welfare listed in the last Accreditation Action Report

Provide policies and procedures that demonstrate how the program provides the opportunity for students to understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.

As listed in the Student Clinical Handbook:

It is expected that students will clean up after each treatment session, and return all supplies, tests, and workbooks to the appropriate places. A semester clean-up schedule is distributed and students are responsible for keeping materials clean and organized.

The Protocol for this is as follows:

End of Each Session

Use gloves and a Clorox Wipe to wipe down table and wipe toys that have been used; if further cleaning is required, deposit toy(s) in the wheel cart inside Observation Room for Room 432B.

Weekly cleaning of materials: Tuesdays and Thursdays

Full Cleaning: One Tablespoon of Clorox to one gallon of water: Soak and Dry

Plastic tub, measuring spoon and gallon container – in Room 447

Observation Room B: crate for toys that have been "mouthed"

Full Cleaning and Organizing will be on-going throughout the Week

Materials Room, Student Work Room, Observation Room (428 & C), 432D: books & puzzles

Also from the Handbook, Appendix B:

Communication Disorders Clinic – Infection Control Form

Because you are working closely with people, it is necessary to follow certain health and safety precautions in order to protect you and your clients.

Use gloves when performing oral exams and during any invasive procedure of the oral cavity. To protect clients against infection, do not touch your pencil or furniture when wearing gloves. Gloves are available in room 447.

Wash your hands (or use hand sanitizer) after removing gloves and before and after working with EACH client. Avoid touching your hands to your mouth, eyes, or nose when working with clients. During the session it's more convenient to use the hand sanitizer (in each therapy room); after the session, use soap and water to wash your hands.

All toys and materials must be washed with soap and water after use. Other equipment may be washed with a bleach solution. There is a plastic container and soap in room 447; you may use the kitchen to access water for the container.

When working with any child or adult who drools or mouths materials, the items must be washed or discarded. Sanitizing cloths are available in each therapy room for use on tabletops and any other surface that may have been soiled.

Tongue depressors and similar items should be broken and dropped directly into the wastebasket.

The clinician should note any unusual rash or cut on the client and consult with the supervisor regarding continuation of the session. Similarly, if a client appears ill or unusually fatigued, the supervisor should be consulted.

Cuts or scratches on the clinician's hands should be covered. Long fingernails are inappropriate for clinical work.

Be informed about communicable diseases. Knowledge about transmission prevention is one of the first steps in defense against disease. METHOD OF HANDWASHING

Use SOAP and RUNNING WATER; RUB your hands vigorously

WASH ALL SURFACES, including back of hands, wrists, between fingers, under fingernails

RINSE well; DRY hands with a paper towel

Turn off the water using a PAPER TOWEL instead of bare hands

(Note: During the Fall Semester of Clinic Class, the semester before Externships begin, this is taught and practiced, with accompanying YouTubes and information papers.)

Name _____ Date _____

PPE Check-Up:

Name _____ Date _____

PPE Check-Up

1-Hand washing: 20 seconds, includes under fingernails, soap and water

_____: Initialed for Approved

2-DONNING

Task	Description	Initialed for Approved
Clean hands Sanitizer or	20 seconds Keep rubbing until it dries	

Soap & water	
Gown	Ties, etc. go in the back; Get assistance
Mask	Check nose area; Do a seal check, tighten As needed
Shield (or goggles)	Fasten it over face
Gloves	Over wrist of gown – no skin Is visible

3-DOFFING

Before Leaving Patient's Room

Task	Description	Initialed for Approved
Take gloves off	Main idea: do not touch outside Surface to your skin 1. Hinge method 2. Pinch method Discard	
Take Gown off	Untie, unsnap, or gently rip; Taking inside part of gown at Shoulders, roll down; discard	

Exit Patient's Room

Task	Description	Initialed for Approved
Clean hands Sanitizer or Soap & water	20 seconds Keep rubbing until it dries Or dry with clean paper towel	
Take Off Face Shield	Pull up, away from face; Do not touch surface; discard	
Take Off Mask	Use straps to remove; do Not touch surface; discard	
Clean hands Sanitizer or Soap & water	20 seconds Keep rubbing until it dries Or dry with clean paper towel	

Approved _____

Signature _____

Describe any changes that have occurred in the last reporting period regarding the program's clinical education - client welfare.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.8B.

None

Standard 3.9B External Placements

Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.

--

Requirement for Review:

- The program must have evidence of valid agreements (written or electronic) with all active external facilities in which students are placed for clinical practicum experiences.
- The program must have written policies regarding the role of students in the selection of externship sites and the placement of students in the sites.
- The program must have written policies that describe the processes used by the program to select and place students in external facilities.
- The program must have written policies and procedures that describe the processes used to determine whether a clinical site has the appropriate clinical population and personnel to provide an appropriate clinical education experience for each student.
- The program must have processes to ensure that the clinical education in external facilities is monitored by the program to verify that educational objectives are met.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.9B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

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There were no citations regarding External Placements listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's external placements.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.9B.

None

Standard 3.10B Student Conduct

An effective entry-level speech-language pathology program ensures that its students know the expectations regarding their exercise of the highest level of academic and clinical integrity during all aspects of their education.

--

Requirement for Review:

- The program must have written policies and procedures that describe program expectations of student behavior with regard to academic and clinical conduct.
- The program must have policies and procedures that describe the processes used to address violations of academic and clinical conduct, including, but not limited to, plagiarism, dishonesty, and all aspects of cheating, and violations of ethical practice.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 3.10B noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Conduct listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's student conduct.

The faculty changed the Student Appearance Policy for the students beginning the program in fall 2025:

FAU CSD Clinical Practicum Appearance and Attire Policy

To maintain the highest standards of professionalism, hygiene, and safety, students enrolled in clinical practicum at the FAU Communication Disorders Clinic (FAU-CDC) are expected to adhere to the following grooming and attire guidelines:

Nails, Hair, and Skin

- Fingernails must be kept at a length that allows gloves to be donned easily and securely, without interference, puncture risk, or tearing. No fingernail jewelry or chipped nail polish is permitted.
- Hair must be clean, well-groomed, and styled in a manner that does not interfere with clinical duties or patient interaction.
- Tattoos that may be construed as vulgar or offensive must be covered while in the clinic.

Jewelry

- Only small stud earrings are permitted for any facial piercings.
- Tongue jewelry is strictly prohibited during all clinical practicum activities.

Clinical Attire

- Business casual
- Dark blue or black scrubs
- FAU CSD jacket
- Closed toe shoes must be worn

Student Responsibility and Clinical Hours

Students are responsible for adhering to all grooming and attire policies. If a client or external clinical site declines to work with a student due to their appearance, the clinic is not obligated to provide additional clinical hours to make up for missed time or experience. It is the student's responsibility to ensure their appearance meets professional expectations at all times.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 3.10B.

None

Standard 4.1 Student Admission Criteria

The program criteria for accepting students for graduate study in audiology or speech-language pathology meet or exceed the institutional policy for admission to graduate study. --

Requirement for Review:

- The admission criteria must meet or exceed those of the institution and be appropriate for the degree being offered.
- Policies regarding any exceptions to the criteria (such as "conditional" status) must be clearly explained and consistently followed.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Admission Criteria listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's admission criteria.

On August 28, 2024, the faculty voted to limit the audiology prerequisite required for admission to clinical audiology courses. Students who received an acceptance letter for fall 2025 were informed, "**Introduction to Audiological Sciences (SPA 5033)** is a clinical course and, as such, covers diagnostic and treatment procedures. In this way, it serves as a prerequisite for audiology clinic and our graduate course in Aural Habilitation/Rehabilitation, both of which assume audiological clinical knowledge. If in your undergraduate program you completed a course in hearing science or development, that course will not replace SPA 5033. In such an instance, the student would be responsible for taking a clinical audiology course prior to enrolling in the FAU graduate program."

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.1.

None

Standard 4.2 Student Adaptations

The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students. --

Requirement for Review:

- The program must provide evidence that its curriculum and program policies and procedures for admission, internal and external clinical placements, and retention of students reflect a respect for and understanding of cultural, linguistic, and individual diversity.
- The program must have a policy regarding proficiency in spoken and written English and other languages of instruction and service delivery and all other performance expectations.
- The program must demonstrate that its language proficiency policy is applied consistently.
- The program must have a policy regarding the use of accommodations for students with reported disabilities.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Adaptations listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding student adaptations.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.2.

None

Standard 4.3 Student Intervention

The program has policies and procedures for identifying the need to provide intervention for each student who does not meet program expectations for the acquisition of knowledge and skills in the academic and clinical components of the program. --

Requirement for Review:

- The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the academic component of the curriculum.
- The program has policies and procedures for identifying students who need intervention to meet program expectations for the acquisition of knowledge and skills in the clinical component of the curriculum.
- The program has policies and procedures for implementing and documenting all forms of intervention used to facilitate each student's success in meeting the program's expectations.
- The program must demonstrate that the policies and procedures are applied consistently across all students who are identified as needing intervention.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Interventions listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding student intervention.

None have occurred

Describe the program's policies and procedures for identifying distance education students who need intervention in order to meet program expectations for the acquisition of knowledge and skills in all aspects (academic and clinical) of the curriculum.

Academic aspects of the program:
As with in-person courses, students in remote courses are evaluated on critical assignments in their required academic classes. Development of critical assignments and ratings are the same. Those who do not meet criteria for passing receive a remediation opportunity to enable them to meet criteria and exhibit the knowledge and/or skills required to pass the critical assignment. Students must continue to pass the critical assignments, or have successfully remediated a non-passing critical assignment, to progress through the program and demonstrate mastery of knowledge and skills. Students who are unable to successfully complete critical assignments following remediation opportunities are required to (based on the instructor's discretion) complete a project, paper, literature review, etc. that targets the weak knowledge or skill area or repeat the academic course in which the failed assignment occurred.

Clinical aspects of the program:

The SPA 6505 (clinical Practicum) students meet in person and not via distance education.

Describe the program's policies and procedures for ensuring that intervention plans are implemented, documented, and provided to distance education students.

When an online student requires remediation in an academic course, the student is required to contact the professor via email or Canvas mail to determine what remediation activity is required (although such activities are generally announced in writing at the start of each class). Students are not able to raise their course grades through remediation. Some students may remediate a critical assignment successfully but still fail to earn a passing grade in the course. Passing a critical assignment does not change the grade that the student received for the assignment. The critical assignment policy is provided on all course syllabi.

Describe how these policies and procedures will be applied consistently across all students who are identified as needing intervention.

Typically, remediation requirements are provided to students at the start of each class, including clinical practicum. Thus, students are aware of what is required, and the procedures are the same for all students.

Use the text box below to describe provide any additional clarifying information regarding the program's compliance with Standard 4.3.

None

Standard 4.4 Student Information

Students are informed about the program's policies and procedures, expectations regarding academic integrity and honesty, ethical practice, degree requirements, and requirements for professional credentialing.

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Requirement for Review:

- The program must provide information regarding
  - program policies and procedures,
  - program expectations regarding academic integrity and honesty,
  - program expectations for ethical practice,
  - the degree requirements,
  - the requirements for professional credentialing.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Information listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's student information.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.4.

None

Standard 4.5 Student Complaints

Students are informed about the processes that are available to them for filing a complaint against the program. --

Requirement for Review:

- The program must provide information regarding the process and mechanism to file a complaint against the program within the sponsoring institution.
- The program must maintain a record of student complaints filed against the program within the sponsoring institution.
- The program must maintain a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct and make these available to the CAA upon request.
- Students must be made aware of the process and mechanism, including contact information for the CAA, to file a complaint related to the program's compliance with standards for accreditation.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.5 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Complaints listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding student complaints.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.5.

None

Standard 4.6 Student Advising

Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. --

Requirement for Review:

- The program must maintain records of advisement for each of its students.
- The program must maintain records demonstrating that students are advised on a timely and continuing basis regarding their academic and clinical progress.
- The program must maintain records demonstrating that any concerns about a student's performance in meeting the program requirements, including language proficiency, are addressed with the student.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.6 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Advising listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding student advising.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.6.

None

Standard 4.7 Student Progress Documentation

The program documents student progress toward completion of the graduate degree and professional credentialing requirements. --

Requirement for Review:

- The program must maintain complete and accurate records of all students' progress during the entire time of their matriculation in the program.
- The records for each student must include documentation that can demonstrate that the student has met all the academic, clinical, and other requirements for the degree and the credential(s) that are identified by the program in its mission and goals.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.7 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Progress Documentation listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the documentation of student progress.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.7.

None

Standard 4.8 Availability of Student Records

The program makes the documentation of student progress toward completing the graduate degree and meeting professional credentialing requirements available to its students to assist them in qualifying for the credential(s). --

Requirement for Review:

- The program must provide each student access to his or her own records upon request.
- The program must make records available to program graduates and those who attended the program, but did not graduate.
- The availability of records for program graduates and those who attended the program, but did not graduate, must be consistent with the institution's and the program's policies regarding retention of student records.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.8 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Availability of Student Records listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's availability of student records.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.8.

None

Standard 4.9 Student Support Services

Students are provided information about student support services available within the program and institution.

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Requirement for Review:

- The program must have a mechanism to inform students about the full range of student support services (beyond accommodations for disabilities addressed in Standard 4.2) available at the sponsoring institution.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.9 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Student Support Services listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's student support services.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.9.

None

Standard 4.10 Verification of Student Identity

The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

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Requirement for Review:

- The program must document that the institutional policies regarding verification of a student's identity are followed and implemented and applied consistently.
- The program must make clear that the identities of students enrolled in a distance education course or program are protected.
- If there are fees associated with learning within a distance modality, the program must document how that information is provided to students.
- If the institution does not have specific policies, the program must develop and implement its own policies for this purpose.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 4.10 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload

supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Verification of Student Identity listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's verification of student identity.

None have occurred

Describe the institution's policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Note: If the institution does not have specific policies, indicate below.

Verification of Student at Application Stage

Students who enroll in online courses at Florida Atlantic University are subject to the same policies and regulations as on-campus students. The University employs the two-factor authentication sign-on technology, which grants users access to several FAU resources using only one ID and password. Passwords are known only to the user of the account. Upon admission, students are directed to an account activation page where their identity is validated and then given the ability to activate their FAUNet ID. Once students have their FAUNet ID, they are able to create their passwords. Passwords require 8 to 30 characters with a mix of uppercase letters, lowercase letters, numeric digits, and symbols. The passwords cannot contain the person's username, first name, or last name. Repeating earlier passwords is not allowed. Passwords expire after one year at which time users are prompted to change their passwords at login. Security questions are included in the process of setting up the password. Online students are able to obtain an OWL card (i.e., an FAU campus ID) by providing electronic identification proof through a website. The OWL card is then used for identification for proctored exams.

MyFAU, which is the student's portal to many of the services provided by FAU, and Canvas, which is the University's learning management system, take advantage of the single user sign-on system described above. Only with the FAUNet ID and the password can a student access the material for courses. If the student should forget their password and make a call to the helpdesk, the student is directed to the Password activation page. The same directions are provided to both the daytime help desk staff and to off-campus providers of help services.

Finally, FAU online students are required to abide by FAU Regulation 4.001, the Code of Academic Integrity. This regulation establishes the University's expectation that students will complete their own exams and covers procedures followed by faculty in the event of suspected violations.

Verification That the Proper Student Receives Course Credit

All FAU students have a unique identifier (z number) which is associated with the student at the time of application. Upon admission, students are given a "z number" and an FAU Net ID which is connected to the student records in the student information system, Banner. The "z number" is then linked across systems to ensure the student on the application is the student logging into other systems across campus. The students use their FAU Net ID to register for classes. The "z number" is also linked to the University's learning management system, Canvas. Students use their FAU Net ID in combination with their passwords to access the courses for turning in assignments. Upon completion of the course, the instructor awards the final grade based upon performance in the course through Canvas. Once again, using the "z number", the information is populated into the Banner system. Colleges also use the "z number" to verify the student has met graduation requirements.

Additional Verification Depending on Delivery Modalities for Distance Education

Proctored Exams for Off-Campus Courses

The Center for eLearning provides a variety of proctoring services (Lockdown Monitoring, RPNow, and Honorlock) that faculty members may use to secure the exams in their 100% online courses. Faculty members can require the use of lock-down browsers with video monitoring in both the computer lab testing centers or from off-campus locations. Video monitoring can include faculty viewing the exams to automated viewing and flagging of academic integrity online for further review by the faculty member. For all online proctoring, students are prompted to show their OWL cards for verification purposes. Honorlock provides an additional step by requiring the students to read the FAU Honor Code and verify they understand it before entering the test.

Testing Centers

For courses that are mostly online (i.e., 80% to 99% online), offered through video conferencing, or hybrid in nature, students come to campus for an exam proctored either by the professor or

through one of the University's testing centers (locations on the Boca Raton, Davie, and Jupiter campuses). Proctors are trained in the procedures for how to accept students into the exam rooms and how to handle violations of academic integrity. Students are required to show their OWL cards before entering the exam areas. For students unable to come to a campus testing center, the testing center will assist the students in locating a suitable testing center near them. Institutional written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

FAU has a policy to secure distance learning students' privacy that is posted on the FAU Center for eLearning website (see below). Also available on the FAU Center for eLearning website is a web page with suggestions for students to secure and protect their identity. To further ensure the students taking online-exams protect their privacy, a video describing best practices for taking on online exam is available on Youtube.

Distance Learning Student Privacy Policy

1. All state and federal laws and regulations and FAU regulations and policies concerning the privacy of student records (collectively, "Privacy Authorities") shall apply with equal force and effect to distance learning student records.
2. Access to distance learning courses and live or recorded webcasts shall only be granted via secure password to properly enrolled students.
3. All websites that collect personally identifiable information from distance learning students must be secured encrypted websites. Distance learning students should not be asked orrequired to disclose passwords to their FAU Net ID or other accounts. FAU will never ask distance learning students to verify account information via email or provide a link to a websiterequesting their account information. If a distance learning student receives such a request, the student is instructed not to respond and to report this request to FAU's Office of InformationTechnology.
4. Social security numbers should not be transmitted via email and should only be collected from distance learning students and used by FAU as permitted by law and as set forth in theUniversity's Collection & Usage notice.
5. Recorded materials involving distance learning students should be securely maintained and may only be used or disclosed in accordance with the Privacy Authorities.

Florida Atlantic University takes additional measures to protect faculty, staff, and students from exposure of confidential information by adhering to a high standard of Internet and data security. Technical controls at FAU include the use of firewalls, intrusion prevention systems, virtual private networks (VPNs), network segmentations, access control lists, and file-system access-control lists. Faculty and staff, who have access to confidential staff and student information, are required to use a dual authentication system to access that information.

Projected additional charges associated with verification of student identity

The procedure at FAU to notify students of additional costs associated with distance learning or with eLearning classes is to include that information in the Section Information of the Course Schedule. For 100% online courses, the University's distance learning fee covers the cost of the online proctoring or on-campus proctoring; therefore, no additional fees are charged for identity verification within courses. The Departmental Course Schedule included with the documentation for this section provides a sample of how information about the distance learning fee is shared with students.

The collection of the distance learning fee or any other student fee is authorized by Florida Statute 1009.24.

Courses that meet using the video streaming modality or are listed as mostly/mixed online may require monitoring exams at a testing center. The requirement for completing exams oncampus or at a testing center triggers a listing of the course as mostly/mixed online. The course schedule then provides notification of the potential for charges for those courses on thecourse information pages. Notification of the additional fees incurred by students who are unable to come to a campus testing center is available on the information page about the course.

Describe the program's policies and procedures for verifying that a student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit.

Note: If the institution does not have specific policies, the program must develop and implement its own policies for this purpose.

The program offers some distance education courses. In all cases, the FAU Distance Education guidelines for student verification and protection were followed. These guidelines are posted above.

Describe the program's policy for ensuring that the identity verification process protects the privacy of a student enrolled in the distance education course or program and that the process for implementing the policy is conducted in a consistent manner.

In all cases, the FAU Distance Education guidelines for student verification and protection were followed (guidelines listed above).

Describe the program's policy for notifying students, upon enrollment, of any fees associated with verification of identity for distance education.

The university's Tuition and Billing Services assesses and notifies students of the eLearning fee for all online courses, including those offered by CSD.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 4.10.

None

Standard 5.1 Assessment of Student Learning

The program regularly assesses student learning.

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Requirement for Review:

- The program must demonstrate that it assesses the achievement of student learning outcomes to determine student success in the acquisition of expected knowledge and skills.
- The program must demonstrate that it provides a learning environment that provides each student with consistent feedback.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Assessment of Student Learning listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding assessment of students.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.1.

None

Standard 5.2 Program Assessment of Students

The program conducts ongoing and systematic formative and summative assessments of the performance of its students.

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Requirement for Review:

- The program must develop an assessment plan that is used throughout the program for each student. The plan must include the purpose of the assessments and use a variety of assessment techniques, including both formative and summative methods.
- Assessments must be administered by multiple academic and clinical faculty members.
- The program must demonstrate how it uses its assessments to evaluate and enhance student progress and acquisition of knowledge and skills.
- The program must demonstrate that student assessment is applied consistently and systematically.
- For purposes of assessing compliance, the Praxis examination cannot be used to meet this standard as a form of summative assessment.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Assessment of Students listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding program assessment of students.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.2.

None

Standard 5.3 Ongoing Program Assessment

The program administers regular and ongoing assessment protocols to evaluate the quality of the program and to facilitate continuous quality improvement. --

Requirement for Review:

- The assessment protocols must be used to evaluate the academic and clinical aspects of the entire program.
- The program must collect data from multiple sources (e.g., alumni, faculty, employers, off-site clinical educators, community members, individuals receiving services) and allow evaluation of the program's success in achieving its goals, objectives, and the extent to which student learning outcomes have been met.
- The program must systematically collect evaluations of the academic and clinical aspects of the program from students and use these to assess those aspects of the program.
- The program must use the results of its assessment protocols to improve and refine the program goals and objectives and ensure alignment between the program's stated goals and objectives and the measured student learning outcomes.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Assessment listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's ongoing program assessment.

Assessment surveys for 2025 were provided to students and employers. These were administered in the spring semester. The content of the surveys did not change from the previous administrations (spring 2024 and spring 2023, respectively).

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.3.

None

Standard 5.4 Ongoing Program Improvement

The program uses the results of its ongoing programmatic assessments for continuous quality improvement and evaluates the improvements.

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- The program must describe how it uses programmatic assessment data to promote continuous quality improvement of the program.
- The program must describe the processes it uses to evaluate program improvements for congruence with its stated mission and goals.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding the Ongoing Program Improvement listed in the last Accreditation Action Report

Describe the procedures that the program follows to use the results of the ongoing programmatic assessments in planning and implementing program improvements that ensure continuous quality improvement.

Following assessment and dissemination of results, discussion occurs during faculty meetings to allow for updates and changes, as needed. Suggestions for change are discussed as needed and faculty vote on changes, revisions, or updated procedures. Trends are analyzed in each summary report by the assessment committee representative to allow the program to determine areas of need, as well as the impact of changes made. Following changes, the next set of data is used by the program to determine if changes were useful or if further revisions are needed.

Describe the processes that the program uses to ensure that any program changes are consistent with the program's stated mission, goals, and objectives.

The program's mission, goals, and objectives are reviewed every five years. This allows the opportunity to determine whether progressive changes are consistent or if any changes would be needed more often.

Describe any changes that have occurred in the last reporting period regarding the program's ongoing program improvement.

As noted in the section for Standard 1.3, the mission statement was revised to assure its compliance with state legislation. The revision was minor and was approved by CSD faculty in the fall.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.4.

None

Standard 5.5 Program Completion Rate

The percentage of students who are enrolled on the first census date of the program and complete the program within the program's published academic terms meets or exceeds the CAA's established threshold. --

Requirement for Review:

- The CAA's established threshold requires that at least 80% of students must have completed the program within the program's published time frame (number of academic terms), as averaged over the 3 most recently completed academic years.
- If, when averaged over 3 academic years, the program's completion rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.

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FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.5 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Completion Rates listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's program completion rate.

The completion rate for this reporting period was 96%. The rate was 92% for the previous period.

Provide the published length of time (stated in semesters/quarters) for students to complete the residential program of study.

Full-time with CSD undergraduate major	2 years (6 semesters)
Full-time without CSD undergraduate major	2 years (6 semesters)
Part-time with CSD undergraduate major	3 or 4 year options (year = 3 semesters)
Part-time without CSD undergraduate major	3 or 4 year options (year = 3 semesters)

Download and complete the Program Completion Rate Calculator worksheet found on CAA Program Resources webpage, and then upload it as evidence in support of the data you have provided in this report.

If there are additional components of the program (distance education and/or satellite campus(es)), please complete the applicable tabs in the excel workbook with this data.

Programs are advised to compare the Program Completion Rate Calculator worksheet data with student outcome data displayed on the program website, as both sets of data should match. More information about calculating program completion rates can be found on the CAA website.

No document provided

Provide an explanation and a plan that will be used for improvement if the program's 3-year average for completion rate does not meet or exceed the CAA's established (80%) threshold. Include a timeline for implementing and assessing these steps.

In your explanation, provide details on how the program has addressed the following areas regarding its impact on program completion rates:

- **The number, composition, and qualifications of faculty sufficient to meet the mission of the program (Std. 2.1, 2.3)**
- **Academic and clinical courses offered sufficiently enough for students to graduate on time (Std. 3.1B)**
- **Academic and clinical advising offered along with remediation (Stds. 4.2, 4.3, 4.6, 4.9)**
- **Appropriate admissions policies (Std. 4.1)**
- **Classes that are more likely to be causing students to drop out or take longer to complete the program (3.0B)**

3-year average completion rate was at or above 80%

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.5.

With rare exceptions, students in the program graduate in August of each calendar year. Thus, the periods reported here are academic years 2023-4 (this reporting year) and 2022-3 (previous reporting year). Completion rates will be updated after August 2025 graduation.

Standard 5.6 Praxis Examination Pass Rate

The percentage of test-takers who pass the Praxis® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA's established threshold. --

Requirement for Review:

- The CAA's established threshold requires that at least 80% of test-takers from the program pass the *Praxis*® Subject Assessment examination, as averaged over the 3 most recently completed academic years; results should be reported only once for test-takers who took the exam multiple times in the same examination reporting period.
- If, when averaged over 3 academic years, the program's *Praxis*® Subject Assessment exam pass rate does not meet or exceed the CAA's established threshold, the program must provide an explanation and a plan for improving the results.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.6 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Praxis Pass Rates listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Praxis examination pass rate.

None have occurred

For the residential program, provide the number of test-takers who took and passed the Praxis examination for the three most recently completed academic years. Results must be reported only once for test-takers who took the exam multiple times in the same reporting period (The ETS reporting period is September - August). Exclude individuals who graduated more than 3 years ago.

The CAA has developed guidance for programs on reporting student achievement measures and presenting student achievement data, which can be found on the CAA's website.

Period	Number of Test-takers Taking the Exam	Number of Test-takers Passed	Pass Rate
Recent Year	26	26	100.00%
1 Year Prior	24	24	100.00%
2 Years Prior	25	25	100.00%
3-year average percentage:	100		

Provide an explanation and a plan for improvement that will be used if the program's 3-year average for exam pass rate does not meet or exceed the CAA's established (80%) threshold. Include a timeline for implementing and assessing these steps.

3-year average praxis pass rate was at or above 80%

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.6.

Students graduating in August 2025 completed the Praxis between April 11 and June 17, 2025. Those are the scores reported as "Recent Year".

Standard 5.7 RESERVED

The CAA has eliminated employment rates as a required student outcome measure along with the related CAA-established threshold. Programs may still choose to use employment rates as their own measure, but CAA will not require it. Thus, Standard 5.7 has been reserved. Please confirm that you understand this change by checking the box below. If you have any questions, contact accreditation staff at caareports@asha.org.

Confirm

Standard 5.8 Program Improvement – Student Outcomes

The program demonstrates how it uses the results of its analyses of success in meeting the established CAA thresholds for program completion rate, Praxis® Subject Assessments pass rate, and employment rate or the rate of continuation of education in the field for continuous quality improvement at the programmatic level.

--

Requirement for Review:

- The program must demonstrate its analysis processes to determine whether the program is meeting or exceeding each established CAA threshold.
- The program must demonstrate how it uses the results of these analyses to ensure continuous quality improvement.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.8 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Improvement – Student Outcomes listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's program improvement – student outcomes.

None have occurred

Describe the analysis processes that the program uses to evaluate the results of graduation rate and Praxis Subject Assessment pass rate to facilitate continuous quality improvement.

In general, these data are very favorable. With rare exceptions, students who begin the program, whether part-time or full-time, are able to graduate, pass the Praxis exam, and secure employment in the field. Students must have a passing score on the Praxis to be approved for graduation. Despite the favorability of the data, however, there is always room for quality improvement. The faculty looks at student achievement results as indicators of successful acquisition of the knowledge and skills required by the CAA. During at least one faculty meeting in each of the fall and spring semesters (there are no meetings during the summer) faculty discuss student performance in the program with regard to time to graduation, individual student ability to integrate coursework into clinical practice, and overall academic performance with regard to meeting critical assignments and need for remediation. In addition, student concerns are an ongoing agenda item in other faculty meetings.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.8.

None

Standard 5.9 Evaluation of Faculty

The program regularly evaluates and documents the results of the assessment of all faculty and staff to determine their effectiveness in delivering a thorough and current program. --

Requirement for Review:

- The program must demonstrate the mechanisms that it uses to evaluate the effectiveness of the faculty and staff in delivering the program.
- The program must demonstrate that the evaluation takes place in a fair and systematic fashion that is consistent with institutional policy and procedures.
- The program faculty must be actively involved in these evaluations in a manner that is consistent with institutional policy and procedures.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.9 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Evaluation of Faculty listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's evaluation of faculty.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.9.

None

Standard 5.10 Faculty Improvement

The faculty and staff involved in delivering the program to students use the results of the evaluation of their performance to guide continuous professional development that facilitates the delivery of a high quality program.

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Requirement for Review:

- The program must demonstrate how the faculty and staff use the results of evaluations of performance to guide continuous professional growth and development.
- The program must demonstrate how the growth and development of its faculty and staff facilitate the delivery of a high quality program.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.10 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Faculty Improvement listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's faculty improvement.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.10.

None

Standard 5.11 Effective Leadership

The individual responsible for the program of professional education seeking accreditation effectively leads and administers the program.

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Requirement for Review:

- The program must demonstrate how the individual responsible for the program of professional education effectively leads and administers the program.
- The program director's effectiveness in advancing the goals of the program and in leadership and administration of the program must be regularly evaluated.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 5.11 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Effective Leadership listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's effective leadership.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 5.11.

None

Standard 6.1 Institutional Financial Support

The institution provides adequate financial support to the program so that it can achieve its stated mission and goals.

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Requirement for Review:

- The program must demonstrate
  - that its budgetary allocation is regular, appropriate, and sufficient to deliver a high quality program that is consistent with its mission and goals;
  - that there is sufficient support, consistent with the program mission and goals, for personnel, equipment, educational and clinical materials, and research activities;
  - consistency of sources of funds that are received outside the usual university budgeting processes, if the program is dependent on them.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.1 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Institutional Financial Support listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's institutional financial support.

Unique to the previous fiscal year, the college provided $75,000 of recruitment and retention funds for non-capital equipment and Point n' Click software, plus an additional $33,207 for renovations. Those funds were one-time allotments (i.e., not recurring) and therefore not part of the financial support for this reporting year.

Describe the budgeting process for the program.

The program budget is allotted by the college Dean's office based on the funding allocated to the college by the university. The program manages its budget with regard to Graduate Teaching Assistants, adjuncts, supplies and equipment needs, faculty travel, student lab fees, and purchases made during the year.

Report the total budget for the accredited program. Enter "0" where none.

Sources of Support	Prior Year Annual Budget (Amount in $)	Current Year Annual Budget (Amount in $)	% increase/decrease
Faculty/Staff Salaries	$1,036,532.00	$1,036,852.00	0.03%
Supplies & Expenses (non-capital/non-salary expenses)	$160,785.00	$74,178.00	-53.87%
Capital Equipment	$0.00	$0.00	0.00%
Institutional Support Sub-Total	$1,197,317.00	$1,111,030.00	-7.21%
Grants/contracts	$500.00	$0.00	-100.00%
Clinic Fees	$30,000.00	$40,000.00	33.33%
Other Funding	$1,963.00	$2,857.00	45.54%
Non-Institutional Support Sub-Total	$32,463.00	$42,857.00	32.02%
Total Budget	$1,229,780.00	$1,153,887.00	-6.17%
% of budget represented by non-institutional support	2.64%	3.71%	40.70%

If you included funding in the "Other Funding" category in the Program Budget Table above, describe the source(s).

The budget for Other Funding comes from the department's auxiliary account. This budget was determined by last year's actual expenses and the projected available revenue.

For each budget category in the Program Budget Table above that displays a variance of -10% or greater in the %increase/decrease column, explain the reasons for and the impact of each variance.

Supplies and Expenses: Unique to the previous fiscal year, the college provided $75,000 of recruitment and retention funds for non-capital equipment and Point n' Click software, plus an additional $33,207 for renovations. Those funds were one-time allotments (i.e., not recurring) and therefore not part of the financial support for this reporting year.
Grants/contracts: Last year's $500 Parkinson's Voice award was not funded during this reporting period.
Other Funding: This funding is based on the department's auxiliary and foundation accounts. These budgets were determined by last year's actual expenses and the projected available revenue. The Other Funding category shows a 45.54% increase, but the dollar amount is only $894.
Clinic Fees: Increased student enrollment in comparison to the previous year resulted in increased funds from student fees.

Describe how the program determines that there is sufficient support for the specific areas of personnel, equipment, educational and clinical materials, and research.

The program is able to sustain itself and provide for programmatic needs. Students registered for clinical practicum pay a semester lab fee ($20.00 per semester) that pays for clinical materials. Faculty are able to apply to the university for small technology grants for equipment and updating of technology used in their research. All faculty received funds up to $1900 for travel.

Describe potential budget insufficiencies or anticipated changes to financial resources that may impact program capacity in the near and long term. Discuss steps that will be taken by the program to ensure sufficient financial resources to achieve the program's mission and goals.

No financial resource changes or insufficiencies are anticipated

If the program's budget includes funds generated from activities outside the usual budgeting processes, describe the consistency of these funds and the portion of the budget that is accounted for by these funds. Describe the possible impact on program viability if these funds are not available.

The College of Education, in which the program is housed, will provide sufficient funds to cover unanticipated shortfalls, pending funding availability.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.1.

None

Standard 6.2 Support for Faculty Continuing Competence

The institution provides adequate support to the program so that its faculty and staff have the opportunities to maintain continuing competence.

--

Requirement for Review:

- The program must demonstrate that support, incentives, and resources are available for the continued professional development of the faculty.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.2 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Support for Faculty Continuing Competence listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's Support for faculty continuing competence.

The college utilized recruitment and retention funds to offer additional travel money to faculty during the previous fiscal year. This was a one-time allocation that is not available for the fiscal year just completed. Travel funds were available at previous levels. The current policy is as follows.

Covered Expenses
Faculty may **apply for up to $1,900 per year, $1,100 for presenting and $800 discretionary for attending**. Funds may be used to cover any allowable E&G travel expenses, including airfare, ground transportation, conference registration fee, accommodation, and per diem.

Criteria for Funding
Must be a full-time CoE faculty member and must be presenting your research at a national or international conference. Local/regional conferences will not be covered. Depending on demand, priority may be given to those accepted for platform (rather than poster) presentations.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.2.

None

Standard 6.3 Physical Facilities

The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.

--

Requirement for Review:

- The program must demonstrate that its facilities are adequate to deliver a program that is consistent with its mission and goals.

- The program must demonstrate that the facility has been evaluated and that the program includes access and accommodations for the needs of individuals with disabilities, in accordance with federal regulations.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.3 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Physical Facilities listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's physical facilities.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.3.

None

Standard 6.4 Program Equipment and Materials

The program's equipment and educational and clinical materials are appropriate and sufficient to achieve the program's mission and goals. --

Requirement for Review:

- The program must demonstrate that the quantity, quality, currency, and accessibility of materials and equipment are sufficient to meet the mission and goals of the program.
- The program must demonstrate that it has a process for reviewing and updating materials and equipment to determine whether the quantity, quality, and currency are sufficient to meet the mission and goals of the program.
- The program must demonstrate that the equipment is maintained in good working order.
- The program must demonstrate that any equipment for which there are ANSI or other standards-setting body requirements meets the expectations of the standard(s).

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.4 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Program Equipment listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's equipment, educational and clinical materials.

There were clinic materials added during this reporting period:

1. Learning Strategies Curriculum - Fundamentals in the Sentence Writing Strategy
2. Learning Resources Fox in The Box Position Word Activity Set
3. Bubbles
4. Probe Words - Motor Speech Control Assessment
5. KBIT-2 Revised Complete Kit
6. OWLS-II LC/OE Record Form A (Pack of 25)
7. DAYC-2 Kit
8. LAT-NU Kit
9. BESA Protocol, English (20)
10. BESA Protocol, Spanish (20)
11. BESA BIOS Forms (20)
12. CELF-5 Record Forms Ages 5-8 Qty 25
13. CELF-5 Record Forms Ages 9-21 Qty 25
14. CELF-5 Reading and Writing Supplement Record Forms Ages 8-10 Qty 25
15. CELF-5 Reading and Writing Supplement Record Forms Ages 11-21 Qty 25
16. FRENCHAY DYSARTHRIA ASSESSMENT-FDA-2

On this year's student survey, students were asked to evaluate how they felt about the program materials, including the website, and the functionality of those resources. Student feedback on the program materials—including the department's website—indicates a strong overall satisfaction with their functionality. According to the survey results, 37.5% of respondents strongly agreed that the materials are functional, and an additional 62.5% agreed with this statement. Combined, this reflects a 100% positive response rate, with all respondents affirming the effectiveness and usability of these resources.

This consensus suggests that the current program materials are meeting student needs effectively. The high percentage of agreement, particularly the strong agreement from over one-third of students, highlights the department's success in providing accessible and user-friendly resources.

Overall, these results affirm the department's commitment to quality and suggest that ongoing investment in improving digital and instructional materials will continue to yield positive student experiences.

Students were also asked to evaluate how they felt about the quality of clinical facilities. The survey results indicate a strongly positive perception of the clinical facilities among students. Specifically, 37.5% of respondents agreed that the quality of the clinical facilities is high, while a majority—62.5%—strongly agreed with this statement. These findings suggest that all students responding (100%) hold favorable views regarding the clinical environment, with the majority expressing the highest level of satisfaction. This level of consensus implies that the clinical facilities are meeting, and in many cases exceeding, student expectations, which may contribute positively to their overall educational experience and clinical preparedness.

When asked to evaluate how they felt about the quality of the clinic materials, 62.5% of respondents strongly agreed that the quality of clinic material is high, while 37.5% of respondents agreed that the quality of clinic material is high. Thus, a total of 100% of student respondents expressed a positive view of the quality of the clinic materials, with a significant majority (62.5%) expressing strong agreement. This unanimous positive feedback indicates that the clinic is effectively equipped with high-quality resources that support student learning and clinical effectiveness. Such materials likely include assessment tools, therapeutic aids, documentation templates, and other resources that contribute to professional readiness.

The absence of any negative or neutral responses underscores a strong alignment between the department's provision of materials and student expectations. This can be considered a key strength of the clinic and the broader clinical education program.

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.4.

None

Standard 6.5 Technical Infrastructure

--

The program has access to an adequate technical infrastructure to support the work of the students, faculty, and staff. The technical infrastructure includes access to the Internet, the online and physical resources of the library, and any streaming or videoconferencing facilities needed for the program to meet its mission and goals

Requirement for Review:

- The program must demonstrate adequate access to a technical infrastructure that supports the work of the students, faculty, and staff.
- The program must demonstrate how access to this infrastructure helps the program meet its mission and goals.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.5 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Technical Infrastructure and Resources listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's technical infrastructure.

None have occurred

Describe the technical support services that will be available and their appropriateness and adequacy for faculty who will participate in the distance education component.

The E-Learning Specialists in the university's Instructional Technology Office are available to faculty via workshops, electronic meetings, and face-to-face instruction. These specialists can help instructors create distance learning courses and troubleshoot problems that may arise. Also, the College of Education's Office of Accreditation, Assessment and Analytics provides Livetext support to new and existing faculty, including those who teach remotely. This support assures that critical assignments are graded and recorded.

FAU's Center for Online and Continuing Education provides a variety of Instructional Design Services including assistance with converting a face-to-face class to online instructional delivery and refreshing an existing online course. The Center also has instructional design staff available for consultation and to answer questions about online learning and regularly hold "OpenLab", a dedicated time when faculty (including full-time and adjunct faculty) can receive training on online instruction methods.

Describe the technical support services that will be available and their appropriateness and adequacy for students who participate in the distance education component.

The FAU Office of Information Technology provides technical support information for students that is posted in all remote (Canvas) courses. This information includes on-campus computerlab locations, Canvas support contacts, and an on-line Canvas student guide, among other helpful support materials.

In addition, students can access library resources on the library's homepage (library.fau.edu). On the homepage are search engines such as OneSearch, Library Catalog, Journals, and Databases.

Indicate which platforms will be used to support the distance education component. (Select all that apply)

The internet
One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.5.

None

Standard 6.6 Clerical and Technical Staff Support

The program has access to clerical and technical staff that is appropriate and sufficient to support the work of the students, faculty, and staff. The access is appropriate and sufficient for the program to meet its mission and goals.

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Requirement for Review:

- The program must demonstrate adequate access to clerical and technical staff to support the work of the students, faculty, and staff.
- The program must demonstrate how access to the clerical and technical staff helps the program meet its mission and goals.

FINDINGS

If there were areas of non-compliance or follow-up regarding Standard 6.6 noted in the previous CAA Accreditation Action Report (AAR), describe in detail the steps taken by the program to address the concern(s) and describe how the program is now in compliance with this standard.

If the Steps to Be Taken section of the previous AAR asked the program to provide specific evidence in order to demonstrate compliance with this standard, the program may upload supporting documentation to the report instrument by navigating to the Instrument Summary Response screen, clicking the SUMMARY button, and then selecting DOCUMENTS from the dropdown menu. From there, click the Upload button to select the appropriate file(s) to upload.

There were no citations regarding Clerical and Technical Staff Support listed in the last Accreditation Action Report

Describe any changes that have occurred in the last reporting period regarding the program's clerical and technical staff support.

None have occurred

Use the text box below to describe any additional clarifying information you wish to provide regarding the program's compliance with Standard 6.6.

None

Submission Attestation

Please check the box below confirming that you agree to the following attestation statement.

"To the best of my knowledge and belief, all information submitted in this report is accurate and complete as of the submission date."

☐ Check box to confirm

INSTRUCTIONS:

1) Complete this worksheet to calculate program completion rates for the three most recently completed academic years based on the pu
Upload this worksheet where prompted in Section 5.5 of your online report. If you have a Distance Education or Satellite component, plea
Recent year is defined as the most recently completed academic year at the time of report submission.

2) When reporting data in the Program Completion Worksheet for each component of the program (Residential, Distance Education if app
completion status of ALL students as identified in the categories noted in the worksheet. When measured against the CAA-established thre
evaluate compliance with the CAA Standard:
a.) Number Completing on Time is defined as the number of students who completed within the published total number of terms (consec
leave of absence) to complete the program.
b.) Number Completing Later Than on Time is defined as the number of students who started the program, but who needed more than th
the program, for academic or clinical progress reasons (e.g., repeat an academic or clinic course, infrequent course offerings, remediation
not granted a university approved leave of absence.
c.) Number Not Completing is defined as those students who were dismissed or left the program for academic, ethical, clinical, student int

3) Students who took more than the published number of terms to complete the program because they were given a university approved
non-curricular reasons unrelated to the program (e.g., personal, financial, relocation), or for reasons directly relating to the results of a pul
deliberate, or accidental in nature, and students who left the program for personal reasons unrelated to the program, faculty and staff, or
the 3-year average program completion rate.

4) 3 Year Average is defined as, for the 3 reporting years, the sum of the Number Completing on Time divided by the total number of stud
Number Completing on Time plus Number Completing Later Than on Time plus Number Not Completing).

5) Data entered for each line item are auto-calculated and will populate the table at the bottom of this worksheet which replicates the dat
report; accreditation application). After completing this worksheet, you will need to enter these data into the tables within the online repo

Program Completion Worksheet - Satellite Component

	Report Year	
	Recent year	1 Year Prior
Number of students who earned their degree in the Fall term	0	0
Number of students who earned their degree in the Winter term	0	0
Number of students who earned their degree in the Spring term	0	0
Number of students who earned their degree in the Summer term	25	25
Of the students counted in the above 4 rows, how many took more than the published number of terms for completing the program because:		
they were given a university approved leave of absence (e.g., medical, military) or had other non-curricular reasons unrelated to the program (e.g., personal, financial, relocation)?		
of reasons directly relating to the results of a public health emergency or disaster, that is natural, deliberate, or accidental in nature?		
they needed more time to complete the program (e.g., repeat an academic or clinic course, infrequent course offerings, remediation was required, had to carry a reduced load)?	1	1
How many students left the program:		
because they were dismissed for academic, ethical, clinical, student integrity, or other program-related reasons?		
of their own choice for reasons related to the program, faculty and staff, or academic or clinical curriculum (e.g., insufficient course offerings or clinical placements, poor grades, lack of remediation)?		
for personal reasons unrelated to the program, faculty and staff, or academic or clinical curriculum?	1	1

This table displays your Program Completion Rate based on the CAA interpretation of the elements for calculating program completion rates. By entering your data in the above worksheet, the calculations below will be completed for you based on existing formulas in the cells below.

Period	Number Completing on Time	Number Completing Later Than on Time	Number Not Completing	
Recent Year	24	1	0	
1 Year Prior	24	1	0	
2 Years Prior	21	2	0	
3 Year Average				**94.52%**
3 Year Average (all modalities)				**0.945205479**

blished number of terms for completing this program.
ase complete the additional tabs in this workbook.

licable, and Satellite if applicable), include data on the
eshold, only the following categories will be used to

utive and non-consecutive with a university approved

e program's published number of terms to complete
was required, had to carry a reduced load), and were

tegrity, or other program-related reasons.

leave of absence (e.g., medical, military) or had other
blic health emergency or disaster, that is natural,
academic or clinical curriculum will not count toward

ents in the program (total number of students is the

a entry tables in the CAA online system (annual
orting system.

2 Years Prior
0
0
0
23
2

INSTRUCTIONS:

1) Complete this worksheet to calculate program completion rates for the three most recently c
Upload this worksheet where prompted in Section 5.5 of your online report. If you have a Distar
Recent year is defined as the most recently completed academic year at the time of report subm

2) When reporting data in the Program Completion Worksheet for each component of the progr
completion status of ALL students as identified in the categories noted in the worksheet. When
evaluate compliance with the CAA Standard:

a.) Number Completing on Time is defined as the number of students who completed within the
leave of absence) to complete the program.

b.) Number Completing Later Than on Time is defined as the number of students who started th
the program, for academic or clinical progress reasons (e.g., repeat an academic or clinic course,
not granted a university approved leave of absence.

c.) Number Not Completing is defined as those students who were dismissed or left the program

3) Students who took more than the published number of terms to complete the program becau
non-curricular reasons unrelated to the program (e.g., personal, financial, relocation), or for reas
deliberate, or accidental in nature, and students who left the program for personal reasons unre
the 3-year average program completion rate.

4) 3 Year Average is defined as, for the 3 reporting years, the sum of the Number Completing on
Number Completing on Time plus Number Completing Later Than on Time plus Number Not Cor

5) Data entered for each line item are auto-calculated and will populate the table at the bottom
report; accreditation application). After completing this worksheet, you will need to enter these

6) For more information about CAA's guidance on computing program completion rates see: htt

Program Completion Worksheet - Dist

Number of students who earned their degree in the Fall term
Number of students who earned their degree in the Winter term
Number of students who earned their degree in the Spring term
Number of students who earned their degree in the Summer term
Of the students counted in the above 4 rows, how many took more than the published number of terms for completing the program because:
they were given a university approved leave of absence (e.g., medical, military) or had other non-curricular reasons unrelated to the program (e.g., personal, financial, relocation)?
of reasons directly relating to the results of a public health emergency or disaster, that is natural, deliberate, or accidental in nature?

they needed more time to complete the program (e.g., repeat an academic or clinic course, infrequent course offerings, remediation was required, had to carry a reduced load)?

How many students left the program:

because they were dismissed for academic, ethical, clinical, student integrity, or other program-related reasons?

of their own choice for reasons related to the program, faculty and staff, or academic or clinical curriculum (e.g., insufficient course offerings or clinical placements, poor grades, lack of remediation)?

for personal reasons unrelated to the program, faculty and staff, or academic or clinical curriculum?

This table displays your Program Completion Rate based on the CAA interpre
program completion rates. By entering your data in the above worksheet, th
for you based on existing formulas in the cells below.

Period	Number Completing on Time	Number Completing Later Than on Time
Recent Year	0	0
1 Year Prior	0	0
2 Years Prior	0	0
3 Year Average		

ompleted academic years based on the published number of terms for completing this program.
nce Education or Satellite component, please complete the additional tabs in this workbook.
nission.

ram (Residential, Distance Education if applicable, and Satellite if applicable), include data on the
measured against the CAA-established threshold, only the following categories will be used to

e published total number of terms (consecutive and non-consecutive with a university approved

e program, but who needed more than the program's published number of terms to complete
, infrequent course offerings, remediation was required, had to carry a reduced load), and were

n for academic, ethical, clinical, student integrity, or other program-related reasons.

use they were given a university approved leave of absence (e.g., medical, military) or had other
sons directly relating to the results of a public health emergency or disaster, that is natural,
elated to the program, faculty and staff, or academic or clinical curriculum will not count toward

Time divided by the total number of students in the program (total number of students is the
npleting).

of this worksheet which replicates the data entry tables in the CAA online system (annual
data into the tables within the online reporting system.

p://caa.asha.org/reporting/student-achievement-measures/

tance Education Component

	Report Year	
Recent year	**1 Year Prior**	**2 Years Prior**

tation of the elements for calculating
e calculations below will be completed

Number Not Completing	
0	
0	
0	
	#DIV/0!

INSTRUCTIONS:

1) Complete this worksheet to calculate program completion rates for the three most recently c
Upload this worksheet where prompted in Section 5.5 of your online report. If you have a Distar
Recent year is defined as the most recently completed academic year at the time of report subm

2) When reporting data in the Program Completion Worksheet for each component of the progr
completion status of ALL students as identified in the categories noted in the worksheet. When r
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a.) Number Completing on Time is defined as the number of students who completed within the
leave of absence) to complete the program.

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the program, for academic or clinical progress reasons (e.g., repeat an academic or clinic course,
not granted a university approved leave of absence.

c.) Number Not Completing is defined as those students who were dismissed or left the program

3) Students who took more than the published number of terms to complete the program becau
non-curricular reasons unrelated to the program (e.g., personal, financial, relocation), or for reas
deliberate, or accidental in nature, and students who left the program for personal reasons unre
the 3-year average program completion rate.

4) 3 Year Average is defined as, for the 3 reporting years, the sum of the Number Completing on
Number Completing on Time plus Number Completing Later Than on Time plus Number Not Cor

5) Data entered for each line item are auto-calculated and will populate the table at the bottom
report; accreditation application). After completing this worksheet, you will need to enter these

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Program Completion Worksheet

Number of students who earned their degree in the Fall term
Number of students who earned their degree in the Winter term
Number of students who earned their degree in the Spring term
Number of students who earned their degree in the Summer term
Of the students counted in the above 4 rows, how many took more than the published number of terms for completing the program because:
they were given a university approved leave of absence (e.g., medical, military) or had other non-curricular reasons unrelated to the program (e.g., personal, financial, relocation)?

of reasons directly relating to the results of a public health emergency or disaster, that is natural, deliberate, or accidental in nature?
they needed more time to complete the program (e.g., repeat an academic or clinic course, infrequent course offerings, remediation was required, had to carry a reduced load)?
How many students left the program:
because they were dismissed for academic, ethical, clinical, student integrity, or other program-related reasons?
of their own choice for reasons related to the program, faculty and staff, or academic or clinical curriculum (e.g., insufficient course offerings or clinical placements, poor grades, lack of remediation)?
for personal reasons unrelated to the program, faculty and staff, or academic or clinical curriculum?

This table displays your Program Completion Rate based on the CAA interpre
program completion rates. By entering your data in the above worksheet, th
for you based on existing formulas in the cells below.

Period	Number Completing on Time	Number Completing Later Than on Time
Recent Year		
1 Year Prior		
2 Years Prior		
3 Year Average		

ompleted academic years based on the published number of terms for completing this program.
nce Education or Satellite component, please complete the additional tabs in this workbook.
nission.

ram (Residential, Distance Education if applicable, and Satellite if applicable), include data on the
measured against the CAA-established threshold, only the following categories will be used to

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e program, but who needed more than the program's published number of terms to complete
, infrequent course offerings, remediation was required, had to carry a reduced load), and were

n for academic, ethical, clinical, student integrity, or other program-related reasons.

use they were given a university approved leave of absence (e.g., medical, military) or had other
sons directly relating to the results of a public health emergency or disaster, that is natural,
elated to the program, faculty and staff, or academic or clinical curriculum will not count toward

Time divided by the total number of students in the program (total number of students is the
npleting).

of this worksheet which replicates the data entry tables in the CAA online system (annual
data into the tables within the online reporting system.

p://caa.asha.org/reporting/student-achievement-measures/

: - Satellite Component

	Report Year	
Recent year	**1 Year Prior**	**2 Years Prior**

tation of the elements for calculating
e calculations below will be completed

Number Not Completing	

CASCE Self Study v6-2025-2026

Florida Atlantic University- Graduate- S&C Concentration

Section I. Institution

The exhibits listed in this document are required to be submitted, however, if the institution/program wishes to submit documentation where an exhibit is not required or wishes to submit additional documentation within a particular standard to strengthen their narrative, that is allowable and encouraged to show compliance.

SECTION I. INSTITUTION

I.A.

The institution has appropriate approvals and accreditation to offer programs in higher education including a strength and conditioning program.

I.A. Narrative

Indicate the institution's regional/national accreditor, and the last date of a comprehensive evaluation of the institution.

Florida Atlantic University (FAU) is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). FAU's last accreditation date was December 8, 2024, and it is valid until 2034, as shown in Exhibit 1.A. The strength and conditioning concentration is offered through the BS in Exercise Science & Health Promotion in the Department of Exercise and Health Sciences (EXHS) in the Charles E. Schmidt College of Science. EXHS was formerly known as the Department of Exercise Science and Health Promotion and officially changed its name on 9/14/26 (changes to the department name in the catalog will occur in late 2026 or 2027). EXHS has a long, documented history of success and growth, dating back to 1987. Currently, EXHS is one of the university's largest departments, with roughly 2,600 students. Offering multiple degrees, including a BS in Exercise Science & Health Promotion, an MS in Exercise Science in Health Promotion, and a BA in Health Science. Faculty governance approved the strength and conditioning concentration in March 2024 (Exhibit 1.Aa), and it is outlined in the attached worksheet (Exhibit 1.Ab).

I.A. Documentation

I.A. Documentation demonstrating appropriate accreditation of the institution and/or state authority of the institution to offer programs in higher education.

Exhibit 1.A.pdf Accreditation letter from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
Exhibit 1.Aa.pdf Institutional approval for graduate strength & conditioning concentration.
Exhibit I.Ab.pdf

Graduate program strength and conditioning worksheet.

I.B.

The program must demonstrate that it has the appropriate institutional approvals to offer the program and has the resources to support the program.

I.B. Narrative

Describe how the institution has the resources to support the program. Include explanations of any attached needs analysis or internal reports that support this standard.

Institutional Approvals

The MS in Exercise Science and Health Promotion program (MS in ESHP) at Florida Atlantic University (See university catalog (Exhibit 1.B) is housed within the College of Science and has received the appropriate institutional approvals required to offer the degree. Florida Atlantic University's established academic and curricular approval processes approved the program, and it is included in the University's official Academic Catalog.

The program is also recognized within the State University System of Florida. The Florida Board of Governors and Florida Atlantic University designate the Exercise Science and Health Promotion program under CIP Code 31.0505 (Kinesiology and Exercise Science/Exercise Science and Kinesiology. This designation identifies the program as an authorized academic degree program offered by Florida Atlantic University within the State University System of Florida.

Florida Atlantic University is institutionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees. Collectively, the University's established academic approval processes, the Florida Board of Governors' recognition of the program under CIP Code 31.0505, and FAU's institutional accreditation demonstrate that the University has the appropriate institutional authorization to offer the Exercise Science and Health Promotion program.

Resources to Support the Program

Florida Atlantic University provides the MS in ESHP program with the personnel, facilities, equipment, technology, and institutional support necessary to achieve its educational objectives and deliver the curriculum. The program currently serves approximately 1,000 Exercise Science and Health Promotion majors (BS & MS) and is supported by 14 full-time faculty members.

Faculty have expertise across a broad range of exercise science disciplines, with research interests including muscle physiology, resistance training, sports performance, exercise oncology, cardiovascular physiology, exercise immunology, cancer cachexia, and related areas. Faculty are actively engaged in research and have recently received external funding from the Florida Department of Health, Tonal Systems, LLC, and other organizations.

Students have access to an approximately 800-square-foot dedicated teaching laboratory that supports hands-on instruction and the practical application of concepts presented throughout the Exercise Science curriculum. The program is also supported by multiple research laboratories, including the Muscle Physiology Laboratory, Human Performance Laboratory, Integrative Vascular Physiology Laboratory, Functional Fitness Laboratory, and Exercise Biochemistry Laboratory. These laboratories

provide additional opportunities for student learning, research involvement, and exposure to contemporary methods and technologies used in exercise science.

The teaching and research laboratories contain extensive state-of-the-art equipment and instrumentation. Available resources include metabolic analyzers, InBody body composition assessment systems, resistance-training machines and free weights, cardiovascular and endurance exercise equipment, near-infrared spectroscopy (NIRS), pulse wave velocity assessment equipment, exercise velocity measurement systems, -80°C freezers, and equipment and facilities for ELISA, Western blotting, and other molecular biology techniques. Collectively, these resources support instruction and research across exercise physiology, strength and conditioning, sports performance, cardiovascular physiology, body composition, and molecular and biochemical aspects of exercise science.

The program also benefits from University-wide resources, including academic advising, library and electronic research resources, information technology and learning-management systems, student accessibility services, career services, and other academic and student-support services. The University and College provide the administrative and financial support necessary for the continued operation of the program, including faculty and staff support, instructional resources, facilities, and equipment.

Collectively, the program's 14 full-time faculty members, dedicated teaching and research facilities, extensive laboratory equipment, active research environment, and University-level resources provide the infrastructure necessary to support approximately 1,000 Exercise Science and Health Promotion majors, deliver the Exercise Science curriculum, and achieve the program's stated goals and student learning outcomes.

The program also benefits from extensive University-wide academic, technological, and student-support resources. These include academic advising, library and electronic research resources, information technology support, student accessibility services, career services, and other academic and student-support services. The University provides access to Canvas, its learning management system, for course delivery, communication, assessment, and instructional resources, as well as to Workday and other institutional platforms that support student records, registration, academic administration, and related University functions. Faculty and students also have access to University-supported software, computing resources, and technology necessary for instruction and academic activities. The University and College provide the administrative and financial support necessary for the continued operation of the program, including support for faculty and staff, instructional resources, facilities, equipment, and technology. Finally, the program is well funded from a combination of Education and General funds, Technology funds, and other sources totaling over $2 million for fiscal year 2026 (Exhibit I.Ba), excluding external grants and startup funding for new faculty.

I.B. Documentation

I.B. Copies of needs analysis or internal reports that demonstrate that the institution has the resources to support the program. If an existing program, copies of the department budget showing sufficient funds dedicated to the program may be used.

Exhibit 1.B.pdf
Florida Atlantic's University Catalog

Exhibit I.Ba.pdf

I.C.

The mission, goals, and expected outcomes of the program align with those of the institution.

I.C. Narrative

Describe how the mission, goals and expected outcomes of the program align with the mission and goals of the institution as well as the academic unit in which the program is housed. Describe how the outcomes of the program were determined and how those outcomes are interrelated to the academic unit and the institution.

FAU's Mission Statement

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching and active engagement with its communities.

FAU's Vision Statement

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a top-tier research institution that is internationally acclaimed for its contributions to creativity and research, as well as its collaborations with regional partners.

Department Mission Statement

The Department of Exercise and Health Sciences offers interdisciplinary undergraduate and graduate degrees designed to prepare students for careers in clinical, corporate and community/nonprofit-based physical fitness and health promotion, postgraduate study in applied health sciences (e.g., physical therapy, physician assistant), as well as advanced study in human biology/physiology. Whether in the role of practitioner or scientist, the EXHS graduate is uniquely prepared to influence the health and well-being of their fellow citizens. Importantly, EXHS graduates can reduce healthcare costs by helping those they serve adopt healthy lifestyles and dramatically reduce the occurrence and severity of diseases (obesity, heart disease, hypertension, diabetes, cancer) associated with sedentary living.

Mission Statement Alignment

The program's mission, goals, and expected outcomes are strongly aligned with both Florida Atlantic University's (FAU) mission and the goals of the Department of Exercise and Health Sciences (EXHS). Consistent with FAU's commitment to excellence in teaching, research, scholarship, creative activity, and community engagement, the program prepares students to become knowledgeable professionals and scholars who contribute to improving individual and community health through evidence-based practice, research, and service.

The program supports FAU's mission by providing rigorous academic and experiential learning opportunities that develop students' scientific knowledge, critical thinking skills, and professional competencies. Through coursework, applied learning experiences, and opportunities for research and scholarship, students are equipped to address contemporary health and wellness challenges while advancing the field. These activities reflect the university's emphasis on teaching excellence and active engagement with local, regional, and global communities.

The program also directly advances the goals of the EXHS Department by preparing students for careers in clinical, corporate, community, and nonprofit health and fitness settings, as well as for postgraduate and advanced scientific study. The interdisciplinary curriculum emphasizes integrating exercise science, health promotion, and human physiology, ensuring graduates possess the knowledge and skills necessary to serve as practitioners, researchers, and future healthcare professionals.

Expected program outcomes further align with departmental goals by producing graduates who can positively influence the health and well-being of diverse populations. Graduates are prepared to promote healthy lifestyles, develop and implement evidence-based interventions, and contribute to disease prevention efforts targeting major public health concerns such as obesity, cardiovascular disease, hypertension, diabetes, and cancer. In doing so, they support the department's vision of improving quality of life and reducing healthcare costs through increased physical activity and health promotion.

Collectively, the program's mission, goals, and outcomes advance FAU's broader institutional priorities while fulfilling the EXSC Department's commitment to developing highly qualified professionals and scientists dedicated to improving health outcomes and fostering healthier communities.

Programmatic Outcomes

Programmatic outcomes are determined by measuring teaching effectiveness using Student Perception of Teaching (SPOT) evaluations at the conclusion of every semester. As shown in Exhibit 1.C.2, ESHP outperforms the College of Science averages in every category, demonstrating strong teaching outcomes. Post-graduation employment data collected by the Florida Department of Education (provided in Exhibit I.2.C) shows relevant employment for similar CIP codes.

I.C. Documentation

I.C.The mission and goals of the institution.

I.C.1.The mission and goals of the program

I.C.2.The outcomes of the program including program effectiveness, program outcomes, student learning outcomes, and quality of instruction.

Exhibit I.C.pdf FAU's Mission Statement, taken from the University Catalog.
Exhibit I.C.2.pdf Data showing graduation rates and teaching evaluations compared to other departments in the Charles E. Schmidt College of Science and salary/emplyment rates compared to similar programs in the State University of Florida System.
Exhibit I.C.2.pdf Program effectiveness (teaching evaluations), Post-Graduation Success, and Graduation Rate information, for MS Exercise Science & Health Promotion Degree.
Exhibit I.C.3.pdf Department-level student learning outcomes. Importantly, these student learning outcomes are general for the EXHS Department as a whole. Later, in Section IIIA&B, we upload the student learning outcomes (SLOs) for the Strength and Conditioning concentration. Those outcomes are directly aligned with CASCE standards and are directly mapped to the Strength and Conditioning Concentration assessment plan uploaded in Section IV.

SECTION II. FACULTY

II.A.

Program Director: **The Program Director is the person responsible for administering the academic program, institutional and program policies, and these standards, as well as ensuring program compliance with all applicable state rules and regulations.**

The Program Director must:

1. Be a full-time employee of the sponsoring institution.
2. Have full faculty status, rights, responsibilities, privileges, and voting rights as defined by institutional policy, consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.
3. Have a master's degree or higher in a related field.
4. Be in good standing with the National Strength and Conditioning Association (NSCA) with a current Certified Strength and Conditioning Specialist® (CSCS®) certification.
5. Have experience with curriculum and/or program development in a related field.
6. Be qualified commensurate with other administrative positions within similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions. If the institution does not sponsor other allied health programs, this standard must be benchmarked against other peer institutions (e.g., Education Recognition Program [ERP] or accredited strength and conditioning programs). Academic rank and tenure status are determined by the institution according to institutional policy.
7. Have programmatic administrative, and supervisory responsibility consistent with other similar assignments within the institution.
8. Oversee and evaluate program-specific course content and curricular efficacy.
9. Have administrative release/reassigned workload. The Program Director's release time must be equivalent to similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.
10. Must have responsibilities that include input to and assurance of the following program features:

- (a) Ongoing compliance with the Council on Accreditation of Strength and Conditioning Education's (CASCE) Professional Standards and Guidelines.
- (b) Planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum.
- (c) Effective leadership in areas such as field experience, strategic planning, resources, and budget.
- (d) Compliance with all applicable state rules and regulations.
- (e) Compliance with institutional and program policies.

II.A.1.

Be a full-time employee of the sponsoring institution.

II.A.1 Narrative

Indicate the Program Director's official title and faculty appointment. Reference to documentation provided as Exhibit II.A1.

Dr. Christopher Boerum is a full-time, 9-month employee at Florida Atlantic University, as shown in Exhibit II.A.1. His current title is University Instructor (promoted in 2025, Exhibit II.A.1a), and he holds an administrative title in the department as Graduate Program Director (Exhibit II.A.1b). Dr. Boerum has been employed full-time at Florida Atlantic University since August 2011.

II.A.1 Documentation

II.A.1. Contract, letter of appointment, or other documentation verifying that the PD is a full-time employee of the institution. Please redact any personal/sensitive information.

Exhibit II.A.1.pdf 9-Month faculty appointment renewal letter.
Exhibit II.A.1a.pdf Promotion letter to University Instructor after the appointment letter was signed.
Exhibit II.A.1b.pdf Appointment letter for the Graduate Program Director position.

II.A.2.

Have full faculty status, rights, responsibilities, privileges, and voting rights as defined by institutional policy, consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.

II.A.2. Narrative

Describe how the PD's faculty status, rights, responsibilities, privileges, and voting rights meet institutional policy and are consistent with other similar positions at the institution

The PD's faculty status and voting rights are uniform across the College of Science at FAU, meaning other program directors have similar rights and say in academic matters. The PD's title as a full-time university instructor accords him such rights under Part 1.1 of the Charles E. Schmidt College of Science, as shown below.

Collectively, the faculty of the Charles E. Schmidt College of Science will constitute the College Assembly, which considers:

1. *Educational policy (curriculum, admissions, and degree programs).*
2. *Hiring policies, promotion, and tenure.*

3. *Student affairs.*
4. *General administrative matters (including organization, coordination with other colleges and other campuses, off-campus centers involving the sciences, etc.).*

In matters of planning and budgeting, the Charles E. Schmidt College of Science Faculty Assembly will be advisory to the Dean.

All full-time members of the College faculty holding the rank of Professor, Associate Professor, Assistant Professor; Assistant/Associate/Scientist/Scholar; and Instructor/Senior Instructor/University Instructor are voting members of the College Assembly.

II.A.2. Documentation

II.A.2. Pages from Faculty Handbook, catalog, letter from institution, etc. demonstrating that the PD has full faculty status, rights and responsibilities as defined by institution policy. Documentation that demonstrates the PD position is consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.

Exhibit II.A.2.pdf
Charles E. Schmidt College of Science Bylaws.

II.A.3.

Have a Master's degree or higher in a related field.

II.A.3. Narrative

Indicate the highest degree attained by the PD and include reference to the PD's Curriculum Vitae in the exhibits.

As shown in Exhibit II.A.3, the PD has completed three graduate degrees:

- Master's of Science in Exercise Science & Health Promotion, Exercise Physiology Concentration - 2010
- Master's of Business Administration, Management Information Systems Concentration - 2016
- **Doctor of Philosophy in Curriculum and Instruction** - 2025

While the highest degree earned was a PhD, The Master's of Science is the highest degree in the field.

II.A.3. Documentation

II.A.3. PD's Curriculum Vitae

Exhibit II.A.3.pdf
Dr. Boerum's Curriculum Vitae, current as of August 2026.

II.A.4.

Be in good standing with the National Strength and Conditioning Association (NSCA) with a current Certified Strength and Conditioning Specialist® (CSCS®) certification (or recognized UK equivalent certification-see Glossary).

II.A.4. Narrative

Provide reference to verification of current CSCS certification in Exhibits.

Dr. Boerum has been CSCS-certified since 2012 (Exhibit II.A.4) and is in good standing with the NSCA, as demonstrated by his active membership card (Exhibit II.A.4a).

II.A.4. Documentation

II.A.4. Verification of CSCS certification

Exhibit II.A.4.pdf Dr. Christopher Boerum's CSCS certification, valid until 12/31/26.
Exhibit II.A.4a.pdf Dr. Christopher Boerum's NSCA Membership Card, valid until 10/2/26.

II.A.5.

Have experience with curriculum and/or program development in a related field.

II.A.5. Narrative

Describe the Program Director's experience with curriculum and/or program development in strength and conditioning or related field.

Dr. Boerum has seven years of experience in curriculum and program development within higher education, in exercise science, health science, and graduate education, as shown by his CV in Exhibit II.A.5. As Programs Director (2025–Present), he oversees all aspects of our graduate program, including curriculum management, admissions, graduation requirements, and administration of a combined BS/MS program. I also play a leadership role in initiating the accreditation process for academic programs through the National Strength & Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM), while supporting undergraduate programs that serve approximately 2,600 students. The latest approved curriculum revisions included updating the BA in Health Science offered by our department and, last year, adding two Strength & Conditioning concentrations to both our BS in Exercise Science & Health Promotion (Exhibit II.A.5a) and our MS in Exercise Science & Health Promotion (Exhibit II.A.5b).

Previously, as Programs Coordinator (2019–2025), Dr. Boerum focused heavily on curriculum design and program development, leading the creation of new academic offerings, including a fully online concentration, multiple 30-credit MS degree programs, and a combined BS/MS pathway. His responsibilities included evaluating and revising curriculum, aligning academic requirements with institutional and industry standards, assessing transfer credits, and collaborating with advising staff to support student retention, progression, and graduation.

II.A.5. Documentation

II.A.5. PD's Curriculum Vitae

Exhibit II.A.5.pdf Dr. Boerum's Curriculum Vitae, current as of August 2026.
Exhibit II.A.5a.pdf Dr. Boerum's approved Strength & Conditioning concentration that was added to our Bachelor of Science Degree in 2025.
Exhibit II.A.5b.pdf Dr. Boerum's approved Strength & Conditioning concentration that was added to our Master of Science Degree in 2025.

II.A.6.

Be qualified commensurate with other administrative positions within similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions. If the institution does not sponsor other allied health programs, this standard must be benchmarked against other peer institutions (e.g., Education Recognition Program [ERP] or accredited strength and conditioning programs). Academic rank and tenure status are determined by the institution according to institutional policy.

II.A.6. Narrative

Describe how the Program Director is qualified commensurate with other administrative positions at the institution or indicate how the program "benchmarked" against other programs, including which programs and what criterion were benchmarked.

Florida Atlantic University does not have a comparable allied health program with a program coordinator position equivalent to the Undergraduate Program Coordinator for the Exercise Science and Health Promotion program. Therefore, consistent with CASCE requirements, the qualifications of the Program Director were benchmarked against a comparable program at a peer institution, the University of West Florida (UWF), which is an NSCA ERP program.

The University of West Florida provides an appropriate benchmark because of the similarities between the institutions and their exercise science programs. Both FAU and UWF are public universities within the State University System of Florida and offer undergraduate exercise science programs designated under CIP Code 31.0505. Both programs have also participated in the National Strength and Conditioning Association (NSCA) Education Recognition Program (ERP), demonstrating alignment with NSCA educational standards. UWF's Bachelor of Science in Exercise Science is also accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Like FAU, UWF utilizes a faculty member in a designated program leadership role for its undergraduate exercise science program. UWF identifies Ludmila Cosio-Lima, PhD as Professor and Exercise Science Program Coordinator. At FAU, Christopher Boerum, PhD, MBA, CSCS, serves as the Graduate Program Director and, for purposes of CASCE/CoAES accreditation, the Undergraduate Program Director. Dr. Boerum is a fully promoted University Instructor within the Department of Exercise Science and Health Promotion.

The benchmark demonstrates that FAU's Program Director possesses qualifications commensurate with the program coordinator of a comparable exercise science program at a peer institution. Both program coordinators possess doctoral-level academic preparation and relevant expertise in exercise science, and they provide leadership for undergraduate exercise

science programs within the State University System of Florida. Dr. Boerum additionally holds an MBA and the Certified Strength and Conditioning Specialist (CSCS) credential, providing relevant preparation for both the academic and administrative responsibilities associated with program leadership.

Differences in faculty title or academic rank between the institutions do not indicate differences in qualification for the Program Director role. Consistent with CASCE requirements, academic rank and tenure status are determined by each institution in accordance with its faculty classification, appointment, promotion, and tenure policies. At FAU, Dr. Boerum has achieved full promotion within the University Instructor faculty classification.

Based on this peer-institution comparison, Florida Atlantic University has determined that the qualifications of the Graduate Program Director/Undergraduate Program Director are commensurate with those of the equivalent program leadership position at the University of West Florida and are appropriate for the responsibilities of the Exercise Science and Health Promotion Program Director.

II.A.6. Documentation

II.A.6. Documentation of PD qualifications as commensurate with other administrative positions at the institution. If benchmarked against other programs, please provide documentation.

Exhibit II.A.6.pdf
Comparison table of benchmarked positions.

II.A.7.

Have programmatic administrative, and supervisory responsibility consistent with other similar assignments within the institution.

II.A.7. Narrative

Describe the administrative and supervisory responsibility of the Program Director and how it is consistent with similar assignments within the institution.

Dr. Boerum's assignment as graduate program director is similar to that of all departments offering graduate degrees within the Charles E. Schmidt College of Science, with graduated compensation based on headcount or a course release (Exhibit II.A.7). Additionally, the Department Chair, Dr. Michael Zourdos, has granted Dr. Boerum additional authority to serve as program director for the undergraduate strength & conditioning concentration through his academic assignment (Exhibit II.A.7a).

II.A.7. Documentation

II.A.7. P.D. position description and documentation that the PD has programmatic administrative and supervisor responsibility consistent with other similar assignments at the institution.

Exhibit II.A.7.pdf
Graduate Program Director offer letter demonstrating similar positions within the Charles E. Schmidt College of Science

Exhibit II.A.7a.pdf

Dr. Boerum's academic assignment grating program director authority over the undergraduate strength and conditioning concentration.

II.A.8.

Oversee and evaluate program-specific course content and curricular efficacy.

II.A.8. Narrative

Describe the Program Director's responsibility in oversight and evaluation of program-specific course content and curricular efficacy.

Dr. Boerum serves as chair for both the Undergraduate and Graduate Curriculum Committees. At this level, curriculum is evaluated and, if needed, changes are made. The BS in Exercise Science & Health Promotion has undergone many revisions over the years to ensure curricular efficacy and to keep the curriculum modern and aligned with job market demands.

II.A.8. Documentation

P.D. position description (previously submitted as III.A.7.)

Exhibit II.A.8.pdf
Program Director position description.

II.A.9.

Have administrative release/reassigned workload. The Program Director's release time must be equivalent to similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

II.A.9. Narrative

Describe the typical faculty workload of the unit in which the program is housed. Indicate how much of the Program Director's time is released/reassigned for administration of the program. The description given should match the data provided on the Program Director Workload Table.

Charles E. Schmidt College of Science Teaching Guidelines require teaching four 3-credit courses per semester to be at 100% effort or full-time. Dr. Boerum is granted a course release of 25% full-time equivalent (FTE) to serve as program director and to complete other department, college, or university service.

II.A.10.

Must have responsibilities that include input to and assurance of the following program features:

ll.A.10 Documentation

Exhibit II.A.10.pdf
Overview of Standard II.A.10

II.A.10.a.

Ongoing compliance with The Council on Accreditation of Strength and Conditioning Education's (CASCE) Professional Standards and Guidelines.

Narrative

Describe the Program Director's responsibilities as it pertains to ensuring compliance the CASCE Standards.

The Graduate Program Director/Undergraduate Program Director is responsible for providing leadership and oversight to ensure the Exercise Science and Health Promotion program's ongoing compliance with the Council on Accreditation of Strength and Conditioning Education (CASCE) Professional Standards and Guidelines. The Program Director maintains familiarity with current CASCE requirements, coordinates the collection and maintenance of required accreditation documentation, communicates accreditation requirements to program faculty and administrators, and works collaboratively with the Department Chair and faculty to address any areas requiring modification or improvement. The Program Director also coordinates required accreditation reporting, self-study activities, and other documentation necessary to demonstrate continued compliance with CASCE standards.

II.A.10.b.

Planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum.

II.A.10.b. Narrative

Describe the Program Director's responsibilities in the planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum.

The Graduate Program Director/Undergraduate Program Director provides leadership and has input into the planning, development, implementation, delivery, documentation, and assessment of all components of the Exercise Science and Health Promotion curriculum. The Program Director works collaboratively with program faculty and the Department Chair to ensure that curricular content and learning experiences are current, evidence-based, appropriately sequenced, and consistent with program objectives and CASCE Professional Standards and Guidelines.

The Program Director coordinates ongoing review of the curriculum and student learning outcomes, facilitates faculty discussion of curricular needs and assessment findings, and assists with the development and implementation of curricular modifications when indicated. Proposed curriculum changes are advanced through the appropriate Department, College of Science, and Florida Atlantic University curricular approval processes. The Program Director also assists in maintaining documentation of curriculum delivery and assessment to support continuous program improvement and accreditation requirements.

II.A.10.c.

Effective leadership in areas such as field experience, strategic planning, resources, and budget.

II.A.10.c. Narrative

Describe how the Program Director's provides effective leadership with field experiences, strategic planning, resources and budgeting.

The Graduate Program Director/Undergraduate Program Director provides leadership and input on field experience, strategic planning, program resources, and budgeting. The Program Director works collaboratively with faculty and appropriate personnel to oversee the planning, implementation, evaluation, and continuous improvement of field experiences, ensuring they align with program objectives and CASCE requirements.

The Program Director participates in short- and long-term strategic planning for the undergraduate program and evaluates the personnel, facilities, laboratory equipment, technology, instructional support, and other resources necessary to deliver the curriculum effectively. Resource needs and priorities are communicated to the Department Chair, and the Program Director provides input and recommendations regarding budgetary priorities and allocation of resources supporting the undergraduate program. Final budgetary authority resides with the Department Chair and other appropriate College and University administrators.

II.A.10.d.

Compliance with all applicable state rules and regulations.

II.A.10.d. Narrative

Describe the Program Director's responsibilities as it pertains to ensuring compliance with all applicable state rules and regulations.

he Graduate Program Director/Undergraduate Program Director has responsibility for providing input and assurance that the Exercise Science and Health Promotion program operates in compliance with all applicable state rules and regulations. The Program Director works within the established governance and administrative structures of Florida Atlantic University, the College of Science, and the State University System of Florida and collaborates with the Department Chair and appropriate University offices to ensure that program operations, curriculum, and academic policies remain consistent with applicable state requirements.

The Program Director monitors program-relevant requirements and works with appropriate Department, College, and University personnel to address changes in state rules, regulations, or requirements that may affect the program.

II.A.10.e.

Compliance with institutional and program policies.

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II.A.10.e. Narrative

Describe the Program Director's responsibilities as it pertains to ensuring compliance with institutional and program policies.

The Graduate Program Director/Undergraduate Program Director provides input and assurance that the Exercise Science and Health Promotion program complies with applicable policies of Florida Atlantic University, the College of Science, the Department, and the program. The Program Director maintains familiarity with policies relevant to the administration and delivery of the undergraduate program and communicates applicable requirements to faculty, staff, and students, as appropriate.

The Program Director works collaboratively with the Department Chair, program faculty, academic advisors, and appropriate College and University offices to ensure that program practices are consistent with institutional and program policies. Program policies and procedures are reviewed as needed, and the Program Director provides leadership in identifying and implementing modifications necessary to maintain compliance.

Section II B. Field Experience Coordinator

II.B.

Field Experience Coordinator: **The Field Experience Coordinator is responsible for student field experience placement, field experience site evaluation and training, and regular communication with the Field Experience Site Supervisors.** ***The Field Experience Coordinator must:***

1. Be a full-time employee of the sponsoring institution.
2. Have released/reassigned workload to meet the institutional responsibilities for overseeing the field experience.
3. Have experience with field experience oversight and development.
4. Be responsible for:

- (a) Student field experience placement.
- (b) Maintaining current affiliation agreement(s) or Memorandum of Understanding (MOU) with field experience sites.
- (c) Field Experience site evaluation.
- (d) Field Experience Site Supervisor training.
- (e) Field Experience Site Supervisor evaluation.
- (f) Regular communication with the Field Experience Site Supervisors.
- (g) Following institutional and program policies

II.B.1.

Be a full-time employee of the sponsoring institution.

II.B.1. Narrative

Indicate the Field Experience Coordinator's official title and appointment status. Reference to documentation provided as Exhibit II.B.1.

Laura Canteri, MS, serves as the Field Experience Coordinator (FEC). She has been employed full-time as a 12-month employee at Florida Atlantic University since July 2016 and her current title is Senior instructor. Documentation confirming Ms. Canteri's

employment status is provided in Exhibit II.B.1.

II.B.1. Documentation

II.B.1. Documentation noting that the Field Experience Coordinator is a full-time employee of the institution.

Exhibit II.B.1.pdf
Ms. Canteri's 12-month faculty appointment renewal letter

II.B.2.

Have released/reassigned workload to meet the institutional responsibilities for overseeing the field experience.

II.B.2. Narrative

Describe the typical faculty/staff workload of the unit in which the program is housed. Indicate how much of the Field Experience Coordinator's time is released/reassigned for overseeing the field experience for the program. If the Field Experience Coordinator holds a faculty position, then then the released/reassigned time must be included on the Faculty Workload Table. If the Coordinator holds a staff position, provide documentation of the amount of released or reassigned time that is devoted to coordination of the S & C field experiences.

Florida law (the "12-Hour Law") requires faculty to teach 12 contact hours per week, or an equivalent mix of teaching, research, and service, within a 40-hour week. Ms. Canteri's workload is allocated as 90% teaching and 10% service. Her teaching assignment includes PET5947, a variable-credit internship course (1, 2, or 3 credits) through which graduate students complete their field experience. Her service assignment includes her roles as Internship Director and liaison to external sites. To fulfill these responsibilities, 50% of Ms. Canteri's total workload is devoted to overseeing all aspects of the field experience, which encompasses all undergraduate and graduate students from the program who are enrolled in internship, not solely those in the S&C concentration. Ms. Canteri's assigned workload is documented in Exhibit II.B.2.

II.B.2. Documentation

II.B.2. Field Experience Coordinator Workload Table or other documentation that verifies that the F.E.C. has released/reassigned time for overseeing the field experiences.

Exhibit II.B.2.pdf
Ms. Canteri's Annual Assignment, 2026.

II.B.3.

Have experience with field experience oversight and development.

II.B.3. Narrative

Describe the Field Experience Coordinator's experience with field experience oversight and development.

Ms. Canteri has ten years of field experience oversight and development (Exhibit II.B.3). As Internship Director (2016–Present), she oversees all aspects of the program's internship experience, including identifying and maintaining site affiliations to ensure

the experience continues to meet all program requirements. She works closely with site supervisors and students throughout their internship to ensure a high-quality experience.

II.B.3. Documentation

II.B.3. Field Experience Coordinator's Vitae/Resume

Exhibit II.B.3.pdf
Ms. Canteri's Curriculum Vitae, current as of August 2026.

II.B.4.

Be responsible for:

II.B.4.a.

Student field experience placement.

II.B.4.a. Narrative

Describe the role of the Field Experience Coordinator in student field experience placement.

The Field Experience Coordinator (FEC) is responsible for the administration and oversight of the field experience/internship process for all undergraduate and graduate internship students in the program, including those in the Strength and Conditioning track. The FEC ensures that all field experience placements meet institutional and program requirements, confirms student eligibility, maintains affiliation agreements with internship sites, serves as a liaison with the Office of the General Counsel, and is the primary point of contact for students and Field Experience Site Supervisors throughout their internship. Exhibit II.B.4.a describes this role in more detail.

II.B.4.a. Documentation

II.B.4.a. Provide the Field Experience Coordinator job description.

Exhibit II.B.4.a.pdf
Detailed FEC Job Description.

II.B.4.b.

Maintaining current affiliation agreement(s) or Memorandum of Understanding (MOU) with field experience sites.

II.B.4.b. Narrative

Describe the role of the Field Experience Coordinator with obtaining and maintaining current affiliation agreements with the field experience sites.

Ms. Canteri is responsible for obtaining current affiliation agreements with field experience sites. She is a liaison with the Office of the General Counsel at Florida Atlantic University, who approved the standard internship affiliation agreement template. Ms. Canteri sends this template to potential field experience sites for review and signature. Once signed by the site, Ms. Canteri signs the agreement, which is then forwarded to the Vice Provost for final signature. Each affiliation agreement remains in effect indefinitely unless terminated by either party, with termination requiring 30 days written notice.

II.B.4.c.

Field Experience site evaluation.

II.B.4.c. Narrative

Describe the role of the Field Experience Coordinator with the evaluation of field experience sites.

Ms. Canteri conducts evaluations of all field experience sites. She ensures the FESS holds a current CSCS certification, communicates expected learning outcomes and performance measures, and then confirms the site can meet those expectations. If the site is local, Ms. Canteri will visit the site in-person. She will complete and save the Initial Review Field Experience Site Evaluation Form for each site (Exhibit II.B.4.c). After a site is approved, Ms. Canteri conducts yearly evaluations to confirm continued approval similar to the initial review process (Exhibit II.B.4.c1). Sites who fail to receive re-approval (i.e. loss of qualified supervisor, learning outcomes are not addressed) are removed from the list of approved internship sites.

II.B.4.c. Documentation

II.B.4.c. Sample Field Experience Site Evaluation. Data demonstrating that the field experience sites are evaluated on a regular basis.

Exhibit II.B.4.c.pdf Initial Review - Field Experience Site & FESS Evaluation Form.
Exhibit II.B.4.c1.pdf Annual Review - Field Experience Site & FESS Evaluation Form.

II.B.4.d.

Field Experience Site Supervisor training.

II.B.4.d. Narrative

Describe the role of the Field Experience Coordinator in regard to Site Supervisor training.

Ms. Canteri meets with each FESS on a per-student basis, once a student has obtained an internship, to review the Field Experience Information Guide (Exhibit II.B.4.d). This document outlines the FESS's responsibilities, expectations, key learning objectives for the field experience, and signature acknowledging the FESS's adherence to this guide.

II.B.4.d. Documentation

II.B.4.d. Sample Site Supervisor Training material. Documentation of training for all site supervisors.

Exhibit II.B.4.d.pdf
FESS Information Guide.

II.B.4.e.

Field Experience Site Supervisor evaluation.

II.B.4.e. Narrative

Describe the role of the Field Experience Coordinator with Site Supervisor evaluation.

The Initial Review Field Experience Site Evaluation Form previously referenced, is also used here to evaluate the site supervisor (Exhibit II.B.4.e). Ms. Canteri ensures the FESS holds a current CSCS then documents the certification number and expiration date. She also communicates expected learning outcomes and performance measures to confirm the site can meet those expectations. If the site is local, Ms. Canteri will visit the site in-person. After a site is approved, Ms. Canteri conducts yearly evaluations to confirm continued approval similar to the initial review process (Exhibit II.B.4.e1) in which all documents are securely stored on the department's local P-drive. Site supervisors who fail to receive re-approval (i.e. loss of qualified supervisor, learning outcomes are not addressed) result in the site being removed from the list of approved internship sites.

II.B.4.e. Documentation

II.B.4.e. Sample Field Experience Supervisor Evaluation. Data demonstrating that the Site Supervisors are evaluated on a regular basis.

Exhibit II.B.4.e.pdf
Initial Review - Field Experience Site & FESS Evaluation Form

Exhibit II.B.4.e1.pdf
Annual Review - Field Experience Site & FESS Evaluation Form

II.B.4.f.

Regular communication with the Field Experience Site Supervisors.

II.B.4.f. Narrative

Describe the communication plan between the Field Experience Coordinator and the Site Supervisors. Be sure to include frequency and type of communication.

Ms. Canteri communicates with the Field Experience Site Supervisor primarily through email throughout the field experience (Exhibit II.B.4.f), with one planned visit if the site is local. She emails the Site Supervisor at least four times per semester, including before the internship starts, a few weeks into the placement, and to share performance evaluations at the midterm and end of the semester.

II.B.4.f. Documentation

II.B.4.f Sample communications or reference to communication required above.

Exhibit II.B.4.f.pdf
Sample email communication to Field Experience Site Supervisors.

II.B.4.g.

Following institutional and program policies.

II.B.4.g. Narrative

Describe the role of the Field Experience Coordinator in assuring that Field Experience Sites are following institutional and program guidelines.

The FEC assures that the sites are following the program guidelines through the Field Experience Information Guide with the FESS signed acknowledgment (II.B.4.d), a planned visit if the site is local plus regular email communication (II.B.4.f), and annual site re-evaluation (II.B.4.c).

Section II C. & D. Strength and Conditioning Faculty

II.C.

Strength and Conditioning Faculty: **The teaching faculty of the strength and conditioning educational program shall be identified as those faculty members responsible for teaching in the required subject matter areas specified in Section III and other didactic courses included in the strength and conditioning curriculum as identified by the institution.**

1. Members of the teaching faculty must have formal academic appointments.
2. All faculty assigned and responsible for the instruction of strength and conditioning knowledge, skills, and abilities in required courses must:

- (a) Be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.
- (b) Be in good standing with the NSCA with a current CSCS certification if they teach courses with content specific to strength and conditioning as defined in Standard III.C.6-10.
- (c) Incorporate the most current evidence-based strength and conditioning knowledge, skills, and abilities as they pertain to their respective teaching areas.

II.C.1.

Members of the teaching faculty must have formal academic appointments.

II.C.1. Narrative

Describe the teaching faculty's official roles and titles within the program and the institution.

All teaching faculty have formal academic appointments at FAU. These positions are classified into three categories: Tenured/Tenure-Earning Track, Non-Tenure-Earning Track, and Graduate Teaching Assistant (GTA). However, for graduate education, the Department of Exercise and Health Sciences (EXHS) does not utilize GTA's as primary instructors. Additionally, faculty teaching graduate-level courses must hold Graduate Faculty status within Florida Atlantic University.

Tenure-Track / Tenured Ranks (research + teaching + service)

- *Assistant Professor*
- *Associate Professor*
- *Professor*

At FAU, these three ranks form the standard promotion sequence for research-active faculty. Within EXHS specifically, the department's own Promotion & Tenure criteria define the path: Assistant Professors undergo a third-year departmental review before going up for promotion to Associate Professor (typically year six), and promotion to Associate requires an independent publication record, external grant submissions, and demonstrated teaching effectiveness. Promotion to full Professor requires "academic maturity and national and international recognition," an exceptional publication/funding record, a sustained record of excellent teaching, and exceptional service and graduate/undergraduate mentorship.

Non-Tenure-Track Instructional Ranks (primarily teaching-focused)

- *Instructor*
- *Senior Instructor*
- *University Instructor*

These are all full-time, non-tenure-earning faculty whose primary assigned duties are teaching and related service (course/curriculum development, advising) rather than research productivity — Instructor is the entry rank, with Senior Instructor and University Instructor representing successive promotion tiers reflecting years of teaching service, documented teaching excellence, and expanded instructional/curricular responsibilities. Promotions occur at 6-year intervals and require at least 12 years of academic excellence to be fully promoted to University Instructor.

II.C.1. Documentation

Exhibit II.C.2 Faculty Table and page of catalog/website that shows current faculty members of the program/institution.

Exhibit II.C.2.pdf
Faculty table and catalog listing.

II.C.2.

All faculty assigned and responsible for the instruction of strength and conditioning knowledge, skills, and abilities in required courses must:

II.C.2.a.

Be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.

II.C.2.a. Narrative

Describe how the faculty are qualified through professional preparation and experienced in their respective areas as determined by the institutions.

Florida Atlantic University's faculty credentialing policy follows the standards set by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which emphasizes a faculty member's overall qualifications rather than academic credentials alone. Work experience, professional licensure or certification, honors, continuing professional development, peer-reviewed publications, and documented teaching excellence can all count toward qualification, particularly in professional and technical fields. FAU's policy specifies that the qualifications required for a given instructional assignment are determined by the content and level of the specific course being taught, rather than by a single blanket institutional standard.

In terms of credentialing by instructional level, faculty teaching undergraduate general education courses must hold either a doctoral or master's degree in the teaching discipline, or a master's degree with a concentration of at least 18 graduate semester hours in that discipline. This same standard applies to faculty teaching upper-level major-related courses. For graduate and post-baccalaureate coursework, faculty must hold an earned doctorate or terminal degree in the teaching discipline or in a closely related discipline and have graduate faculty status.

II.C.2.a. Documentation

II.C.2.a. Faculty CV's

BOERUM CV 2026.pdf Dr. Christopher Boerum's CV - Program Director
Laura Canteri - CV .pdf Ms. Laura Canteri's CV - Experience Coordinator
J.Carzoli_CV_1.13.26.pdf Dr. Joseph Carzoli's CV - S&C Faculty
MichaelCZourdosCV.pdf Dr. Michael Zourdos's CV - Department Chair, S&C Faculty

II.C.2.b.

Be in good standing with the NSCA with a current CSCS certification if they teach courses with content specific to strength and conditioning as defined in Standard III.C.6-10 (or recognized UK equivalent certification-see Glossary).

II.C.2.b. Narrative

Indicate how the program ensures that all faculty who teach courses with content specific to S & C as defined in Standard III.C. 6-10 are CSCS certified.

The program director will obtain CSCS certificates at the beginning of each recertification cycle and store them on the department drive. New strength and conditioning faculty must provide a copy of their CSCS certificate during the hiring process to demonstrate they are qualified to teach courses in this discipline. If content listed in Standard III.C.6–10 appears in a course taught by non-certified faculty, certified strength and conditioning faculty will teach the lectures covering that content. The syllabus will disclose this arrangement at the beginning of the term.

II.C.2.b. Documentation

II.C.2.b. Verification of CSCS certification for each faculty who S & C specific content.

Christopher Boerum CSCS.pdf
Joseph Carzoli CSCS.pdf
Michael Zourdos CSCS.pdf

II.C.2.c.

Incorporate the most current evidence-based strength and conditioning knowledge, skills, and abilities as they pertain to their respective training.

II.C.2.c. Narrative

Explain how the program is assured that the most current evidence-based knowledge, skills, and abilities are taught by the faculty.

EXHS is structured to meet this standard directly. Its graduate curriculum aligns with the National Strength and Conditioning Association (NSCA), and this alignment carries through to student outcomes: graduates are prepared to sit for the NSCA's Certified Strength and Conditioning Specialist (CSCS) exam. Because CSCS eligibility requires demonstrated competency in program design, biomechanics, training physiology, and applied coaching skill, aligning the curriculum to this exam is itself evidence that the program teaches current, field-tested knowledge and skills rather than outdated or purely theoretical material.

The exercise science component of the curriculum supplies the scientific foundation this requires, covering the immediate and long-term effects of physical activity on the human body. This grounding in human physiology, combined with coursework on how various disease states respond to lifestyle and physical activity interventions, gives students the applied reasoning skills — not just factual knowledge — needed to design and adjust strength and conditioning programs for different populations and conditions, a core competency expected of a CSCS-credentialed professional.

At the graduate level, this foundation is deepened through direct engagement in research. Graduate students in EXHS have opportunities not only to apply existing evidence but to generate it, working alongside faculty in the department's research

laboratories to design studies, collect and analyze physiological and performance data, and interpret findings within the broader strength and conditioning literature. This research training serves a dual purpose: it reinforces the applied, evidence-based reasoning central to CSCS competency, while also cultivating the methodological rigor and scientific literacy expected of graduate-level scholarship.

II.D.

Strength and Conditioning Faculty Number : **In addition to the Program Director, the number of strength and conditioning faculty must meet the needs of the program (based on the program's student enrollment) and be sufficient to:**

1. Advise and mentor students.
2. Meet program outcomes.
3. Allow the institution to offer strength and conditioning courses on a regular, planned basis.
4. Maintain student-to-faculty ratios that allow for effective instruction and evaluation as consistent with other allied health programs. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

II.D.1.

Advise and mentor students.

II.D.1. Narrative

Describe how the number of strength and conditioning faculty are sufficient to advise and mentor students. Indicate how many students are assigned to each faculty member for advising. If the program uses central advising or other method, please explain.

At the graduate level, advising is provided directly by faculty rather than through a central advising office. As graduate program director, Dr. Boerum is responsible for advising all graduate students in the MS in Exercise Science and Health Promotion. To assist graduate advisors, the Graduate College provides support with forms, procedures, and the new advising software, EdVision, which gives students access to a central advising platform at any time.

II.D.2.

Meet program outcomes.

II.D.2. Narrative

Describe how faculty workload is assigned at the institution. Describe the process used to arrive at the assigned load for program faculty and how that assigned load is comparable to other faulty within the intuitions. Describe how the number of strength and conditioning faculty are sufficient to meet program outcomes.

Faculty workload is assigned in accordance with the Charles E. Schmidt College of Science (COS) Teaching Workload Guidelines (Exhibit II.D.2). This document governs all COS departments.

Legal basis

Florida law (the "12-Hour Law") requires faculty to teach 12 contact hours per week — or an equivalent mix of teaching, research, and service — within a 40-hour week. Since each hour of class time also requires 2 hours of prep and 1 hour of related work (advising, etc.), one 3-credit course = 10 hours of work per week.

Course load = effort %

- 4 courses (3 credits each) = 100%
- 2 courses = 50%
- 1 course (3 credits) = 25%
- 1 course (4 credits) = 32.5%
- 1 course (2 credits) = 17.5%
- 1 course (1 credit) = 10%

Other teaching-related work

- Lab sections: usually run by grad TAs (20 hrs/week for grading, prep, and teaching combined).
- Supervising an intern or independent-study student: roughly 1–2 hrs/week each (2.5–5% effort).

Typical workload split by role

- Tenure-track research faculty: ~40–50% teaching, 40–50% research, 10% service.
- Instructors: 80% teaching, 20% service/scholarship.

Department Chair responsible for teaching assignments

- Department chairs set each faculty member's teaching load every year, talking it over with them. Everyone teaches unless they're on sabbatical.
- New tenure-track hires teach half-time in their first year, then at full load starting in year two.
- What counts as what: supervising postdocs or thesis grad students = research; supervising non-thesis grad students or undergrad researchers = teaching; sitting on grad committees = service.
- Chairs can occasionally give course releases without requiring the faculty member to buy out the course, but only in special, pre-approved cases.

Class-size rules

- If an honors or grad section is paired with a regular section, they count as one course (enrollments added together).
- Minimum enrollment to count as a full course: 19 for multi-section undergrad classes, 12 for multi-section grad classes, 10 for single-section classes, 8 for master's seminars, 5 for doctoral seminars. Going below the doctoral minimum requires dean approval; other exceptions require both dean and provost sign-off.

II.D.2. Documentation

II.D.2. Documentation of Institutional workload policy

Exhibit II.D.2.pdf
The Charles E. Schmidt College of Science Teaching Workload Guidelines.

II.D.3.

Allow the institution to offer strength and conditioning courses on a regular, planned basis.

II.D.3. Narrative

Explain the frequency of course offerings within the program and how the number of S & C faculty are sufficient to offer courses on a regular and planned basis.

Course offerings in the MS in Exercise Science & Health Promtion program follow a set rotation, including:

- Two core courses offered every semester
- PET 5947 – Practical Applications (internship), available every semester
- A minimum of three electives per semester

Research opportunities are also available every semester in the form of Directed Independent Study courses and thesis hours, when applicable. Students can complete the master's degree in as little as three semesters, but students typically take 4–5 semesters to complete the degree, depending on enrollment status.

II.D.4.

Maintain student-to-faculty ratios that allow for effective instruction and evaluation as consistent with other allied health programs. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

II.D.4. Narrative

Indicate the student-to-faculty ratios for both didactic and laboratory courses within the program. Explain how this is consistent with other allied health programs at the institution. If there are no similar programs at the institution, explain how benchmarking against peer institutions was completed and verified.

University Student-to-Faculty Ratio

FAU does not report student-to-faculty ratios at the department or graduate level. However, FAU's average graduate course size is 12 students, implying a 12:1 student-to-faculty ratio at the graduate level. Benchmarking individual courses or published data for peer institutions was not possible due to graduate data being unpublished or unavailable.

Course Student-to-Faculty Ratio

Exhibit II.D.4 shows our manually calculated, current (F26) semester's graduate student-to-faculty ratio at 20:1. Like FAU, many programs/univerisities in the Florida State University system do not publish graduate, department-level data on Student-to-Faculty ratio. As a point of comparison for program success, in 2024-2025, Florida State University conferred 26 MS Degrees in Exercise Physiology with a total graduate student body of 11,169, compared to FAU's 31 MS degrees in Exercise Science and Health Promotion with a total graduate student body of 6,731. The MS in Exercise Science & Health Promotion currently leads the College of Science in degree conferral, demonstrating programmatic success at its current enrollment/faculty levels.

II.D.4. Documentation

II.D.4.Provide documentation to show that the student to faculty ratio is consistent with university policy/practice. If benchmarked against peer institutions, provide documentation of data collected.

Exhibit II.D.4.pdf
The current (F26) semester's graduate student-to-faculty ratio is 20:1.

Section II E. Field Experience Site Supervisor

II.E.

***Field Experience Site Supervisor*: The Field Experience Site Supervisor is the person at the field experience site responsible for the supervision of the field experience at the site.**

The Field Experience Site Supervisor must:

1. Be CSCS certified.
2. Ensure that student interns are directly supervised during day-to-day activities.
3. Provide instruction, assessment, and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C.
4. Demonstrate understanding of and compliance with the program's policies and procedures.

II.E.1.

The Field Experience Site Supervisor must: Be CSCS certified (or recognized UK equivalent certification-see Glossary)

II.E.1. Narrative

Indicate how the program ensures that all Field Experience Site Supervisors are CSCS certified.

CSCS certification numbers and expiration dates for each FESS are maintained in an Excel table (Exhibit II.E.1), which is updated during the annual site re-evaluation by the FEC or request for updated certification (Exhibit II.E.1.a) via email to confirm their CSCS remains current throughout the field experience.

II.E.1. Documentation

II.E.1. Site Supervisor Table

II.E.1.a. Verification of all Site Supervisor(s) CSCS certification (use last names of supervisors as title of exhibit after number)

Exhibit II.E.1.pdf Site Supervisor Table.
Exhibit II.E.1a - Barwis.pdf Michael Barwis
Exhibit II.E.1a - Bommarito.pdf Peter Bommarito
Exhibit II.E.1a - Breeding.pdf Bryson Breeding
Exhibit II.E.1a - Cressey.pdf Eric Cressey
Exhibit II.E.1a - Curtis.pdf Tyler Curtis
Exhibit II.E.1a - Fralin.pdf Richard Fralin
Exhibit II.E.1a - Jerome.pdf Darin Jerome
Exhibit II.E.1a - Lee.pdf Brandon Lee
Exhibit II.E.1a - Orris.pdf Steven Orris
Exhibit II.E.1a - Santana.pdf Juan Carlos Santana
Exhibit II.E.1a - Scott.pdf Zane Scott

II.E.2.

Ensure that student interns are directly supervised during day-to-day activities.

II.E.2. Narrative

Describe how the program determines that the students are directly supervised during day-to-day activities.

Direct, day-to-day supervision is stated in the Field Experience Information Guide, which acknowledged by the FESS whey they sign this document. Students also track their hours and key content areas addressed, which requires a signature from the FESS.

II.E.3.

Provide instruction, assessment, and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C (in this document).

II.E.3. Narrative

Indicate how the Field Experience Site Supervisor is responsible for providing instruction, assessment and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C.

During the field experience, the FESS explains and/or demonstrates content areas designated in Standard III.C and provides timely feedback for improvement for the student's application. In addition, the FESS completes a Midterm Evaluation of Student (Exhibit II.E.3) near the halfway point of the internship and a Final Evaluation of Student (Exhibit II.E.3a) near the end of the semester.

II.E.3. Documentation

II.E.3. Sample Site Supervisor evaluation of student.

Exhibit II.E.3.pdf Midterm Evaluation of Student. Administered via Qualtrics and sent to the FESS at the halfway point of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.
Exhibit II.E.3a.pdf Final Evaluation of Student. Administered via Qualtrics and sent to the FESS near the end of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

II.E.4.

Demonstrate understanding of and compliance with the program’s policies and procedures.

II.E.4. Narrative

Explain how the Site Supervisor are trained and informed of the programs policies and procedures and what measures are in place to ensure on-going compliance with those policies and procedures.

The FEC, Ms. Canteri, meets with each FESS once a student has obtained an internship to review the Field Experience Information Guide (Exhibit II.E.4). This document outlines the FESS's responsibilities, expectations, key learning objectives for the field experience, and signature acknowledging their adherence to this guide. In addition, Ms. Canteri ensures the FESS maintains ongoing compliance with institutional and program policies through regular email communication, a planned site visit (if local), and the annual field experience site re-evaluation process (Exhibit II.E.4a).

II.E.4. Documentation

II.E.4. Sample Site Supervisor Training material and documentation of training for all site supervisors.

Exhibit II.E.4.pdf
Field Experience Information Guide.

Exhibit II.E.4a.pdf
Annual Review - Field Experience Site & FESS Evaluation Form.

Section II. Faculty Workload Table

Please complete this table for the Program Director, the Field Experience Coordinator and other Faculty assigned to the program. Each person will be listed on a separate table. If PD is also Field Experience Coordinator, put the release time for Field Experience Coordinator in the Other* column and explain above.. Indicate % of workload for teaching, scholarship, administrative release/reassigned time, service and any other responsibilities. Please indicate below the table how many credit hours is considered a full workload at the institution. Many institutions use 12 credits/semester or 24 credits/year as full time. It is possible that workload for each semester will not be equal. Some institutions include summer as part of the workload, others do not. There is room to include the summer semester in the table. Please explain any total workload that does not equal 100% (e.g. if extra compensation is provided for overload, etc). Please list a minimum of the year the self-study was started up through the anticipated site visit. For example if the program is submitting the self-study in October of 2021, please indicate Fall of 2020, Spring 2021, Summer 2021, Fall 2021, Spring 2022.

Faculty Workload Table

Faculty Name	Roles	Role (Other)	Standard Faculty Load
Dr. Christopher Boerum	Program Director		12
Dr. Joseph Carzoli	Other	S&C Faculty	12
Dr. Michael Zourdos	Other	S&C Faculty/Deaprtment Chair	3
Ms. Laura Canteri	Field Experience Coordinator		12

RESPONSE - 1

Faculty Name		Roles		*If Other is selected, please specify*		Institution Standard for Full-time Faculty Load (indicate in C.H/semester)	
Dr. Christopher Boerum		Program Director				12	
Academic Term	**Teaching credits**	**Teaching %**	**Scholarship**	**Administrative Release**	**Service**	**Other***	**Total Workload**
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*

Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	9	75.00%	0.00%	10.00%	15.00%	0.00%	100.00%
Spring 2026	9	75.00%	0.00%	10.00%	15.00%	0.00%	100.00%
Fall 2026	9	75.00%	0.00%	10.00%	15.00%	0.00%	100.00%

*** Describe Other Responsibilities:**

As a University Instructor, Dr. Boerum must teach 12 credits per semester to be at 100% FTE. He is given a course release for service and administrative duties.

Describe any workload that does not equal 100% per semester.

N/A

RESPONSE - 2

Faculty Name	Roles	*If Other is selected, please specify*	Institution Standard for Full-time Faculty Load (indicate in C.H/semester)
Dr. Joseph Carzoli	Other	S&C Faculty	12

Academic Term	Teaching credits	Teaching %	Scholarship	Administrative Release	Service	Other*	Total Workload
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	12	95.00%	0.00%	0.00%	5.00%	0.00%	100.00%
Spring 2025	12	95.00%	0.00%	0.00%	5.00%	0.00%	100.00%
Fall 2026	12	95.00%	0.00%	0.00%	5.00%	0.00%	100.00%

*** Describe Other Responsibilities:**

Dr. Carzoli currently teaches 12 credits per semester. The institutional standard for an instructor is 12 credits or a 100% workload. Dr. Cazoli has a 100% workload comprised of 95% teaching and 5% service. Importantly, Dr. Carzoli regularly teaches 12 credits has he carries a large teaching burden which includes many students. Courses may count for varying FTE and service can be included for instructors on a varying basis to comprise the remainder of the workload. Dr. Carzoli's service is minimal as his teaching burden is high - the majority of his courses are high-enrolled.

Describe any workload that does not equal 100% per semester.

N/A

RESPONSE - 3

Faculty Name	Roles	*If Other is selected, please specify*	Institution Standard for Full-time Faculty Load (indicate in C.H/semester)
Dr. Michael Zourdos	Other	S&C Faculty/Deaprtment Chair	3

Academic Term	Teaching credits	Teaching %	Scholarship	Administrative Release	Service	Other*	Total Workload
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	3	25.00%	24.00%	51.00%	0.00%	0.00%	100.00%
Spring 2026	3	25.00%	24.00%	51.00%	0.00%	0.00%	100.00%
Fall 2026	3	25.00%	24.00%	51.00%	0.00%	0.00%	100.00%

* Describe Other Responsibilities:

As the department chair, Dr. Zourdos teaches 3 credits. The "institutional standard..." field notes 3 credits, as that is the standard for department chairs.

Describe any workload that does not equal 100% per semester.

N/A

RESPONSE - 4

Faculty Name	Roles	*If Other is selected, please specify*	Institution Standard for Full-time Faculty Load (indicate in C.H/semester)
Ms. Laura Canteri	Field Experience Coordinator		12

Academic Term	Teaching credits	Teaching %	Scholarship	Administrative Release	Service	Other*	Total Workload
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	9	90.00%	0.00%	0.00%	10.00%	0.00%	100.00%
Spring 2026	9	90.00%	0.00%	0.00%	10.00%	0.00%	100.00%
Fall 2026	9	90.00%	0.00%	0.00%	10.00%	0.00%	100.00%

*** Describe Other Responsibilities:**

As the field experience coordinator (FEC), two of Ms. Canteri's courses on the course schedule are "PET 4946 Internship in ESHP" and "PET 5947 Practical Applications in ESHP." Thus, her responsibilities as field experience coordinator are baked into her teaching assignment. Thus, Ms. Canteri is afforded the time and opportunity to ensure the highest quality of our field experience program. Her service also encompasses extra field experience duties. Overall, much of Ms. Canteri's assignment is dedicated to her role as the field experience coordinator. This approach, as opposed to a full teaching load with extra administrative responsibilities has allowed our program to thrive without overwhelming the field experience coordinator.

Describe any workload that does not equal 100% per semester.

N/A

Section II. Field Experience Site and Supervisor Tables

Field Experience Sites

Site	City	State	# CSCS Certified Supervisors	# Students/Semester	MOU on file?

Site	City	State	# CSCS Certified Supervisors	# Students/Semester	MOU on file?
BARWIS	Deerfield Beach	FL	1		Yes
Bommarito Performance Systems - Miami	Miami	FL	1		Yes
Cressey Sports Performance	Palm Beach Gardens	FL	1		Yes
FAU Football Strength & Conditioning	Boca Raton	FL	2		No
FAU Olympic Sports Strength & Conditioning	Boca Raton	FL	2		No
FTX Wellness & Performance	Boca Raton	FL	1		Yes
Institute of Human Performance	Boca Raton	FL	1		Yes
Nova Southeastern University Strength & Conditioning	Fort Lauderdale	FL	1		Yes
O2X Human Performance	West Palm Beach	FL	1		Yes

RESPONSE - 1

Name of Site

BARWIS

Address	City	State	# of CSCS certified site supervisors	# of students/semester	MOU on file?
378 Hillsboro Technology Dr	Deerfield Beach	FL	1		Yes

Field Experience Site Supervisors

Supervisor Name	CSCS Certified?
Michael Barwis	Yes

RESPONSE - 2

Name of Site

Bommarito Performance Systems - Miami

Address	City	State	# of CSCS certified site supervisors	# of students/semester	MOU on file?
18900 NE 25th Ave	Miami	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Peter Bommarito	Yes

RESPONSE - 3

Name of Site					
Cressey Sports Performance					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
4025 Johnson Dairy Rd	Palm Beach Gardens	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Eric Cressey	Yes

RESPONSE - 4

Name of Site					
FAU Football Strength & Conditioning					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
777 Glades Rd.	Boca Raton	FL	2		No

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Bryson Breeding	Yes
Brandon Lee	Yes

RESPONSE - 5

Name of Site
FAU Olympic Sports Strength & Conditioning

Address	City	State	# of CSCS certified site supervisors	# of students/semester	MOU on file?
777 Glades Rd.	Boca Raton	FL	2		No

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Zane Scott	Yes
Tyler Curtis	Yes

RESPONSE - 6

Name of Site
FTX Wellness & Performance

Address	City	State	# of CSCS certified site supervisors	# of students/semester	MOU on file?
7815 NW Beacon Square Blvd #201	Boca Raton	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Darin Jerome	Yes

RESPONSE - 7

Name of Site
Institute of Human Performance

Address	City	State	# of CSCS certified site supervisors	# of students/semester	MOU on file?
1950 NW 2nd Ave	Boca Raton	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS**

	Certified?
Juan Carlos Santana	Yes

RESPONSE - 8

Name of Site					
Nova Southeastern University Strength & Conditioning					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
3300 S University Dr	Fort Lauderdale	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Steven Orris	Yes

RESPONSE - 9

Name of Site					
O2X Human Performance					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
700 N Congress Ave	West Palm Beach	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Richard Fralin	Yes

Section III A. & B. Curriculum

SECTION III. CURRICULUM

III.A.

The curriculum is developed, implemented, assessed, and improved to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals and the roles for which the program is preparing its graduates.

III.A. Narrative

Describe how the program is developed, implemented, and revised to reflect clear statements of student outcomes, congruent with the program's mission and goals and roles for which the program is preparing its graduates.

Program Overview and Mission Alignment

The MS in Exercise Science and Health Promotion (MS in ESHP) curriculum is deliberately structured to reflect the Department's mission of preparing graduates for professional roles in athletic, clinical, corporate, commercial, and community physical fitness and wellness settings. Because exercise science and health promotion are interdisciplinary by nature, the curriculum integrates coursework spanning human physiology, biomechanics, nutrition, psychology, and the social/behavioral determinants of health. Different concentrations, such as strength and conditioning, allow students to narrow the curriculum's interdisciplinary nature to a more focused objective.

Clear Statements of Expected Student Outcomes

At the graduate level, the program's expected outcomes are clear — they are anchored to three main career fields indicated by the name of the concentrations:

- **Exercise Physiology**
- **Health Promotion**
- **Strength & Conditioning**

Detailed learning outcomes are provided in Exhibit III.A.

External & Internal Validation of Curriculum Design

The curriculum was not developed in isolation—it has been formally aligned with leading industry organizations, such as NSCA; thus, it is an NSCA Education Recognition Program (ERP). It validates that course content, sequencing, and learning objectives meet the same standards used to credential practicing professionals nationally. Additionally, online courses must meet the High-Quality designation through a formal course-building process sponsored by FAU's Center for Online and Continuing Education. Instructors may then have the courses Nationally Certified through the peer-reviewed Quality Matters certification.

Implementation

Implementation is carried out through a three-track system with focused concentrations offered fully online, providing students flexibility and accessibility while offering opportunities for hands-on instruction through directed independent study courses and internships.

This structure ensures that, by graduation, students have been exposed to the full range of content areas, providing both the focused materials needed for certifications and graduate education and a diverse background for employment across a variety of fields.

Assessment

Curricular assessment is based on SPOT evaluations, 3-year graduation rates shown earlier in Exhibit I.C.2, and student internship success. For FY 2026, 94% of internship students received an A on their field experiences.

III.A. Documentation

Provide documentation of student outcomes, mission and goals and roles for which the program is preparing its graduates.

Exhibit I.C.2.pdf

Data on SPOT evaluations, postgraduate student success, and graduation rates.

Graduate Proposed Student Learning Outcomes.pdf

The student learning outcomes in this document are specifically linked to the program's corresponding assessment plan uploaded in IV.A and these outcomes are specifically for the S/C concentration that is being submitted for accreditation.

III.B.

The program must be at minimum a bachelor's degree with a concentration, or equivalent, with strength and conditioning stated within the title. Post-baccalaureate certificate programs may be considered for accreditation.

1. The curriculum must be of appropriate length and credit hours (as determined by the institutional policies and institutional accrediting organization) to fulfill the degree requirements.
2. Sequencing of the curriculum must provide proper progression of student learning of required knowledge, skills, and abilities. Policies must be in place to allow for student remediation.

III.B. Documentation

Provide official documentation (e.g., degree plans, catalog description, website listings, blinded or mock transcript) showing that the program is a minimum of a concentration with strength and conditioning within the title).

Exhibit III.B.pdf

FAU Catalog for the ESHP degree. The graduate strength and conditioning concentration is listed on page 28.

Exhibit I.Ab.pdf

Worksheet for the MS in Exercise Science & Health Promotion

III.B.1.

The curriculum must be of appropriate length and credit hours (as determined by the institutional policies and institutional accrediting organization) to fulfill the degree requirements.

III.B.1. Narrative

Briefly describe how the curriculum is of appropriate length and credit hours according to institutional policies and how it fulfills the requirements for the chosen degree designation. Indicate how it meets the minimum requirements of a concentration, or equivalent with a title of strength and conditioning.

FAU sets general degree requirements that apply to all master's degrees, though programs may have additional requirements. A master's degree requires a minimum of 30 credits, all at the 5000 level or above, in accordance with the Provost's Office Graduate Degree Coursework Requirements Memorandum (Exhibit III.B.1a). At least half of these credits must be at the 6000 level or above, with the remainder at the 5000 level or above, and at least half of the total credits must fall within a single field of concentration. Students must also maintain a minimum cumulative GPA of 3.0 across all graduate coursework attempted. Students must have a minimum 3.0 GPA to graduate, in addition to an approved plan of study on file.

III.B.1. Documentation

Institutional policy regarding length and credit hours for chosen degree designation. Curriculum/Plan of Study

Exhibit III.B.1.pdf FAU catalog specifying master's degree policies.
Exhibit III.B.1a.pdf Provost's Office Graduate Degree Coursework Requirements Memorandum

III.B.2.

Sequencing of the curriculum must provide proper progression of student learning of required knowledge, skills, and abilities. Policies must be in place to allow for student remediation.

III.B.2. Narrative

Explain the course sequencing and how it provides proper progression of student learning of the required knowledge, skills and abilities. Indicate the policies that are in place to allow for student remediation.

At the graduate level, there are no prerequisites, and admissions are rolling, meaning students can start in any semester. The courses are non-sequential, designed to allow students to begin coursework in any semester. Aside from the scope of graduate education being different from undergraduate education, there are two reasons for this. First, students are not permitted to include undergraduate courses as part of their graduate degree (Exhibit III.B.1a), and with new financial aid regulations, only degree-applicable courses are eligible for financial aid, making a requirement of undergraduate prerequisites infeasible. Due to higher admission requirements for graduate education, this does not impact student success, even for students without an undergraduate degree in exercise science-related majors. If students do not succeed and fall below a 3.0 graduate GPA, they must complete a Form 11, Academic Progression Plan, as shown in Exhibit III.B.2. Students may also submit a Form 10, Request to Waive a University Requirement (Exhibit III.B.2a), if additional assistance or remediation is needed.

III.B.2. Documentation

Copies of policy for student remediation.

Exhibit III.B.2.pdf Form 11, Academic Progression Plan
Exhibit III.B.2a.pdf Form 10, Request to Waive a University Requirement

Section III C. Areas of Instruction

III.C.

The curriculum must include the following areas of instruction (and sub areas of content outlined in Section III of the Standards):

1. Human Anatomy and Physiology
2. Exercise Physiology
3. Kinesiology/Biomechanics
4. Sports Nutrition
5. Psychology of Sport and Exercise
6. Scientific Principles of Strength and Conditioning
7. Resistance Training and Conditioning (Practical/Laboratory)
8. Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise
9. Program Design as Related to Strength and Conditioning
10. Program organization, administration, and oversight

For this section of the self-study, please complete Section III. Curriculum Map Worksheet and include all syllabi indicated and required in the curriculum.

Note: No action is necessary for Section III.C. Areas of Instruction.

III.C.1.

Human Anatomy and Physiology

Show More

III.C.2.

Exercise Physiology

Show More

III.C.3.

Kinesiology/Biomechanics

a. Biomechanics of resistance exercise

b. Skeletal musculature

c. Anatomical planes and major body movements

d. Human strength and power

e. Sources of resistance to muscle contraction

f. Joint biomechanics: Concerns in resistance training

III.C.4.

Sports Nutrition

Show More

III.C.5.

Psychology of Sport and Exercise

Show More

III.C.6.

Scientific Principles of Strength and Conditioning

Show More

III.C.7.

Resistance Training and Conditioning (Practical/Laboratory)

Show More

III.C.8.

Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise

Show More

III.C.9.

Program Design as Related to Strength and Conditioning

Show More

III.C.10.

Facility organization, administration, and oversight

Show More

Section III D. Strength and Conditioning Field Experience

III.D.

Strength and Conditioning Field Experience

1. The field experience must provide an opportunity for the student to demonstrate application of content areas of instruction listed in Standard III.C .
2. The field experience must follow a logical sequence in the curriculum, allowing the student to apply the knowledge, skills, and abilities learned through didactic and laboratory classes. Field experience should be done towards the end of the curriculum within the final year of study.
3. The field experience must provide opportunity for students to demonstrate professional and ethical standards within the field of strength and conditioning.
4. The field experience must provide a minimum of 300 hours of contact time including: a. A minimum of two substantially different experiences (not necessarily two different sites) that include two or more of the following categories: sports, genders, ages range, abilities or competitive levels, or other. b. Minimum of 75 hours per field experience. c. One experience must be at least 6 weeks in length. d. Specifically, the field experience must minimally include the following key areas: warmup, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.
5. There must be a Memorandum of Understanding (MOU) or other document signed by both the field experience site (by someone with signing authority) and the institution recognizing the student's presence at the site and giving permission for the student to participate in the field experience actively.
6. Field experience must be included in the curriculum as a course or part of a course.
7. Paid field experiences are permitted provided they meet all the requirements as described in this section.

III.D.1.

The field experience must provide an opportunity for the student to demonstrate application of areas of instruction listed in Standard III.C.

III.D.1. Narrative

Explain how the field experiences provide opportunities for student to demonstrate the skills and abilities in Standard III.C.

The field experience provides S&C Concentration students opportunities to apply the skills and abilities outlined in Standard III.C through hands-on, supervised work at approved sites. In this setting, the FESS demonstrates and explains techniques, allowing students to practice applying these skills during real training sessions while receiving ongoing feedback. Student performance is formally assessed at both the midterm (Exhibit III.D.1) and the conclusion (Exhibit III.D.1a) of the internship.

III.D.1. Documentation

Field experience Supervisor Evaluation of Student indicating the student has demonstrated application in the areas listed in III.C.

Exhibit III.D.1.pdf

Midterm Evaluation of Student. Administered via Qualtrics and sent to the FESS at the halfway point of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

Exhibit III.D.1a.pdf

Final Evaluation of Student. Administered via Qualtrics and sent to the FESS at near the end of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

III.D.2.

The field experience must follow a logical sequence in the curriculum, allowing the student to apply the knowledge, skills, and abilities learned through didactic and laboratory classes.

Field experience should be done towards the end of the curriculum within the final year of study.

III.D.2. Narrative

Describe the sequencing of the field experience (s) in relation to the rest of the curriculum. Reference where in the program of study the field experience(s) occur.

Practical Applications, PET5947, is a variable-credit graduate internship course. Although the course is not restricted to a specific time within the curriculum (Exhibit III.D.2), students are advised against completing it during their first semester. Instead, students are encouraged to complete their field experience during one of their final semesters prior to graduation.

III.D.2. Documentation

Course sequence/curriculum

Exhibit III.D.2.pdf

Graduate S&C Program Sheet

III.D.3.

The field experience must provide an opportunity for students to demonstrate professional and ethical standards within the field of strength and conditioning.

III.D.3. Narrative

Explain how the field experiences provide opportunities for student to demonstrate professional and ethical standards with the field of S & C.

The field experience provides the opportunity for students to demonstrate professional and ethical conduct, which include, but are not limited to: integrity, accountability, respect for others, punctuality, active participation, positive attitude, and professional appearance. The NSCA Code of Ethics is outlined in the course syllabus (Exhibit III.D.3) and the FESS assesses the student's professionalism through the midterm (Exhibit III.D.3a) and final evaluation (Exhibit III.D.3b).

III.D.3. Documentation

Documentation showing field experiences provide opportunity (and students are assessed)--Field Experience Supervisor evaluation form, data or other documents showing that students have demonstrated professional and ethical standards in the field experience, syllabus for field experience showing that it is a required component and how it is evaluated.

Exhibit III.D.3.pdf PET5947 Syllabus
Exhibit III.D.3a.pdf Midterm Evaluation of Student.
Exhibit III.D.3b.pdf Final Evaluation of Student.

III.D.3. Narrative 2

Explain the field experience(s) of the program and identify how it/they meet(s) the requirements listed below. Indicate specifically the requirements for tracking hours and specific experiences (as listed in III.D.4.e.) with examples of learning experiences/objectives and documentation including evaluations. Specific documents to show compliance should be uploaded to each listed field experience requirement (IIID.4.a-e) as appropriate.

Field experiences are completed within the University's semester-based structure; therefore, each experience meets the minimum 75-hour requirement (Exhibit III.D.4.c) and extends beyond the required six-week duration (Exhibit III.D.4.d). In total, Students complete a minimum of 300 contact hours (Exhibit III.D.4) across two substantially different strength and conditioning field experiences (Exhibit III.D.4.a) under the supervision of CSCS-certified professionals. To provide students with varied perspectives and experiences, field experiences require two different supervisors, who can be from the same site (Exhibit III.D.4.b). These experiences provide students with opportunities to apply the knowledge, skills, and abilities within the required key content areas (Exhibit III.D.4.e) in which their progress is assessed and documented (Exhibit III.D.4.e.1 & Exhibit III.D.4.e.2).

Since no S&C students have yet to complete the field experience per CASCE guidelines, the following mock documents have been developed to illustrate how these processes will apply to this concentration: Student Field Experience Table (Exhibit III.D.4.a1) and Field Experience Hour Log (Exhibit III.D.4.a2).

III.D.4.

The field experience must provide a minimum of 300 hours of contact time including:

III.D.4. Documentation

Provide syllabi and/or documentation demonstrating that the field experience includes a minimum of 300 hours of contact time. Please upload hour logs for each student listed on Student Field Experience Table.

Exhibit III.D.4.pdf

PET 5947 Syllabus. Students must complete a minimum of 6 credits to satisfy the standard's 300-hour minimum and may not exceed 9 credits total (stated on page 4).

III.D.4.a.

A minimum of two substantially different experiences (not necessarily two different sites) that include two or more of the following categories: sports, genders, ages range, abilities or competitive levels, or other.

III.D.4.a. Documentation

Provide syllabi and/or documentation demonstrating that the field experience consists of two substantially different experiences. Update the Field Experience table, with data for all students in the program currently/or previously enrolled in field experiences.

Exhibit III.D.4.a.pdf

PET 5947 Syllabus. Students must complete their internship across two substantially different experiences (stated on page 4).

Exhibit III.D.4.a1.pdf

Mock Student Field Experience Table. Since no S&C students have yet to complete the field experience per CASCE guidelines, we created this mock table to show how this will look for students who complete the S&C concentration.

Exhibit III.D.4.a2.pdf

Mock Field Experience Hour Log. Since no S&C students have yet to complete the field experience per CASCE guidelines, we created this mock hour log document to show how this will look for students who complete the S&C concentration.

III.D.4.b.

Two different supervisors (does not require experiences at two different sites).

III.D.4.b. Documentation

Provide syllabi and/or documentation demonstrating that the field experience requires two different supervisors (does not require two different sites). Provide documentation identifying two different CSCS certified field experience supervisors.

Exhibit III.D.4.b.pdf

PET 5947 Syllabus. Students must work with two different supervisors during their field experience, which may occur at the same site (stated on page 4).

III.D.4.c.

Minimum of 75 hours per field experience.

III.D.4.c. Documentation

Provide syllabi and/or documentation demonstrating that the field experience is at least a minimum of 75 hours per field experience. Provide hour logs for each student listed on Student Field Experience Table.

Exhibit III.D.4.c.pdf

PET 5947 Syllabus. Students must complete a minimum of 75 hours per field experience (state on page 4).

III.D.4.d.

One experience must be at least 6 weeks in length.

III.D.4.d. Documentation

Provide syllabi and/or documentation demonstrating that one field experience is at least 6 weeks in length. Provide syllabi with the requirements for the 6-week Field Experience.

Exhibit III.D.4.d.pdf

PET 5947 Syllabus. One field experience must be at least 6 weeks in length (stated on page 4).

III.D.4.e.

Specifically, the field experience must minimally include the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.

III.D.4.e. Documentation

Provide syllabi and/or documentation explaining that the field experience minimally includes the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program-design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization. Provide documentation showing showing field experiences provide opportunities (and the students are assessed) on items identified in III.D.4.e.

Exhibit III.D.4.e.pdf

PET 5947 Syllabus. The field experience must include the following key areas, which are evaluated by the FESS in the Midterm and Final Evaluations: warm-up and flexibility training, exercise technique, safety and spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization (stated on page 5).

Exhibit III.D.4.e1.pdf

Midterm Evaluation of Student. Student performance of the key content areas are assessed using a five-point Likert scale (ranging from 1: Unsatisfactory to 5: Exemplary), with higher scores indicating a higher quality demonstration. This evaluation also has open-ended questions where the FESS can add comments about areas of needed improvement and strengths of the student.

Exhibit III.D.4.e2.pdf

Final Evaluation of Student. Student performance of the key content areas are assessed using a five-point Likert scale (ranging from 1: Unsatisfactory to 5: Exemplary), with higher scores indicating a higher quality demonstration. This evaluation also has open-ended questions where the FESS can add comments about areas of needed improvement and strengths of the student.

III.D.5.

There must be a Memorandum of Understanding (MOU), or other comparable document signed by both the field experience site (by someone with signing authority) and the institution that recognizes the student's presence at the site and provides permission for the student to actively participate in the field experience.

III.D.5. Narrative

Describe how the program ensures that an MOU or other document is properly signed, and on-file for all sites where students are completing field experiences. Affiliations agreement for each field experience site will be included as Exhibit III.D.5.

The FEC, Ms. Canteri, is responsible for obtaining current affiliation agreements with field experience sites. She is a liaison with the Office of the General Counsel at Florida Atlantic University, who approved the standard internship affiliation agreement template. Ms. Canteri sends this template to potential field experience sites for review and signature. Once signed by the site, Ms. Canteri forwards it to the Provost & Executive Vice President Academic Affairs for final signature. Official copies of each contract (Exhibit III.D.5 – III.D.5f) are securely stored on the department's local P-drive and each affiliation agreement remains in effect indefinitely unless terminated by either party, with termination requiring 30 days written notice. Internships completed on campus at Florida Atlantic University do not require a signed affiliation agreement. Accordingly, these sites are reflected as "No" in the 'MOU on File' column from the Section II Field Experience Site and Supervisor Tables.

III.D.5. Documentation

One complete MOU or affiliation agreement and signature pages of affiliation agreements or MOUs for each field experience site listed on the Field Experience Table.

Exhibit III.D.5.pdf

BARWIS Performance Center

Exhibit III.D.5a.pdf

Bommarito Performance Systems

Exhibit III.D.5b.pdf

O2X Human Performance

Exhibit III.D.5c.pdf
Cressey Sports Performance

Exhibit III.D.5d.pdf
FTX Wellness & Performance

Exhibit III.D.5e.pdf
Institute of Human Performance

Exhibit III.D.5f.pdf
Nova Southeastern University

III.D.6.

Field experience must be included in the curriculum as a course or part of a course.

III.D.6. Narrative

Explain where the field experience(s) are housed within the curriculum, either as part of a course or stand-alone course.Refer to the course syllabi where the F.E. is required.

The S&C Concentration field experience is housed in PET5947 (Practical Applications) a standalone course in the curriculum. Since this course is shared with other program concentrations, there is an "Additional Requirements for Strength & Conditioning Concentration Students" section of the syllabus (Exhibit III.D.6).

III.D.6. Documentation

Course syllabi where Field Experience requirements are required.

Exhibit III.D.6.pdf
PET5947 Syllabus. Specific requirements for S&C Concentration students stated on pages 4 and 5.

III.D.7.

Paid field experiences are permitted provided they meet all the requirements as described in this section.

III.D.7. Narrative

Briefly describe any paid field experiences available for students and how students are selected or awarded these paid field experiences.

As described in the PET5947 syllabus, paid field experiences are permitted provided they meet all requirements (Exhibit III.D.7). However, there are no current S&C internship sites that compensate students. If this changes in the future, the FEC would establish a policy regarding the criteria for paid opportunities.

III.D.7. Documentation

Include any policies regarding paid field experiences and criteria for selection

Exhibit III.D.7.pdf

PET5947 Syllabus. Paid field experiences are permitted provided they meet all the requirements (stated on page 5).

Section III. Curriculum Map Worksheet

Curriculum Map

Course #	Name	Credits	Semester	Primary Instructor	Syllabus
PET 5077	Exercise Neuroscience	3	Fall	Dr. Michael Zoudos	Download
PET 6382	Skeletal Muscle Physiology	3	Spring	Dr. Andy Khamoui	Download
HUN 6247	Advanced Sports Nutrition	3	Spring	Dr. Michael Zourdos	Download
PET 5521	Advanced Exercise Testing & Perscription	3	Summer	Mrs. Alexandra Schmidt	Download
PET 5391	Strength & Conditioning Program Design	3	Summer	Dr. Michael Zourdos	Download
PET 6369	Advanced Athletic Conditioning Principles	3	Fall/Spring	Dr. Christopher Boerum, Dr. Joseph Carzoli	Download

RESPONSE - 1

COURSE #	NAME	CREDITS	SEMESTER*
PET 5077	Exercise Neuroscience	3	Fall

Upload Syllabus

PET 5077 001 Exercise Neuroscience - Simple Syllabus.pdf

Instructor(s)

Dr. Michael Zoudos

Indicate which content areas are included in instruction and/or evaluation ***(Hold CTRL while clicking options to select more than one)***

1. HUMAN ANATOMY AND PHYSIOLOGY	c. Neuromuscular system
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	b. Neural adaptations

7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 2

COURSE #	NAME	CREDITS	SEMESTER*
PET 6382	Skeletal Muscle Physiology	3	Spring

Upload Syllabus

PET 6382 001 Skeletal Muscle Physiology - Simple Syllabus.pdf

Instructor(s)

Dr. Andy Khamoui

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL*

while clicking options to select more than one)	
1. HUMAN ANATOMY AND PHYSIOLOGY	b. Musculoskeletal system
2. EXERCISE PHYSIOLOGY	a. Bioenergetics of exercise and training b. Biological energy systems c. Substrate depletion and repletion d. Bioenergetic limiting factors in exercise performance
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION,	

ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 3

COURSE #	NAME	CREDITS	SEMESTER*
HUN 6247	Advanced Sports Nutrition	3	Spring

Upload Syllabus

HUN 6247 001 Advanced Sport Nutrition - Simple Syllabus.pdf

Instructor(s)

Dr. Michael Zourdos

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	l. Performance-enhancing substances and methods m. Types of performance-enhancing substances n. Hormones o. Dietary supplements
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	

9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 4

COURSE #	NAME	CREDITS	SEMESTER*
PET 5521	Advanced Exercise Testing & Perscription	3	Summer

Upload Syllabus

PET 5521 001 Adv Exercise Test Prescription - Simple Syllabus.pdf

Instructor(s)

Mrs. Alexandra Schmidt

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	
2. EXERCISE PHYSIOLOGY	e. Oxygen uptake and the aerobic and anaerobic contributions to exercise
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	

8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 5

COURSE #	NAME	CREDITS	SEMESTER*
PET 5391	Strength & Conditioning Program Design	3	Summer

Upload Syllabus

PET 5391 002 Strength:Condition Prog Design - Simple Syllabus.pdf

Instructor(s)

Dr. Michael Zourdos

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	b. Musculoskeletal system

2. EXERCISE PHYSIOLOGY	g. Endocrine responses to resistance exercise i. Muscle as the target for hormone interactions l. Heavy resistance exercise and hormonal increases m. Mechanisms of hormonal interactions n. Hormonal changes in peripheral blood
3. KINESIOLOGY/BIOMECHANICS	d. Human strength and power
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	a. Program design for resistance training
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	b. Principles of anaerobic exercise prescription b. (1) Step 1: Needs analysis b. (2) Step 2: Exercise selection b. (3) Step 3: Training frequency b. (4) Step 4: Exercise order b. (5) Step 5: Training load and repetitions b. (6) Step 6: Volume b. (7) Step 7: Rest periods
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION,	

ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 6

COURSE #	NAME	CREDITS	SEMESTER*
PET 6369	Advanced Athletic Conditioning Principles	3	Fall/Spring

Upload Syllabus

Adv Athletic Conditioning Principles Syllabus.pdf

Instructor(s)

Dr. Christopher Boerum, Dr. Joseph Carzoli

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	a. Structure and function of body systems b. Musculoskeletal system c. Neuromuscular system d. Cardiovascular system e. Respiratory system
2. EXERCISE PHYSIOLOGY	a. Bioenergetics of exercise and training b. Biological energy systems c. Substrate depletion and repletion d. Bioenergetic limiting factors in exercise performance e. Oxygen uptake and the aerobic and anaerobic contributions to exercise f. Metabolic specificity of training g. Endocrine responses to resistance exercise h. Synthesis, storage, and secretion of hormones i. Muscle as the target for hormone interactions j. Role of receptors in mediating hormonal changes k. Categories of hormones l. Heavy resistance exercise and hormonal increases m. Mechanisms of hormonal interactions n. Hormonal changes in peripheral blood o. Adaptations in the endocrine system p. Primary anabolic hormones q. Adrenal hormones r. Other hormonal considerations
3. KINESIOLOGY/BIOMECHANICS	a. Biomechanics of resistance exercise b. Skeletal musculature c. Anatomical planes and major body movements d. Human strength and power e. Sources of resistance to muscle contraction f. Joint biomechanics: Concerns in resistance training
4. SPORTS NUTRITION	a. Basic nutrition factors in health b. Role of sport nutrition professionals c. Standard nutrition guidelines d. Macronutrients

	e. Vitamins f. Minerals g. Fluid and electrolytes h. Nutrition strategies for maximizing performance i. Pre-competition, during-event, and post-competition nutrition j. Nutrition strategies for altering body composition k. Feeding and eating disorders
5. PSYCHOLOGY OF SPORT AND EXERCISE	a. Psychology of athletic preparation and performance b. Role of sport psychology c. Ideal performance state d. Energy management: arousal, anxiety, and stress e. Influence of arousal and anxiety on performance f. Motivation g. Attention and focus h. Psychological techniques for improved performance i. Enhancing motor skill acquisition and learning
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	a. Adaptations to anaerobic training programs b. Neural adaptations c. Muscular adaptations d. Connective tissue adaptations e. Endocrine responses and adaptations to anaerobic training f. Cardiovascular and respiratory responses to anaerobic exercise g. Compatibility of aerobic and anaerobic modes of training h. Overtraining: definition, prevalence, diagnosis, and potential markers i. Detraining j. Adaptations to aerobic endurance training k. Acute responses to aerobic exercise l. Chronic adaptations to aerobic exercise m. External and individual factors influencing adaptations to aerobic endurance training n. Age- and sex-related differences and their implications for resistance exercise o. Children p. Female athletes q. Older adults r. Rehabilitation and reconditioning s. Types of injury t. Tissue healing u. Rehabilitation and reconditioning strategies v. Program design w. Reducing risk of injury and reinjury
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	a. Warm-up and flexibility training b. Types of stretching c. Static stretching techniques d. Dynamic stretching techniques e. Exercise technique for free-weight and machine training f. Fundamentals of exercise technique g. Spotting free-weight exercises h. Resistance training exercises i. Olympic-style lifting techniques: progressions and regressions j. Exercise technique for alternative modes and nontraditional implement training k. Bodyweight training methods l. Core stability and balance training methods m. Variable-resistance training methods n. Unilateral training o. Alternative modes and nontraditional exercises

8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	a. Principles of test selection and administration b. Reasons for testing c. Testing terminology d. Evaluation of test quality e. Test selection f. Test administration g. Administration, scoring, and interpretation of selected tests h. Measuring parameters of athletic performance i. Selected test protocols and scoring data j. Statistical evaluation of test data
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	c. Program design and technique for plyometric training c. (1) Plyometric mechanics and physiology c. (2) Design of plyometric training programs c. (3) Age considerations c. (4) Plyometrics and other forms of exercise c. (5) Safety considerations c. (6) Plyometric drills
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	d. Program design and technique for speed and agility training d. (1) Speed and agility mechanics d. (2) Neurophysiological basis for speed d. (3) Running speed d. (4) Agility performance and change-of-direction ability d. (5) Methods of developing speed d. (6) Methods of developing agility d. (7) Program design d. (8) Speed development strategies d. (9) Agility development strategies d. (10) Speed and agility drills
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	e. Program design and technique for aerobic endurance training e. (1) Factors related to aerobic endurance performance e. (2) Designing an aerobic endurance program e. (3) Types of aerobic endurance training programs e. (4) Application of program design to training seasons e. (5) Special issues related to aerobic endurance training e. (6) Aerobic endurance training exercises e. (7) Periodization e. (8) Central concepts related to periodization e. (9) Periodization hierarchy e. (10) Periodization periods e. (11) Applying sport seasons to the periodization periods e. (12) Undulating versus linear periodization models e. (13) Example of an annual training plan

10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	a. Facility design, layout, and organization b. General aspects of new facility design c. Existing strength and conditioning facilities d. Assessing athletic program needs e. Designing the strength and conditioning facility f. Arranging equipment in the strength and conditioning facility g. Maintaining and cleaning surfaces and equipment h. Facility policies, procedures, and legal issues i. Mission statement and program goals j. Legal and ethical issues k. Staff policies and activities l. Facility administration m. Emergency planning and response

Section IV. Outcomes

SECTION IV. OUTCOMES

IV.A.

There is an ongoing, formal program assessment process that determines the extent to which the program meets its stated outcomes.

The assessment process minimally includes data related to:

1. Student outcomes
2. Program outcomes
3. Council on Accreditation of Strength and Conditioning Education (CASCE) Standards
4. Instruction
5. Field experiences
6. Admissions criteria and prerequisites
7. Curriculum scope and sequence
8. Graduate placement rates
9. Retention and graduation rate
10. CSCS exam success for graduates of the program

IV.A. Narrative

Describe the program's formal program assessment process including measures to assess student outcomes, program outcomes, instruction and field experience and meeting CASCE Standards. Indicate how admissions criteria and pre-requisites are evaluated and how retention and graduation rate are evaluated as part of the assessment process. Identify how CSCS exam success for graduates and graduate placement rates is monitored and assessed.

The M.S. in Exercise Science and Health Promotion maintains an ongoing, formal assessment process designed to evaluate the extent to which student outcomes and program outcomes are achieved. Assessment measures are embedded throughout the

curriculum, reviewed annually, and used to support continuous program improvement. Faculty members review assessment findings through annual summary reports and discuss results, action plans, and assessment measures throughout the academic year. Courses selected for assessment may be modified periodically to address evolving departmental assessment needs while maintaining alignment with program outcomes and departmental priorities.

Student Outcomes

Student outcomes are currently assessed through direct measures embedded within the curriculum, mainly a research presentation required as part of PET-6505C, Research and Evaluation. A new assessment plan for the strength & conditioning concentration is in Exhibit IV.A.

CSCS Outcomes

CSCS outcomes will be monitored by the program director as students approach their last semester and internship. Students will meet with the program director to discuss their certification plans and preparation, and to identify any remediation areas so the program can provide review materials. The program director will work with the field experience coordinator to identify students who are nearing the end of the degree. This meeting is required as part of the internship approval process, and the internship is required for graduation; therefore, students must not overlook mandatory meetings. The program director will contact the student after their proposed certification date to follow up.

IV.A. Documentation

IV.A. Copy of program's assessment plan, including stated student and program outcomes, measurement methods and frequency, data, data analysis, program strengths and weaknesses, and any recommended actions. OR Copy of program's assessment plan which includes items identified in standards IV B-F

Exhibit IV_A Graduate S&C Concentration Assessment Plan.pdf

New assessment plan for the strength & conditioning concentration. Specific SLOs are mapped to the assessment plan; therefore, no document is uploaded in section IV.A.1. Moreover, the S/C concentration is new, and we have not yet collected outcomes for these students. Generally, ESHP outcomes for retention and graduation have been uploaded later in this section.

IV.A.1.

Student outcomes

IV.A.1. Documentation

IV.A.1. Submit Student Outcomes if not included above

No document provided

Included above.

IV.A.2.

Program outcomes

IV.A.2. Documentation

IV.A.2. Submit Program Outcomes if not included above

No document provided

included above.

IV.A.3.

Council on Accreditation of Strength and Conditioning Education (CASCE) Standards

IV.A.4.

Instruction

IV.A.4. Documentation

IV.A.4. Samples of assessment of instruction

Exhibit IV.A.4.pdf

Instruction is assessed by students each semester through Student Perception of Teaching (SPOT) evaluations. Dr. Christopher Boerum's SPOT evals from Spring 2026, serve as an example of these evaluations.

Exhibit IV.A.4a.pdf

Instruction is also peer-assessed through internal teaching evaluations. An example of this is provided for online instruction.

IV.A.5.

Field experiences

IV.A.5. Documentation

IV.A.5. Samples of assessment of field experiences

Exhibit IV.A.5.pdf

Midterm Evaluation of Student. Administered via Qualtrics and sent to the FESS at the halfway point of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

Exhibit IV.A.5a.pdf

Final Evaluation of Student. Administered via Qualtrics and sent to the FESS near the end of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

Exhibit IV.A.5b.pdf

Student's Evaluation of Field Experience. Administered via Qualtrics and sent to the student upon completion of their field experience. This evaluation is used to assess and collect data on the student's perception of their field experience, including confidence in the knowledge/application of the key content areas designated in CASCE Standard III.C.

IV.A.6.

Admissions criteria and prerequisites

IV.A.6. Documentation

IV.A.6. Admission Criteria

IV.A.6.a. List of pre-requisites and how they are evaluated.

Exhibit IV.A.6.pdf

Admissions criteria for MS in Exercise Science & Health Promotion (All concentrations)

Exhibit IV.A.6.1.pdf

University minimum admissions requirements for graduate degrees.

Exhibit III.B.1a.pdf

Prerequisites - At the graduate level, there are no prerequisites. The courses are non-sequential, designed to allow students to begin coursework at any time and to be taken in any order. Aside from the fact that graduate education differs from undergraduate education, there are two reasons for this. First, graduate students may not include undergraduate courses as part of their graduate degree (Exhibit III.B.1a), and under new financial aid regulations, only degree-applicable courses are eligible for financial aid, making undergraduate prerequisites infeasible. Because graduate admission requirements are higher, this does not affect student success, even for students without an undergraduate degree in exercise science-related majors.

IV.A.7.

Curriculum scope and sequence

IV.A.7. Documentation

IV.A.7. Curriculum/Course of Study for program

Exhibit 1.Ab.pdf

Graduate S&C Concentration worksheet.

IV.A.8.

Graduate placement rates

IV.A.8. Documentation

IV.A.8. Graduate placement rates (or list URL of website where placement rates are displayed)

Exhibit IV.A.8.pdf

Graduate placement rates are not currently tracked by the department; students do have access to career services to assist with job placement after graduation. Data is available through the Florida Department of Education, as shown in Exhibit IV.A.8. It is possible to survey students after graduation, which would be our plan if accredited.

IV.A.9.

Retention and graduation rate

IV.A.9. Documentation

IV.A.9. Retention and graduation rates (or list URL of website where rates are displayed)

Exhibit IV.A.9.pdf

Retention and graduation rates for the MS in Exercise Science & Health Promotion. All retention and graduation rates are available on the Institutional Effectiveness and Analysis (IEA) website: https://www.fau.edu/iea/dashboards/

IV.A.10.

CSCS exam success for graduates of the program

IV.A.10. Documentation

IV.A.10. CSCS exam success for graduates of the program (or list URL of website where cumulative results are displayed)

Exhibit IV.A.10.pdf

CSCS success monitoring plan.

IV.B.

Identifies program strengths and weaknesses.

IV.B. Narrative

Describe how the program's assessment plan is used to identify the program strengths and weaknesses. Include frequency of assessment and identification of data used to consider any changes to the program.

How the assessment plan identifies program strengths and weaknesses

The program uses annual assessment results, faculty reflections, and student learning outcome data to identify strengths and weaknesses in student performance and program effectiveness. Assessment findings are reviewed to determine areas of success and areas requiring improvement.

Frequency of assessment

Assessment activities are conducted annually. Faculty members receive annual summary reports of assessment findings, and results are discussed twice during the academic year as part of the program's continuous improvement process.

Identification of data used to consider program changes

Data used to inform program changes include direct measures of student learning outcomes related to content knowledge, written communication, and critical thinking, as well as longitudinal assessment results, enrollment trends, degree production data, and faculty observations.

IV.C.

Includes decisions that were considered regarding need for change.

IV.C. Narrative

Indicate any decisions that are/were considered or implemented due to the results of the assessment process.

Assessment findings are used to guide improvements in curriculum, assessment methods, instructional strategies, and student support activities. Faculty responsible for courses included in the assessment plan review outcome data, discuss strengths and weaknesses, evaluate the effectiveness of current assessment measures, and identify any changes needed to assessment methods. Faculty collectively discuss assessment results, action plans, and recommended program improvements, and evaluate the effectiveness of implemented changes during subsequent assessment cycles.

IV.D.

Includes steps to achieve the changes, with anticipated dates of completion.

IV.D. Narrative

Indicate the steps used to achieve the change (s) above with the dates of completion or anticipated dates of completion.

Improvement and curriculum changes are part of a continuous improvement cycle. Faculty members receive annual summary reports of assessment findings, and results are discussed twice during the academic year as part of the program's continuous improvement process. Curriculum committee meetings also take place during the fall and spring semesters if curriculum changes are warranted due to internal or external factors, including changes in internal course/modality availability and the external job market/industry, or a combination of factors. Again, we have no set completion dates in our continuous improvement cycle, but we do have deadlines to bring changes through faculty governance; for academic year 26-27, that deadline is March 12, 2027.

IV.E.

The extent to which graduates of the program meet the expected student outcomes of the program.

IV.E. Narrative

Provide descriptive data on the extent to which graduates of the program meet expected student outcomes of the program. Actual data shall be included as an exhibit(s).

Currently, department-level data are not available outside the Florida Department of Education report (Exhibit IV.E), which indicates that 50% of graduates are employed, with a mean income of $65,285. Additionally, as seen in Exhibit IV.E(a), university-level data demonstrate that in 2023–2024, 71.4% of FAU graduates were employed, with a mean income of $57,000. If accredited, the department intends to monitor student success through post-graduation surveys and follow-ups.

IV.E. Documentation

IV.E. Provide descriptive data to the extent to which graduates of the program meet expected student outcomes of the program. Actual data shall be included as exhibit(s).

Exhibit IV.E.pdf FLDOE Report showing student success.
Exhibit IV.Ea.pdf

FAU's 2026 Accountability Plan, which includes university-wide student success data.

IV.F.

Pass rates for the CSCS exam, based on 3-year aggregate, must be at least 75%.

IV.F. Narrative

Provide data on 3-year aggregate CSCS examination for pass rate. IF the program is new and there is no current data, include when and how the data will be collected.

This is a new program. CSCS outcomes will be monitored by the program director as students approach their last semester and internship. Students will meet with the program director to discuss their certification plans, preparation, and to identify any remediation areas so that review materials can be provided to the student. The program director will work with the field experience coordinator to identify students nearing the end of their degrees. This meeting is required as part of the internship approval process, and the internship is required for graduation; thus, ensuring mandatory meetings are not overlooked. The program director will contact the student after their proposed certification date to follow up.

IV.G.

Programs must publicly display student enrollment, graduation, retention rate, CSCS pass rate, and graduate placement rate on the institution's website.

IV.G. Narrative

List the url of the website that displays student enrollment, graduation, retention rate, CSCS pass rate and graduate placement rate.

All CASCE-required data will be provided on our deaprtment website.

Section V. Resources

SECTION V. RESOURCES

V.A.

Student Services – The program must demonstrate that advising, academic support, disability, and financial aid services are available to students consistent with other programs at the institution.

V.A. Narrative

Describe the student services available to the students in the program and how it is consistent with other programs at the institution.

At Florida Atlantic University (FAU), these services are provided by the Department, College or University. The breakdown of services from noted offices in standard V.A. is below.

Advising

- Graduate student advising is done by faculty in the Charles E. Schmidt College of Science. All advising for the MS in Exercise Science and Health Promotion (all concentrations) is done by Dr. Christopher Boerum.

The Graduate College

- While not an advising service per se, the Graduate College is a service department that assists all graduate programs across the university. The Graduate College promotes quality graduate education at Florida Atlantic University, serving as the initial point of contact for recruiting prospective students and coordinating admissions for applicants. It supports enrolled students through professional development workshops, fellowship and tuition assistance, compliance oversight for thesis and dissertation guidelines, and certification of degree requirements prior to graduation.

Student Accessibility Services (SAS)

- SAS has offices on the Boca Raton and Jupiter campuses; however, accessibility services are available to students attending any of the six Florida Atlantic campuses (with an additional office in Davie).
- Comprehensive academic support includes advocacy, academic accommodations, assistive technology equipment/software training, an Assistive Technology Resource Center/Computer Lab, and a Group Mentorship program, plus learning strategies training.
- Also coordinates housing accommodations/modifications for students with documented disabilities, including service animal arrangements.

Office of Student Financial Aid (OSFA)

- Mission is to offer a comprehensive financial aid program that attempts to meet the financial needs of all University students, helping students/families navigate the process.
- Aid comes in several forms: loans (which must be repaid), need-based work programs that let students earn money for education costs, and off-campus job resources open to all registered, degree-seeking students, along with grants and scholarships,
- Grants are need-based aid that FAU automatically accepts on a student's behalf and are prorated based on enrolled credit hours.
- Federal Work-Study is a need-based, federally funded part-time employment program requiring a completed FAFSA, awarded on a first-come basis.
- Applying requires completing the FAFSA; the 2026–2027 FAFSA is currently open, and Scholarship Universe is FAU's platform for internal/external scholarship application.

V.A. Documentation

V.A. Could include urls, catalog pages, or other publicly available documents.

Exhibit V.A..pdf
Web links for standard V.A.

V.B.

Support Staff – The program has, or has access to, administrative, secretarial, and technical support to meet its program outcomes.

V.B. Narrative

Describe the administrative, secretarial, and technical support available to the program.

Florida Atlantic University (FAU) doesn't have a single central office that provides administrative and secretarial support. This kind of support is distributed across departments, colleges, and university-wide services. For the Exercise Science & Health Promotion Department (ESHP), we employ a full-time program assistant/budget manager, Ms. Mary Alnutt. The College of Science offers assistance with multiple positions that support each department's mission and the college's overall mission. Examples of these positions are listed below:

Dominique Blanchard - Business Manager

Todd Clark - Director of Development

Brittany Bonner - Event and Community Engagement Coordinator

Lynelle Forrest - Communications and Web Coordinator

Zachary Greathouse - Senior Director of Communications, Marketing, and External Relations

Kristi Kerrigan - Grants Administrator, College of Science

Ashley Morgan - Office Assistant

Natalia Noboa - I.T. Computer Coordinator

Jay Paredes - Director of Information Technology

Ondre Reid - Computer Applications Coordinator

Marcus Rhodes - Coordinator, Computer

Mark Royer - Machinist

Florida Atlantic University's Office of Information Technology (OIT) provides the technology services that support the University's teaching, research, and administrative operations across all campuses. OIT services cover the full range of institutional IT needs, including but not limited to:

- Administrative Systems, software like Workday and Banner
- Infrastructure maintenance for the University's networks, servers, and voice/data communication systems.
- Instructional Technologies supports classroom technology, AV services, computer labs, and platforms like Canvas and Mediasite.

- Research Computing sustains high-performance computing for researchers.
- OIT also offers general services such as account access, email and collaboration tools, wireless connectivity, VPN and cybersecurity resources, telephone/mobile services, and online forms.

This includes centralized support through the FAU Help Desk (561-297-3999), which provides ticketing, a knowledge base, and a service catalog for faculty, staff, and students.

V.B. Documentation

V.B. Provide documentation of the position (position description or other) for the person(s) providing support to the program.

Exhibit V.B.pdf

Position description for EXHS's Program Assistant/Budget Manager, who provides direct support for our program and is employed within the department.

V.C.

Financial Support – The program must receive adequate, equitable, and annually available resources necessary to meet the program's size, mission, outcomes, and sustainability.

V.C. Narrative

Describe how the program's financial resources are determined including both capital expenditures, personnel, professional development and annual expendable supplies. Indicate how those resources are equitable to other programs in the unit, based on size, mission, outcomes and sustainability of the program. income and expense data; adequacy of the budget and services to meet the needs of the program, to include supplies, equipment purchase, repair, and replacement; a description of the process used to determine short- and long-term budgetary needs that are tied to the goals and expected ***outcomes*** *of the program.*

The Department of Exercise and Health Sciences (EXHS) at Florida Atlantic University receives adequate, equitable, and annually available financial resources that support the department's mission, strategic goals, student learning outcomes, and long-term sustainability. Financial resources are allocated through multiple university funding streams, including Education and General (E&G) funds, technology fee allocations, laboratory fees, carryforward funds, faculty start-up accounts, summer instructional funding, and other targeted institutional support mechanisms.

The department's primary operational funding is provided through E&G allocations administered by the College of Science and the Office of Academic Affairs and the Provost. During Fiscal Year (FY) 2026, the department maintained substantial funding for personnel, operations, and instructional support. The largest budget component supports faculty and staff salaries and benefits, with approximately $1.95 million allocated across the department's salary and benefit pools, including regular academic year appointments, summer teaching support, and personnel. This level of investment ensures that the department can maintain appropriate faculty staffing, support student enrollment demands, and deliver high-quality academic programming.

In addition to personnel support, the department received operating and expense allocations to fund instructional supplies, laboratory operations, equipment maintenance, technology upgrades, and other expenditures necessary to deliver the

curriculum. FY2026 operating expenses included approximately $42,593 in departmental expense funding and $223,626 in OPS support, such as graduate teaching assistants, all of which were substantially utilized to support departmental functions (teaching and research). Supplemental resources were also provided through summer instructional funding, undergraduate research awards, and cost-share allocations that supported student research and faculty scholarship activities.

The department benefits from several additional funding sources that enhance educational quality and student outcomes. Laboratory fee revenues (acquired from various practicum, exercise testing and prescription, and exercise lab techniques courses) provide dedicated support for teaching laboratories, instructional equipment, and consumable supplies used in exercise physiology, biomechanics, and related experiential learning environments. Technology Fee awards (internal grants) have provided funding for instructional technology improvements, including classroom technology upgrades and laboratory equipment. These funds have ensured that students have access to contemporary educational tools and equipment.

Carryforward and faculty start-up funds further strengthen the department's financial position by supporting strategic investments in research infrastructure, laboratory enhancement, faculty development, and future programmatic growth. Importantly, recent tenure-track faculty hires have each received ≥$150,000 in start-up funds. These funds allow the department to address both short-term operational needs and long-term priorities without compromising instructional quality.

Budget planning occurs through a collaborative process involving the Department Chair, College of Science administration, and university budget offices. Annual budget allocations are informed by program enrollment, instructional workload, faculty and staff needs, laboratory and equipment requirements, strategic initiatives, assessment results, and accreditation expectations. Department leadership routinely reviews budget-to-actual reports to monitor expenditures, identify emerging needs, and ensure responsible stewardship of resources. The department evaluates requests for major equipment purchases, facility improvements, technology enhancements, and personnel support in relation to departmental goals, student learning outcomes, and institutional priorities. Fortunately, as the enrollment in ESHP has expanded in recent years, so has the budget, demonstrating the university’s strong support for the program.

The department's financial resources are equitable relative to comparable academic units within the College of Science because allocations are based on institutional budgeting processes that consider enrollment, instructional demands, faculty workload, research activity, and programmatic needs. Additional targeted funding opportunities, including technology fee proposals, carryforward resources, and laboratory fee revenues, enable the department to address discipline-specific requirements associated with laboratory-based and experiential exercise science education.

Overall, the FY2026 budget demonstrates that ESHP possesses sufficient financial resources to support personnel, instructional operations, laboratory facilities, technology acquisition, equipment replacement, professional development opportunities, and strategic growth initiatives. The combination of recurring institutional support and supplemental funding sources provides a stable and sustainable financial foundation that allows the department to achieve its mission, meet student and stakeholder needs, and support continuous improvement.

V.C. Documentation

V.C. Program budgets demonstrating adequacy of the budget and services to meet the needs of the program, including 2 most recent years of program budgets. Salaries may be included in the budget, but can be grouped together as total faculty salaries, so that individual salaries are not identifiable.

EXHS FY26 Budget.pdf
Fiscal Year 2026 budget.

ESHP FY 25 Budget.pdf
Fiscal year 2025 budget.

V.D.

Academic Resources – The institutional library system and/or associated learning resources are adequate to support faculty and student scholarship and the educational needs of the program.

V.D. Narrative

Briefly describe how the institutional library system are adequate to support faculty and student scholarship as well as the educational needs of the program. Please include description of both on-campus and on-line resources.

The FAU Libraries, together with the University's wider network of academic support units, provide adequate resources and services to help faculty and students meet the program's educational needs.

Collections and Access

FAU Libraries maintains a substantial physical and digital collection, holding more than three million physical items — including rare books, artists' books, archives, and special collections — alongside more than 2.5 million digital resources. Students and faculty affiliated with FAU also have 24/7 virtual reference and remote access to electronic resources, including full-text articles and e-books, from off campus. Librarians, who work directly with departments to identify curricular and research needs, help build collections tailored to each discipline.

Physical Facilities and Reach

The library system operates across multiple locations, serving students and faculty at Boca Raton, Jupiter, Harbor Branch, Fort Lauderdale, Dania Beach, and Davie, as well as an additional population at the Palm Beach State College Boca Raton campus.

Research and Instructional Support

Beyond informational support, the library offers a full range of research services: in-person, phone, and email; free student and faculty research consultations; customized library instruction sessions for classes; and subject-specific LibGuides that curate books, databases, journals, and search strategies by discipline. Faculty scholarship is further supported through Digital Commons at Florida Atlantic, an open-access platform for preserving and disseminating university research, and through scoping review services for systematic research projects.

Complementary Academic Support Services

The library operates within a wider network of University academic support services that reinforce student and faculty success, including the Center for Learning and Student Success (CLASS), the Science and Math Learning Centers, the Office of Undergraduate Research and Inquiry (OURI), the University Center for Excellence in Writing (UCEW), Writing Across the Curriculum (WAC), and Student Accessibility Services (SAS), which maintains offices across the Boca Raton, Davie, and Jupiter

campuses. Together, these services ensure that library resources are complemented by writing support, tutoring, and accommodations that address the full range of student needs.

V.D. Documentation

V.D. Provide an example list or link to library/learning resources that align to and support the program.

Exhibit V.D.pdf
List of library links and services.

V.E.

Facilities – The program has, or has access to:

1. Classroom/laboratory/training space of sufficient quality and quantity to carry out program goals. The physical environment is supportive of effective teaching and learning processes.
2. The program has offices and other space of sufficient quantity and quality for faculty to carry out their teaching, advisement, and service activities efficiently and effectively

V.E.1.

Classroom/laboratory/training space of sufficient quality and quantity to carry out program goals. The physical environment is supportive of effective teaching and learning processes.

V.E.1. Narrative

Describe the classroom/laboratory and training spaces for the program. If shared with other programs in the unit, describe how these classrooms/laboratories are scheduled and adequately available for instruction. Indicate how the classroom/laboratory spaces have appropriate environment to support effective teaching and learning.

Florida Atlantic University (FAU) maintains an extensive inventory of classrooms (over 200), laboratories, and specialized instructional spaces across its six campuses — Boca Raton, Davie, Dania Beach, Downtown Fort Lauderdale, Harbor Branch, and Jupiter. Space types range from general-purpose classrooms and lecture halls/auditoriums (seating from roughly 10 to over 500 students) to discipline-specific laboratories, including instructional computer labs, science labs, engineering labs, nursing labs, art and design studios, music labs, and active learning classrooms.

Shared Scheduling of Classrooms and Labs

Classroom and laboratory space at FAU is shared across programs within academic units and is centrally coordinated rather than assigned exclusively to any single program. Scheduling is managed through CLSS (CourseLeaf Section Scheduler), a centralized platform that coordinates course meeting times while still allowing individual departments to plan and update their own course offerings. Exercise Science & Health Promotion (ESHP) has two classrooms in the Tom Oxley Athletic Center that are exclusively used by our department. Additionally, ESHP has multiple dedicated research laboratories, including but not limited to a biochemistry and muscle physiology lab.

Technology and Environment Supporting Teaching and Learning

Many FAU classrooms and labs are equipped with instructional technology suited to a range of teaching modalities. Based on the Registrar's published room inventory, a substantial share of rooms across all campuses are enabled for web conferencing (Zoom/Webex/Teams), and a smaller subset additionally support dedicated video conferencing, Mediasite lecture recording, audience microphones, and audience cameras. Active learning classrooms (e.g., large-capacity rooms specifically designated for collaborative, technology-enabled pedagogy) are also available at the Boca Raton campus. Collectively, this technology base allows instructors to deliver content, facilitate hands-on and collaborative work, and support students attending in multiple modalities.

Adequacy for the Program

The availability of a wide range of room types matched to course format, a centralized scheduling system that coordinates shared use across programs within the unit, and the presence of instructional and lab-specific technology across classrooms and laboratories support the conclusion that classroom, laboratory, and training spaces are adequate to support effective teaching and learning for the program.

V.E.2.

The program has offices and other space of sufficient quantity and quality for faculty to carry out their teaching, advisement, and service activities efficiently and effectively.

V.E.2. Narrative

Indicate how the offices and other space for teaching, advisement, and service activities are efficient and adequate for the faculty of the program.

Faculty Office and Support Space

The Exercise and Health Sciences (EXHS) department maintains dedicated office and support space that is efficient and adequate to support the teaching, advisement, and service activities of program faculty.

Dedicated Departmental Space

The department has exclusive use of FH-11 for faculty offices, providing a consolidated, department-controlled space that supports day-to-day teaching preparation and meetings with students and colleagues. Because this space is not shared with other programs or units, faculty have reliable, uninterrupted access to their offices during posted office hours, supporting consistent availability for student support.

The department also has partial use of FH-11A, shared with Athletics, which serves as both laboratory and office space. This extends the department's footprint beyond general office use, allowing faculty to conduct lab-based instructional and research activities in close proximity to their offices — improving efficiency by reducing the time faculty and students spend traveling between teaching, research, and administrative functions.

Additional department office space is located in the Behavioral Science building, supplementing the FH-11/FH-11A footprint and providing capacity to accommodate the full complement of program faculty.

Research Laboratory Space

The department currently maintains four dedicated research labs:

- **Biochemistry Lab** — Eleanor R. Baldwin Arena (GY 152)
- **Integrative Vascular Physiology Lab** — Field House 11A
- **Muscle Physiology Lab** — Wally Sanger Ticket Center
- **Functional Fitness Laboratory** — Field House 11A

V.F.

Equipment, Technology, and Materials – The program has, or has access to, equipment, technology, and materials necessary to meet program and student outcomes and CASCE Professional Standards and Guidelines.

V.F. Narrative

Describe the equipment, technology, and materials available to the program and indicate how it is adequate to meet the program and student outcomes and the CASCE Standards. If equipment/technology/materials are shared with other programs or outside of the institution, or is rented or borrowed, please indicate how that arrangement provides adequate opportunities for student learning/practice.

The EXHS Department has, and has access to, a wealth of equipment, technology, and materials necessary to meet program and student outcomes. This equipment spans general teaching equipment used across courses, as well as specialized instrumentation housed in the department's dedicated research and teaching laboratories. Equipment is not shared across departments or by external organizations.

General Teaching Equipment

Core instructional equipment used across ESHP coursework includes free weights, cycle ergometers, and other standard laboratory and fitness-assessment tools that support hands-on learning in exercise testing, prescription, and strength and conditioning coursework. This equipment gives students direct, repeated practice with the same categories of tools used in professional strength and conditioning and exercise physiology settings, including:

- Cycle ergometers (Cosmed, Monarks, Sport Excalibur)
- Dartfish video analysis software
- EMG assessment equipment
- Equitest balance assessment system
- Lactate analyzers (YSI, three units)
- Metabolic carts (Cosmed Quark, Cosmed K4B2, and two Medgraphics units)
- Treadmills (Woodway, Quinton, Trekmaster)
- A competition-standard weightlifting platform and power rack, constructed to mimic official competition conditions
- Supporting assessment tools, including skinfold calipers, blood pressure equipment, and stopwatches

Biochemistry Laboratory (Arena, GY 152)

The Biochemistry Laboratory provides students with access to advanced laboratory technology not typically available at the undergraduate level, including a Bio-Rad ChemiDoc XRS+ imaging system for western blotting, a BD Accuri C6 flow cytometer, a Luminex Magpix system, a Bio-Rad iMark microplate reader, microplate washer and shaker, a dual-light metallurgical microscope with digital camera, a biological safety cabinet, bench-top and micro-centrifuges, ultra-low -80°C freezers, and a Parvo Medics metabolic cart, alongside dedicated blood-draw and pipetting stations.

Muscle Physiology Lab

The Muscle Physiology Lab is purpose-built for biomechanics, strength training, and muscle performance research, including International Powerlifting Federation–approved squat/bench combo racks. Moreover, this laboratory contains InBody equipment, multiple ultrasounds, isometric testing, an algometer, and many other strength and conditioning devices and equipment. Undergraduate and graduate students have access to these labs for both coursework and research, thereby reinforcing applied, hands-on learning.

Section VI. Policies

SECTION VI. POLICIES

VI.A.

Prospective and enrolled students are provided with relevant information about the institution and program that may affect them, including, but not limited to:

1. Catalogs
2. Academic calendars
3. Grading policies
4. Financial aid
5. The program’s accreditation status
6. The process to register a complaint with the accrediting agency
7. Student grievances
8. Program/student outcomes information
9. Tuition cost/program fees
10. Withdrawal/refund
11. Remediation, retention, and other pertinent information

VI.A. Narrative

Indicate where materials are available to prospective and enrolled students for each of the areas listed in these standards and how students are made aware of those materials.

Florida Atlantic University (FAU) and the Department of Exercise and Health Sciences (EXHS) make information relevant to prospective and enrolled students readily accessible through the University's official web presence, ensuring transparency around academic, financial, and procedural matters that may affect a student's educational experience.

Catalogs and Academic Calendars

FAU publishes an annual University Catalog through the Office of the Registrar, which outlines academic policies, degree requirements, and program-specific information for all undergraduate and graduate programs, including EXHS. The catalog is published online, with past catalog years archived so students can reference the requirements tied to their specific catalog year. The Office of the Registrar also maintains a publicly available Academic Calendar, which lists registration periods, add/drop deadlines, and other key dates each term.

Grading Policies

FAU's grading system, including its plus/minus scale and grade point equivalents, is published by the Office of the Registrar and detailed further in the University Catalog under Academic Policies and Regulations. This includes explanations of standard letter grades, the Pass/Fail option available to undergraduates, and policies such as grade forgiveness and incomplete grades.

Financial Aid

The Office of Student Financial Aid maintains a dedicated website where students can review their financial aid status, understand the FAFSA process, and access information on grants, scholarships, and loans. The Controller's Office separately publishes a breakdown of tuition and fees by credit hour and residency status, along with a Cost of Attendance estimate used in constructing financial aid offers.

Program Accreditation Status

FAU's institutional accreditation is disclosed on the University's Accreditation page, maintained by the Office of Institutional Effectiveness and Analysis. This page confirms that FAU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the associate through doctoral levels, and lists significant dates such as the date of initial accreditation and the year of the most recent and next reaffirmation. For EXHS, the department communicates the graduate curriculum's national endorsement by the NSCA through its program pages.

Process to Register a Complaint with the Accrediting Agency

FAU publishes an Institutional Complaint Process page directing students to the appropriate channels when a complaint cannot be resolved through internal University procedures. This includes instructions for contacting SACSCOC directly, along with a link to the Complaint Procedures Against SACSCOC or Its Accredited Institutions policy, the State University System of Florida Board of Governors, and the U.S. Department of Education's Office for Civil Rights.

Student Grievances

FAU Regulation 4.002, Student Academic Grievance Procedures for Grade Reviews, is publicly available and outlines the process by which a student may request review of a final course grade. Additional non-academic grievance and reporting channels, including the Dean of Students' "Report a Concern" portal and the University's formal complaint procedures, are also published online.

Program/Student Outcomes Information

FAU reports institutional student achievement data, including retention and graduation rates, through its Student Achievement page, which is updated annually in accordance with State University System of Florida Board of Governors accountability reporting requirements. ESHP-(BS & MS) specific outcomes, including preparation for the ACSM, NSCA CSCS, and NCHEC CHES certification examinations, are published on the department's program pages.

Tuition Cost and Program Fees

The Controller's Office publishes a detailed tuition breakdown by credit hour, residency status, and fee type (including the Financial Aid Fee, Activity and Service Fee, Athletic Fee, Health Fee, and Technology Fee), along with an online tuition estimator tool.

Withdrawal/Refund

The University Catalog's Tuition, Fees and Refunds section outlines the University's refund schedule, including the percentage of tuition refunded based on the timing of a withdrawal and the Fee Petition process available to students who withdraw due to exceptional circumstances.

Remediation, Retention, and Other Pertinent Information

Academic standing policies, including probation, the ACCESS Program for first-semester students with a GPA below 2.0, and other retention-related supports, are outlined in the Academic Policies and Regulations section of the University Catalog.

Summary

Through the University Catalog, the Offices of the Registrar, Financial Aid, and the Controller, and FAU's Institutional Effectiveness and Accreditation pages, prospective and enrolled EXHS students have consistent, publicly accessible access to the institutional and program information required to make informed decisions throughout their enrollment.

VI.A. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

VI_A_Documentation Links.pdf
Links for information provided in the required narrative.

VI.A.1.

Catalogs

VI.A.1. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

VI_A_1 University Catalog.pdf
Link to FAU's University Catalog.

VI.A.2.

Academic calendars

VI.A.2. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.2.pdf

Academic Calendars for semesters and years can be found here: https://www.fau.edu/registrar/calendar/

VI.A.3.

Grading policies

VI.A.3. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.3 Sample Syllabus.pdf

Grading policies can be found in boilerplate language mandated in the simple syllabus library used by all courses at FAU. Grading policies can also be found in the university catalog, available at https://www.fau.edu/registrar/university-catalog/catalog/academics/

VI.A.4.

Financial aid

VI.A.4. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI_A_4 Documentation.pdf

Financial Aid Links.

VI.A.5.

The program's accreditation status

VI.A.5. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

VI_A_5 Documentation.pdf

Information & Links regarding FAU's SACSCOC Accreditation

VI.A.6.

The process to register a complaint with the accrediting agency

VI.A.6. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.6 SACSCOC Complaint Procedures.pdf

Policy and procedures for filing complaints with accreditation agency (SACSCOC)

VI.A.7.

Student grievances

VI.A.7. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.7 Student Academic Grievance Procedures.pdf

Regulation 4.002: Student Academic Grievance Procedures for Grade Reviews

VI.A.8.

Program/student outcomes information

VI.A.8. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.8 FAU IEA Dashboard.pdf

Program/student outcomes can be found at FAU's Institutional Effectiveness and Analysis Website: https://www.fau.edu/iea/dashboards/

VI.A.9.

Tuition cost/program fees

VI.A.9. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.9 Tuition Cost_Program Fees.pdf

Screenshots and URL of tuition costs and fees.

VI.A.10.

Withdrawal/refund

VI.A.10. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.10.pdf

Overview of FAU's Withdrawal/Refund Policies.

VI.A.11.

Remediation, retention, and other pertinent information

VI.A.11. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.11 Graduate Academic Policies.pdf

Policies specific to graduate students can be found at https://www.fau.edu/graduate/degree-completion/academic-policies/

VI.B.

Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

VI.B. Narrative

Describe how the program ensures that materials related to the institution and program are accurate, current, and provide to students in a timely manner.

All institutional and program-related materials (university policies, program-level requirements, etc.) are embedded as mandatory, non-editable boilerplate content within FAU's Simple Syllabus template system. Because this content is centrally maintained and automatically imported into every course syllabus, individual instructors can edit only their course-specific sections and cannot remove or alter the institutional/program boilerplate. Simple Syllabus integrates into Canvas and appears as a standard component of every course site, ensuring materials are accurate, comprehensive, up to date and delivered consistently and on time across all sections and instructors.

VI.C.

Program policies, procedures, and practices related to student recruitment, admission, and field experience placement are based on appropriate and equitable criteria and applicable law, and ensure nondiscrimination and equal opportunity.

VI.C. Narrative

Describe the recruitment and admission process and how the program ensures that criteria are applied equitably and ensure non-discrimination and equal opportunity. Indicate how field experience placements are determined.

Admission and Recruitment

FAU's general admissions policy states plainly that the university welcomes applications from all qualified individuals and does not discriminate on the basis of race, color, religion, sex, gender identity, national origin, age, sexual orientation, disability, marital status, veteran status, or any other basis protected by law.

Field Experience Placement

Field experience placement is completed by the student with assistance from the field experience coordinator. Students are not assigned an internship site; thus, there is no bias on the part of the department or field experience coordinator. Hiring is done solely by field experience supervisors at each internship site. Our role is to oversee the internship experience and ensure that both the student and the field experience site are in compliance with signed internship agreements, FAU policies, and applicable state/federal laws. The internship agreement does include an anti-discrimination clause.

Applicable Law and University-Wide Compliance Infrastructure

The statement's reference to "applicable law" is backed by a dedicated compliance office. FAU's Office of Civil Rights and Title IX (OCR9) strives to uphold ethical behavior and ensure adherence to relevant laws, regulations, and policies, and is committed to fostering a working and learning environment free of any unlawful discrimination, harassment, or retaliation. OCR9 identifies the specific federal laws in play: Title VI and Title VII, Title IX, the Pregnancy Act, Fair Housing Act, Clery Act, VAWA, and Campus SaVE Act, noting that Title VI prohibits discrimination based on race, color, and national origin in programs and activities receiving federal financial assistance.

Disability access is relevant to any student with accommodation needs going into a clinical/field placement: FAU's ADA policy commits that the University seeks to ensure that no qualified individual with a disability is excluded from participation or denied the benefits of services, programs, or activities of the University, or subjected to discrimination or lack of access.

VI.C. Documentation

VI.C. Copies of non-discrimination policy for recruitment, admission and field experience placement.

FAU Anti-Discrimination Policy.pdf

University Anti-Discrimination Policy, which states in Section One that the policy applies to all Florida Atlantic University ("University" or "FAU") students, registered student organizations, faculty and staff, including applicants for admission

FAU Affiliation Agreement - COS Exercise Science Template.pdf

Internship agreement with anti-discrimination clause.

VI.D.

Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of students are written, disseminated, and applied equitably.

VI.D. Narrative

Describe how the program ensures all policies and procedure are accessible to students in the program, protect the student's privacy, and are applied equitably.

University policy supersedes department policy for these requirements, as demonstrated below.

Rights and Responsibilities — Student Code of Conduct

FAU's Student Code of Conduct is an official university regulation, not just an informal policy, so it applies equally to everyone. It even covers people who aren't currently enrolled but still have a relationship with FAU — such as admitted students or students who withdrew after an alleged violation. The process is also fair by design: every student gets the same chance to either accept or deny responsibility for a charge, and everyone is notified the same way, through their FAU email.

Centralized Policy Repository (Student Affairs)

FAU keeps all student-related policies in one place, and that page makes clear that these department-level policies must follow the official university regulations. If there's ever a conflict, the university regulation wins. This stops individual departments from creating their own weaker or inconsistent rules — everyone operates under the same standard.

Privacy — FERPA

FAU's privacy rules are based on federal law (FERPA) and apply equally to all students. Basically, the university can't share a student's private records without permission, with a few narrow exceptions. Florida law adds extra protection on top of that. Students are also guaranteed specific rights: to see their own records, to request corrections, to control who their information is shared with, and to file a complaint if they think their privacy was violated. And by default, FAU won't release student records to parents or anyone else without the student's consent.

VI.D. Documentation

VI.D. Copies of student privacy policies.

Student Code of Conduct.pdf Regulation 4.007 Student Code of Conduct
Student Privacy.pdf Regulation 4.008 Student Privacy

VI.E.

Policies, procedures, and practices are in place to handle student complaints and grievances and are followed.

VI.E. Narrative

Describe the policies and procedures for handling student complaints and procedures. Include pages of student handbook, catalog, or other documentation containing these policies as Exhibit VI.E.

University policy supersedes department policy for these requirements, as demonstrated below.

Academic Grievances — Grade Reviews (Regulation 4.002)

FAU has an official regulation on grade disputes, with clear steps rather than a case-by-case process. First, the student meets with the instructor to talk it through. If that doesn't work, the student can request a meeting with the department chair. If it's still unresolved, the student can appeal to the dean in writing within 5 business days. There's also a safeguard against abuse: students who lie or misrepresent facts during this process can face disciplinary action.

Non-Academic and General Complaints (Formal Complaint Process)

FAU also has a general complaint process for issues that aren't grade disputes. Students are expected to first try to resolve things directly with the person involved. If that doesn't work, the complaint is routed to the applicable university policy — for example, there are separate regulations for academic honesty, withdrawals, and discrimination. If no specific policy covers the issue, there's a fallback: the student can file a form with the Dean's Office, which will investigate the complaint and keep a record of the outcome.

Student Conduct-Related Complaints (Regulation 4.007)

For conduct issues, anyone can report a student for allegedly violating university rules, and the university investigates to decide

if action is needed. This process is handled by the Office of Student Conduct and Conflict Resolution, which is committed to ensuring fairness and consistency for every student.

VI.E. Documentation

VI.E. Copy of policy(ies) related to student complaints and grievances.

Student Code of Conduct.pdf Regulation 4.007
Student Academic Grievance Procedures.pdf Regulation 4.002

VI.F.

Policies, procedures, or practices provide for compliance with accreditation standards, including:

1. Timely submission of required fees
2. Timely submission of required documentation
3. Timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education

VI.F.1.

Timely submission of required fees

VI.F.2.

Timely submission of required documentation

VI.F.3.

Timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post- secondary education

VI.F.3. Narrative

Narrative not required for these Standards for initial accreditation. Please put NA in text box.

N/A

VI.G.

Accreditation status (and changes in status) will be publicly available. Current students will be immediately notified of a change in accreditation status.

VI.G. Narrative

Narrative: indicate the url where students will be able to find the accreditation status publicly displayed. Once the program is accredited, the CASCE will provide a "seal" that may be displayed by accredited programs. Until that time, programs may indicate that they have applied for accreditation but must not indicate that the program is accredited until official notification has been received.

Accreditation status would be placed on our website, which can be found here.

Signature Page

PROGRAM DIRECTOR

Name:		Phone:	
Title:		Email:	
Please type the full name and title of the appropriate authority in the designated fields below.			

☐ I attest to the validity of the self-study and to the institution's support for the accreditation of the strength and conditioning program

DEPARTMENT CHAIR

Name:		Phone:	
Title:		Email:	
Please type the full name and title of the appropriate authority in the designated fields below.			

☐ I attest to the validity of the self-study and to the institution's support for the accreditation of the strength and conditioning program

DEAN OR OTHER HIGHER ADMINISTRATOR

Name:		Phone:	
Title:		Email:	
Please type the full name and title of the appropriate authority in the designated fields below.			

☐ I attest to the validity of the self-study and to the institution's support for the accreditation of the strength and conditioning program

INSTITUTION'S CHIEF ACADEMIC OFFICER

Name:		Phone:	
Title:		Email:	
Please type the full name and title of the appropriate			

authority in the designated fields below.	
☐ I attest to the validity of the self-study and to the institution's support for the accreditation of the strength and conditioning program	

Professional Standards & Guidelines

For access to the full list of **CASCE Standards & Guidelines**, please use the link provided below.

PROFESSIONAL STANDARDS & GUIDELINES: https://www.nsca.com/contentassets/f29e918c77e94078acd685fafc81280e/casce-professional-standards-and-guidelines.pdf

CASCE Self Study v6-2025-2026

Florida Atlantic University- Undergraduate S&C Concentration

Section I. Institution

The exhibits listed in this document are required to be submitted, however, if the institution/program wishes to submit documentation where an exhibit is not required or wishes to submit additional documentation within a particular standard to strengthen their narrative, that is allowable and encouraged to show compliance.

SECTION I. INSTITUTION

I.A.

The institution has appropriate approvals and accreditation to offer programs in higher education including a strength and conditioning program.

I.A. Narrative

Indicate the institution's regional/national accreditor, and the last date of a comprehensive evaluation of the institution.

Florida Atlantic University (FAU) is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). FAU's last accreditation date was December 8, 2024, and it is valid until 2034, as shown in Exhibit 1.A. The strength and conditioning concentration is offered through the BS in Exercise Science & Health Promotion in the Department of Exercise and Health Sciences (EXHS) in the Charles E. Schmidt College of Science. EXHS was formerly known as the Department of Exercise Science and Health Promotion and officially changed its name on 9/14/26 (changes to the department name in the catalog will occur in late 2026 or 2027). EXHS has a long, documented history of success and growth, dating back to 1987. Currently, EXHS is one of the university's largest departments, with roughly 2,600 students. Offering multiple degrees, including a BS in Exercise Science & Health Promotion, an MS in Exercise Science in Health Promotion, and a BA in Health Science. Faculty governance approved the strength and conditioning concentration in March 2024 (Exhibit 1.Aa), and it is outlined in the attached worksheet (Exhibit 1.Ab).

I.A. Documentation

I.A. Documentation demonstrating appropriate accreditation of the institution and/or state authority of the institution to offer programs in higher education.

Exhibit 1.A.pdf Accreditation letter from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
Exhibit I.Aa.pdf Undergraduate strength and conditioning concentration institutional approval.
Exhibit I.Ab.pdf

Undergraduate strength and conditioning concentration worksheet.

I.B.

The program must demonstrate that it has the appropriate institutional approvals to offer the program and has the resources to support the program.

I.B. Narrative

Describe how the institution has the resources to support the program. Include explanations of any attached needs analysis or internal reports that support this standard.

Institutional Approvals

The Exercise Science and Health Promotion BS degree at Florida Atlantic University (See university catalog (Exhibit 1.B) is housed within the College of Science and has received the appropriate institutional approvals required to offer the degree. Florida Atlantic University's established academic and curricular approval processes approved the program, and it is included in the University's official Academic Catalog.

The program is also recognized within the State University System of Florida. The Florida Board of Governors and Florida Atlantic University designate the Exercise Science and Health Promotion program under CIP Code 31.0505 (Kinesiology and Exercise Science / Exercise Science and Kinesiology). This designation identifies the program as an authorized academic degree program offered by Florida Atlantic University within the State University System of Florida.

Florida Atlantic University is institutionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees. Collectively, the University's established academic approval processes, the Florida Board of Governors' recognition of the program under CIP Code 31.0505, and FAU's institutional accreditation demonstrate that the University has the appropriate institutional authorization to offer the Exercise Science and Health Promotion program.

Resources to Support the Program

Florida Atlantic University provides the Exercise Science and Health Promotion degree with the personnel, facilities, equipment, technology, and institutional support necessary to achieve its educational objectives and deliver the curriculum. The program currently serves approximately 1,000 Exercise Science and Health Promotion majors and is supported by 14 full-time faculty members.

Faculty have expertise across a broad range of exercise science disciplines, with research interests including muscle physiology, resistance training, sports performance, exercise oncology, cardiovascular physiology, exercise immunology, cancer cachexia, and related areas. Faculty are actively engaged in research and have recently received external funding from the Florida Department of Health, Tonal Systems, LLC, and other organizations.

Students have access to an approximately 800-square-foot dedicated teaching laboratory that supports hands-on instruction and the practical application of concepts presented throughout the Exercise Science curriculum. The program is also supported by multiple research laboratories, including the Muscle Physiology Laboratory, Human Performance Laboratory, Integrative Vascular Physiology Laboratory, Functional Fitness Laboratory, and Exercise Biochemistry Laboratory. These laboratories

provide additional opportunities for student learning, research involvement, and exposure to contemporary methods and technologies used in exercise science.

The teaching and research laboratories contain extensive state-of-the-art equipment and instrumentation. Available resources include metabolic analyzers, InBody body composition assessment systems, resistance-training machines and free weights, cardiovascular and endurance exercise equipment, near-infrared spectroscopy (NIRS), pulse wave velocity assessment equipment, exercise velocity measurement systems, -80°C freezers, and equipment and facilities for ELISA, Western blotting, and other molecular biology techniques. Collectively, these resources support instruction and research across exercise physiology, strength and conditioning, sports performance, cardiovascular physiology, body composition, and molecular and biochemical aspects of exercise science.

The program also benefits from University-wide resources, including academic advising, library and electronic research resources, information technology and learning-management systems, student accessibility services, career services, and other academic and student-support services. The University and College provide the administrative and financial support necessary for the continued operation of the program, including faculty and staff support, instructional resources, facilities, and equipment.

Collectively, the program's 14 full-time faculty members, dedicated teaching and research facilities, extensive laboratory equipment, active research environment, and University-level resources provide the infrastructure necessary to support approximately 1,000 Exercise Science and Health Promotion majors, deliver the Exercise Science curriculum, and achieve the program's stated goals and student learning outcomes.

The program also benefits from extensive University-wide academic, technological, and student-support resources. These include academic advising, library and electronic research resources, information technology support, student accessibility services, career services, and other academic and student-support services. The University provides access to Canvas, its learning management system, for course delivery, communication, assessment, and instructional resources, as well as to Workday and other institutional platforms that support student records, registration, academic administration, and related University functions. Faculty and students also have access to University-supported software, computing resources, and technology necessary for instruction and academic activities. The University and College provide the administrative and financial support necessary for the continued operation of the program, including support for faculty and staff, instructional resources, facilities, equipment, and technology. Finally, the program is well funded from a combination of Education and General funds, Technology funds, and other sources totaling over $2 million for fiscal year 2026 (Exhibit I.Bb), excluding external grants and startup funding for new faculty.

I.B. Documentation

I.B. Copies of needs analysis or internal reports that demonstrate that the institution has the resources to support the program. If an existing program, copies of the department budget showing sufficient funds dedicated to the program may be used.

Exhibit 1.B.pdf
Florida Atlantic's University Catalog

exhibit i.bb_3.pdf

I.C.

The mission, goals, and expected outcomes of the program align with those of the institution.

I.C. Narrative

Describe how the mission, goals and expected outcomes of the program align with the mission and goals of the institution as well as the academic unit in which the program is housed. Describe how the outcomes of the program were determined and how those outcomes are interrelated to the academic unit and the institution.

FAU's Mission Statement

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching and active engagement with its communities.

FAU's Vision Statement

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a top-tier research institution that is internationally acclaimed for its contributions to creativity and research, as well as its collaborations with regional partners.

Department Mission Statement

The Department of Exercise and Health Sciences (EXHS) offers interdisciplinary undergraduate and graduate degrees designed to prepare students for careers in clinical, corporate and community/nonprofit-based physical fitness and health promotion, postgraduate study in applied health sciences (e.g., physical therapy, physician assistant), as well as advanced study in human biology/physiology. Whether in the role of practitioner or scientist, the ESHP graduate is uniquely prepared to influence the health and well-being of their fellow citizens. Importantly, the impact of EXHS graduates includes the potential to reduce healthcare costs when those they touch adopt a healthy lifestyle and dramatically reduce the occurrence and severity of diseases (obesity, heart disease, hypertension, diabetes, cancer) associated with sedentary living.

Mission Statement Alignment

The program's mission, goals, and expected outcomes are strongly aligned with both Florida Atlantic University's (FAU) mission and the goals of EXHS. Consistent with FAU's commitment to excellence in teaching, research, scholarship, creative activity, and community engagement, the program prepares students to become knowledgeable professionals and scholars who contribute to improving individual and community health through evidence-based practice, research, and service.

The program supports FAU's mission by providing rigorous academic and experiential learning opportunities that develop students' scientific knowledge, critical thinking skills, and professional competencies. Through coursework, applied learning experiences, and opportunities for research and scholarship, students are equipped to address contemporary health and wellness challenges while advancing the field. These activities reflect the university's emphasis on teaching excellence and active engagement with local, regional, and global communities.

The program also directly advances the goals of the EXHS Department by preparing students for careers in clinical, corporate,

community, and nonprofit health and fitness settings, as well as for postgraduate and advanced scientific study. The interdisciplinary curriculum emphasizes integrating exercise science, health promotion, and human physiology, ensuring graduates possess the knowledge and skills necessary to serve as practitioners, researchers, and future healthcare professionals.

Expected program outcomes further align with departmental goals by producing graduates who can positively influence the health and well-being of diverse populations. Graduates are prepared to promote healthy lifestyles, develop and implement evidence-based interventions, and contribute to disease prevention efforts targeting major public health concerns such as obesity, cardiovascular disease, hypertension, diabetes, and cancer. In doing so, they support the department's vision of improving quality of life and reducing healthcare costs through increased physical activity and health promotion.

Collectively, the program's mission, goals, and outcomes advance FAU's broader institutional priorities while fulfilling the EXHS Department's commitment to developing highly qualified professionals and scientists dedicated to improving health outcomes and fostering healthier communities.

Programmatic Outcomes

Programmatic outcomes are determined by measuring teaching effectiveness using Student Perception of Teaching (SPOT) evaluations at the conclusion of every semester. As shown in Exhibit 1.C.2, EXHS outperforms the College of Science averages in every category, demonstrating strong teaching outcomes. Additionally, 4-year graduation rates are used as a performance benchmark. Also shown in Exhibit I.C.2, 4-year graduation rates among First-Time in College Students, transfer students, and second bachelor's students are roughly on par with those of other departments in the college. Post-graduation employment data collected by the Florida Department of Education (provided in Exhibit I.2.C) shows relevant employment for similar CIP codes. Finally, as noted in Exhibit I.2.C, 30% of our graduates continue their education. These students are the future clinical practitioners, researchers, and coaches who aim to improve and better their communities, as reflected in FAU's mission statement.

I.C. Documentation

I.C.The mission and goals of the institution.

I.C.1.The mission and goals of the program

I.C.2.The outcomes of the program including program effectiveness, program outcomes, student learning outcomes, and quality of instruction.

Exhibit I.C.pdf FAU's Mission Statement, taken from the University Catalog.
Exhibit I.C.1.pdf EXHS Mission Statement, taken from the University Catalog.
Exhibit I.C.2.pdf Data showing graduation rates and teaching evaluations compared to other departments in the Charles E. Schmidt College of Science and salary/emplyment rates compared to similar programs in the State University of Florida System.

Exhibit I.C.3.pdf

Department-level student learning outcomes. Importantly, these student learning outcomes are general for the EXHS Department as a whole. Later, in Section IIIA&B, we upload the student learning outcomes (SLOs) for the Strength and Conditioning concentration. Those outcomes are directly aligned with CASCE standards and are directly mapped to the Strength and Conditioning Concentration assessment plan uploaded in Section IV.

Section II A. Program Director

SECTION II. FACULTY

II.A.

Program Director: **The Program Director is the person responsible for administering the academic program, institutional and program policies, and these standards, as well as ensuring program compliance with all applicable state rules and regulations.**

The Program Director must:

1. Be a full-time employee of the sponsoring institution.
2. Have full faculty status, rights, responsibilities, privileges, and voting rights as defined by institutional policy, consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.
3. Have a master's degree or higher in a related field.
4. Be in good standing with the National Strength and Conditioning Association (NSCA) with a current Certified Strength and Conditioning Specialist® (CSCS®) certification.
5. Have experience with curriculum and/or program development in a related field.
6. Be qualified commensurate with other administrative positions within similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions. If the institution does not sponsor other allied health programs, this standard must be benchmarked against other peer institutions (e.g., Education Recognition Program [ERP] or accredited strength and conditioning programs). Academic rank and tenure status are determined by the institution according to institutional policy.
7. Have programmatic administrative, and supervisory responsibility consistent with other similar assignments within the institution.
8. Oversee and evaluate program-specific course content and curricular efficacy.
9. Have administrative release/reassigned workload. The Program Director's release time must be equivalent to similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.
10. Must have responsibilities that include input to and assurance of the following program features:

- (a) Ongoing compliance with the Council on Accreditation of Strength and Conditioning Education's (CASCE) Professional Standards and Guidelines.

- (b) Planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum.
- (c) Effective leadership in areas such as field experience, strategic planning, resources, and budget.
- (d) Compliance with all applicable state rules and regulations.
- (e) Compliance with institutional and program policies.

II.A.1.

Be a full-time employee of the sponsoring institution.

II.A.1 Narrative

Indicate the Program Director's official title and faculty appointment. Reference to documentation provided as Exhibit II.A1.

Dr. Christopher Boerum is a full-time, 9-month employee at Florida Atlantic University, as shown in Exhibit II.A.1. His current title is University Instructor (promoted in 2025, Exhibit II.A.1a), and he holds an administrative title in the department as Graduate Program Director (Exhibit II.A.1b). Dr. Boerum has been employed full-time at Florida Atlantic University since August 2011.

II.A.1 Documentation

II.A.1. Contract, letter of appointment, or other documentation verifying that the PD is a full-time employee of the institution. Please redact any personal/sensitive information.

Exhibit II.A.1.pdf 9-Month faculty appointment renewal letter.
Exhibit II.A.1a.pdf Promotion letter to University Instructor after the appointment letter was signed.
Exhibit II.A.1b.pdf Appointment letter for the Graduate Program Director position.

II.A.2.

Have full faculty status, rights, responsibilities, privileges, and voting rights as defined by institutional policy, consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.

II.A.2. Narrative

Describe how the PD's faculty status, rights, responsibilities, privileges, and voting rights meet institutional policy and are consistent with other similar positions at the institution

The PD's faculty status and voting rights are uniform across the College of Science at FAU, meaning other program directors have similar rights and say in academic matters. The PD's title as a full-time university instructor accords him such rights under Part 1.1 of the Charles E. Schmidt College of Science, as shown below.

Collectively, the faculty of the Charles E. Schmidt College of Science will constitute the College Assembly, which considers:

1. *Educational policy (curriculum, admissions, and degree programs).*
2. *Hiring policies, promotion, and tenure.*
3. *Student affairs.*
4. *General administrative matters (including organization, coordination with other colleges and other campuses, off-campus centers involving the sciences, etc.).*

In matters of planning and budgeting, the Charles E. Schmidt College of Science Faculty Assembly will be advisory to the Dean.

All full-time members of the College faculty holding the rank of Professor, Associate Professor, Assistant Professor; Assistant/Associate/Scientist/Scholar; and Instructor/Senior Instructor/University Instructor are voting members of the College Assembly.

II.A.2. Documentation

II.A.2. Pages from Faculty Handbook, catalog, letter from institution, etc. demonstrating that the PD has full faculty status, rights and responsibilities as defined by institution policy. Documentation that demonstrates the PD position is consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.

Exhibit II.A.2.pdf
Charles E. Schmidt College of Science Bylaws.

II.A.3.

Have a Master's degree or higher in a related field.

II.A.3. Narrative

Indicate the highest degree attained by the PD and include reference to the PD's Curriculum Vitae in the exhibits.

As shown in Exhibit II.A.3, the PD has completed three graduate degrees:

- Master's of Science in Exercise Science & Health Promotion, Exercise Physiology Concentration - 2010
- Master's of Business Administration, Management Information Systems Concentration - 2016
- **Doctor of Philosophy in Curriculum and Instruction** - 2025

While the highest degree earned was a PhD, The Master's of Science is the highest degree in the field.

II.A.3. Documentation

II.A.3. PD's Curriculum Vitae

Exhibit II.A.3.pdf
Dr. Boerum's Curriculum Vitae, current as of August 2026.

II.A.4.

Be in good standing with the National Strength and Conditioning Association (NSCA) with a current Certified Strength and Conditioning Specialist® (CSCS®) certification (or recognized UK equivalent certification-see Glossary).

II.A.4. Narrative

Provide reference to verification of current CSCS certification in Exhibits.

Dr. Boerum has been CSCS-certified since 2012 (Exhibit II.A.4) and is in good standing with the NSCA, as demonstrated by his active membership card (Exhibit II.A.4a).

II.A.4. Documentation

II.A.4. Verification of CSCS certification

Exhibit II.A.4.pdf
Dr. Christopher Boerum's CSCS certification, valid until 12/31/26.

Exhibit II.A.4a.pdf
Dr. Christopher Boerum's NSCA Membership Card, valid until 10/2/26.

II.A.5.

Have experience with curriculum and/or program development in a related field.

II.A.5. Narrative

Describe the Program Director's experience with curriculum and/or program development in strength and conditioning or related field.

Dr. Boerum has seven years of experience in curriculum and program development within higher education, in exercise science, health science, and graduate education, as shown by his CV in Exhibit II.A.5. As Programs Director (2025–Present), he oversees all aspects of our graduate program, including curriculum management, admissions, graduation requirements, and administration of a combined BS/MS program. I also play a leadership role in initiating the accreditation process for academic programs through the National Strength & Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM), while supporting undergraduate programs that serve approximately 2,600 students. The latest approved curriculum revisions included updating the BA in Health Science offered by our department and, last year, adding two Strength & Conditioning concentrations to both our BS in Exercise Science & Health Promotion (Exhibit II.A.5a) and our MS in Exercise Science & Health Promotion (Exhibit II.A.5b).

Previously, as Programs Coordinator (2019–2025), Dr. Boerum focused heavily on curriculum design and program development, leading the creation of new academic offerings, including a fully online concentration, multiple 30-credit MS degree programs, and a combined BS/MS pathway. His responsibilities included evaluating and revising curriculum, aligning academic requirements with institutional and industry standards, assessing transfer credits, and collaborating with advising staff to support student retention, progression, and graduation.

II.A.5. Documentation

II.A.5. PD's Curriculum Vitae

Exhibit II.A.5.pdf Dr. Boerum's Curriculum Vitae, current as of August 2026.
Exhibit II.A.5a.pdf Dr. Boerum's approved Strength & Conditioning concentration that was added to our Bachelor of Science Degree in 2025.
Exhibit II.A.5b.pdf Dr. Boerum's approved Strength & Conditioning concentration that was added to our Master of Science Degree in 2025.

II.A.6.

Be qualified commensurate with other administrative positions within similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions. If the institution does not sponsor other allied health programs, this standard must be benchmarked against other peer institutions (e.g., Education Recognition Program [ERP] or accredited strength and conditioning programs). Academic rank and tenure status are determined by the institution according to institutional policy.

II.A.6. Narrative

Describe how the Program Director is qualified commensurate with other administrative positions at the institution or indicate how the program "benchmarked" against other programs, including which programs and what criterion were benchmarked.

Florida Atlantic University does not have a comparable allied health program with a program coordinator position equivalent to the Undergraduate Program Coordinator for the Exercise Science and Health Promotion program. Therefore, consistent with CASCE requirements, the qualifications of the Program Director were benchmarked against a comparable program at a peer institution, the University of West Florida (UWF), which is an NSCA ERP program.

The University of West Florida provides an appropriate benchmark because of the similarities between the institutions and their exercise science programs. Both FAU and UWF are public universities within the State University System of Florida and offer undergraduate exercise science programs designated under CIP Code 31.0505. Both programs have also participated in the National Strength and Conditioning Association (NSCA) Education Recognition Program (ERP), demonstrating alignment with NSCA educational standards. UWF's Bachelor of Science in Exercise Science is also accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Like FAU, UWF utilizes a faculty member in a designated program leadership role for its undergraduate exercise science program. UWF identifies Ludmila Cosio-Lima, PhD as Professor and Exercise Science Program Coordinator. At FAU, Christopher Boerum, PhD, MBA, CSCS, serves as the Graduate Program Director and, for purposes of CASCE/CoAES accreditation, the Undergraduate Program Director. Dr. Boerum is a fully promoted University Instructor within the Department of Exercise Science and Health Promotion.

The benchmark demonstrates that FAU's Program Director possesses qualifications commensurate with the program coordinator of a comparable exercise science program at a peer institution. Both program coordinators possess doctoral-level academic preparation and relevant expertise in exercise science, and they provide leadership for undergraduate exercise science programs within the State University System of Florida. Dr. Boerum additionally holds an MBA and the Certified Strength and Conditioning Specialist (CSCS) credential, providing relevant preparation for both the academic and administrative responsibilities associated with program leadership.

Differences in faculty title or academic rank between the institutions do not indicate differences in qualification for the Program Director role. Consistent with CASCE requirements, academic rank and tenure status are determined by each institution in accordance with its faculty classification, appointment, promotion, and tenure policies. At FAU, Dr. Boerum has achieved full promotion within the University Instructor faculty classification.

Based on this peer-institution comparison, Florida Atlantic University has determined that the qualifications of the Graduate Program Director/Undergraduate Program Director are commensurate with those of the equivalent program leadership position at the University of West Florida and are appropriate for the responsibilities of the Exercise Science and Health Promotion Program Director.

II.A.6. Documentation

II.A.6. Documentation of PD qualifications as commensurate with other administrative positions at the institution. If benchmarked against other programs, please provide documentation.

Exhibit II.A.6.pdf
Comparison table of benchmarked positions.

II.A.7.

Have programmatic administrative, and supervisory responsibility consistent with other similar assignments within the institution.

II.A.7. Narrative

Describe the administrative and supervisory responsibility of the Program Director and how it is consistent with similar assignments within the institution.

Dr. Boerum's assignment as graduate program director is similar to that of all departments offering graduate degrees within the Charles E. Schmidt College of Science, with graduated compensation based on headcount or a course release (Exhibit II.A.7).

Additionally, the Department Chair, Dr. Michael Zourdos, has granted Dr. Boerum additional authority to serve as program director for the undergraduate strength & conditioning concentration through his academic assignment (Exhibit II.A.7a).

II.A.7. Documentation

II.A.7. P.D. position description and documentation that the PD has programmatic administrative and supervisor responsibility consistent with other similar assignments at the institution.

Exhibit II.A.7.pdf
Graduate Program Director offer letter demonstrating similar positions within the Charles E. Schmidt College of Science

Exhibit II.A.7a.pdf
Dr. Boerum's academic assignment grating program director authority over the undergraduate strength and conditioning concentration.

II.A.8.

Oversee and evaluate program-specific course content and curricular efficacy.

II.A.8. Narrative

Describe the Program Director's responsibility in oversight and evaluation of program-specific course content and curricular efficacy.

Dr. Boerum serves as chair for both the Undergraduate and Graduate Curriculum Committees. At this level, curriculum is evaluated and, if needed, changes are made. The BS in Exercise Science & Health Promotion has undergone many revisions over the years to ensure curricular efficacy and to keep the curriculum modern and aligned with job market demands.

II.A.8. Documentation

P.D. position description (previously submitted as III.A.7.)

Exhibit II.A.8.pdf
Program Director position description.

II.A.9.

Have administrative release/reassigned workload. The Program Director's release time must be equivalent to similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

II.A.9. Narrative

Describe the typical faculty workload of the unit in which the program is housed. Indicate how much of the Program Director's time is released/reassigned for administration of the program. The description given should match the data provided on the Program Director Workload Table.

Charles E. Schmidt College of Science Teaching Guidelines require teaching four 3-credit courses per semester to be at 100% effort or full-time. Dr. Boerum is granted a course release of 25% full-time equivalent (FTE) to serve as program director and to complete other department, college, or university service.

II.A.10.

Must have responsibilities that include input to and assurance of the following program features:

II.A.10 Documentation

Exhibit II.A.10.pdf
Overview of Standard II.A.10

II.A.10.a.

Ongoing compliance with The Council on Accreditation of Strength and Conditioning Education's (CASCE) Professional Standards and Guidelines.

Narrative

Describe the Program Director's responsibilities as it pertains to ensuring compliance the CASCE Standards.

The Graduate Program Director/Undergraduate Program Director is responsible for providing leadership and oversight to ensure the Exercise Science and Health Promotion program's ongoing compliance with the Council on Accreditation of Strength and Conditioning Education (CASCE) Professional Standards and Guidelines. The Program Director maintains familiarity with current CASCE requirements, coordinates the collection and maintenance of required accreditation documentation, communicates accreditation requirements to program faculty and administrators, and works collaboratively with the Department Chair and faculty to address any areas requiring modification or improvement. The Program Director also coordinates required accreditation reporting, self-study activities, and other documentation necessary to demonstrate continued compliance with CASCE standards.

II.A.10.b.

Planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum.

II.A.10.b. Narrative

Describe the Program Director's responsibilities in the planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum.

The Graduate Program Director/Undergraduate Program Director provides leadership and has input into the planning, development, implementation, delivery, documentation, and assessment of all components of the Exercise Science and Health Promotion curriculum. The Program Director works collaboratively with program faculty and the Department Chair to ensure

that curricular content and learning experiences are current, evidence-based, appropriately sequenced, and consistent with program objectives and CASCE Professional Standards and Guidelines.

The Program Director coordinates ongoing review of the curriculum and student learning outcomes, facilitates faculty discussion of curricular needs and assessment findings, and assists with the development and implementation of curricular modifications when indicated. Proposed curriculum changes are advanced through the appropriate Department, College of Science, and Florida Atlantic University curricular approval processes. The Program Director also assists in maintaining documentation of curriculum delivery and assessment to support continuous program improvement and accreditation requirements.

II.A.10.c.

Effective leadership in areas such as field experience, strategic planning, resources, and budget.

II.A.10.c. Narrative

Describe how the Program Director's provides effective leadership with field experiences, strategic planning, resources and budgeting.

The Graduate Program Director/Undergraduate Program Director provides leadership and input on field experience, strategic planning, program resources, and budgeting. The Program Director works collaboratively with faculty and appropriate personnel to oversee the planning, implementation, evaluation, and continuous improvement of field experiences, ensuring they align with program objectives and CASCE requirements.

The Program Director participates in short- and long-term strategic planning for the undergraduate program and evaluates the personnel, facilities, laboratory equipment, technology, instructional support, and other resources necessary to deliver the curriculum effectively. Resource needs and priorities are communicated to the Department Chair, and the Program Director provides input and recommendations regarding budgetary priorities and allocation of resources supporting the undergraduate program. Final budgetary authority resides with the Department Chair and other appropriate College and University administrators.

II.A.10.d.

Compliance with all applicable state rules and regulations.

II.A.10.d. Narrative

Describe the Program Director's responsibilities as it pertains to ensuring compliance with all applicable state rules and regulations.

The Graduate Program Director/Undergraduate Program Director has responsibility for providing input and assurance that the Exercise Science and Health Promotion program operates in compliance with all applicable state rules and regulations. The Program Director works within the established governance and administrative structures of Florida Atlantic University, the

College of Science, and the State University System of Florida and collaborates with the Department Chair and appropriate University offices to ensure that program operations, curriculum, and academic policies remain consistent with applicable state requirements.

The Program Director monitors program-relevant requirements and works with appropriate Department, College, and University personnel to address changes in state rules, regulations, or requirements that may affect the program.

II.A.10.e.

Compliance with institutional and program policies.

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II.A.10.e. Narrative

Describe the Program Director's responsibilities as it pertains to ensuring compliance with institutional and program policies.

The Graduate Program Director/Undergraduate Program Director provides input and assurance that the Exercise Science and Health Promotion program complies with applicable policies of Florida Atlantic University, the College of Science, the Department, and the program. The Program Director maintains familiarity with policies relevant to the administration and delivery of the undergraduate program and communicates applicable requirements to faculty, staff, and students, as appropriate.

The Program Director works collaboratively with the Department Chair, program faculty, academic advisors, and appropriate College and University offices to ensure that program practices are consistent with institutional and program policies. Program policies and procedures are reviewed as needed, and the Program Director provides leadership in identifying and implementing modifications necessary to maintain compliance.

Section II B. Field Experience Coordinator

II.B.

Field Experience Coordinator: **The Field Experience Coordinator is responsible for student field experience placement, field experience site evaluation and training, and regular communication with the Field Experience Site Supervisors.** ***The Field Experience Coordinator must:***

1. Be a full-time employee of the sponsoring institution.
2. Have released/reassigned workload to meet the institutional responsibilities for overseeing the field experience.
3. Have experience with field experience oversight and development.
4. Be responsible for:

- (a) Student field experience placement.
- (b) Maintaining current affiliation agreement(s) or Memorandum of Understanding (MOU) with field experience sites.
- (c) Field Experience site evaluation.
- (d) Field Experience Site Supervisor training.

- (e) Field Experience Site Supervisor evaluation.
- (f) Regular communication with the Field Experience Site Supervisors.
- (g) Following institutional and program policies

II.B.1.

Be a full-time employee of the sponsoring institution.

II.B.1. Narrative

Indicate the Field Experience Coordinator's official title and appointment status. Reference to documentation provided as Exhibit II.B.1.

Laura Canteri, MS, serves as the Field Experience Coordinator (FEC). She has been employed full-time as a 12-month employee at Florida Atlantic University since July 2016 and her current title is Senior instructor. Documentation confirming Ms. Canteri's employment status is provided in Exhibit II.B.1.

II.B.1. Documentation

II.B.1. Documentation noting that the Field Experience Coordinator is a full-time employee of the institution.

Exhibit II.B.1.pdf
Ms. Canteri's 12-month faculty appointment renewal letter.

II.B.2.

Have released/reassigned workload to meet the institutional responsibilities for overseeing the field experience.

II.B.2. Narrative

Describe the typical faculty/staff workload of the unit in which the program is housed. Indicate how much of the Field Experience Coordinator's time is released/reassigned for overseeing the field experience for the program. If the Field Experience Coordinator holds a faculty position, then then the released/reassigned time must be included on the Faculty Workload Table. If the Coordinator holds a staff position, provide documentation of the amount of released or reassigned time that is devoted to coordination of the S & C field experiences.

Florida law (the "12-Hour Law") requires faculty to teach 12 contact hours per week, or an equivalent mix of teaching, research, and service, within a 40-hour week. Ms. Canteri's workload is allocated as 90% teaching and 10% service. Her teaching assignment includes PET4946, a variable-credit internship course (3, 6, or 9 credits) through which students complete their field experience. Her service assignment includes her roles as Internship Director and liaison to external sites. To fulfill these responsibilities, 50% of Ms. Canteri's total workload is devoted to overseeing all aspects of the field experience, which encompasses all undergraduate and graduate students from the program who are enrolled in internship, not solely those in the S&C concentration. Ms. Canteri's assigned workload is documented in Exhibit II.B.2.

II.B.2. Documentation

II.B.2. Field Experience Coordinator Workload Table or other documentation that verifies that the F.E.C. has released/reassigned time for overseeing the field experiences.

Exhibit II.B.2.pdf
Ms. Canteri's Annual Assignment, 2026.

II.B.3.

Have experience with field experience oversight and development.

II.B.3. Narrative

Describe the Field Experience Coordinator's experience with field experience oversight and development.

Ms. Canteri has ten years of field experience oversight and development (Exhibit II.B.3). As Internship Director (2016–Present), she oversees all aspects of the program's internship experience, including identifying and maintaining site affiliations to ensure the experience continues to meet all program requirements. She works closely with site supervisors and students throughout their internship to ensure a high-quality experience.

II.B.3. Documentation

II.B.3. Field Experience Coordinator's Vitae/Resume

Exhibit II.B.3.pdf
Ms. Canteri's Curriculum Vitae, current as of August 2026.

II.B.4.

Be responsible for:

II.B.4.a.

Student field experience placement.

II.B.4.a. Narrative

Describe the role of the Field Experience Coordinator in student field experience placement.

The Field Experience Coordinator (FEC) is responsible for the administration and oversight of the field experience/internship process for all undergraduate and graduate internship students in the program, including those in the Strength and Conditioning track. The FEC ensures that all field experience placements meet institutional and program requirements, confirms student eligibility, maintains affiliation agreements with internship sites, serves as a liaison with the Office of the General Counsel, and is the primary point of contact for students and Field Experience Site Supervisors throughout their internship. Exhibit II.B.4.a describes this role in more detail.

II.B.4.a. Documentation

II.B.4.a. Provide the Field Experience Coordinator job description.

Exhibit II.B.4.a.pdf
Detailed FEC Job Description.

II.B.4.b.

Maintaining current affiliation agreement(s) or Memorandum of Understanding (MOU) with field experience sites.

II.B.4.b. Narrative

Describe the role of the Field Experience Coordinator with obtaining and maintaining current affiliation agreements with the field experience sites.

Ms. Canteri is responsible for obtaining current affiliation agreements with field experience sites. She is a liaison with the Office of the General Counsel at Florida Atlantic University, who approved the standard internship affiliation agreement template. Ms. Canteri sends this template to potential field experience sites for review and signature. Once signed by the site, Ms. Canteri signs the agreement, which is then forwarded to the Vice Provost for final signature. Each affiliation agreement remains in effect indefinitely unless terminated by either party with termination requiring 30 days' written notice.

II.B.4.c.

Field Experience site evaluation.

II.B.4.c. Narrative

Describe the role of the Field Experience Coordinator with the evaluation of field experience sites.

Ms. Canteri conducts evaluations of all field experience sites. She ensures the FESS holds a current CSCS certification, communicates expected learning outcomes and performance measures, and then confirms the site can meet those expectations. If the site is local, Ms. Canteri will visit the site in-person. She will complete and save the Initial Review Field Experience Site Evaluation Form for each site (Exhibit II.B.4.c). After a site is approved, Ms. Canteri conducts yearly evaluations to confirm continued approval similar to the initial review process (Exhibit II.B.4.c1). Sites who fail to receive re-approval (i.e. loss of qualified supervisor, learning outcomes are not addressed) are removed from the list of approved internship sites.

II.B.4.c. Documentation

II.B.4.c. Sample Field Experience Site Evaluation. Data demonstrating that the field experience sites are evaluated on a regular basis.

Exhibit II.B.4.c.pdf
Initial Review - Field Experience Site & FESS Evaluation Form

Exhibit II.B.4.c1.pdf

Annual Review - Field Experience Site & FESS Evaluation Form

II.B.4.d.

Field Experience Site Supervisor training.

II.B.4.d. Narrative

Describe the role of the Field Experience Coordinator in regard to Site Supervisor training.

Ms. Canteri meets with each FESS once a student has obtained an internship to review the Field Experience Information Guide (Exhibit II.B.4.d). This document outlines the FESS's responsibilities, expectations, key learning objectives for the field experience, and signature acknowledging the FESS's adherence to this guide.

II.B.4.d. Documentation

II.B.4.d. Sample Site Supervisor Training material. Documentation of training for all site supervisors.

Exhibit II.B.4.d.pdf
Field Experience Information Guide

II.B.4.e.

Field Experience Site Supervisor evaluation.

II.B.4.e. Narrative

Describe the role of the Field Experience Coordinator with Site Supervisor evaluation.

The Initial Review Field Experience Site Evaluation Form previously referenced, is also used here to evaluate the site supervisor (Exhibit II.B.4.e). Ms. Canteri ensures the FESS holds a current CSCS then documents the certification number and expiration date. She also communicates expected learning outcomes and performance measures to confirm the site can meet those expectations. If the site is local, Ms. Canteri will visit the site in-person. After a site is approved, Ms. Canteri conducts yearly evaluations to confirm continued approval similar to the initial review process (Exhibit II.B.4.e1). Site supervisors who fail to receive re-approval (i.e. loss of qualified supervisor, learning outcomes are not addressed) result in the site being removed from the list of approved internship sites.

II.B.4.e. Documentation

II.B.4.e. Sample Field Experience Supervisor Evaluation. Data demonstrating that the Site Supervisors are evaluated on a regular basis.

Exhibit II.B.4.e.pdf
Initial Review - Field Experience Site & FESS Evaluation Form

Exhibit II.B.4.e1.pdf

Annual Review - Field Experience Site & FESS Evaluation Form

II.B.4.f.

Regular communication with the Field Experience Site Supervisors.

II.B.4.f. Narrative

Describe the communication plan between the Field Experience Coordinator and the Site Supervisors. Be sure to include frequency and type of communication.

Ms. Canteri communicates with the Field Experience Site Supervisor primarily through email throughout the field experience (Exhibit II.B.4.f), with one planned visit if the site is local. She emails the Site Supervisor at least four times per semester, including before the internship starts, a few weeks into the placement, and to share performance evaluations at the midterm and end of the semester.

II.B.4.f. Documentation

II.B.4.f Sample communications or reference to communication required above.

Exhibit II.B.4.f.pdf
Sample email communication to Field Experience Site Supervisors.

II.B.4.g.

Following institutional and program policies.

II.B.4.g. Narrative

Describe the role of the Field Experience Coordinator in assuring that Field Experience Sites are following institutional and program guidelines.

The FEC assures that the sites are following the program guidelines through the Field Experience Information Guide with the FESS signed acknowledgment (II.B.4.d), a planned visit if the site is local plus regular email communication (II.B.4.f), and annual site re-evaluation (II.B.4.c).

Section II C. & D. Strength and Conditioning Faculty

II.C.

Strength and Conditioning Faculty: **The teaching faculty of the strength and conditioning educational program shall be identified as those faculty members responsible for teaching in the required subject matter areas specified in Section III and other didactic courses included in the strength and conditioning curriculum as identified by the institution.**

1. Members of the teaching faculty must have formal academic appointments.

2. All faculty assigned and responsible for the instruction of strength and conditioning knowledge, skills, and abilities in required courses must:

- (a) Be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.
- (b) Be in good standing with the NSCA with a current CSCS certification if they teach courses with content specific to strength and conditioning as defined in Standard III.C.6-10.
- (c) Incorporate the most current evidence-based strength and conditioning knowledge, skills, and abilities as they pertain to their respective teaching areas.

II.C.1.

Members of the teaching faculty must have formal academic appointments.

II.C.1. Narrative

Describe the teaching faculty's official roles and titles within the program and the institution.

All teaching faculty have formal academic appointments at FAU. These positions are classified into three categories: Tenured/Tenure-Earning Track, Non-Tenure-Earning Track, and Graduate Teaching Assistant.

Tenure-Track / Tenured Ranks (research + teaching + service)

- *Assistant Professor*
- *Associate Professor*
- *Professor*

At FAU, these three ranks form the standard promotion sequence for research-active faculty. Within EXHS specifically, the department's own Promotion & Tenure criteria define the path: Assistant Professors undergo a third-year departmental review before going up for promotion to Associate Professor (typically year six), and promotion to Associate requires an independent publication record, external grant submissions, and demonstrated teaching effectiveness. Promotion to full Professor requires "academic maturity and national and international recognition," an exceptional publication/funding record, a sustained record of excellent teaching, and exceptional service and graduate/undergraduate mentorship.

Non-Tenure-Track Instructional Ranks (primarily teaching-focused)

- *Instructor*
- *Senior Instructor*
- *University Instructor*

These are all full-time, non-tenure-earning faculty whose primary assigned duties are teaching and related service (course/curriculum development, advising) rather than research productivity — Instructor is the entry rank, with Senior Instructor and University Instructor representing successive promotion tiers reflecting years of teaching service, documented teaching excellence, and expanded instructional/curricular responsibilities. Promotions occur at 6-year intervals and require at

least 12 years of academic excellence to be fully promoted to University Instructor.

Adjunct Faculty

Adjunct Teaching Faculty are part-time instructional faculty who teach courses and deliver high-quality content to students exactly as full-time faculty. Given the number of students that we teach, adjunct faculty are crucial to our mission and we ensure adjunct faculty in certain roles have the CSCS certification.

Graduate Teaching Assistants

GTAs are graduate students, not full time faculty, but they hold a formally defined instructional role at FAU: they must be fully admitted, full-time graduate students who complete a mandatory Graduate College GTA Orientation before teaching, and they work under the direct supervision of a faculty member of record — typically assisting with or independently teaching lower-division undergraduate sections, grading, and lab/discussion sections in exchange for a stipend and tuition waiver. GTAs must be credentialed to teach by having completed 18 graduate hours and/or relevant certification in the course area. GTAs in EXHS are limited to course delivery alone and are not permitted to be in an administrative role such as program director/coordiantor or Field Experience Coordinator. GTAs assigned to teach strength and conditioning coursework must hold a current CSCS certification.

II.C.1. Documentation

Exhibit II.C.2 Faculty Table and page of catalog/website that shows current faculty members of the program/institution.

Exhibit II.C.2.pdf
Faculty table and catalog listing.

II.C.2.

All faculty assigned and responsible for the instruction of strength and conditioning knowledge, skills, and abilities in required courses must:

II.C.2.a.

Be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.

II.C.2.a. Narrative

Describe how the faculty are qualified through professional preparation and experienced in their respective areas as determined by the institutions.

Florida Atlantic University's faculty credentialing policy follows the standards set by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which emphasizes a faculty member's overall qualifications rather than academic credentials alone. Work experience, professional licensure or certification, honors, continuing professional development, peer-reviewed publications, and documented teaching excellence can all count toward qualification, particularly in professional and

technical fields. FAU's policy specifies that the qualifications required for a given instructional assignment are determined by the content and level of the specific course being taught, rather than by a single blanket institutional standard.

In terms of credentialing by instructional level, faculty teaching undergraduate general education courses must hold either a doctoral or master's degree in the teaching discipline, or a master's degree with a concentration of at least 18 graduate semester hours in that discipline. This same standard applies to faculty teaching upper-level major-related courses. For graduate and post-baccalaureate coursework, faculty must hold an earned doctorate or terminal degree in the teaching discipline or in a closely related discipline. Graduate Teaching Assistants (GTAs) must hold either a master's degree in the teaching discipline or have completed a minimum of 18 graduate semester hours in that discipline, and must additionally teach under the direct supervision of a qualified faculty member, receive regular in-service training, and undergo planned, periodic evaluations of their teaching.

II.C.2.a. Documentation

II.C.2.a. Faculty CV's

BOERUM CV 2026.pdf Dr. Christopher Boerum's CV, Program Director and SC Faculty
J.Carzoli_CV_1.13.26.pdf Dr. Joseph Carzoli's CV, S&C Faculty
Scott A Mikula CV.pdf Mr. Scott Mikula's CV, S&C Faculty
Laura Canteri - CV .pdf Ms. Laura Canteri's CV, Field Experience Coordinator
MichaelCZourdosCV.pdf Dr. Michael Zourdos's CV, Department Chair and S&C Faculty
Seth Hinson CV.pdf Mr. Seth Hinson's CV

II.C.2.b.

Be in good standing with the NSCA with a current CSCS certification if they teach courses with content specific to strength and conditioning as defined in Standard III.C.6-10 (or recognized UK equivalent certification-see Glossary).

II.C.2.b. Narrative

Indicate how the program ensures that all faculty who teach courses with content specific to S & C as defined in Standard III.C. 6-10 are CSCS certified.

The program director will obtain CSCS certificates at the beginning of each recertification cycle and store them on the department drive. New strength and conditioning faculty must provide a copy of their CSCS certificate during the hiring process to demonstrate they are qualified to teach courses in this discipline. If content listed in Standard III.C.6–10 appears in a course taught by non-certified faculty, certified strength and conditioning faculty will teach the lectures covering that content. This arrangement will be disclosed in the syllabus at the beginning of the term.

II.C.2.b. Documentation

II.C.2.b. Verification of CSCS certification for each faculty who S & C specific content.

Christopher Boerum CSCS.pdf
Joseph Carzoli CSCS.pdf
Scott Mikula CSCS.pdf
Michael Zourdos CSCS.pdf
Seth Hinson CSCS.pdf

II.C.2.c.

Incorporate the most current evidence-based strength and conditioning knowledge, skills, and abilities as they pertain to their respective training.

II.C.2.c. Narrative

Explain how the program is assured that the most current evidence-based knowledge, skills, and abilities are taught by the faculty.

EXHS is structured to meet this standard directly. Its undergraduate curriculum has been developed in alignment with the National Strength and Conditioning Association (NSCA), and this alignment carries through to student outcomes: graduates are prepared to sit for the NSCA's Certified Strength and Conditioning Specialist (CSCS) exam. Because CSCS eligibility requires demonstrated competency in program design, biomechanics, training physiology, and applied coaching skill, aligning the curriculum to this exam is itself evidence that the program teaches current, field-tested knowledge and skills rather than outdated or purely theoretical material.

The exercise science component of the curriculum supplies the scientific foundation this requires, covering the immediate and long-term effects of physical activity on the human body. This grounding in human physiology, combined with coursework on how various disease states respond to lifestyle and physical activity interventions, gives students the applied reasoning skills — not just factual knowledge — needed to design and adjust strength and conditioning programs for different populations and conditions, a core competency expected of a CSCS-credentialed professional.

II.D.

Strength and Conditioning Faculty Number : **In addition to the Program Director, the number of strength and conditioning faculty must meet the needs of the program (based on the program's student enrollment) and be sufficient to:**

1. Advise and mentor students.
2. Meet program outcomes.
3. Allow the institution to offer strength and conditioning courses on a regular, planned basis.
4. Maintain student-to-faculty ratios that allow for effective instruction and evaluation as consistent with other allied health programs. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

II.D.1.

Advise and mentor students.

II.D.1. Narrative

Describe how the number of strength and conditioning faculty are sufficient to advise and mentor students. Indicate how many students are assigned to each faculty member for advising. If the program uses central advising or other method, please explain.

Historically, EXHS was located in the College of Education and utilized a central advising office for lower-level, general education courses. Once a student reached 60 credit hours, they were considered to be in their major coursework and switched to faculty advisors for the remainder of their bachelor's degree. Faculty advisors held various academic ranks but were always full-time faculty. When EXHS joined the College of Science (COS) in 2019, it moved away from this model and transferred all advising to the COS Advising Office, which is common practice within COS. The advising office currently has 11 full-time advisors across three campuses (Boca Raton, Jupiter, and Davie) who offer both in-person and virtual appointments for students. The advising office handles most student requests, including late adds, third-attempt petitions, and late withdrawals. More information about the COS Advising Office is available on their website. https://www.fau.edu/science/student-resources/student-services/advising/#">https://www.fau.edu/science/student-resources/student-services/advising/#

II.D.2.

Meet program outcomes.

II.D.2. Narrative

Describe how faculty workload is assigned at the institution. Describe the process used to arrive at the assigned load for program faculty and how that assigned load is comparable to other faulty within the intuitions. Describe how the number of strength and conditioning faculty are sufficient to meet program outcomes.

Faculty workload is assigned in accordance with the Charles E. Schmidt College of Science (COS) Teaching Workload Guidelines (Exhibit II.D.2). This document governs all COS departments.

Legal basis

Florida law (the "12-Hour Law") requires faculty to teach 12 contact hours per week — or an equivalent mix of teaching, research, and service — within a 40-hour week. Since each hour of class time also requires 2 hours of prep and 1 hour of related work (advising, etc.), one 3-credit course = 10 hours of work per week.

Course load = effort %

- 4 courses (3 credits each) = 100%
- 2 courses = 50%
- 1 course (3 credits) = 25%
- 1 course (4 credits) = 32.5%
- 1 course (2 credits) = 17.5%
- 1 course (1 credit) = 10%

Other teaching-related work

- Lab sections: usually run by grad TAs (20 hrs/week for grading, prep, and teaching combined).
- Supervising an intern or independent-study student: roughly 1–2 hrs/week each (2.5–5% effort).

Typical workload split by role

- Tenure-track research faculty: ~40–50% teaching, 40–50% research, 10% service.
- Instructors: 80% teaching, 20% service/scholarship.

Department Chair responsible for teaching assignments

- Department chairs set each faculty member's teaching load every year, talking it over with them. Everyone teaches unless they're on sabbatical.
- New tenure-track hires teach half-time in their first year, then at full load starting in year two.
- What counts as what: supervising postdocs or thesis grad students = research; supervising non-thesis grad students or undergrad researchers = teaching; sitting on grad committees = service.
- Chairs can occasionally give course releases without requiring the faculty member to buy out the course, but only in special, pre-approved cases.

Class-size rules

- If an honors or grad section is paired with a regular section, they count as one course (enrollments added together).
- Minimum enrollment to count as a full course: 19 for multi-section undergrad classes, 12 for multi-section grad classes, 10 for single-section classes, 8 for master's seminars, 5 for doctoral seminars. Going below the doctoral minimum requires dean approval; other exceptions require both dean and provost sign-off.

II.D.2. Documentation

II.D.2. Documentation of Institutional workload policy

Exhibit II.D.2.pdf

The Charles E. Schmidt College of Science Teaching Workload Guidelines.

II.D.3.

Allow the institution to offer strength and conditioning courses on a regular, planned basis.

II.D.3. Narrative

Explain the frequency of course offerings within the program and how the number of S & C faculty are sufficient to offer courses on a regular and planned basis.

EXHS frequently offers undergraduate courses, with most offered every semester, including summer, and many with multiple sections. Given the department's large student population (~2,600), courses must be offered regularly to ensure students can complete the degree in four years. Courses must also meet enrollment standards set by the Provost's Office, which require a minimum of 19 students for multi-section undergraduate courses and a minimum of 10 students for single-section undergraduate courses.

II.D.4.

Maintain student-to-faculty ratios that allow for effective instruction and evaluation as consistent with other allied health programs. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

II.D.4. Narrative

Indicate the student-to-faculty ratios for both didactic and laboratory courses within the program. Explain how this is consistent with other allied health programs at the institution. If there are no similar programs at the institution, explain how benchmarking against peer institutions was completed and verified.

University Student-to-Faculty Ratio

FAU does not report student-to-faculty ratios at the department level. This is further complicated within the EXHS department by two overlapping undergraduate degrees — the BS in Exercise Science & Health Promotion (925 students) and the BA in Health Science (1,276 students) — whose students frequently share the same courses, making a department-specific figure difficult to isolate. No directly comparable allied health programs exist elsewhere within FAU; however, when benchmarked against other NSCA ERP state universities within the State University System of Florida, FAU's overall student-to-faculty ratio of 24:1 is comparable to that of the University of West Florida (22:1) and Florida Gulf Coast University (22:1).

Course Student-to-Faculty Ratio

As noted above, because EXHS undergraduate courses are taken across multiple degrees and concentrations, isolating a department-specific student-to-faculty ratio remains difficult. One lab course, however, offers a cleaner comparison: The in-person sections of Exercise Lab Techniques (APK 4110L), which — until this term (Fall 2026) — were restricted to the BS in Exercise Science and Health Promotion majors and closed to Health Science students. Because equivalent in-person lab courses exist at peer institutions, this course allows for direct comparison across all three schools: APK 4110L, Exercise Lab Techniques (FAU); APK 3125L, Fitness Assessment Lab (FGCU); and APK 3110L, Exercise Physiology Lab (UWF). Across all sections of these in-person labs, FAU's student-to-faculty ratio of 14:1 falls below the calculated average of 18:1. Enrollment and section data are provided in Exhibit II.D.4.

II.D.4. Documentation

II.D.4.Provide documentation to show that the student to faculty ratio is consistent with university policy/practice. If benchmarked against peer institutions, provide documentation of data collected.

Exhibit II.D.4.pdf
Documentation of student-to-faculty ratio among peer institutions.

Section II E. Field Experience Site Supervisor

II.E.

***Field Experience Site Supervisor*: The Field Experience Site Supervisor is the person at the field experience site responsible for the supervision of the field experience at the site.**

The Field Experience Site Supervisor must:

1. Be CSCS certified.
2. Ensure that student interns are directly supervised during day-to-day activities.
3. Provide instruction, assessment, and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C.
4. Demonstrate understanding of and compliance with the program's policies and procedures.

II.E.1.

The Field Experience Site Supervisor must: Be CSCS certified (or recognized UK equivalent certification-see Glossary)

II.E.1. Narrative

Indicate how the program ensures that all Field Experience Site Supervisors are CSCS certified.

CSCS certification numbers and expiration dates for each FESS are maintained in an Excel table (Exhibit II.E.1), which is updated during the annual site re-evaluation by the FEC or request for updated certification (Exhibit II.E.1.a) via email to confirm their

CSCS remains current throughout the field experience.

II.E.1. Documentation

II.E.1. Site Supervisor Table

II.E.1.a. Verification of all Site Supervisor(s) CSCS certification (use last names of supervisors as title of exhibit after number)

Exhibit II.E.1.pdf Site Supervisor Table
Exhibit II.E.1a - Barwis.pdf Michael Barwis
Exhibit II.E.1a - Bommarito.pdf Peter Bommarito
Exhibit II.E.1a - Breeding.pdf Bryson Breeding
Exhibit II.E.1a - Cressey.pdf Eric Cressey
Exhibit II.E.1a - Curtis.pdf Tyler Curtis
Exhibit II.E.1a - Jerome.pdf Darin Jerome
Exhibit II.E.1a - Orris.pdf Steven Orris
Exhibit II.E.1a - Santana.pdf Juan Carlos Santana
Exhibit II.E.1a - Scott.pdf Zane Scott
Exhibit II.E.1a - Fralin.pdf Richard Fralin
Exhibit II.E.1a - Lee.pdf Brandon Lee

II.E.2.

Ensure that student interns are directly supervised during day-to-day activities.

II.E.2. Narrative

Describe how the program determines that the students are directly supervised during day-to-day activities.

Day-to-day supervision is stated in the Field Experience Information Guide, which is acknowledged by the FESS when they sign this document. Students are also required to track their hours and key content areas addressed, which requires a signature from the FESS.

II.E.3.

Provide instruction, assessment, and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C (in this document).

II.E.3. Narrative

Indicate how the Field Experience Site Supervisor is responsible for providing instruction, assessment and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C.

During the field experience, the FESS explains and/or demonstrates content areas designated in Standard III.C and provides timely feedback for improvement for the student's application. In addition, the FESS completes a Midterm Evaluation of Student (Exhibit II.E.3) near the halfway point of the internship and a Final Evaluation of Student (Exhibit II.E.3a) near the end of the semester.

II.E.3. Documentation

II.E.3. Sample Site Supervisor evaluation of student.

Exhibit II.E.3.pdf Midterm Evaluation of Student. Administered via Qualtrics and sent to the FESS at the halfway point of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.
Exhibit II.E.3a.pdf Final Evaluation of Student. Administered via Qualtrics and sent to the FESS near the end of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

II.E.4.

Demonstrate understanding of and compliance with the program’s policies and procedures.

II.E.4. Narrative

Explain how the Site Supervisor are trained and informed of the programs policies and procedures and what measures are in place to ensure on-going compliance with those policies and procedures.

The FEC, Ms. Canteri, meets with each FESS once a student has obtained an internship to review the Field Experience Information Guide (Exhibit II.E.4). This document outlines the FESS's responsibilities, expectations, key learning objectives for

the field experience, and signature acknowledging their adherence to this guide. In addition, Ms. Canteri ensures the FESS maintains ongoing compliance with institutional and program policies through regular email communication, a planned site visit (if local), and the annual field experience site re-evaluation process (Exhibit II.E.4a).

II.E.4. Documentation

II.E.4. Sample Site Supervisor Training material and documentation of training for all site supervisors.

Exhibit II.E.4.pdf Field Experience Information Guide
Exhibit II.E.4a.pdf Annual Review - Field Experience Site & FESS Evaluation Form.

Section II. Faculty Workload Table

Please complete this table for the Program Director, the Field Experience Coordinator and other Faculty assigned to the program. Each person will be listed on a separate table. If PD is also Field Experience Coordinator, put the release time for Field Experience Coordinator in the Other* column and explain above.. Indicate % of workload for teaching, scholarship, administrative release/reassigned time, service and any other responsibilities. Please indicate below the table how many credit hours is considered a full workload at the institution. Many institutions use 12 credits/semester or 24 credits/year as full time. It is possible that workload for each semester will not be equal. Some institutions include summer as part of the workload, others do not. There is room to include the summer semester in the table. Please explain any total workload that does not equal 100% (e.g. if extra compensation is provided for overload, etc). Please list a minimum of the year the self-study was started up through the anticipated site visit. For example if the program is submitting the self-study in October of 2021, please indicate Fall of 2020, Spring 2021, Summer 2021, Fall 2021, Spring 2022.

Faculty Workload Table

Faculty Name	Roles	Role (Other)	Standard Faculty Load
Dr. Christpoher Boerum	Program Director		12
Dr. Joseph Carzoli	Other	S&C Faculty	12
Dr. Michael Zourdos	Other	S&C Faculty & Department Chair	3
Ms. Laura Canteri	Field Experience Coordinator		12
Mr. Seth Hinson	Other	Adjunct and Gradaute Teaching Assistant - S&C Faculty	3
Mr. Scott Mikula	Other	Adjunct and Gradaute Teaching Assistant - S&C Faculty	3

RESPONSE - 1

Faculty Name	Roles	*If Other is selected,*	Institution

		please specify	Standard for Full-time Faculty Load (indicate in C.H/semester)
Dr. Christpoher Boerum	Program Director		12

Academic Term	Teaching credits	Teaching %	Scholarship	Administrative Release	Service	Other*	Total Workload
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	9	75.00%	0.00%	10.00%	15.00%	0.00%	100.00%
Spring 2026	9	75.00%	0.00%	10.00%	15.00%	0.00%	100.00%
Fall 2026	9	75.00%	0.00%	10.00%	15.00%	0.00%	100.00%

*** Describe Other Responsibilities:**

Dr. Boerum's title as a University Instructor requires teaching 12 credits per semester to be at `100% FTE. He is given a course release for service and administrative duties.

Describe any workload that does not equal 100% per semester.

N/A

RESPONSE - 2

Faculty Name	Roles	*If Other is selected, please specify*	Institution Standard for Full-time Faculty Load (indicate in C.H/semester)
Dr. Joseph Carzoli	Other	S&C Faculty	12

Academic Term	Teaching credits	Teaching %	Scholarship	Administrative Release	Service	Other*	Total Workload
Example	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*

1: Fall 2020							
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	12	95.00%	0.00%	0.00%	5.00%	0.00%	100.00%
Spring 2026	12	95.00%	0.00%	0.00%	5.00%	0.00%	100.00%
Fall 2026	12	95.00%	0.00%	0.00%	5.00%	0.00%	100.00%

*** Describe Other Responsibilities:**

Dr. Carzoli teaches 12 credits per semester currently. The institutional standard for an instructor is 12 credits or a 100% workload. Dr. Cazoli has a 100% workload comprised of 95% teaching and 5% service. Importantly, Dr. Carzoli regularly teaches 12 credits has he carries a large teaching burden which includes many students. Courses may count for varying FTE and service can be included for instructors on a varying basis to comprise the remainder of the workload. Dr. Carzoli's service is minimal as his teaching burden is high - the majority of his courses are high-enrolled.

Describe any workload that does not equal 100% per semester.

N/A

RESPONSE - 3

Faculty Name	Roles	*If Other is selected, please specify*	Institution Standard for Full-time Faculty Load (indicate in C.H/semester)
Dr. Michael Zourdos	Other	S&C Faculty & Department Chair	3

Academic Term	Teaching credits	Teaching %	Scholarship	Administrative Release	Service	Other*	Total Workload
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	3	25.00%	24.00%	51.00%	0.00%	0.00%	100.00%
Spring 2026	3	25.00%	24.00%	51.00%	0.00%	0.00%	100.00%

Fall 2026	3	25.00%	24.00%	51.00%	0.00%	0.00%	100.00%

*** Describe Other Responsibilities:**

As the department chair, Dr. Zourdos teaches 3 credits. 3 credits is noted in the "institutional standard..." field as that is the standard for department chairs.

Describe any workload that does not equal 100% per semester.

RESPONSE - 4

Faculty Name		Roles		*If Other is selected, please specify*		Institution Standard for Full-time Faculty Load (indicate in C.H/semester)	
Ms. Laura Canteri		Field Experience Coordinator				12	
Academic Term	**Teaching credits**	**Teaching %**	**Scholarship**	**Administrative Release**	**Service**	**Other***	**Total Workload**
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	9	90.00%	0.00%	0.00%	10.00%	0.00%	100.00%
Spring 2026	9	90.00%	0.00%	0.00%	10.00%	0.00%	100.00%
Fall 2026	9	90.00%	0.00%	0.00%	10.00%	0.00%	100.00%

*** Describe Other Responsibilities:**

As the field experience coordinator (FEC), two of Ms. Canteri's courses on the course schedule are "PET 4946 Internship in ESHP" and "PET 5947 Practical Applications in ESHP." Thus, her responsibilities as field experience coordinator are baked into her teaching assignment. Thus, Ms. Canteri is afforded the time and opportunity to ensure the highest quality of our field experience program. Her service also encompasses extra field experience duties. Overall, much of Ms. Canteri's assignment is dedicated to her role as the field experience coordinator. This approach, as opposed to a full teaching load with extra administrative responsibilities has allowed our program to thrive without overwhelming the field experience coordinator.

Describe any workload that does not equal 100% per semester.

RESPONSE - 5

Faculty Name	Roles	*If Other is selected, please specify*	Institution Standard for Full-time Faculty Load (indicate in C.H/semester)
Mr. Seth Hinson	Other	Adjunct and Gradaute Teaching Assistant - S&C Faculty	3

Academic Term	Teaching credits	Teaching %	Scholarship	Administrative Release	Service	Other*	Total Workload
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	6	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%
Spring 2026	6	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%
Fall 2026	6	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%

*** Describe Other Responsibilities:**

As a Ph.D. student and graduate teaching assistant, Seth Hinson teaches anywhere from 3-6 credit hours.

Describe any workload that does not equal 100% per semester.

This individual is not a full-time faculty; thus, their workload does not add up to 100%. This individual's teaches a course or multiple courses as the instructor of record. When teaching one course as an instructor of record, he assists on other courses. Thus, his assignment is comprised of 50% teaching to fulfill his 50% FTE role. This equals roughly 6 credit hours, which is not an exact count.

RESPONSE - 6

Faculty Name	Roles	*If Other is selected, please specify*	Institution Standard for Full-

			time Faculty Load (indicate in C.H/semester)
Mr. Scott Mikula	Other	Adjunct and Gradaute Teaching Assistant - S&C Faculty	3

Academic Term	Teaching credits	Teaching %	Scholarship	Administrative Release	Service	Other*	Total Workload
Example 1: Fall 2020	*6*	*50%*	*15%*	*25%*	*10%*	*0%*	*100%*
Example 2: Spring 2021	*6*	*50%*	*15%*	*25%*	*0%*	*10%*	*100%*
Fall 2025	6	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%
Spring 2026	6	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%
Fall 2026	6	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%

* Describe Other Responsibilities:

As a Ph.D. student and graduate teaching assistant, Seth Hinson teaches anywhere from 3-6 credit hours.

Describe any workload that does not equal 100% per semester.

This individual is not a full-time faculty; thus, their workload does not add up to 100%. This individual's teaches a course or multiple courses as the instructor of record. When teaching one course as an instructor of record, he assists on other courses. Thus, his assignment is comprised of 50% teaching to fulfill his 50% FTE role. This equals roughly 6 credit hours, which is not an exact count.

Section II. Field Experience Site and Supervisor Tables

Field Experience Sites

Site	City	State	# CSCS Certified Supervisors	# Students/Semester	MOU on file?
BARWIS	Deerfield Beach	FL	1		Yes
Bommarito Performance Systems - Miami	Miami	FL	1		Yes
Cressey Sports Performance	Palm Beach Gardens	FL	1		Yes

Site	City	State	# CSCS Certified Supervisors	# Students/Semester	MOU on file?
FAU Football Strength & Conditioning	Boca Raton	FL	2		No
FAU Olympic Sports Strength & Conditioning	Boca Raton	FL	2		No
FTX Wellness & Performance	Boca Raton	FL	1		Yes
Institute of Human Performance	Boca Raton	FL	1		Yes
Nova Southeastern University	Fort Lauderdale	FL	1		Yes
O2X Human Performance	West Palm Beach	FL	1		Yes

RESPONSE - 1

Name of Site					
BARWIS					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
378 Hillsboro Technology Dr	Deerfield Beach	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Michael Barwis	Yes

RESPONSE - 2

Name of Site					
Bommarito Performance Systems - Miami					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
18900 NE 25th Ave	Miami	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Peter Bommarito	Yes

RESPONSE - 3

Name of Site					
Cressey Sports Performance					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
4025 Johnson Dairy Rd	Palm Beach Gardens	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Eric Cressey	Yes

RESPONSE - 4

Name of Site					
FAU Football Strength & Conditioning					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
777 Glades Rd	Boca Raton	FL	2		No

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Bryson Breeding	Yes
Brandon Lee	Yes

RESPONSE - 5

Name of Site					
FAU Olympic Sports Strength & Conditioning					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
777 Glades Rd.	Boca Raton	FL	2		No

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Zane Scott	Yes
Tyler Curtis	Yes

RESPONSE - 6

Name of Site					
FTX Wellness & Performance					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
7815 NW Beacon Square Blvd #201	Boca Raton	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Darin Jerome	Yes

RESPONSE - 7

Name of Site					
Institute of Human Performance					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
1950 NW 2nd Ave	Boca Raton	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Juan Carlos Santana	Yes

RESPONSE - 8

Name of Site
Nova Southeastern University

Address	City	State	# of CSCS certified site supervisors	# of students/semester	MOU on file?
3300 S University Dr	Fort Lauderdale	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Steven Orris	Yes

RESPONSE - 9

Name of Site					
O2X Human Performance					
Address	**City**	**State**	**# of CSCS certified site supervisors**	**# of students/semester**	**MOU on file?**
700 N Congress Ave	West Palm Beach	FL	1		Yes

Field Experience Site Supervisors	
Supervisor Name	**CSCS Certified?**
Richard Fralin	Yes

Section III A. & B. Curriculum

SECTION III. CURRICULUM

III.A.

The curriculum is developed, implemented, assessed, and improved to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals and the roles for which the program is preparing its graduates.

III.A. Narrative

Describe how the program is developed, implemented, and revised to reflect clear statements of student outcomes, congruent with the program's mission and goals and roles for which the program is preparing its graduates.

Program Overview and Mission Alignment

The BS in Exercise Science and Health Promotion (BS in ESHP) curriculum is deliberately structured to reflect the Department's mission of preparing graduates for professional roles in clinical, corporate, commercial, and community physical fitness and wellness settings. Because exercise science and health promotion are interdisciplinary by nature, the curriculum integrates coursework spanning human physiology, biomechanics, nutrition, psychology, and the social/behavioral determinants of health. Different concentrations, such as strength and conditioning, allow students to narrow the curriculum's interdisciplinary nature to a more focused objective.

Clear Statements of Expected Student Outcomes

At the undergraduate level, the program's expected outcomes are clear — they are anchored to three main career fields indicated by the name of the concentrations:

- **Exercise Physiology**
- **Pre-Physical/Occupational Therapy**
- **Strength & Conditioning**

Detailed learning outcomes are provided in Exhibit III.A.

External & Internal Validation of Curriculum Design

The curriculum was not developed in isolation — it has been formally aligned not only with leading industry organizations, such as NSCA; thus, it is an NSCA Education Recognition Program (EPR program). Moreover, we deliberately aligned our program with graduate school requirements for students who wish to continue their education. It validates that course content, sequencing, and learning objectives meet the same standards used to credential practicing professionals nationally. Additionally, online courses must meet the High-Quality designation through a formal course-building process sponsored by FAU's Center for Online and Continuing Education. Instructors may then have the courses Nationally Certified through the peer-reviewed Quality Matters certification.

Implementation

Implementation is carried out through a three-track (undergraduate and graduate) system with focused concentrations offered in multiple modalities (In-person, Hybrid, Online), providing students flexibility and accessibility while offering opportunities for hands-on instruction.

This structure ensures that, by graduation, students have been exposed to the full range of content areas, providing both the focused materials needed for certifications and graduate education and a diverse background for entry-level employment across a variety of fields.

Assessment

Curricular assessment is based on SPOT evaluations, 4-year graduation rates shown in Exhibit I.C.2, and student internship success. For FY 2026, 94% of internship students received an A on their field experiences.

III.A. Documentation

Provide documentation of student outcomes, mission and goals and roles for which the program is preparing its graduates.

Proposed Student Learning Outcomes.pdf

The program's student learning outcomes and goals are uploaded. The S/C concentration is new and officially begun in Fall of 2026; thus, data are now being collected. The student learning outcomes in this document are specifically linked to the program's corresponding assessment plan uploaded in IV.A and these outcomes are specifically for the S/C concentration that is being submitted for accreditation.

Exhibit I.C.2.pdf

Data on student assessment.

III.B.

The program must be at minimum a bachelor's degree with a concentration, or equivalent, with strength and conditioning stated within the title. Post-baccalaureate certificate programs may be considered for accreditation.

1. The curriculum must be of appropriate length and credit hours (as determined by the institutional policies and institutional accrediting organization) to fulfill the degree requirements.
2. Sequencing of the curriculum must provide proper progression of student learning of required knowledge, skills, and abilities. Policies must be in place to allow for student remediation.

III.B. Documentation

Provide official documentation (e.g., degree plans, catalog description, website listings, blinded or mock transcript) showing that the program is a minimum of a concentration with strength and conditioning within the title).

Exhibit III.B.pdf

FAU University Catalog showing program description including a concentration in Strength & Conditioning.

III.Ba.pdf

FAU BS in ESHP S&C Advising Sheet

Exhibit III.Bb.pdf

FAU BS in ESHP S&C Worksheet

III.B.1.

The curriculum must be of appropriate length and credit hours (as determined by the institutional policies and institutional accrediting organization) to fulfill the degree requirements.

III.B.1. Narrative

Briefly describe how the curriculum is of appropriate length and credit hours according to institutional policies and how it fulfills the requirements for the chosen degree designation. Indicate how it meets the minimum requirements of a concentration, or equivalent with a title of strength and conditioning.

FAU's BS in ESHP follows the university's standard baccalaureate credit-hour policy. Per the University Catalog (Exhibit III.B.1), students must complete 120 credit hours and 42 hours at the 3000-4000 level to graduate, as shown in Exhibit III.B. This meets the State University System of Florida's standard baccalaureate threshold, which applies uniformly across ESHP's tracks. Students complete this through a blend of University General Education requirements, Schmidt College of Science requirements, and ESHP major coursework (prerequisites such as Anatomy and Physiology I & II with labs, General Chemistry I with lab, General Psychology, College Algebra, Statistics, and Information System Fundamentals, followed by upper-division ESHP coursework).

III.B.1. Documentation

Institutional policy regarding length and credit hours for chosen degree designation. Curriculum/Plan of Study

Exhibit III.B.1.pdf
FAU's University Catalog overview on degree requirements.

III.B.2.

Sequencing of the curriculum must provide proper progression of student learning of required knowledge, skills, and abilities. Policies must be in place to allow for student remediation.

III.B.2. Narrative

Explain the course sequencing and how it provides proper progression of student learning of the required knowledge, skills and abilities. Indicate the policies that are in place to allow for student remediation.

The program enforces a prerequisite chain — lower-division science/math gen-ed courses feed into upper-division BS in ESHP core courses. Within upper-division ESHP courses, prerequisites require students to complete sequential coursework, ensuring they stay on track and do not jump course levels or materials, which increases success in major coursework. ESHP BS degrees require a grade of "C" or better in all ESHP upper-division and prerequisite courses to remain eligible for the degree, which functions as FAU's built-in remediation/progression check (a student who doesn't meet the "C" threshold repeats the course before advancing). Students have two chances to pass a class. Once those options have been exhausted, a student can complete a third-attempt request petition as shown in Exhibit III.B.2.

III.B.2. Documentation

Copies of policy for student remediation.

Exhibit III.B.2.pdf
Third course attempt petition request.

Section III C. Areas of Instruction

III.C.

The curriculum must include the following areas of instruction (and sub areas of content outlined in Section III of the Standards):

1. Human Anatomy and Physiology
2. Exercise Physiology
3. Kinesiology/Biomechanics
4. Sports Nutrition
5. Psychology of Sport and Exercise
6. Scientific Principles of Strength and Conditioning
7. Resistance Training and Conditioning (Practical/Laboratory)
8. Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise
9. Program Design as Related to Strength and Conditioning
10. Program organization, administration, and oversight

For this section of the self-study, please complete Section III. Curriculum Map Worksheet and include all syllabi indicated and required in the curriculum.

Note: No action is necessary for Section III.C. Areas of Instruction.

III.C.1.

Human Anatomy and Physiology

Show More

III.C.2.

Exercise Physiology

Show More

III.C.3.

Kinesiology/Biomechanics

a. Biomechanics of resistance exercise

b. Skeletal musculature

c. Anatomical planes and major body movements

d. Human strength and power

e. Sources of resistance to muscle contraction

f. Joint biomechanics: Concerns in resistance training

III.C.4.

Sports Nutrition

Show More

III.C.5.

Psychology of Sport and Exercise

Show More

III.C.6.

Scientific Principles of Strength and Conditioning

Show More

III.C.7.

Resistance Training and Conditioning (Practical/Laboratory)

Show More

III.C.8.

Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise

Show More

III.C.9.

Program Design as Related to Strength and Conditioning

Show More

III.C.10.

Facility organization, administration, and oversight

Show More

Section III D. Strength and Conditioning Field Experience

III.D.

Strength and Conditioning Field Experience

1. The field experience must provide an opportunity for the student to demonstrate application of content areas of instruction listed in Standard III.C .
2. The field experience must follow a logical sequence in the curriculum, allowing the student to apply the knowledge, skills, and abilities learned through didactic and laboratory classes. Field experience should be done towards the end of the curriculum within the final year of study.
3. The field experience must provide opportunity for students to demonstrate professional and ethical standards within the field of strength and conditioning.
4. The field experience must provide a minimum of 300 hours of contact time including: a. A minimum of two substantially different experiences (not necessarily two different sites) that include two or more of the following categories: sports, genders, ages range, abilities or competitive levels, or other. b. Minimum of 75 hours per field experience. c. One experience must be at least 6 weeks in length. d. Specifically, the field experience must minimally include the following key areas: warmup, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.
5. There must be a Memorandum of Understanding (MOU) or other document signed by both the field experience site (by someone with signing authority) and the institution recognizing the student's presence at the site and giving permission for the student to participate in the field experience actively.
6. Field experience must be included in the curriculum as a course or part of a course.
7. Paid field experiences are permitted provided they meet all the requirements as described in this section.

III.D.1.

The field experience must provide an opportunity for the student to demonstrate application of areas of instruction listed in Standard III.C.

III.D.1. Narrative

Explain how the field experiences provide opportunities for student to demonstrate the skills and abilities in Standard III.C.

The field experience provides S&C Concentration students opportunities to apply the skills and abilities outlined in Standard III.C through hands-on, supervised work at approved sites. In this setting, the FESS demonstrates and explains techniques, allowing students to practice applying these skills during real training sessions while receiving ongoing feedback.

Student performance is formally assessed at both the midterm (Exhibit III.D.1) and the conclusion (Exhibit III.D.1a) of the internship.

III.D.1. Documentation

Field experience Supervisor Evaluation of Student indicating the student has demonstrated application in the areas listed in III.C.

Exhibit III.D.1.pdf

Midterm Evaluation of Student. Administered via Qualtrics and sent to the FESS at the halfway point of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

Exhibit III.D.1a.pdf

Final Evaluation of Student. Administered via Qualtrics and sent to the FESS at near the end of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

III.D.2.

The field experience must follow a logical sequence in the curriculum, allowing the student to apply the knowledge, skills, and abilities learned through didactic and laboratory classes.

Field experience should be done towards the end of the curriculum within the final year of study.

III.D.2. Narrative

Describe the sequencing of the field experience (s) in relation to the rest of the curriculum. Reference where in the program of study the field experience(s) occur.

The field experience follows a logical sequence within the curriculum, occurring as one of the final requirements a student completes prior to graduation (Exhibit III.D.2). All program coursework must be completed with a grade of C or higher before a student may register for PET4946, a variable-credit internship course, except for electives, which may be completed concurrently with the internship if needed to meet graduation requirements. The course may be taken during the final semester or across both semesters, with approval from the FEC. With all required coursework preceding the field experience, students have already acquired the knowledge, skills, and abilities necessary to succeed.

III.D.2. Documentation

Course sequence/curriculum

Exhibit III.D.2.pdf

ESHP S&C Program Sheet

III.D.3.

The field experience must provide an opportunity for students to demonstrate professional and ethical standards within the field of strength and conditioning.

III.D.3. Narrative

Explain how the field experiences provide opportunities for student to demonstrate professional and ethical standards with the field of S & C.

The field experience provides the opportunity for students to demonstrate professional and ethical conduct, which include, but are not limited to: integrity, accountability, respect for others, punctuality, active participation, positive attitude, and professional appearance. The NSCA Code of Ethics is outlined in the course syllabus (Exhibit III.D.3) and the FESS assesses the student's professionalism through the midterm (Exhibit III.D.3a) and final evaluation (Exhibit III.D.3b).

III.D.3. Documentation

Documentation showing field experiences provide opportunity (and students are assessed)--Field Experience Supervisor evaluation form, data or other documents showing that students have demonstrated professional and ethical standards in the field experience, syllabus for field experience showing that it is a required component and how it is evaluated.

Exhibit III.D.3.pdf PET4946 Syllabus
Exhibit III.D.3a.pdf Midterm Evaluation of Student.
Exhibit III.D.3b.pdf Final Evaluation of Student.

III.D.3. Narrative 2

Explain the field experience(s) of the program and identify how it/they meet(s) the requirements listed below. Indicate specifically the requirements for tracking hours and specific experiences (as listed in III.D.4.e.) with examples of learning experiences/objectives and documentation including evaluations. Specific documents to show compliance should be uploaded to each listed field experience requirement (IIID.4.a-e) as appropriate.

Field experiences are completed within the University's semester-based structure; therefore, each experience meets the minimum 75-hour requirement (Exhibit III.D.4.c) and extends beyond the required six-week duration (Exhibit III.D.4.d). In total, Students complete a minimum of 300 contact hours (Exhibit III.D.4) across two substantially different strength and conditioning field experiences (Exhibit III.D.4.a) under the supervision of CSCS-certified professionals. To provide students with varied perspectives and experiences, field experiences require two different supervisors, who can be from the same site (Exhibit III.D.4.b). These experiences provide students with opportunities to apply the knowledge, skills, and abilities within the required key content areas (Exhibit III.D.4.e) in which their progress is assessed and documented (Exhibit III.D.4.e.1 & Exhibit III.D.4.e.2).

Given the S&C Concentration is new, no student has completed the field experience. However, many students have completed our field experience opportunities in our other concentrations. Thus, we have created a mock Student Field Experience Table (Exhibit III.D.4.a1) and mock hour log document (Exhibit III.D.4.a2) to show how this will look for students who complete the S&C

concentration.

III.D.4.

The field experience must provide a minimum of 300 hours of contact time including:

III.D.4. Documentation

Provide syllabi and/or documentation demonstrating that the field experience includes a minimum of 300 hours of contact time.

Please upload hour logs for each student listed on Student Field Experience Table.

Exhibit III.D.4.pdf

PET4946 Syllabus. Students must complete a minimum of 6 credits to satisfy the standard's 300-hour minimum and may not exceed 9 credits total (stated on page 4).

No document provided

III.D.4.a.

A minimum of two substantially different experiences (not necessarily two different sites) that include two or more of the following categories: sports, genders, ages range, abilities or competitive levels, or other.

III.D.4.a. Documentation

Provide syllabi and/or documentation demonstrating that the field experience consists of two substantially different experiences. Update the Field Experience table, with data for all students in the program currently/or previously enrolled in field experiences.

Exhibit III.D.4.a.pdf

PET4946 Syllabus. Students must complete their internship across two substantially different experiences (stated on page 5).

Exhibit III.D.4.a1.pdf

Mock Student Field Experience Table. Given the S&C Concentration is new, no student has completed the field experience. However, many students have completed our field experience opportunities in our other concentrations. Thus, we have created a mock table to show how this will look for students who complete the S&C concentration.

Exhibit III.D.4.a2.pdf

Mock Field Experience Hour Log Given the S&C Concentration is new, no student has completed the field experience. However, many students have completed our field experience opportunities in our other concentrations. Thus, we have created a mock hour log document to show how this will look for students who complete the S&C concentration.

III.D.4.b.

Two different supervisors (does not require experiences at two different sites).

III.D.4.b. Documentation

Provide syllabi and/or documentation demonstrating that the field experience requires two different supervisors (does not require two different sites). Provide documentation identifying two different CSCS certified field experience supervisors.

Exhibit III.D.4.b.pdf

PET4946 Syllabus. Students must work with two different supervisors during their field experience, which may occur at the same site (stated on page 5).

III.D.4.c.

Minimum of 75 hours per field experience.

III.D.4.c. Documentation

Provide syllabi and/or documentation demonstrating that the field experience is at least a minimum of 75 hours per field experience. Provide hour logs for each student listed on Student Field Experience Table.

Exhibit III.D.4.c.pdf

PET4946 Syllabus. Students must complete a minimum of 75 hours per field experience (state on page 5).

III.D.4.d.

One experience must be at least 6 weeks in length.

III.D.4.d. Documentation

Provide syllabi and/or documentation demonstrating that one field experience is at least 6 weeks in length. Provide syllabi with the requirements for the 6-week Field Experience.

Exhibit III.D.4.d.pdf

PET4946 Syllabus. One field experience must be at least 6 weeks in length (stated on page 5).

III.D.4.e.

Specifically, the field experience must minimally include the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.

III.D.4.e. Documentation

Provide syllabi and/or documentation explaining that the field experience minimally includes the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program-design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization. Provide documentation showing showing field experiences provide opportunities (and the students are assessed) on items identified in III.D.4.e.

Exhibit III.D.4.e.pdf

PET4946 Syllabus. The field experience must include the following key areas, which are evaluated by the FESS in the Midterm and Final Evaluations: warm-up and flexibility training, exercise technique, safety and spotting, Olympic-style lifting,

progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization (stated on page 5).

Exhibit III.D.4.e1.pdf

Midterm Evaluation of Student. Student performance of the key content areas are assessed using a five-point Likert scale (ranging from 1: Unsatisfactory to 5: Exemplary), with higher scores indicating a higher quality demonstration. This evaluation also has open-ended questions where the FESS can add comments about areas of needed improvement and strengths of the student.

Exhibit III.D.4.e2.pdf

Final Evaluation of Student. Student performance of the key content areas are assessed using a five-point Likert scale (ranging from 1: Unsatisfactory to 5: Exemplary), with higher scores indicating a higher quality demonstration. This evaluation also has open-ended questions where the FESS can add comments about areas of needed improvement and strengths of the student.

III.D.5.

There must be a Memorandum of Understanding (MOU), or other comparable document signed by both the field experience site (by someone with signing authority) and the institution that recognizes the student's presence at the site and provides permission for the student to actively participate in the field experience.

III.D.5. Narrative

Describe how the program ensures that an MOU or other document is properly signed, and on-file for all sites where students are completing field experiences. Affiliations agreement for each field experience site will be included as Exhibit III.D.5.

The FEC, Ms. Canteri, is responsible for obtaining current affiliation agreements with field experience sites. She is a liaison with the Office of the General Counsel at Florida Atlantic University, who approved the standard internship affiliation agreement template. Ms. Canteri sends this template to potential field experience sites for review and signature. Once signed by the site, Ms. Canteri forwards it to the Provost & Executive Vice President Academic Affairs for final signature. Official copies of each contract (Exhibit III.D.5) are securely stored on the department's local P drive and each affiliation agreement remains in effect indefinitely unless terminated by either party, with termination requiring 30 days written notice. Internships completed on-campus at Florida Atlantic University do not require a signed affiliation agreement.

III.D.5. Documentation

One complete MOU or affiliation agreement and signature pages of affiliation agreements or MOUs for each field experience site listed on the Field Experience Table.

Exhibit III.D.5.pdf

Barwis

Exhibit III.D.5a.pdf

Bommarito Sports Performance Systems

Exhibit III.D.5b.pdf

O2X Human Performance

Exhibit III.D.5c.pdf
Cressey Sports Performance

Exhibit III.D.5d.pdf
FTX Wellness and Performance

Exhibit III.D.5e.pdf
Institute of Human Performance

Exhibit III.D.5f.pdf
Nova Southeastern University

III.D.6.

Field experience must be included in the curriculum as a course or part of a course.

III.D.6. Narrative

Explain where the field experience(s) are housed within the curriculum, either as part of a course or stand-alone course.Refer to the course syllabi where the F.E. is required.

The S&C Concentration field experience is housed in PET4946 (Internship) a standalone course in the curriculum. Since this course is shared with other program concentrations, there is an "Additional Requirements for Strength & Conditioning Concentration Students" section of the syllabus (Exhibit III.D.6).

III.D.6. Documentation

Course syllabi where Field Experience requirements are required.

Exhibit III.D.6.pdf
PET4946 Syllabus. Specific requirements for S&C Concentration students stated on pages 4 and 5.

III.D.7.

Paid field experiences are permitted provided they meet all the requirements as described in this section.

III.D.7. Narrative

Briefly describe any paid field experiences available for students and how students are selected or awarded these paid field experiences.

As described in the PET4946 syllabus, paid field experiences are permitted provided they meet all requirements (Exhibit III.D.7). However, there are no current S&C internship sites that compensate students. If this changes in the future, the FEC would establish a policy regarding the criteria for paid opportunities.

III.D.7. Documentation

Include any policies regarding paid field experiences and criteria for selection

Exhibit III.D.7.pdf

PET 4946 Syllabus. Paid field experiences are permitted provided they meet all the requirements (stated on page 5).

Section III. Curriculum Map Worksheet

Curriculum Map

Course #	Name	Credits	Semester	Primary Instructor	Syllabus
APK 4110	Exercise Physiology 1	3	All	Ms. Michelle Papania, Mrs. Alexandra Schmidt	Download
APK 4110L	Exercise Lab Techniques	1	All	Mr. Alexandre Hamaide, Ms. Maguire Lindisch	Download
PEP 3192	Apps of Training Physiology 1	3	All	Ms. Canteri, Ms. Dunsmore, Mr. Scott Mikula	Download
PET 3361	Nutrition: Health & Exercise	3	All	Dr. Chun-Jung Huang, Dr. Andy Khamoui, Dr. Nicole Vitale	Download
APK 4134	Exercise Physiology 2	3	All	Dr. Brandon Fico, Dr. Jacob Goldsmith	Download
PET 4093	Tactical Strength & Conditioning	3	All	Dr. Christopher Boerum	Download
PET 4381	Athletic Conditioning Principles	3	Fall/Spring	Dr. Christopher Boerum, Dr. Joseph Carzoli	PET4381_ Athletic Conditioning Principles - Christopher Boerum.pdf Download
PEP 4138	Apps of Training Physiology 2	3	All	Dr. Joseph Carzoli, Mr. Ian Pyka	Download
PET 3050	Neurophysiology Human Movement	3	All	Dr. Joseph Carzoli, Mr. Seth Hinson	Download
PET 4340C	Biomechanics	4	All	Mr. Ian Pyka	PET 4340C 002 Biomechanics - Simple Syllabus.pdf Download

RESPONSE - 1

COURSE #	NAME	CREDITS	SEMESTER*
APK 4110	Exercise Physiology 1	3	All

Upload Syllabus

APK 4110 001 Exercise Physiology 1 - Simple Syllabus.pdf

Instructor(s)

Ms. Michelle Papania, Mrs. Alexandra Schmidt

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL*

while clicking options to select more than one)	
1. HUMAN ANATOMY AND PHYSIOLOGY	
2. EXERCISE PHYSIOLOGY	a. Bioenergetics of exercise and training b. Biological energy systems c. Substrate depletion and repletion d. Bioenergetic limiting factors in exercise performance e. Oxygen uptake and the aerobic and anaerobic contributions to exercise f. Metabolic specificity of training g. Endocrine responses to resistance exercise h. Synthesis, storage, and secretion of hormones i. Muscle as the target for hormone interactions j. Role of receptors in mediating hormonal changes k. Categories of hormones l. Heavy resistance exercise and hormonal increases m. Mechanisms of hormonal interactions n. Hormonal changes in peripheral blood o. Adaptations in the endocrine system p. Primary anabolic hormones q. Adrenal hormones r. Other hormonal considerations
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	

9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 2

COURSE #	NAME	CREDITS	SEMESTER*
APK 4110L	Exercise Lab Techniques	1	All

Upload Syllabus

APK 4110L 001 Exercise Lab Techniques - Simple Syllabus.pdf

Instructor(s)

Mr. Alexandre Hamaide, Ms. Maguire Lindisch

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	
2. EXERCISE PHYSIOLOGY	e. Oxygen uptake and the aerobic and anaerobic contributions to exercise
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	

9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 3

COURSE #	NAME	CREDITS	SEMESTER*
PEP 3192	Apps of Training Physiology 1	3	All

Upload Syllabus

PEP 3192 001 Apps of Training Physio 1 - Simple Syllabus.pdf

Instructor(s)

Ms. Canteri, Ms. Dunsmore, Mr. Scott Mikula

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	

5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	a. Warm-up and flexibility training b. Types of stretching c. Static stretching techniques d. Dynamic stretching techniques e. Exercise technique for free-weight and machine training f. Fundamentals of exercise technique g. Spotting free-weight exercises h. Resistance training exercises i. Olympic-style lifting techniques: progressions and regressions j. Exercise technique for alternative modes and nontraditional implement training k. Bodyweight training methods l. Core stability and balance training methods
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 4

COURSE #	NAME	CREDITS	SEMESTER*
PET 3361	Nutrition: Health & Exercise	3	All

Upload Syllabus

PET 3361 002 Nutrition_ Health and Exercise - Simple Syllabus.pdf

Instructor(s)

Dr. Chun-Jung Huang, Dr. Andy Khamoui, Dr. Nicole Vitale

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	a. Basic nutrition factors in health b. Role of sport nutrition professionals c. Standard nutrition guidelines d. Macronutrients e. Vitamins f. Minerals g. Fluid and electrolytes h. Nutrition strategies for maximizing performance i. Pre-competition, during-event, and post-competition nutrition j. Nutrition strategies for altering body composition k. Feeding and eating disorders l. Performance-enhancing substances and methods m. Types of performance-enhancing substances n. Hormones
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	

9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 5

COURSE #	NAME	CREDITS	SEMESTER*
APK 4134	Exercise Physiology 2	3	All

Upload Syllabus

APK 4134 001 Exercise Physiology 2 - Simple Syllabus.pdf

Instructor(s)

Dr. Brandon Fico, Dr. Jacob Goldsmith

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	e. Respiratory system
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	o. Dietary supplements
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND	

CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 6

COURSE #	NAME	CREDITS	SEMESTER*
PET 4093	Tactical Strength & Conditioning	3	All

Upload Syllabus

PET 4093 001 Tactcl Strength:Conditioning - Simple Syllabus.pdf

Instructor(s)

Dr. Christopher Boerum

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL*

while clicking options to select more than one)	
1. HUMAN ANATOMY AND PHYSIOLOGY	
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	l. Performance-enhancing substances and methods m. Types of performance-enhancing substances n. Hormones o. Dietary supplements
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	a. Program design for resistance training
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	b. Principles of anaerobic exercise prescription b. (1) Step 1: Needs analysis b. (2) Step 2: Exercise selection b. (3) Step 3: Training frequency b. (4) Step 4: Exercise order b. (5) Step 5: Training load and repetitions b. (6) Step 6: Volume b. (7) Step 7: Rest periods
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program*	

design and technique for aerobic endurance training	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 7

COURSE #	NAME	CREDITS	SEMESTER*
PET 4381	Athletic Conditioning Principles	3	Fall/Spring

Upload Syllabus

PET4381_ Athletic Conditioning Principles - Christopher Boerum.pdf

Instructor(s)

Dr. Christopher Boerum, Dr. Joseph Carzoli

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	a. Structure and function of body systems b. Musculoskeletal system c. Neuromuscular system d. Cardiovascular system e. Respiratory system
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	a. Psychology of athletic preparation and performance b. Role of sport psychology c. Ideal performance state d. Energy management: arousal, anxiety, and stress e. Influence of arousal and anxiety on performance f. Motivation g. Attention and focus h. Psychological techniques for improved performance i. Enhancing motor skill acquisition and learning
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	a. Adaptations to anaerobic training programs b. Neural adaptations c. Muscular adaptations d. Connective tissue adaptations e. Endocrine responses and adaptations to anaerobic training f. Cardiovascular and respiratory responses to anaerobic exercise g. Compatibility of aerobic and anaerobic modes of training h. Overtraining: definition, prevalence, diagnosis, and potential markers i. Detraining j. Adaptations to aerobic endurance training

	k. Acute responses to aerobic exercise l. Chronic adaptations to aerobic exercise m. External and individual factors influencing adaptations to aerobic endurance training n. Age- and sex-related differences and their implications for resistance exercise o. Children p. Female athletes q. Older adults r. Rehabilitation and reconditioning s. Types of injury t. Tissue healing u. Rehabilitation and reconditioning strategies v. Program design w. Reducing risk of injury and reinjury
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	m. Variable-resistance training methods n. Unilateral training o. Alternative modes and nontraditional exercises
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	a. Principles of test selection and administration b. Reasons for testing c. Testing terminology d. Evaluation of test quality e. Test selection f. Test administration g. Administration, scoring, and interpretation of selected tests h. Measuring parameters of athletic performance i. Selected test protocols and scoring data j. Statistical evaluation of test data
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM	a. Facility design, layout, and organization

ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	b. General aspects of new facility design c. Existing strength and conditioning facilities d. Assessing athletic program needs e. Designing the strength and conditioning facility f. Arranging equipment in the strength and conditioning facility g. Maintaining and cleaning surfaces and equipment h. Facility policies, procedures, and legal issues i. Mission statement and program goals j. Legal and ethical issues k. Staff policies and activities l. Facility administration m. Emergency planning and response

RESPONSE - 8

COURSE #	NAME	CREDITS	SEMESTER*
PEP 4138	Apps of Training Physiology 2	3	All

Upload Syllabus

PEP 4138 002 Apps of Training Physio 2 - Simple Syllabus.pdf

Instructor(s)

Dr. Joseph Carzoli, Mr. Ian Pyka

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	g. Spotting free-weight exercises h. Resistance training exercises i. Olympic-style lifting techniques: progressions and regressions
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	a. Principles of test selection and administration b. Reasons for testing c. Testing terminology d. Evaluation of test quality e. Test selection f. Test administration g. Administration, scoring, and interpretation of selected tests h. Measuring parameters of athletic performance

	i. Selected test protocols and scoring data j. Statistical evaluation of test data
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	a. Program design for resistance training
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	b. Principles of anaerobic exercise prescription b. (1) Step 1: Needs analysis b. (2) Step 2: Exercise selection b. (3) Step 3: Training frequency b. (4) Step 4: Exercise order b. (5) Step 5: Training load and repetitions b. (6) Step 6: Volume b. (7) Step 7: Rest periods
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	c. Program design and technique for plyometric training c. (1) Plyometric mechanics and physiology c. (2) Design of plyometric training programs c. (3) Age considerations c. (4) Plyometrics and other forms of exercise c. (5) Safety considerations c. (6) Plyometric drills
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	d. Program design and technique for speed and agility training d. (1) Speed and agility mechanics d. (2) Neurophysiological basis for speed d. (3) Running speed d. (4) Agility performance and change-of-direction ability d. (5) Methods of developing speed d. (6) Methods of developing agility d. (7) Program design d. (8) Speed development strategies d. (9) Agility development strategies d. (10) Speed and agility drills
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	e. Program design and technique for aerobic endurance training e. (1) Factors related to aerobic endurance performance e. (2) Designing an aerobic endurance program e. (3) Types of aerobic endurance training programs e. (4) Application of program design to training seasons e. (5) Special issues related to aerobic endurance training e. (6) Aerobic endurance training exercises e. (7) Periodization e. (8) Central concepts related to periodization e. (9) Periodization hierarchy e. (10) Periodization periods e. (11) Applying sport seasons to the periodization periods e. (12) Undulating versus linear periodization models e. (13) Example of an annual training plan
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 9

COURSE #	NAME	CREDITS	SEMESTER*
PET 3050	Neurophysiology Human Movement	3	All

Upload Syllabus

PET 3050 001 Neurophysiology Human Movement - Simple Syllabus.pdf

Instructor(s)

Dr. Joseph Carzoli, Mr. Seth Hinson

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	b. Musculoskeletal system c. Neuromuscular system
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	

9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

RESPONSE - 10

COURSE #	NAME	CREDITS	SEMESTER*
PET 4340C	Biomechanics	4	All

Upload Syllabus

PET 4340C 002 Biomechanics - Simple Syllabus.pdf

Instructor(s)

Mr. Ian Pyka

Indicate which content areas are included in instruction and/or evaluation *(Hold CTRL while clicking options to select more than one)*

1. HUMAN ANATOMY AND PHYSIOLOGY	b. Musculoskeletal system
2. EXERCISE PHYSIOLOGY	
3. KINESIOLOGY/BIOMECHANICS	a. Biomechanics of resistance exercise b. Skeletal musculature c. Anatomical planes and major body movements d. Human strength and power e. Sources of resistance to muscle contraction f. Joint biomechanics: Concerns in resistance training
4. SPORTS NUTRITION	
5. PSYCHOLOGY OF SPORT AND EXERCISE	
6. SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING	
7. RESISTANCE TRAINING AND CONDITIONING (PRACTICAL/LABORATORY)	
8. EXERCISE TESTING/EXERCISE	

PRESCRIPTION WITH EMPHASIS IN ANAEROBIC EXERCISE	
9a. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design for resistance training*	
9b. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Principles of anaerobic exercise prescription*	
9c. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for plyometric training*	
9d. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for speed and agility training*	
9e. PROGRAM DESIGN AS RELATED TO STRENGTH AND CONDITIONING - *Program design and technique for aerobic endurance training*	
10. PROGRAM ORGANIZATION, ADMINISTRATION, AND OVERSIGHT	

Section IV. Outcomes

SECTION IV. OUTCOMES

IV.A.

There is an ongoing, formal program assessment process that determines the extent to which the program meets its stated outcomes.

The assessment process minimally includes data related to:

1. Student outcomes
2. Program outcomes
3. Council on Accreditation of Strength and Conditioning Education (CASCE) Standards
4. Instruction
5. Field experiences

6. Admissions criteria and prerequisites
7. Curriculum scope and sequence
8. Graduate placement rates
9. Retention and graduation rate
10. CSCS exam success for graduates of the program

IV.A. Narrative

Describe the program's formal program assessment process including measures to assess student outcomes, program outcomes, instruction and field experience and meeting CASCE Standards. Indicate how admissions criteria and pre-requisites are evaluated and how retention and graduation rate are evaluated as part of the assessment process. Identify how CSCS exam success for graduates and graduate placement rates is monitored and assessed.

The B.S. in Exercise Science and Health Promotion maintains an ongoing, formal assessment process designed to evaluate the extent to which student outcomes and program outcomes are achieved. Assessment measures are embedded throughout the curriculum, reviewed annually, and used to support continuous program improvement. Faculty members review assessment findings through annual summary reports and discuss results, action plans, and assessment measures throughout the academic year. Courses selected for assessment may be modified periodically to address evolving departmental assessment needs while maintaining alignment with program outcomes and departmental priorities.

Student Outcomes

Student outcomes are currently assessed through direct measures embedded within the curriculum. Assessments evaluate content knowledge through Exercise Physiology, written communication through Exercise Physiology Lab reports, and critical thinking through applied projects in Management Principles in Exercise Science and Health Promotion. Faculty review assessment findings annually and implement action plans when improvements are warranted. Courses used to assess specific learning outcomes may change over time to ensure the assessment process continues to meet departmental information needs and accurately reflects program learning objectives. A new assessment plan for the strength & conditioning concentration can be found in Exhibit IV.A.

CSCS Outcomes

CSCS outcomes will be monitored by the program director as students approach their last semester and internship. Students will meet with the program director to discuss their certification plans, preparation, and to identify any remediation areas so that review materials can be provided to the student. The program director wil work with the field experience coordinator to identify students who are nearing the end of the degree. This meeting is required as part of the internship approval process, and the internship is required for graduation; thus, ensuring mandatory meetings are not overlooked. The program director will contact the student after their proposed certification date to follow up.

IV.A. Documentation

IV.A. Copy of program's assessment plan, including stated student and program outcomes, measurement methods and frequency, data, data analysis, program strengths and weaknesses, and any recommended actions. OR Copy of program's

assessment plan which includes items identified in standards IV B-F

Exhibit IV.A ESHP S&C Assessment Plan.pdf

New assessment plan for the strength & conditioning concentration. Specific SLOs are mapped to the assessment plan; therefore, we have not uploaded a document in section IV.A.1. Moreover, the S/C concentration is new, and we have not yet collected outcomes for these students. Generally, EXHS outcomes for retention and graduation have been uploaded later in this section.

IV.A.1.

Student outcomes

IV.A.1. Documentation

IV.A.1. Submit Student Outcomes if not included above

No document provided

Included above.

IV.A.2.

Program outcomes

IV.A.2. Documentation

IV.A.2. Submit Program Outcomes if not included above

No document provided

included above.

IV.A.3.

Council on Accreditation of Strength and Conditioning Education (CASCE) Standards

IV.A.4.

Instruction

IV.A.4. Documentation

IV.A.4. Samples of assessment of instruction

Exhibit IV.A.4.pdf

Instruction is assessed by students each semester through Student Perception of Teaching (SPOT) evaluations. Dr. Christopher Boerum's SPOT evals from Spring 2026, serve as an example of these evaluations.

Exhibit IV.A.4a.pdf

Instruction is also peer-assessed through internal teaching evaluations. An example of this is provided for online instruction.

IV.A.5.

Field experiences

IV.A.5. Documentation

IV.A.5. Samples of assessment of field experiences

Exhibit IV.A.5.pdf

Midterm Evaluation of Student. Administered via Qualtrics and sent to the FESS at the halfway point of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

Exhibit IV.A.5a.pdf

Final Evaluation of Student. Administered via Qualtrics and sent to the FESS near the end of the student's field experience. This evaluation is used to assess and collect data on the student's performance, including the key content areas designated in CASCE Standard III.C.

Exhibit IV.A.5b.pdf

Student's Evaluation of Field Experience. Administered via Qualtrics and sent to the student upon completion of their field experience. This evaluation is used to assess and collect data on the student's perception of their field experience, including confidence in the knowledge/application of the key content areas designated in CASCE Standard III.C, as well as their perception of their academic program.

IV.A.6.

Admissions criteria and prerequisites

IV.A.6. Documentation

IV.A.6. Admission Criteria

IV.A.6.a. List of pre-requisites and how they are evaluated.

Freshman Admission Requirements Florida Atlantic University.pdf

Freshman admission requirements, including a 2026 student profile.

Exercise Science Prerequisites.pdf

The Exercise Science and Health Promotion (BS) is an open-access program. There are no program prerequisites from an admissions standpoint. All that is needed for acceptance into the department is to be in good academic standing. There are coursework prerequisites and university-required courses that all must be completed with a C or higher, which is the benchmark for all coursework in the BS degree.

IV.A.7.

Curriculum scope and sequence

IV.A.7. Documentation

IV.A.7. Curriculum/Course of Study for program

exhibit iv.a.7_1.pdf

BS in Exercise Science & Health Promotion, Strength & Conditioning Concentration, course of study and worksheet.

IV.A.8.

Graduate placement rates

IV.A.8. Documentation

IV.A.8. Graduate placement rates (or list URL of website where placement rates are displayed)

Exhibit IV.A.8.pdf

Graduate placement rates are not currently tracked by the department; students do have access to career services to assist with job placement after graduation. Data is available through the Florida Department of Education, as shown in Exhibit IV.A.8. It is possible to survey students after graduation, which would be our plan if accredited.

IV.A.9.

Retention and graduation rate

IV.A.9. Documentation

IV.A.9. Retention and graduation rates (or list URL of website where rates are displayed)

Exhibit IV.A.9.pdf

All retention and graduation rates are available on the Institutional Effectiveness and Analysis (IEA) website: https://www.fau.edu/iea/dashboards/

IV.A.10.

CSCS exam success for graduates of the program

IV.A.10. Documentation

IV.A.10. CSCS exam success for graduates of the program (or list URL of website where cumulative results are displayed)

Exhibit IV.A.10.pdf

CSCS success monitoring plan.

IV.B.

Identifies program strengths and weaknesses.

IV.B. Narrative

Describe how the program's assessment plan is used to identify the program strengths and weaknesses. Include frequency of assessment and identification of data used to consider any changes to the program.

How the assessment plan identifies program strengths and weaknesses

The program uses annual assessment results, faculty reflections, and student learning outcome data to identify strengths and weaknesses in student performance and program effectiveness. Assessment findings are reviewed to determine areas of success and areas requiring improvement.

Frequency of assessment

Assessment activities are conducted annually. Faculty members receive annual summary reports of assessment findings, and results are discussed twice during the academic year as part of the program's continuous improvement process.

Identification of data used to consider program changes

Data used to inform program changes include direct measures of student learning outcomes related to content knowledge, written communication, and critical thinking, as well as longitudinal assessment results, enrollment trends, degree production data, and faculty observations.

IV.C.

Includes decisions that were considered regarding need for change.

IV.C. Narrative

Indicate any decisions that are/were considered or implemented due to the results of the assessment process.

Assessment findings are used to guide improvements in curriculum, assessment methods, instructional strategies, and student support activities. Faculty responsible for courses included in the assessment plan review outcome data, discuss strengths and weaknesses, evaluate the effectiveness of current assessment measures, and identify any changes needed to assessment methods. Faculty collectively discuss assessment results, action plans, and recommended program improvements, and evaluate the effectiveness of implemented changes during subsequent assessment cycles.

IV.D.

Includes steps to achieve the changes, with anticipated dates of completion.

IV.D. Narrative

Indicate the steps used to achieve the change (s) above with the dates of completion or anticipated dates of completion.

Improvement and curriculum changes are part of a continuous improvement cycle. Faculty members receive annual summary reports of assessment findings, and results are discussed twice during the academic year as part of the program's continuous improvement process. There are also curriculum committee meetings that take place during the fall and spring semesters if curriculum changes are warranted due to internal or external factors; this includes changes in internal course/modality availability and in the external job market/industry, or a combination of factors. Again, there are no set completion dates in our continuous improvement cycle, but there are deadlines to bring changes through faculty governance, which for academic year 26-27 is March 12, 2027.

IV.E.

The extent to which graduates of the program meet the expected student outcomes of the program.

IV.E. Narrative

Provide descriptive data on the extent to which graduates of the program meet expected student outcomes of the program. Actual data shall be included as an exhibit(s).

Currently, department-level data is not available outside of the Florida Department of Education report (Exhibit IV.E), which indicates that 64% of graduates are employed, earning a mean income of $47,107, and that 30% of graduates continue their education. This aligns with our outcomes and mission of providing undergraduates with the knowledge to advance to post-graduate allied health programs and advanced academic preparation. Additionally, as seen in Exhibit IV.E(a), university-level data demonstrates that in 2023–2024, 71.4% of FAU graduates were employed, with a mean income of $57,000. If accredited, the department intends to monitor student success through post-graduation surveys and follow-ups.

IV.E. Documentation

IV.E. Provide descriptive data to the extent to which graduates of the program meet expected student outcomes of the program. Actual data shall be included as exhibit(s).

Exhibit IV.E.pdf FLDOE Report showing student success.
Exhibit IV.Ea.pdf FAU's 2026 Accountability Plan, which includes university-wide student success data.

IV.F.

Pass rates for the CSCS exam, based on 3-year aggregate, must be at least 75%.

IV.F. Narrative

Provide data on 3-year aggregate CSCS examination for pass rate. IF the program is new and there is no current data, include when and how the data will be collected.

This is a new program. CSCS outcomes will be monitored by the program director as students approach their last semester and internship. Students will meet with the program director to discuss their certification plans, preparation, and to identify any remediation areas so that review materials can be provided to the student. The program director will work with the field experience coordinator to identify students nearing the end of their degrees. This meeting is required as part of the internship approval process, and the internship is required for graduation; thus, ensuring mandatory meetings are not overlooked. The program director will contact the student after their proposed certification date to follow up.

IV.G.

Programs must publicly display student enrollment, graduation, retention rate, CSCS pass rate, and graduate placement rate on the institution's website.

IV.G. Narrative

List the url of the website that displays student enrollment, graduation, retention rate, CSCS pass rate and graduate placement rate.

All CASCE-required data will be provided on our deaprtment website.

Section V. Resources

SECTION V. RESOURCES

V.A.

Student Services – The program must demonstrate that advising, academic support, disability, and financial aid services are available to students consistent with other programs at the institution.

V.A. Narrative

Describe the student services available to the students in the program and how it is consistent with other programs at the institution.

At Florida Atlantic University (FAU), these services are provided by the College or University. The breakdown of services from noted offices in standard V.A. is below.

Charles E. Schmidt College of Science (COS) Advising Office

Located in the Science and Engineering Building, Room 308 (Boca Raton), with additional support on the Jupiter campus. The office provides full advising services, including:

- Assists science majors with advising for course selection and degree completion, plus advising for students encountering academic difficulty.
- Handles all undergraduate advising for majors like Biology, Exercise Science & Health Promotion, Psychology, Chemistry, Health Science, Neuroscience & Behavior, Geosciences, and General Studies, once students reach 45 credits.
- Staffed by a team including an Executive Director, Associate Directors, and multiple Academic Advisors each assigned to specific majors, plus a Director/Associate Director dedicated to Pre-Health advising.
- Appointments are booked through the Success Network.
- Offers a Virtual/in-person Walk-In Advising Week during the first week of fall and spring semesters

Student Accessibility Services (SAS)

- SAS has offices on the Boca Raton and Jupiter campuses; however, accessibility services are available to students attending any of the six Florida Atlantic campuses (with an additional office in Davie).
- Comprehensive academic support includes advocacy, academic accommodations, assistive technology equipment/software training, an Assistive Technology Resource Center/Computer Lab, and a Group Mentorship

program, plus learning strategies training.
- Also coordinates housing accommodations/modifications for students with documented disabilities, including service animal arrangements.

Freshman/First-Year Advising (University Advising Services – UAS)

- UAS's primary focus is on first- and second-year students, providing a safety net for students unsure where to go for help, using an "Appreciative Advising" model of collaborative, goal-oriented planning.
- Incoming freshmen and freshman transfers with 0–29 credits complete online advising and course selection through EZ Advising before their first semester; this web-based tool provides guidance on first-semester course registration.
- A "Freshman Advising (UN)" hold is placed on new students; the first hold is cleared once EZ Advising is approved, and the second is cleared by meeting with an advisor to plan the next semester's courses.
- Students with 45+ credits move to advising through their specific college, with our degree being located in the COS.

Office of Student Financial Aid (OSFA)

- Mission is to offer a comprehensive financial aid program that attempts to meet the financial needs of all University students, helping students/families navigate the process.
- Aid comes in several forms: loans (which must be repaid), need-based work programs that let students earn money for education costs, and off-campus job resources open to all registered, degree-seeking students, along with grants and scholarships,
- Grants are need-based aid that FAU automatically accepts on a student's behalf and are prorated based on enrolled credit hours.
- Federal Work-Study is a need-based, federally funded part-time employment program requiring a completed FAFSA, awarded on a first-come basis.
- Applying requires completing the FAFSA; the 2026–2027 FAFSA is currently open, and Scholarship Universe is FAU's platform for internal/external scholarship applications

V.A. Documentation

V.A. Could include urls, catalog pages, or other publicly available documents.

Web links for Standard V.A..pdf

V.B.

Support Staff – The program has, or has access to, administrative, secretarial, and technical support to meet its program outcomes.

V.B. Narrative

Describe the administrative, secretarial, and technical support available to the program.

Florida Atlantic University (FAU) doesn't have a single central office that provides administrative and secretarial support. This kind of support is distributed across departments, colleges, and university-wide services. For the Exercise and Health Sciences Department (EXHS), we employ a full-time program assistant/budget manager, Ms. Mary Alnutt. The College of Science provides support through multiple positions that support each department's mission and the college's overall mission. Examples of these positions are listed below:

Dominique Blanchard - Business Manager

Todd Clark - Director of Development

Brittany Bonner - Event and Community Engagement Coordinator

Lynelle Forrest - Communications and Web Coordinator

Zachary Greathouse - Senior Director of Communications, Marketing, and External Relations

Kristi Kerrigan - Grants Administrator, College of Science

Ashley Morgan - Office Assistant

Natalia Noboa - I.T. Computer Coordinator

Jay Paredes - Director of Information Technology

Ondre Reid - Computer Applications Coordinator

Marcus Rhodes - Coordinator, Computer

Mark Royer - Machinist

Florida Atlantic University's Office of Information Technology (OIT) provides the technology services that support the University's teaching, research, and administrative operations across all campuses. OIT services cover the full range of institutional IT needs, including but not limited to:

- Administrative Systems, software like Workday and Banner
- Infrastructure maintenance for the University's networks, servers, and voice/data communication systems.
- Instructional Technologies supports classroom technology, AV services, computer labs, and platforms like Canvas and Mediasite.
- Research Computing sustains high-performance computing for researchers.
- OIT also offers general services such as account access, email and collaboration tools, wireless connectivity, VPN and cybersecurity resources, telephone/mobile services, and online forms.

This includes centralized support through the FAU Help Desk (561-297-3999), which provides ticketing, a knowledge base, and a service catalog for faculty, staff, and students.

V.B. Documentation

V.B. Provide documentation of the position (position description or other) for the person(s) providing support to the program.

Exhibit V.B.pdf

Position description for EXHS's Program Assistant/Budget Manager who provides direct support for our program, employed within the department.

V.C.

Financial Support – The program must receive adequate, equitable, and annually available resources necessary to meet the program's size, mission, outcomes, and sustainability.

V.C. Narrative

Describe how the program's financial resources are determined including both capital expenditures, personnel, professional development and annual expendable supplies. Indicate how those resources are equitable to other programs in the unit, based on size, mission, outcomes and sustainability of the program. income and expense data; adequacy of the budget and services to meet the needs of the program, to include supplies, equipment purchase, repair, and replacement; a description of the process used to determine short- and long-term budgetary needs that are tied to the goals and expected ***outcomes*** *of the program.*

The Department of EXHS at Florida Atlantic University receives adequate, equitable, and annually available financial resources that support the department's mission, strategic goals, student learning outcomes, and long-term sustainability. Financial resources are allocated through multiple university funding streams, including Education and General (E&G) funds, technology fee allocations, laboratory fees, carryforward funds, faculty start-up accounts, summer instructional funding, and other targeted institutional support mechanisms.

The department's primary operational funding is provided through E&G allocations administered by the College of Science and the Office of Academic Affairs and the Provost. During Fiscal Year (FY) 2026, the department maintained substantial funding for personnel, operations, and instructional support. The largest budget component supports faculty and staff salaries and benefits, with approximately $1.95 million allocated across the department's salary and benefit pools, including regular academic year appointments, summer teaching support, and personnel. This level of investment ensures that the department can maintain appropriate faculty staffing, support student enrollment demands, and deliver high-quality academic programming.

In addition to personnel support, the department received operating and expense allocations to fund instructional supplies, laboratory operations, equipment maintenance, technology upgrades, and other expenditures necessary to deliver the curriculum. FY2026 operating expenses included approximately $42,593 in departmental expense funding and $223,626 in OPS support, such as graduate teaching assistants, all of which were substantially utilized to support departmental functions (teaching and research). Supplemental resources were also provided through summer instructional funding, undergraduate research awards, and cost-share allocations that supported student research and faculty scholarship activities.

The department benefits from several additional funding sources that enhance educational quality and student outcomes. Laboratory fee revenues (acquired from various practicum, exercise testing and prescription, and exercise lab techniques courses) provide dedicated support for teaching laboratories, instructional equipment, and consumable supplies used in exercise physiology, biomechanics, and related experiential learning environments. Technology Fee awards (internal grants) have provided funding for instructional technology improvements, including classroom technology upgrades and laboratory equipment. These funds have ensured that students have access to contemporary educational tools and equipment.

Carryforward and faculty start-up funds further strengthen the department's financial position by supporting strategic investments in research infrastructure, laboratory enhancement, faculty development, and future programmatic growth. Importantly, recent tenure-track faculty hires have each received ≥$150,000 in start-up funds. These funds allow the department to address both short-term operational needs and long-term priorities without compromising instructional quality. Budget planning occurs through a collaborative process involving the Department Chair, College of Science administration, and university budget offices. Annual budget allocations are informed by program enrollment, instructional workload, faculty and staff needs, laboratory and equipment requirements, strategic initiatives, assessment results, and accreditation expectations. Department leadership routinely reviews budget-to-actual reports to monitor expenditures, identify emerging needs, and ensure responsible stewardship of resources. The department evaluates requests for major equipment purchases, facility improvements, technology enhancements, and personnel support in relation to departmental goals, student learning outcomes, and institutional priorities. Fortunately, as enrollment in EXHS has expanded in recent years, so has the budget, demonstrating the university's strong support for the program.

The department's financial resources are equitable relative to comparable academic units within the College of Science because allocations are based on institutional budgeting processes that consider enrollment, instructional demands, faculty workload, research activity, and programmatic needs. Additional targeted funding opportunities, including technology fee proposals, carryforward resources, and laboratory fee revenues, enable the department to address discipline-specific requirements associated with laboratory-based and experiential exercise science education.

Overall, the FY2026 budget demonstrates that EXHS possesses sufficient financial resources to support personnel, instructional operations, laboratory facilities, technology acquisition, equipment replacement, professional development opportunities, and strategic growth initiatives. The combination of recurring institutional support and supplemental funding sources provides a stable and sustainable financial foundation that allows the department to achieve its mission, meet student and stakeholder needs, and support continuous improvement.

V.C. Documentation

V.C. Program budgets demonstrating adequacy of the budget and services to meet the needs of the program, including 2 most recent years of program budgets. Salaries may be included in the budget, but can be grouped together as total faculty salaries, so that individual salaries are not identifiable.

EXHS FY26 Budget.pdf
Fiscal year 2026 budget.

ESHP FY 25 Budget.pdf
Fiscal year 2025 budget.

V.D.

Academic Resources – The institutional library system and/or associated learning resources are adequate to support faculty and student scholarship and the educational needs of the program.

V.D. Narrative

Briefly describe how the institutional library system are adequate to support faculty and student scholarship as well as the educational needs of the program. Please include description of both on-campus and on-line resources.

The FAU Libraries, together with the University's wider network of academic support units, provide adequate resources and services to help faculty and students meet the program's educational needs.

Collections and Access

FAU Libraries maintains a substantial physical and digital collection, holding more than three million physical items — including rare books, artists' books, archives, and special collections — alongside more than 2.5 million digital resources. Students and faculty affiliated with FAU also have 24/7 virtual reference and remote access to electronic resources, including full-text articles and e-books, from off campus. Librarians, who work directly with departments to identify curricular and research needs, help build collections tailored to each discipline.

Physical Facilities and Reach

The library system operates across multiple locations, serving students and faculty at Boca Raton, Jupiter, Harbor Branch, Fort Lauderdale, Dania Beach, and Davie, as well as an additional population at the Palm Beach State College Boca Raton campus.

Research and Instructional Support

Beyond informational support, the library offers a full range of research services: in-person, phone, and email; free student and faculty research consultations; customized library instruction sessions for classes; and subject-specific LibGuides that curate books, databases, journals, and search strategies by discipline. Faculty scholarship is further supported through Digital Commons at Florida Atlantic, an open-access platform for preserving and disseminating university research, and through scoping review services for systematic research projects.

Complementary Academic Support Services

The library operates within a wider network of University academic support services that reinforce student and faculty success, including the Center for Learning and Student Success (CLASS), the Science and Math Learning Centers, the Office of Undergraduate Research and Inquiry (OURI), the University Center for Excellence in Writing (UCEW), Writing Across the Curriculum (WAC), and Student Accessibility Services (SAS), which maintains offices across the Boca Raton, Davie, and Jupiter campuses. Together, these services ensure that library resources are complemented by writing support, tutoring, and accommodations that address the full range of student needs.

V.D. Documentation

V.D. Provide an example list or link to library/learning resources that align to and support the program.

Exhibit V.D.pdf
List of library links and services.

V.E.

Facilities – The program has, or has access to:

1. Classroom/laboratory/training space of sufficient quality and quantity to carry out program goals. The physical environment is supportive of effective teaching and learning processes.
2. The program has offices and other space of sufficient quantity and quality for faculty to carry out their teaching, advisement, and service activities efficiently and effectively

V.E.1.

Classroom/laboratory/training space of sufficient quality and quantity to carry out program goals. The physical environment is supportive of effective teaching and learning processes.

V.E.1. Narrative

Describe the classroom/laboratory and training spaces for the program. If shared with other programs in the unit, describe how these classrooms/laboratories are scheduled and adequately available for instruction. Indicate how the classroom/laboratory spaces have appropriate environment to support effective teaching and learning.

Florida Atlantic University (FAU) maintains an extensive inventory of classrooms (over 200), laboratories, and specialized instructional spaces across its six campuses — Boca Raton, Davie, Dania Beach, Downtown Fort Lauderdale, Harbor Branch, and Jupiter. Space types range from general-purpose classrooms and lecture halls/auditoriums (seating from roughly 10 to over 500 students) to discipline-specific laboratories, including instructional computer labs, science labs, engineering labs, nursing labs, art and design studios, music labs, and active learning classrooms.

Shared Scheduling of Classrooms and Labs

Classroom and laboratory space at FAU is shared across programs within academic units and is centrally coordinated rather than assigned exclusively to any single program. Scheduling is managed through CLSS (CourseLeaf Section Scheduler), a centralized platform that coordinates course meeting times while still allowing individual departments to plan and update their own course offerings. EXHS has two classrooms in the Tom Oxley Athletic Center that are exclusively used by our department. Additionally, EXHS has multiple dedicated research laboratories, including but not limited to a biochemistry and muscle physiology lab.

Technology and Environment Supporting Teaching and Learning

Many FAU classrooms and labs are equipped with instructional technology suited to a range of teaching modalities. Based on the Registrar's published room inventory, a substantial share of rooms across all campuses are enabled for web conferencing (Zoom/Webex/Teams), and a smaller subset additionally support dedicated video conferencing, Mediasite lecture recording, audience microphones, and audience cameras. Active learning classrooms (e.g., large-capacity rooms specifically designated for collaborative, technology-enabled pedagogy) are also available at the Boca Raton campus. Collectively, this technology base allows instructors to deliver content, facilitate hands-on and collaborative work, and support students attending in multiple modalities.

Adequacy for the Program

The availability of a wide range of room types matched to course format, a centralized scheduling system that coordinates shared use across programs within the unit, and the presence of instructional and lab-specific technology across classrooms and laboratories support the conclusion that classroom, laboratory, and training spaces are adequate to support effective teaching and learning for the program.

V.E.2.

The program has offices and other space of sufficient quantity and quality for faculty to carry out their teaching, advisement, and service activities efficiently and effectively.

V.E.2. Narrative

Indicate how the offices and other space for teaching, advisement, and service activities are efficient and adequate for the faculty of the program.

Faculty Office and Support Space

The EXHS department maintains dedicated office and support space that is efficient and adequate to support the teaching, advisement, and service activities of program faculty.

Dedicated Departmental Space

The department has exclusive use of FH-11 for faculty offices, providing a consolidated, department-controlled space that supports day-to-day teaching preparation and meetings with students and colleagues. Because this space is not shared with other programs or units, faculty have reliable, uninterrupted access to their offices during posted office hours, supporting consistent availability for student support.

The department also has partial use of FH-11A, shared with Athletics, which serves as both laboratory and office space. This extends the department's footprint beyond general office use, allowing faculty to conduct lab-based instructional and research activities in close proximity to their offices — improving efficiency by reducing the time faculty and students spend traveling between teaching, research, and administrative functions.

Additional department office space is located in the Behavioral Science building, supplementing the FH-11/FH-11A footprint and providing capacity to accommodate the full complement of program faculty.

Research Laboratory Space

The department currently maintains four dedicated research labs:

- **Biochemistry Lab** — Eleanor R. Baldwin Arena (GY 152)
- **Integrative Vascular Physiology Lab** — Field House 11A
- **Muscle Physiology Lab** — Wally Sanger Ticket Center
- **Functional Fitness Laboratory** — Field House 11A

Advising Support

Student advising for the program is provided by dedicated advisors in the College of Science, located in the Science Building (SE 43). Although this advising space is not directly controlled or assigned to the department, it gives students consistent, centralized access to advising support.

V.F.

Equipment, Technology, and Materials – The program has, or has access to, equipment, technology, and materials necessary to meet program and student outcomes and CASCE Professional Standards and Guidelines.

V.F. Narrative

Describe the equipment, technology, and materials available to the program and indicate how it is adequate to meet the program and student outcomes and the CASCE Standards. If equipment/technology/materials are shared with other programs or outside of the institution, or is rented or borrowed, please indicate how that arrangement provides adequate opportunities for student learning/practice.

The EXHS Department has, and has access to, a wealth of equipment, technology, and materials necessary to meet program and student outcomes. This equipment spans general teaching equipment used across courses, as well as specialized instrumentation housed in the department's dedicated research and teaching laboratories. Equipment is not shared across departments or by external organizations.

General Teaching Equipment

Core instructional equipment used across EXHS coursework includes free weights, cycle ergometers, and other standard laboratory and fitness-assessment tools that support hands-on learning in exercise testing, prescription, and strength and conditioning coursework. This equipment gives students direct, repeated practice with the same categories of tools used in professional strength and conditioning and exercise physiology settings, including:

- Cycle ergometers (Cosmed, Monarks, Sport Excalibur)
- Dartfish video analysis software
- EMG assessment equipment
- Equitest balance assessment system
- Lactate analyzers (YSI, three units)
- Metabolic carts (Cosmed Quark, Cosmed K4B2, and two Medgraphics units)
- Treadmills (Woodway, Quinton, Trekmaster)
- A competition-standard weightlifting platform and power rack, constructed to mimic official competition conditions
- Supporting assessment tools, including skinfold calipers, blood pressure equipment, and stopwatches

Biochemistry Laboratory (Arena, GY 152)

The Biochemistry Laboratory provides students with access to advanced laboratory technology not typically available at the undergraduate level, including a Bio-Rad ChemiDoc XRS+ imaging system for western blotting, a BD Accuri C6 flow cytometer, a

Luminex Magpix system, a Bio-Rad iMark microplate reader, microplate washer and shaker, a dual-light metallurgical microscope with digital camera, a biological safety cabinet, bench-top and micro-centrifuges, ultra-low -80°C freezers, and a Parvo Medics metabolic cart, alongside dedicated blood-draw and pipetting stations.

Muscle Physiology Lab

The Muscle Physiology Lab is purpose-built for biomechanics, strength training, and muscle performance research, including International Powerlifting Federation–approved squat/bench combo racks. Moreover, this laboratory contains InBody equipment, multiple ultrasound units, isometric testing, an algometer, and many other strength and conditioning devices and equipment. Undergraduate and graduate students have access to these labs for both coursework and research, thereby reinforcing applied, hands-on learning.

Section VI. Policies

SECTION VI. POLICIES

VI.A.

Prospective and enrolled students are provided with relevant information about the institution and program that may affect them, including, but not limited to:

1. Catalogs
2. Academic calendars
3. Grading policies
4. Financial aid
5. The program’s accreditation status
6. The process to register a complaint with the accrediting agency
7. Student grievances
8. Program/student outcomes information
9. Tuition cost/program fees
10. Withdrawal/refund
11. Remediation, retention, and other pertinent information

VI.A. Narrative

Indicate where materials are available to prospective and enrolled students for each of the areas listed in these standards and how students are made aware of those materials.

Florida Atlantic University (FAU) and the Department of Exercise and Health Sciences (EXHS) make information relevant to prospective and enrolled students readily accessible through the University's official web presence, ensuring transparency around academic, financial, and procedural matters that may affect a student's educational experience.

Catalogs and Academic Calendars

FAU publishes an annual University Catalog through the Office of the Registrar, which outlines academic policies, degree requirements, and program-specific information for all undergraduate and graduate programs, including ESHP. The catalog is published online, with past catalog years archived so students can reference the requirements tied to their specific catalog year. The Office of the Registrar also maintains a publicly available Academic Calendar, which lists registration periods, add/drop deadlines, and other key dates each term.

Grading Policies

FAU's grading system, including its plus/minus scale and grade point equivalents, is published by the Office of the Registrar and detailed further in the University Catalog under Academic Policies and Regulations. This includes explanations of standard letter grades, the Pass/Fail option available to undergraduates, and policies such as grade forgiveness and incomplete grades.

Financial Aid

The Office of Student Financial Aid maintains a dedicated website where students can review their financial aid status, understand the FAFSA process, and access information on grants, scholarships, and loans. The Controller's Office separately publishes a breakdown of tuition and fees by credit hour and residency status, along with a Cost of Attendance estimate used in constructing financial aid offers.

Program Accreditation Status

FAU's institutional accreditation is disclosed on the University's Accreditation page, maintained by the Office of Institutional Effectiveness and Analysis. This page confirms that FAU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the associate through doctoral levels, and lists significant dates such as the date of initial accreditation and the year of the most recent and next reaffirmation. Specific to ESHP, the undergraduate curriculum's national endorsement by the NSCA is communicated through the department's own program pages.

Process to Register a Complaint with the Accrediting Agency

FAU publishes an Institutional Complaint Process page directing students to the appropriate channels when a complaint cannot be resolved through internal University procedures. This includes instructions for contacting SACSCOC directly, along with a link to the Complaint Procedures Against SACSCOC or Its Accredited Institutions policy, the State University System of Florida Board of Governors, and the U.S. Department of Education's Office for Civil Rights.

Student Grievances

FAU Regulation 4.002, Student Academic Grievance Procedures for Grade Reviews, is publicly available and outlines the process by which a student may request review of a final course grade. Additional non-academic grievance and reporting channels, including the Dean of Students' "Report a Concern" portal and the University's formal complaint procedures, are also published online.

Program/Student Outcomes Information

FAU reports institutional student achievement data, including retention and graduation rates, through its Student Achievement page, which is updated annually in accordance with State University System of Florida Board of Governors accountability

reporting requirements. ESHP-specific outcomes, including preparation for the ACSM, NSCA CSCS, and NCHEC CHES certification examinations, are published on the department's program pages.

Tuition Cost and Program Fees

The Controller's Office publishes a detailed tuition breakdown by credit hour, residency status, and fee type (including the Financial Aid Fee, Activity and Service Fee, Athletic Fee, Health Fee, and Technology Fee), along with an online tuition estimator tool.

Withdrawal/Refund

The University Catalog's Tuition, Fees and Refunds section outlines the University's refund schedule, including the percentage of tuition refunded based on the timing of a withdrawal and the Fee Petition process available to students who withdraw due to exceptional circumstances.

Remediation, Retention, and Other Pertinent Information

Academic standing policies, including probation, the ACCESS Program for first-semester students with a GPA below 2.0, and other retention-related supports, are outlined in the Academic Policies and Regulations section of the University Catalog.

Summary

Through the University Catalog, the Offices of the Registrar, Financial Aid, and the Controller, and FAU's Institutional Effectiveness and Accreditation pages, prospective and enrolled ESHP students have consistent, publicly accessible access to the institutional and program information required to make informed decisions throughout their enrollment.

VI.A. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

VI_A_Documentation Links.pdf
Links for information provided in the required narrative.

VI.A.1.

Catalogs

VI.A.1. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

VI_A_1 University Catalog.pdf
Link to FAU's University Catalog

VI.A.2.

Academic calendars

VI.A.2. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

FAU Academic Calendar.pdf

Academic Calendars for semesters and years can be found at https://www.fau.edu/registrar/calendar/

VI.A.3.

Grading policies

VI.A.3. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.3 Sample Syllabus.pdf

Grading policies can be found in boilerplate language mandated in the simple syllabus library used by all courses at FAU. Grading policies can also be found in the university catalog, available at https://www.fau.edu/registrar/university-catalog/catalog/academics/

VI.A.4.

Financial aid

VI.A.4. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI_A_4 Documentation.pdf

Financial Aid Links.

VI.A.5.

The program's accreditation status

VI.A.5. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

VI_A_5 Documentation.pdf

Information & Links regarding FAU's SACSCOC Accreditation

VI.A.6.

The process to register a complaint with the accrediting agency

VI.A.6. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

SACSCOC Complaint Procedures.pdf

Policy and procedures for filing complaints with accreditation agency (SACSCOC)

VI.A.7.

Student grievances

VI.A.7. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Student Academic Grievance Procedures.pdf

Regulation 4.002: Student Academic Grievance Procedures for Grade Reviews

VI.A.8.

Program/student outcomes information

VI.A.8. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

FAU IEA Dashboard.pdf

Program/student outcomes can be found at FAU's Institutional Effectiveness and Analysis Website: https://www.fau.edu/iea/dashboards/

VI.A.9.

Tuition cost/program fees

VI.A.9. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Tuition Cost:Program Fees.pdf

Screenshots and URL of tuition costs and fees.

VI.A.10.

Withdrawal/refund

VI.A.10. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.10.pdf

Overview of FAU's Withdrawal/Refund Policies

VI.A.11.

Remediation, retention, and other pertinent information

VI.A.11. Documentation

Provide copies, screen shots URL, syllabus, or where documentation of these policies can be found.

Exhibit VI.A.11.pdf

Overview of FAU's Remediation/Retention Policies

VI.B.

Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

VI.B. Narrative

Describe how the program ensures that materials related to the institution and program are accurate, current, and provide to students in a timely manner.

All institutional and program-related materials (university policies, program-level requirements, etc.) are embedded as mandatory, non-editable boilerplate content within FAU's Simple Syllabus template system. Because this content is centrally maintained and automatically imported into every course syllabus, individual instructors can edit only their course-specific sections and cannot remove or alter the institutional/program boilerplate. Simple Syllabus is integrated into Canvas and listed as a standard component of every course site, ensuring that materials are accurate, comprehensive, up-to-date, and consistently delivered to students in a timely manner across all sections and instructors.

VI.C.

Program policies, procedures, and practices related to student recruitment, admission, and field experience placement are based on appropriate and equitable criteria and applicable law, and ensure nondiscrimination and equal opportunity.

VI.C. Narrative

Describe the recruitment and admission process and how the program ensures that criteria are applied equitably and ensure non-discrimination and equal opportunity. Indicate how field experience placements are determined.

Admission and Recruitment

FAU's general admissions policy states plainly that the university welcomes applications from all qualified individuals and does not discriminate on the basis of race, color, religion, sex, gender identity, national origin, age, sexual orientation, disability, marital status, veteran status, or any other basis protected by law.

Field Experience Placement

Field experience placement is completed by the student with assistance from the field experience coordinator. Students are not assigned an internship site; thus, there is no bias on the part of the department or field experience coordinator. Hiring is done solely by field experience supervisors at each internship site. Our role is to oversee the internship experience and ensure that both the student and the field experience site are in compliance with signed internship agreements, FAU policies, and applicable state/federal laws. The internship agreement does include an anti-discrimination clause.

Applicable Law and University-Wide Compliance Infrastructure

The statement's reference to "applicable law" is backed by a dedicated compliance office. FAU's Office of Civil Rights and Title IX (OCR9) strives to uphold ethical behavior and ensure adherence to relevant laws, regulations, and policies, and is committed to

fostering a working and learning environment free of any unlawful discrimination, harassment, or retaliation. OCR9 identifies the specific federal laws in play: Title VI and Title VII, Title IX, the Pregnancy Act, Fair Housing Act, Clery Act, VAWA, and Campus SaVE Act, noting that Title VI prohibits discrimination based on race, color, and national origin in programs and activities receiving federal financial assistance.

Disability access is relevant to any student with accommodation needs going into a clinical/field placement: FAU's ADA policy commits that the University seeks to ensure that no qualified individual with a disability is excluded from participation or denied the benefits of services, programs, or activities of the University, or subjected to discrimination or lack of access.

VI.C. Documentation

VI.C. Copies of non-discrimination policy for recruitment, admission and field experience placement.

FAU Anti-Discrimination Policy.pdf

University Anti-Discrimination Policy, which states in Section One that the policy applies to all Florida Atlantic University ("University" or "FAU") students, registered student organizations, faculty and staff, including applicants for admission

FAU Affiliation Agreement - COS Exercise Science Template.pdf

Internship agreement with anti-discrimination clause.

VI.D.

Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of students are written, disseminated, and applied equitably.

VI.D. Narrative

Describe how the program ensures all policies and procedure are accessible to students in the program, protect the student's privacy, and are applied equitably.

University policy supersedes department policy for these requirements, as demonstrated below.

Rights and Responsibilities — Student Code of Conduct

FAU's Student Code of Conduct is an official university regulation, not just an informal policy, so it applies equally to everyone. It even covers people who aren't currently enrolled but still have a relationship with FAU — such as admitted students or students who withdrew after an alleged violation. The process is also fair by design: every student gets the same chance to either accept or deny responsibility for a charge, and everyone is notified the same way, through their FAU email.

Centralized Policy Repository (Student Affairs)

FAU keeps all student-related policies in one place, and that page makes clear that these department-level policies must follow the official university regulations. If there's ever a conflict, the university regulation wins. This stops individual departments from creating their own weaker or inconsistent rules — everyone operates under the same standard.

Privacy — FERPA

FAU's privacy rules are based on federal law (FERPA) and apply equally to all students. Basically, the university can't share a student's private records without permission, with a few narrow exceptions. Florida law adds extra protection on top of that. Students are also guaranteed specific rights: to see their own records, to request corrections, to control who their information is shared with, and to file a complaint if they think their privacy was violated. And by default, FAU won't release student records to parents or anyone else without the student's consent.

VI.D. Documentation

VI.D. Copies of student privacy policies.

Student Code of Conduct.pdf Regulation 4.007 Student Code of Conduct
Student Privacy.pdf Regulation 4.008 Student Privacy

VI.E.

Policies, procedures, and practices are in place to handle student complaints and grievances and are followed.

VI.E. Narrative

Describe the policies and procedures for handling student complaints and procedures. Include pages of student handbook, catalog, or other documentation containing these policies as Exhibit VI.E.

University policy supersedes department policy for these requirements, as demonstrated below.

Academic Grievances — Grade Reviews (Regulation 4.002)

FAU has an official regulation on grade disputes, with clear steps rather than a case-by-case process. First, the student meets with the instructor to talk it through. If that doesn't work, the student can request a meeting with the department chair. If it's still unresolved, the student can appeal to the dean in writing within 5 business days. There's also a safeguard against abuse: students who lie or misrepresent facts during this process can face disciplinary action.

Non-Academic and General Complaints (Formal Complaint Process)

FAU also has a general complaint process for issues that aren't grade disputes. Students are expected to first try to resolve things directly with the person involved. If that doesn't work, the complaint is routed to the applicable university policy — for example, there are separate regulations for academic honesty, withdrawals, and discrimination. If no specific policy covers the issue, there's a fallback: the student can file a form with the Dean's Office, which will investigate the complaint and keep a record of the outcome.

Student Conduct-Related Complaints (Regulation 4.007)

For conduct issues, anyone can report a student for allegedly violating university rules, and the university investigates to decide if action is needed. This process is handled by the Office of Student Conduct and Conflict Resolution, which is committed to ensuring fairness and consistency for every student.

VI.E. Documentation

VI.E. Copy of policy(ies) related to student complaints and grievances.

Student Code of Conduct.pdf Regulation 4.007
Student Academic Grievance Procedures.pdf Regulation 4.002

VI.F.

Policies, procedures, or practices provide for compliance with accreditation standards, including:

1. Timely submission of required fees
2. Timely submission of required documentation
3. Timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education

VI.F.1.

Timely submission of required fees

VI.F.2.

Timely submission of required documentation

VI.F.3.

Timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post- secondary education

VI.F.3. Narrative

Narrative not required for these Standards for initial accreditation. Please put NA in text box.

N/A

VI.G.

Accreditation status (and changes in status) will be publicly available. Current students will be immediately notified of a change in accreditation status.

VI.G. Narrative

Narrative: indicate the url where students will be able to find the accreditation status publicly displayed. Once the program is accredited, the CASCE will provide a "seal" that may be displayed by accredited programs. Until that time, programs may indicate that they have applied for accreditation but must not indicate that the program is accredited until official notification has been received.

Accreditation status will be placed on our website, which can be found here.

Signature Page

PROGRAM DIRECTOR

Name:		Phone:	
Title:		Email:	
Please type the full name and title of the appropriate authority in the designated fields below.			

☐ I attest to the validity of the self-study and to the institution's support for the accreditation of the strength and conditioning program

DEPARTMENT CHAIR

Name:		Phone:	
Title:		Email:	
Please type the full name and title of the appropriate authority in the designated fields below.			

☐ I attest to the validity of the self-study and to the institution's support for the accreditation of the strength and conditioning program

DEAN OR OTHER HIGHER ADMINISTRATOR

Name:		Phone:	
Title:		Email:	
Please type the full name and title of the appropriate authority in the designated fields below.			

☐ I attest to the validity of the self-study and to the institution's support for the accreditation of the strength and conditioning program

INSTITUTION'S CHIEF ACADEMIC OFFICER

Name:		Phone:	
Title:		Email:	
Please type the full name and title of the appropriate			

authority in the designated fields below.	
☐ I attest to the validity of the self-study and to the institution's support for the accreditation of the strength and conditioning program	

Professional Standards & Guidelines

For access to the full list of **CASCE Standards & Guidelines**, please use the link provided below.

PROFESSIONAL STANDARDS & GUIDELINES: https://www.nsca.com/contentassets/f29e918c77e94078acd685fafc81280e/casce-professional-standards-and-guidelines.pdf