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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, March 6, 2024  
Senate Meeting**

**Senators Present:** Aisemberg, G.; Ali, T.; Alyafai, E.; Amargo, Z. A.; Augustin, J.; Barnes, B. A.; Brijmohan, S.; Brown, A. M.; Brown, K.; Burton-Pye, B.; Campeanu, S.; Diarra, F.; Dozier, J. L.; Fera, J.; Finger, R.; Ford, G.; Gonzalez, R.; Guerrero-Berroa, E.; Gumaneh, A.; Hargett, M. O.; Harrison, E.; Hernandez-Acevedo, B.; Hidalgo Rosa, N.; Holtzman, B.; Hurley, D.; Huston, C.; Hydera, A.; Hyman, D.; Jabbi, K.; Jimenez, M.; Kamara, F.; Levy, T.; Loscocco, P.; Machado, E.; MacKillop, J.; Manier, D.; Marianetti, M.; Markens, S.; Moalem, L.; Mohorcich, J.; Neumayer, C.; Neundorff, H.; Nguyen, T.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Parmar, R.; Payan, J. J.; Prince, P.; Qafleshi, D.; Reynoso, K.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Silva-Puras, J.; Sissoko, G.; Sofianos, E.; Stopler, M.; Toro, C.; Turcios Orellana, D.; Vargas, A.; Wang, E.; Waring, E.; White, A.; Wills-Jackson, C.; Wright, C. T.; Yavuz, D.

**Senators Absent:** Alaka Yusuf, M.; Austin, L.; Banks, R.; Baraldi, C.; Bishop, S.; Bonner, T.; Chen-Hayes, S.; Contreras, M. G.; Davila, C. G.; Delgado, F.; Dest, A.; Gerry, C.; Hinton, C.; McBride, T.; McClendon, L.; McKenna, C.; Mills, P.; Murphy, B.; Neira Sanchez, I. M.; Palmer, C.; Quinones, J.; Roldos, M. I.; Schwittek, D.; Sisselman-Borgia, A.; Smith, S.; Spence, N.; Stein Smith, S.; Vann, M.; Wright, J.; Zahin, Z.; Zhao, L.

The meeting was called to order by President Fernando Delgado at 3:53 p.m.

**1. Action Items**

**a. Approval of the Minutes**

There was a motion to move the February 7, 2024, minutes to the floor for discussion; the motion was seconded. There was one comment: to correct the typo on Page 3, Line 89, in which the name of Professor Hsien-Tseng “Elvin” Wang was misspelled. There were no other comments. Prof. Fera moved to a vote. The minutes of the February 6, 2024, College Senate was approved by unanimous voice vote with the typo correction of Page 3, Line 89.

See Attachment I

**b. Undergraduate Curriculum Committee**

39 Professor Douglas Oberlin presented proposals for curriculum changes in the following  
40 Departments: Africana Studies, Biological Sciences, and Social Work. There were two  
41 comments regarding the following typos, “African” and “DFN 240”, which were  
42 explained should be “Africana” and “DFN 210,” which the committee informed they  
43 would correct. There were no other questions or comments. Prof. Fera moved to vote on  
44 the proposals with the aforesaid corrections. All of the presented proposals were  
45 approved, as modified, by unanimous voice vote.

46  
47 See Attachment II

48  
49 The next meeting was scheduled for Wednesday, April 3, 2024, at 1:00 p.m. via Zoom.  
50 Proceeding this date, the committee is scheduled to meet on Wednesdays at 1:00 p.m. via  
51 Zoom on the following date(s): May 1, 2024.

52  
53 **c. Graduate Studies Committee**

54 Ms. Takiyah Ali presented proposals for curriculum changes in the following  
55 Departments: Exercise Sciences and Recreation; Early Childhood and Childhood  
56 Education (ECCE); and Social Work. Professor Fera opened the floor for discussion.  
57 There was one comment made by Professor Paula Loscocco, who shared her excitement  
58 and appreciation for the Exercise Sciences and Recreation proposal. There was another  
59 question for clarification regarding the pass-fail grading option shown on the Early  
60 Childhood and Childhood Education proposal. The Senior Registrar, Yvette Rosario,  
61 clarified that the pass-fail option for the graduate ECCE curriculum change proposal  
62 was the grading basis for the specific courses listed. She noted that the goal for each  
63 course in the ECCE proposal was to move away from the pass-fail grading option in  
64 favor of the traditional system of letter grade computations. There were no other  
65 questions or comments. Prof. Fera moved to a vote. All of the presented proposals were  
66 approved by unanimous voice vote.

67  
68 Ms. Ali shared informational items for the following departments: Speech-Language-  
69 Hearing-Sciences and Counseling, Leadership, Literacy, and Special Education.

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See Attachment III

The next meeting was scheduled for Wednesday, April 3, 2024, at 11:00 a.m. via Zoom. Proceeding this date, the committee is scheduled to meet on Wednesdays at 11:00 a.m. via Zoom on the following date(s): May 1, 2024.

**d. Admissions Evaluation and Academic Standards**

Professor Sandra Campeanu presented the following proposal: a clarifying note added to the residency policy, as the ambiguity of the language therein would have led to confusion. Professor Elin Waring made a motion to amend the proposal, in which she recommended that “if required” be changed to “if applicable.” The motion was seconded. There were no additional questions or comments. Professor Joseph Fera moved to a vote. The proposal was amended by unanimous voice vote.

Prof. Fera moved to vote on the amended proposal. The proposal was approved as amended by majority voice vote.

See Attachment IV

The next meeting was scheduled for Tuesday, March 11, 2024, at 12:00 p.m. via Zoom.

**e. Governance Committee**

Professor Joseph Fera informed of a faculty vacancy on the Campus Life and Facilities Committee. He also announced the Governance Committee’s nominee: Professor Di Wu. Prof. Fera opened the floor to additional nominations. There were none. Prof. Fera moved to a vote. Prof. Di Wu was elected to serve on the Campus Life and Facilities Committee by unanimous voice vote.

Prof. Fera provided a detailed overview of the upcoming committee elections process for faculty positions on the Senate Standing Committees.

101  
102 Prof. Fera shared one informational item regarding amendments to the College Senate  
103 Bylaws that address the following: individual committee charges for the Committee on  
104 Governance. He elaborated that section (a) would increase to ten senators, as such reflects  
105 the number of senators on most of the committees; section (b) clarifies that the Chair of  
106 the Governance Committee be a full-time faculty member, as the Chair of the Senate,  
107 which is also the Chair of the Governance Committee, must correspondingly serve on  
108 the Council of Faculty Governance leaders; and, lastly, that section (c) is the addition of  
109 an informational sentence on what it means to be the Executive Committee of the Senate.  
110 Prof. Fera explained that at the time of the COVID-19 pandemic, when the College  
111 Senate body was unable to meet in person, there was the question of whether the  
112 Governance Committee, as the Executive Committee of the College Senate, could make  
113 decisions on behalf of the College Senate. The informational sentence clarifies that the  
114 Executive Committee is simply a group that provides leadership and guidance to  
115 facilitate the College Senate’s successful meeting of its roles, goals, and objectives; and  
116 thus, the Governance Committee has no decision-making power over the College Senate.  
117 There were no other questions or comments. Prof. Fera moved to vote on the amendments  
118 to the College Senate Bylaws. The amendments were approved by a two-thirds majority  
119 voice vote.

120  
121 The amendments are effective fall 2024.

122  
123 See Attachment V

124  
125 The next meeting was scheduled for Wednesday, March 13, 2024, at 10:00 a.m. via  
126 Zoom. Proceeding this date, the committee is scheduled to meet on Wednesday, April  
127 3, 2024, at 11:00 a.m. via Zoom.

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129 **2. Announcements and Communications**

130 **a. Report of the President—**  
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132 President Fernando Delgado briefed that he would be in Albany through the weekend, along  
133 with other CUNY leaders, prioritizing financial support for the campus' budgetary needs. He  
134 also commented that the SOMOS, Inc. Albany Conference, which would likely draw the  
135 attention of the Bronx delegation, would be the perfect opportunity to not only highlight the  
136 College's many goals, but also to ultimately focus on the continued investment of Lehman  
137 College students.

138  
139 President Delgado shared that, while on the Hill, he met with Senator Chuck Schumer, who  
140 sent his regards, as he is very fond of Lehman. He also met with the staff of Senator Kirsten  
141 Gillibrand; Congressmen Jamaal Bowman and Adriano Espaillat—who are quite focused on  
142 providing support to the College; and, among the highlighted aforesaid, President Delgado  
143 met with other representatives as well, and apprized that the ultimate goal was to influence  
144 the allocation of 3 to 3.5 million in federal funding.

145  
146 President Delgado shared that he met with New York City Council members. He  
147 communicated that at this level, City funding is critical to CUNY's two-year colleges, as it  
148 is where two-year colleges receive the majority of their funding. President Delgado further  
149 elaborated that, as such, four-year colleges are asked to prioritize funding for two-year  
150 colleges as part of the borough-to-borough outreach.

151  
152 President Delgado acknowledged the importance of supporting Lehman's sister colleges and  
153 pointed out that many CUNY colleges are in bad shape. He also noted that the current status  
154 of the sister colleges may affect Lehman's funding as CUNY searches for a balanced budget.  
155 As to what this means for the College, President Delgado shared that Lehman was not doing  
156 great, but that it was okay, and would continue to depend on its expenses, revenue streams,  
157 enrollment, and collections to push forward its mission, vision, and values.

158  
159 President Delgado provided updates on the interview process in the search for a permanent  
160 provost; he informed that the process was in its final stages and that the new provost would  
161 hopefully be declared sometime early to mid-April. He gave a special thanks to the VP of  
162 Administration and Finance, Rene Rotolo, for her participation in the search. He also thanked

163 the members of his cabinet who participated in various search committees amid the  
164 departures of the last eighteen to twenty-four months. Lastly, he thanked the faculty, staff,  
165 and students who participated in the Provost Search committee and shared his appreciation  
166 for their service.

167  
168 President Delgado reminded all of Governor Kathy Hochul’s order, back in October of 2023,  
169 which deputized New York’s former Chief Judge, Jonathan Lippman, with investigating  
170 discrimination and anti-Semitism on CUNY campuses. President Delgado informed that the  
171 colleagues of the former Chief Judge, at Latham & Watkins, were making the rounds across  
172 CUNY campuses, though the College had not yet been visited.

173  
174  
175 **b. Student Legislative Assembly—**

176 The Vice President of Student Affairs and Chair of the Student Legislative Assembly (SLA),  
177 Ms. Tina Nguyen, thanked the body for referring students to the Student Government  
178 Association (SGA); she shared that all student seats on the College Senate Standing  
179 Committees were filled.

180  
181 Ms. Nguyen shared the following updates: (1) SGA hosted a large club fair last Wednesday,  
182 February 28, 2024, for 61 registered student clubs at the College; she urged all students to  
183 head to Club Central at <https://www.clubs.lehman.edu> to browse and join an organization  
184 of their choosing; (2) SGA met the New York City Comptroller, Thomas P. DiNapoli, last  
185 week on his visit to the Lehman College Campus; Ms. Nugyen thanked the Office of the  
186 President for including SGA on the Comptroller’s campus tour; (3) There would be a  
187 major/minors fair on March 21, 2024, to encourage students to declare their majors and  
188 minors early; (4) SGA general elections would commence March 15, 2024, through April  
189 5, 2024, which students may apply to serve by heading to <https://www.lehman.edu/sga>; and,  
190 lastly, (5) in collaboration with the Office of Campus Life, SGA is leading a voter  
191 registration drive the week of March 6, 2024. She urged faculty to encourage their students  
192 to vote.

193

194 **3. Reports of the Standing Committees**

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196 **c. Equity, Inclusion, Accessibility, and Anti-Racism**

197 Ms. Takiyah Ali shared updates from the committee.

198

199 See Attachment VI

200

201 The next meeting was scheduled for Monday, April 1, 2024, at 2:30 p.m. via Zoom.

202

203 **d. Campus Life and Facilities**

204 Professor Penny Prince reported on the March 6, 2024, meeting of the Campus Life and  
205 Facilities Committee, where she provided updates on several on-campus issues.

206

207 See Attachment VII

208

209 The next meeting was scheduled for Wednesday, March 27, 2024, at 2:00 p.m. via Zoom.

210

211 **e. Assessment**

212 Professor Devrim Yavuz reported on the December 11, 2023 meeting of the Assessment  
213 Committee. He discussed the two informational items: (1) a survey that will circulate this  
214 month, March of 2024, in which feedback will be requested from the campus community on  
215 how to improve assessment, and (2) the General Education Council (GEC)—a body that could  
216 potentially serve under the Assessment Committee.

217

218 It was mentioned that the GEC was a body previously formed under the Undergraduate  
219 Curriculum Committee (UCC). However, as the functions of the GEC have operated and  
220 would operate under two existing committees—Assessment and UCC—a broader  
221 conversation is needed to determine the structure of the GEC or how and where the GEC will  
222 operate.

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224 See Attachment VIII

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The next meeting was scheduled for Monday, March 18, 2024, at 3:00 p.m. via Zoom.

**f. Academic Freedom**

There was no report.

The next meeting was scheduled for Friday, March 22, 2024, at 1:00 p.m. via Zoom.

**g. Library, Technology, and Telecommunications**

Mr. Steven Castellano reported on the March 27, 2024, meeting of the Library, Technology, and Telecommunications Committee. He brought announcements from the Library, Division of Information Technology, Online Education, and concerning Blackboard.

See Attachment IX

The next meeting was scheduled for Wednesday, March 27, 2024, 11:00 a.m. via Zoom.

**h. Budget and Long-Range Planning**

Professor Brian Murphy reported on the February 15, 2024 meeting of the Budget and Long-Range Planning Committee. He provided a financial update on the mid-year budget for fiscal year 2024 and communicated the fiscal year's projections in resources, expenditures, tuition revenue, and hiring.

See Attachment X

The next meeting was scheduled for Thursday, April 18, 2024, at 3:00 p.m. via SH 336.

**i. University Faculty Senate Report**

On behalf of Professor Naomi Zack, Mr. Stephen Castellano reported on the February 20, 2024, meeting of the University Faculty Senate.

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258 Mr. Castellano also brought attention to the University’s memo on Cost Savings with  
259 Academic Interventions. He informed that the memo—which serves as a recommendation to  
260 improve the budget challenges faced by CUNY campuses—was met by faculty members,  
261 University-wide, with concerns on shared governance. Mr. Castellano shared that in  
262 response, committees of the University Faculty Senate were drafting resolutions for  
263 submission to the University Faculty Senate Executive Committee.

264  
265 See Attachment XI

266  
267 The next Plenary Session was scheduled for Tuesday, April 2, 2024, at 6:30 p.m. Proceeding  
268 this date, the University Faculty Senate is scheduled to meet on Tuesdays at 6:30 p.m. on the  
269 following date(s): May 7, 2024.

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273 **Unfinished Business**

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275 There was no unfinished business to report.

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278 **New Business:** Excellence in Teaching Nominations Due March 15<sup>th</sup>

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280 Professor Raphael Gonzalez informed that nominations for Teacher of the Year Award had  
281 already begun and that the process would remain open until March 15, 2024. He referred all to an  
282 email submitted earlier in the week for details on the process; he urged students, faculty, and staff  
283 to participate.

284  
285 **ADJOURNMENT**

286 There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at  
287 5:43 p.m.

288  
289 Respectfully submitted:

290



**Senate Meeting -3/06/24**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, with a quorum present on ( 7/7 members in attendance):** Lynn Rosenberg (chair), Julie Maybee, Daniel Stuckart, Yuri Gorokhovich, Yvette Rosario, Andrea Honig, Douglas Oberlin

1. African Studies Department
  - African Studies, BA-Degree requirements
2. Biological Sciences Department
  - BIO 184-Description, hours, credits-approved
3. Social Work Department
  - Aging (Interdisciplinary Minor)-Degree requirements

**Informational items**

Next meeting: 4/08/24

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF AFRICANA STUDIES**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Africana Studies, BA  
Hegis Number: 2211.00  
Program Code: 34007  
Effective Term: Fall 2024

1. **Type of Change:** *Change in Degree Requirements*

2. **From:**  
**Africana Studies, BA**

Major Requirements – Core Courses  
Type: Completion requirement

**Earn at least 21 credits from the following:**

AAS 166, AAS 232 OR AAS 248  
AAS 235, AAS 241, AAS 242, OR AAS 267  
AAS 245  
AAS 330 OR AAS 342  
AAS 390 OR AAS 470

Students in the Early Childhood and Childhood teaching certification sequence may substitute the courses in the ECCE certification, ECE 480 and ECE 483, which are student teaching and the accompanying seminar (6 credits) for AAS 470: Fieldwork in the African American Community.

Additional Comments:  
100% of the courses to complete the major may be taken online.

Major Requirements – Electives  
Type: Completion requirement  
Earn at least 15 credits from the following:  
Africana Studies 300 or 400 Level

3. **To:**  
**Africana Studies, BA**

Major Requirements – Core Courses  
Type: Completion requirement

**Earn at least 21 credits from the following:**

AAS 166, AAS 232 OR AAS 248  
AAS 214, AAS 235, AAS 241, AAS 242, AAS 267  
AAS 245  
AAS 330 OR AAS 342  
AAS 390 OR AAS 470

Students in the Early Childhood and Childhood teaching certification sequence may substitute the courses in the ECCE certification, ECE 480 and ECE 483, which are student teaching and the accompanying seminar (6 credits) for AAS 470: Fieldwork in the African American Community.

**Additional Comments:**

100% of the courses to complete the major may be taken online.

**Major Requirements – Electives**

Type: Completion requirement

Earn at least 15 credits from the following:

Africana Studies 300 or 400 Level

**4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

AAS 214 – Literature of the Caribbean - offers another component of Africana Literature not listed in the current list of courses to choose from, and is also a 200-level Literature class. It will complement the other courses on the list, and add one more option for AAS majors to complete their degree requirements in a timely manner.

AAS 214 is the only course that explicitly includes Spanish speaking Caribbean and Caribbean Diaspora in the United States, which enriches the major requirements – at this juncture the Africana studies major does not include required courses with curriculum focused on the African Diaspora in Latin America or the Caribbean; or the Spanish speaking African Diaspora in the United states.

**5. Date of departmental approval: November 29, 2023**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** *Course description, hours, credits*

2. **From:** ~~Strike through the changes~~

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 184
Course Title	Plants and People
Description	<del>(closed to students majoring in Biology). Introduction to the world of plants, with emphasis on the interactions and interdependency of plants and people. Note: All 200-, 300-, and 400-level BIO courses carry the following PREREQ: BIO 166-167 (or equivalents). Additional prerequisites are listed.</del>
Pre/ Co Requisites	
Credits	-4
Hours	4 <del>(3, lecture; 2, lab)</del>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	BIO 184
Course Title	Plants and People
Description	<u>An introduction to the world of plants and how human history was influenced by them.</u>  <u>Note: Cannot be used to satisfy requirements for the biology major or minor.</u>
Pre/ Co Requisites	
Credits	<u>3</u>
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The course was redesigned to fulfill Pathways general education requirement and was approved with the revised course description at the December 6, 2023 Senate meeting. We are changing the course credits to comply with the 3-credit Pathways course requirement. We can then submit the course for Pathways approval.

5. **Date of departmental approval:** March 29, 2023

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF SOCIAL WORK**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Aging (Interdisciplinary Minor)

Effective Term: Fall 2024

1. **Type of Change:** Degree Requirements

2. **From:**  
**Aging (Interdisciplinary Minor)**

The Interdisciplinary Minor in Aging will engage students from all Departments across different Schools within the College in a common goal of scholarship in the area of aging; it will also prepare students interested in working professionally in the field of aging. A range of relevant courses representing the College's broad curricular offerings will be available to students to provide an understanding of aging from various perspectives. The Minor will be of interest to students who are majoring in several departments in the Natural and Social Sciences, including but not limited to Anthropology, Biology, Economics, Health Sciences, Nursing, Psychology, Social Work, and Sociology, as well as to students majoring in such Arts and Sciences disciplines as Art, History, Literature, Music, and Speech-Language-Hearing Sciences.

**Degree Requirements**

Students will complete four courses (12 credits) at the 200- and 300-level. At least six credits must be taken in 300-level courses, or a higher-level course approved by the Program. No more than 6 credits may be taken in any one department.

Students will select in consultation with their advisor from the following menu of relevant 3-credit courses offered in various departments in the Schools of Natural and Social Sciences and Health Sciences, Human Services, and Nursing:

Minor Requirements – Overall  
Type: Completion requirements  
Earn at least 12 credits

Minor requirements – Required Courses  
Type: Completion requirements

**Complete at least 2 of the following Courses:**  
PSY 219 Psychology of Adulthood and Aging

PSY 245 Psychological Testing and Assessment  
SOC 243 The Aged in Modern Society  
SWK 242 Social Work Practice with Older Adults

**Complete at least 2 of the following Courses:**

HEA 310 Health and Aging  
HEA 336 Perspectives on Death and Dying  
PSY 366 Clinical Neuropsychology  
SOC 343 Sociological Theories of Aging  
SPV 300 Neurolinguistics of Aging  
SWK 342 Social Work Policies in an Aging Society  
THR 325 Therapeutic Recreation in Long-Term Care

**3. To:  
Aging (Interdisciplinary Minor)**

The Interdisciplinary Minor in Aging will engage students from all Departments across different Schools within the College in a common goal of scholarship in the area of aging; it will also prepare students interested in working professionally in the field of aging. A range of relevant courses representing the College's broad curricular offerings will be available to students to provide an understanding of aging from various perspectives. The Minor will be of interest to students who are majoring in several departments in the Natural and Social Sciences, including but not limited to Anthropology, Biology, Economics, Health Sciences, Nursing, Psychology, Social Work, and Sociology, as well as to students majoring in such Arts and Sciences disciplines as Art, History, Literature, Music, and Speech-Language-Hearing Sciences.

**Degree Requirements**

Students will complete four courses (12 credits) at the 200- and 300-level. At least six credits must be taken in 300-level courses, or a higher-level course approved by the Program. No more than 6 credits may be taken in any one department.

Students will select in consultation with their advisor from the following menu of relevant 3-credit courses offered in various departments in the Schools of Natural and Social Sciences and Health Sciences, Human Services, and Nursing:

Minor Requirements – Overall  
Type: Completion requirements  
Earn at least 12 credits

Minor requirements – Required Courses  
Type: Completion requirements

**Complete at least 2 of the following Courses:**  
PSY 219 Psychology of Adulthood and Aging

PSY 245 Psychological Testing and Assessment  
SOC 243 The Aged in Modern Society  
SWK 242 Social Work Practice with Older Adults  
DFN 210 Practical Food and Nutrition

**Complete at least 2 of the following Courses:**

HEA 310 Health and Aging  
HEA 336 Perspectives on Death and Dying  
PSY 366 Clinical Neuropsychology  
SOC 343 Sociological Theories of Aging  
SPV 300 Neurolinguistics of Aging  
SWK 342 Social Work Policies in an Aging Society  
THR 325 Therapeutic Recreation in Long-Term Care  
SWK 363 Aging in the Global Context

**4. Rationale:**

The addition of DFN 210 will enable students to learn about eating and nutrition needs throughout the life course. Students will learn about the nutrition needs of older adults and learn about the long term impacts of poor nutrition early in life. Students will gain knowledge and skills that will prepare them for working with food insecure older adults, a growing population in NYC and beyond.

The addition of SWK 363 will support students' gaining knowledge about the experiences of older adults in the context of contemporary migration patterns, diversifying societies and evolving care needs. Students will also gain skills to meet those needs at the micro and macro level where policy and practice converge. The knowledge and skills will prepare students for careers in gerontology and health professions in rapidly diversifying urban communities, such as the Bronx.

The addition of these two courses will enhance options for students and facilitate their completing the requirements for the Interdisciplinary Minor in Aging in a timely manner.

**5. Date of departmental approval:** 11/1/2023 by the Social Work Department, the IMA's host department.

Each course was previously approved by its respective department. SWK 363 was approved on 1/26/2023 and DFN 210 was approved on 3/15/2023.

Senate Meeting – March 6, 2024  
**Proposed Graduate Studies Report**

Presenting proposals from the following departments for approval:

Exercise Sciences and Recreation

- Change in electives: M.S., Human Performance and Fitness.
- New program: PhD in Human Performance and Fitness.

Early Childhood and Childhood Education

- Removal of Pass/Fail Grade Option: EDE 756, EDC 795

Social Work

- Deactivation of subplan SW3YR in M.S.W

**Informational Items:**

Notifying senators and other attendees of informational items from the following departments, which were discussed and approved by the Graduate Studies Committee.

1. Speech-Language-Hearing Sciences: Experimental courses SPE 773, SPE 774
2. Counseling, Leadership, Literacy and Special Education: Although an academic fee was included in the original program proposal when first approved by Lehman, CUNY BoT and NYSED, CUNY has requested that Lehman go through the approval process again. The AEF proposal has been reviewed and discussed with faculty and program students and graduate studies voted to approve it and move it forward for review by CUNY.

Next meeting: **April 3, 2024, at 11 a.m.**



**College: Lehman College**  
**Request for Academic Excellence Fees**

**Name of Degree/Program**

Ed.D. in Organizational Leadership, Development and Change

**Description of Degree/Program and Justification for Fee**

Please provide details regarding the cost of the program, the potential outcomes/marketability for students and the quality of the program as evidenced by rankings or other metrics.

**DESCRIPTION of PROGRAM**

Lehman College’s 52-credit Doctor of Education in Organizational Leadership, Development and Change (EDOL) program is designed for graduates to lead mission-driven organizations that serve the community in a complex and constantly shifting environment through its emphasis on research, collaboration, social justice, and applied practice. It is aligned with the mission of the college in that it seeks to accomplish the following:

- Provide students with the knowledge and skills that will enable them to be effective leaders in a variety of organizations.
- Provide organizations in the region with graduates who have developed their abilities to perform leadership functions effectively.
- Contribute to the accomplishment of the mission of Lehman College, which is to provide professional degree programs and afford opportunities to develop skills and competencies needed in the workplace.
- Provide undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

With advancements in educational technology, unlike many existing CUNY programs, Lehman’s unique delivery of this program in a low-residency format (e.g., online courses complemented with three on-site, intensive residencies) will attract learners from not only a traditional Bronx-based population but also reach participants from neighboring counties as well as adjacent areas in New Jersey, Connecticut, and Pennsylvania. As a result, this program has the potential to have both a local and a regional impact. The extended reach of the program will be attractive to professionals working in the many public and private educational systems, hospitals, non-profit and/or community-based organizations, industrial companies, city agencies, state and county agencies, and social service organizations in the New York Metropolitan Area.

## **DESCRIPTION OF PROGRAM (continued)**

There are multiple goals for the EDOL program, but the main outcomes for the program are as follows:

- 1) prepare candidates who can evaluate educational theory, business and market considerations, and problem-solving approaches to lead organizations in innovation, entrepreneurship and change;
- 2) prepare candidates who can leverage technology to support their practices and analyze data to create, articulate, implement, inspire and communicate a vision for an organization;
- 3) prepare candidates who can communicate and build effective partnerships;
- 4) prepare candidates to employ best practices in project management to harness human ingenuity, navigate through technology and environmental change, and create competitive advantages for an organization;
- 5) enhance candidates' capacity for fostering continuous learning, unleashing human potential, and generating motivation;
- 6) develop candidates who are models of ethical and moral leadership, who embrace diversity, who promote social responsibility, who give back to their community, and who seek to build positive relationships based on trust, understanding and mutual respect; and
- 7) develop candidates who demonstrate scholarship and service.

## **PROPOSED ACADEMIC EXCELLENCE FEE STRUCTURE:**

Academic Excellence Fees (AEF) would be charged each semester, consistent with the model from other CUNY units (e.g., Hunter College, Queens College, CUNY Graduate Center).

Lehman is proposing charging students a fee of \$350 for each Fall and Spring semester and a fee of \$300 for the Summer semester.

## **JUSTIFICATION:**

Without the AEF, Lehman would not have sufficient resources to support the program. EDOL will be a model of academic excellence for programs that develop leadership and entrepreneurship among underrepresented individuals, but it can only do so if it has the resources to provide intensive academic advisement, enhanced dissertation mentoring, digital learning and research supports, and other resources that support advanced graduate study.

Candidates in the Lehman EDOL program are professionals in the field who are seeking additional credentials for career advancement. In this respect, they differ from our typical student population at the undergraduate and graduate levels in terms of ability to bear the financial burden of the fee.

In addition, even with the inclusion of the proposed AEF, the EDOL program will generally be less expensive for these students than the existing alternatives, partly due to CUNY's commitment to access, and also because the low-residency format implies that they can continue with full-time employment for the duration of their doctoral studies, have minimal commuting costs, and on-going access to university advisors and other supports without additional personal investment of time and resources.

## **CONSULTATION PROCESS**

Colleges must consult with elected student and faculty leaders, as well as with students and faculty in the programs/degrees/schools affected by the proposed changes. These consultations must have occurred prior to the request submission.

### **Meet with faculty in program/degree/school**

**Date: 11/15/23**

The AEF proposal was provided in advance of the Department of Counseling, Leadership, Literacy, and Special Education faculty meeting. The faculty meeting was held on November 15, 2023, and an anonymous vote was conducted.

### **Meet with students in program**

**Date: 11/22/23**

During an advisement session on November 20, 2023, with current EDOL students, the AEF was discussed, after which the AEF proposal was emailed to students. They were asked to complete a survey on whether they support an AEF.

### **Meet with faculty and student leaders**

**Date: 2/7/24**

Lehman College's Graduate Studies Committee (GSC) discussed the AEF proposal at their meeting on February 7, 2024, and approved the EDOL program charging an AEF each semester. The GSC is comprised of elected faculty and students from across multiple disciplines and is responsible for reviewing all curricular and policy changes at the graduate level.

**BENCHMARKING THE COMPETITIVE ENVIRONMENT**

Describe the competitive environment of this degree/program including who your competitors are and how they compare in terms of both quality and price? Include competitors within CUNY, New York Tri-State area and nationally, if applicable.

**COMPARISON WITH ACADEMIC EXCELLENCE FEES OF COMPARABLE PROGRAMS ON OTHER CUNY CAMPUSES:**

- CUNY Graduate Center: \$100/credit [Tuition and Fees | Graduate Center Catalog \(cuny.edu\)](#) (Masters in Quantitative Science, Liberal Arts, and others)
- Hunter College: Range \$50/credit - \$150/credit [Tuition and Fees | Hunter College Catalog \(cuny.edu\)](#) (Masters in Education – various specializations)
- Queens College: Range \$50/credit - \$500/semester [Academic Excellence Fees - 12.9.21 \(cuny.edu\)](#) (Masters in Applied Social Research)
- Baruch College: \$500/semester [Tuition and Fees - Baruch College](#) (Masters in Industrial-Organization Psychology)

**COST ANALYSIS OF ALTERNATIVES AT LEHMAN:**

Programs at Lehman currently charging AEF include MS-Accounting (\$65/credit), MS-Business (\$65/credit), and Graduate Nursing Program (\$500/semester)

**REGIONAL COST ANALYSIS:**

The program’s affordability is an additional important strategic asset for our doctoral program. A regional cost comparison revealed that an AEF of \$350-\$300/semester = \$3,000 (per student) in total, for the three-year program, would still place Lehman College as extremely competitive:

University	Doctoral Program	#Credits	Cost/Credit	Fees*	Total Cost
CUNY Lehman	Organizational Leadership	52	\$ 695.00	\$ 117.10	\$36,491.30
CUNY Hunter	Instructional Leadership	60	\$ 695.00	\$ 75.95	\$41,927.85
CUNY Grad Ctr	Urban Education	61	\$ 695.00	\$ 103.25	\$42,704.75
Seton Hall	Higher Ed. Leadership	45	\$ 1,397.00	\$ 245.00	\$63,600.00
Fordham	Educational Leadership	50	\$ 1,368.00	\$ 405.00	\$69,615.00
Hofstra	Educational Policy	49	\$ 1,665.00	\$ 155.00	\$82,050.00
Manhattanville	Educational Leadership	59	\$ 1,050.00	\$ 105.00	\$62,265.00
St. John’s	Admin and Supervision	60	\$ 1,470.00	\$ 430.00	\$89,490.00

\*Only includes General and Technology Fees for part-time students, as posted on websites

**Fees and Enrollment**

What is the amount of academic fee that you are requesting (please specify if it by term or per credit)? How much do you expect to generate? What semester will it be in effect for?

**Proposed Fees, beginning Fall 2024**

*Applicable to Fall, Spring, and Summer (candidates take 6 – 9 credits per semester)*

*\$350 for each Fall and Spring semester; \$300 for the summer semester.*

**Anticipated Enrollment in 2024 - 2028**

- Fall 2024: 20 students (Cohorts 1)
  - Fall 2025: 39 students (Cohorts 1 & 2)
  - Fall 2026: 58 students (Cohorts 1, 2 & 3)
  - Fall 2027: 58 students (Cohorts 2, 3 & 4) (graduated cohort 1)
  - Fall 2028: 58 students (Cohorts 3, 4 & 5) (graduated cohort 2)
- \*calculated attrition rate = 1 student per cohort

**Anticipated Revenue Generated**

- 2024/2025: \$1,000 x 20 = \$20,000
- 2025/2026: \$1,000 x 39 = \$39,000
- 2026/2027: \$1,000 x 20 = \$58,000
- 2027/2028: \$1,000 x 20 = \$58,000
- 2028/2029: \$1,000 x 20 = \$58,000

## Proposed Use of Funds

What will the additional funds be used for? How will they enhance the program?

Category		Description
1	Summer Advisement and Coordination for August Orientation/Workshops and June/July Dissertation Workshops and Presentations	faculty salary: 75-100 hours (summer) support staff salary: 100-150 hours (summer)
2	External Speaker Honorariums	two symposiums per academic year: (fall and spring)
3	Meals for Campus Events/Activities	minimum one per year per cohort
4	Research Workshops and Training for Students	will vary based on the cohort's needs; summer and winter semesters
5	Specialized Research Software/Materials for Students (that CUNY does not already possess)	will vary based on the cohort's needs
6	Program-specific Writing/Research Tutor	170-325 hours per academic year: 60 (fall), 60 (spring), 50 (summer)
7	Dissertation Presentations	multimedia needs (if on weekend), photographer for student photos, student awards to attend conferences

The AEF will be used as follows:

1. Summer Advisement and Coordination – the initial EDOL orientation is designed for candidates to have an immersive experience in research mentoring, discussions of advancing their leadership, and networking. Summer dissertation workshops and presentations will allow candidates to develop and showcase their research skills. These events will be coordinated by program faculty and advisory stakeholders.
2. External Speakers – Notable individuals within the region will be invited periodically throughout each year to provide candidates with research guidance, expert advice, and examples of leadership practices in the field.
3. Meals – these are essential so that candidates can dedicate the maximum amount of time to program activities (networking events, workshops, etc.) while on campus.
4. Research Workshops – Specialized, focused workshops on skills related to candidates' dissertation requirements will be organized.
5. Specialized Software – It is anticipated that candidates will engage in class and dissertation projects, of varying scope and scale, both statistical and qualitative research, which may require software that is not in the CUNY portfolio.
6. Program-specific Writing Support – Candidates will be supported in the specifics of writing research papers, grants, and their final dissertation. This level of writing support is not available through student services as it goes beyond the requirements of basic classroom writing at the undergraduate level.
7. Dissertation Presentations – Candidates will compile presentations that are suitable for national conferences; they will be encouraged to submit them for conferences; recognition of presentations (photo, video, etc.) will be prepared for digital dissemination through social media and newsletters.

**Provide any other relevant information**

**Sample of estimated expenses where graduate AEF will be used:**

	<b>Role/Description</b>	<b>Notes</b>	<b>Budget</b>
<b>Personnel</b>			
1a	Coordination and Candidate Advisement	Faculty 1:1 intensive advising (Fa, Sp, Su)	\$10,000.00
1b	Summer Orientation and Mentoring	Faculty NTA Summer hours (75-100 hrs.)	\$6,432.00
2a	External Speakers	Honoraria (2 speakers per academic year x \$2000)	\$4,000.00
<b>OTPS</b>			
3a	Meals for campus events	e.g., workshops, networking (minimum one event per year)	\$4,000.00
3b	Ambassadors' Lehman College Branded Items	e.g., Lehman mugs, pens, etc. for ambassadorship/marketing	\$1,775.00
<b>Student Support</b>			
4a	Summer Research Workshops and Training	Support Staff (e.g., IRB, library, IT, etc.) (100-150 hours)	\$7,200.00
5a	Year-long Specialized Research Software	Procurement of software for student use (e.g., NVivo)	\$4,000.00
6a	Year-long Specialized Writing Supports	Support Staff (professional/research writing) (325 hrs.)	\$14,625.00
7a	Dissertation Presentations & Conferences	Development and presentation	\$8,400.00
<b>TOTAL BUDGET</b>			<b>\$60,432.00</b>

### **Narrative Overview of Stakeholder Consultation**

From the inception of the planning process for the EDOL program, an AEF has been envisioned as an integral part of the program.

#### **Timeline:**

- Summer/Fall 2022: The Lehman College EDOL faculty and administrator planning group designed a plan to seek AEF for the program. They developed an estimate of costs and a plan for the use of AEF funds, based on program goals and candidate success.
- During the Fall of 2023, the AEF was reviewed by the faculty of the Department of Counseling, Leadership, Literacy, and Special Education (CLLSE). The majority of the department voted to proceed with the AEF (61% approved of charging an AEF - 11 out of 18 respondents).
- In November 2023, a survey soliciting feedback on the proposed AEF was distributed to EDOL students. The results indicated that out of 17 respondents, 53% (9) of students expressed support for the AEF fee.

**College Approvals**

Name

Name

Name

Signature

Title: President

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

Signature

Title: Provost

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

Signature

Title: VP Finance

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

Email completed template and draft Board resolution to **Ivan Nunez** at [ivan.nunez@cuny.edu](mailto:ivan.nunez@cuny.edu) by **January 11, 2019**. The Board 's Committee on Fiscal Affairs meets on **February 25, 2019** and the full Board meeting is on **March 18, 2019**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Removal of Pass/Fail Grade Option

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Childhood Education
Course Prefix & Number	EDE 756
Course Title	Teacher as Researcher
Description	Continued development and utilization of action research skills appropriate to a particular area of specialization in childhood, culminating in a written capstone project. Required state certification student teaching assessments supported through the course. <del>This is a credit bearing course that will use a Pass/No Pass grading basis.</del>
Pre/ Co Requisites	EDE 721, EDE 722 and six methods courses. COREQ: EDE 783. No student can receive credit for both EDE 756 and EDC 756.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Graduate Non-Liberal Arts
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Childhood Education
Course Prefix & Number	EDE 756
Course Title	Teacher as Researcher
Description	Continued development and utilization of action research skills appropriate to a particular area of specialization in childhood, culminating in a written capstone project. Required state certification student teaching assessments supported through the course.
Pre/ Co Requisites	EDE 756 EDE 721, EDE 722 and six methods courses. COREQ: EDE 783. No student can receive credit for both EDE 756 and EDC 756.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Graduate Non-Liberal Arts
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale:**

This change reflects the New York Department of Education (NYSED) policy change from edTPA to Teacher Performance Assessment (TPP). The course was a pass/fail course because the edTPA requirement made it necessary to evaluate non-graded, performance-based edTPA assignments in the course. NYSED has removed the edTPA requirement for teaching certification, so the pass/fail option is no longer needed for EDE 756. The learning outcomes for the program will not be impacted by

this change.

5. **Date of departmental approval:** November 3, 2023

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION**

**CURRICULUM CHANGE**

1. **Type of Change:** Removal of Pass/Fail Grade Option

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Early Childhood Education
Course Prefix & Number	EDC 795
Course Title	Student Teaching Seminar
Description	A weekly forum for students to analyze teaching practices through the use of a variety of assessments as a form of evaluation. Development of the ability to problem solve, to consider flexible and varied interactions with diverse children, and to reflect in order to support students development as competent, qualified, caring, and ethical professionals. Examination of the purpose and meaning of teaching through analysis and discussion of students own teaching experiences, such as concerns, fears, and views within a safe, supportive environment, as well as others' contributions made to the profession. Development of a professional portfolio. Required state certification student teaching assessments supported through the course. <del>This is a credit-bearing course that will use a Pass/No Pass grading basis.</del>
Pre/ Co Requisites	EDC 784 or EDC 781 or EDC 790 and EDC 756
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Graduate Non-Liberal Arts
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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**3. To:**

Department(s)	Early Childhood and Childhood Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Early Childhood Education
Course Prefix & Number	EDC 795
Course Title	Student Teaching Seminar
Description	A weekly forum for students to analyze teaching practices through the use of a variety of assessments as a form of evaluation. Development of the ability to problem solve, to consider flexible and varied interactions with diverse children, and to reflect in order to support students development as competent, qualified, caring, and ethical professionals. Examination of the purpose and meaning of teaching through analysis and discussion of students own teaching experiences, such as concerns, fears, and views within a safe, supportive environment, as well as others' contributions made to the profession. Development of a professional portfolio. Required state certification student teaching assessments supported through the course.
Pre/ Co Requisites	EDC 784 or EDC 781 or EDC 790 and EDC 756
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Graduate Non-Liberal Arts
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. **Rationale:**

This change reflects the New York Department of Education (NYSED) policy change from edTPA to Teacher Performance Assessment (TPP). The course was a pass/fail course because the edTPA requirement made it necessary to evaluate non-graded, performance-based edTPA assignments in the course. NYSED has removed the edTPA requirement for teaching certification, so the pass/fail option is no longer needed for EDC 795. The learning outcomes for the program will not be impacted by this change.

5. **Date of departmental approval:** November 3, 2023

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Human Performance and Fitness, M.S.

Hegis Number: 1299.30

Program Code: 39966

Effective Term: Fall 2024

1. **Type of Change:** Change in Elective Courses

2. **From:**  
**Human Performance and Fitness, M.S. Program**

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

**Masters Requirements - Admission Requirements**

**Type:** Completion Requirement

The following admission requirements apply for entry into the program:

- Bachelor's degree (or its equivalent) from an accredited college or university.

- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the undergraduate record as a whole and a 3.0 in courses specific to exercise science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.
- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner.
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant's preparation for master's work and interest in pursuing a career in the fitness field.

### **Masters Requirement – Option I: Thesis**

**Type:** Completion requirement

### **Fulfill ALL of the following requirements:**

#### **Core Courses (18 Credits)**

#### **Complete ALL of the following Courses:**

		Credits
EXS 501	Physical Activity, Exercise and Fitness	3
EXS 502	Advanced Exercise Physiology	3
EXS 503	Advanced Research Methods in Exercise Science	3
EXS 504	Advanced Exercise Testing and Prescription	3
EXS 505	Advanced Sports Nutrition	3
EXS 506	Applied Training Methodologies	3

#### **Elective Courses (9 Credits)**

#### **Earn at least 9 credits from the following:**

		Credits
EXS 615	Advanced Kinesiology and Biomechanics	3
EXS 616	Advanced Motor Learning and Performance	3
EXS 617	Advanced Training Methods for Strength and Hypertrophy	3
EXS 620	Advanced Statistical Methods in Exercise Science	3
EXS 626	Fitness Management and Marketing	3
EXS 665	Psychology of Sport	3
EXS 670	Research Practicum in Applied Exercise Science	3
EXS 675	Independent Study Project	3
EXS 680	Selected Topics in Exercise Science	3
HEA 600	Biostatistics	3

**Thesis (6 Credits)****Complete ALL of the following Courses:**

		Credits
EXS 790	Thesis Workshop 1	3
EXS 791	Thesis Workshop 2	3

**Masters Requirements - Option 2: Capstone Project****Type:** Completion requirement**Fulfill ALL of the following requirements:****Core Courses (18 Credits)**

		Credits
EXS 501	Physical Activity, Exercise and Fitness	3
EXS 502	Advanced Exercise Physiology	3
EXS 503	Advanced Research Methods in Exercise Science	3
EXS 504	Advanced Exercise Testing and Prescription	3
EXS 505	Advanced Sports Nutrition	3
EXS 506	Applied Training Methodologies	3

**Elective Courses (12 Credits)****Earn at least 12 credits from the following:**

		Credits
EXS 615	Advanced Kinesiology and Biomechanics	3
EXS 616	Advanced Motor Learning and Performance	3
EXS 617	Advanced Training Methods for Strength and Hypertrophy	3
EXS 620	Advanced Statistical Methods in Exercise Science	3
EXS 626	Fitness Management and Marketing	3
EXS 665	Psychology of Sport	3
EXS 670	Research Practicum in Applied Exercise Science	3
EXS 675	Independent Study Project	3
EXS 680	Selected Topics in Exercise Science	3
HEA 600	Biostatistics	3

**Capstone Project (3 Credits)****Complete ALL of the following Courses:**

		Credits
EXS 795	Capstone Project Workshop	3

**3. To:****Human Performance and Fitness, M.S. Program**

Lehman College's M.S. in Human Performance and Fitness Program aims to equip students with the necessary skills and competencies required to function efficiently in

the field of exercise science, and physical fitness and wellness. With personal health and fitness occupying much of our nation's attention, a graduate degree that ties together the studies of anatomy, kinesiology, physiology, sports nutrition and other related exercise science disciplines, is an excellent way to tap into a plentiful job market whose goal is the promotion of a healthier nation through exercise and fitness interventions. In addition, the program utilizes the Human Performance Laboratory, with its state-of-the-art equipment, and the additional resources of the APEX facility, including its fitness and weight training centers.

The program prepares students for careers in corporate and community fitness programs, health clubs, and similar fitness-related industries. Although the program does not fulfill teacher certification requirements, it is of particular appeal to public school teachers (primary and secondary) in health and physical education, who are required by New York State to obtain a master's degree for continued employment. Positions in sales or marketing of medical, fitness, sports supplements and sports-related equipment may also be appropriate for students with this degree. In addition, the program prepares students for doctoral programs in areas related to exercise science and to carry out research that advances the emerging body of literature in human health, fitness and performance.

### **Masters Requirements - Admission Requirements**

**Type:** Completion Requirement

The following admission requirements apply for entry into the program:

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully—that is, attainment of a minimum undergraduate Grade Point Average (GPA) of 3.0 in the undergraduate record as a whole and a 3.0 in courses specific to exercise science. Extraordinary circumstances for applicants with a lower GPA will be considered on a case-by-case basis at the discretion of the program director.
- A minimum of 30 credit hours in exercise-related coursework. Those who do not meet these requirements can apply for special circumstances and admission will be considered on case-by-case basis. Viable candidates will be required to take leveling courses at the undergraduate level based on their academic background and then admitted conditionally provided they pass these courses.
- Submission of three letters of recommendation, at least two of which must be from a person directly involved in the field of exercise science, either as a professor, researcher, or practitioner.
- Submission of a personal statement of approximately 500 words indicating as precisely as possible the applicant's preparation for master's work and interest in pursuing a career in the fitness field.

### **Masters Requirements - Option 1: Thesis**

**Type:** Completion requirement

**Fulfill ALL of the following requirements:**

**Core Courses (18 Credits)****Complete ALL of the following Courses:**

		Credits
EXS 501	Physical Activity, Exercise and Fitness	3
EXS 502	Advanced Exercise Physiology	3
EXS 503	Advanced Research Methods in Exercise Science	3
EXS 504	Advanced Exercise Testing and Prescription	3
EXS 505	Advanced Sports Nutrition	3
EXS 506	Applied Training Methodologies	3

**Elective Courses (9 Credits)****Earn at least 9 credits from the following:**

		Credits
EXS 615	Advanced Kinesiology and Biomechanics	3
EXS 616	Advanced Motor Learning and Performance	3
EXS 617	Advanced Training Methods for Strength and Hypertrophy	3
EXS 620	Advanced Statistical Methods in Exercise Science	3
EXS 626	Fitness Management and Marketing	3
EXS 640	<u>Pedagogy in Health Sciences</u>	<u>3</u>
EXS 665	Psychology of Sport	3
EXS 670	Research Practicum in Applied Exercise Science	3
EXS 675	Independent Study Project	3
EXS 680	Selected Topics in Exercise Science	3
HEA 600	Biostatistics	3

**Thesis (6 Credits)****Complete ALL of the following Courses:**

		Credits
EXS 790	Thesis Workshop 1	3
EXS 791	Thesis Workshop 2	3

**Masters Requirement - Option 2: Capstone Project****Type:** Completion requirement**Fulfill ALL of the following requirements:****Core Courses (18 Credits)****Complete ALL of the following Courses:**

		Credits
EXS 501	Physical Activity, Exercise and Fitness	3
EXS 502	Advanced Exercise Physiology	3
EXS 503	Advanced Research Methods in Exercise Science	3

EXS 504	Advanced Exercise Testing and Prescription	3
EXS 505	Advanced Sports Nutrition	3
EXS 506	Applied Training Methodologies	3

**Elective Courses (12 Credits)****Earn at least 12 credits from the following:**

		Credits
EXS 615	Advanced Kinesiology and Biomechanics	3
EXS 616	Advanced Motor Learning and Performance	3
EXS 617	Advanced Training Methods for Strength and Hypertrophy	3
EXS 620	Advanced Statistical Methods in Exercise Science	3
EXS 626	Fitness Management and Marketing	3
<u>EXS 640</u>	<u>Pedagogy in Health Sciences</u>	<u>3</u>
EXS 665	Psychology of Sport	3
EXS 670	Research Practicum in Applied Exercise Science	3
EXS 675	Independent Study Project	3
EXS 680	Selected Topics in Exercise Science	3
HEA 600	Biostatistics	3

**Capstone Project (3 Credits)****Complete ALL of the following Courses:**

		Credits
EXS 795	Capstone Project Workshop	3

**4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

The master's program in Human Performance and Fitness is in need of additional electives to give students a choice in the courses they take outside of core requirements. Many students in the Human Performance and Fitness program aspire to pursue a career as college professors or work as an adjunct instructor to supplement their full-time job. However, students of Human Performance and Fitness generally come from exercise science, physiology, nutrition, or biology backgrounds, with minimal experience in pedagogy. Currently, there is no course in the graduate program that prepares students for teaching within the field of higher education. This elective course will help provide students with the skills and competencies necessary to effectively teach at the college level.

**5. Date of departmental approval: 1/30/2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 640
Course Title	Pedagogy in Health Sciences
Description	Develop a teaching philosophy and acquire skills and strategies for effective instruction of exercise-related courses at the university level.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The master's program in Human Performance and Fitness is in need of additional electives to give students a choice in the courses they take outside of core requirements. Many students in the Human Performance and Fitness program aspire to

pursue a career as college professors or work as an adjunct instructor to supplement their full-time job. However, students of Human Performance and Fitness generally come from exercise science, physiology, nutrition, or biology backgrounds, with minimal experience in pedagogy. Currently, there is no course in the graduate program that prepares students for teaching within the field of higher education. This elective course will help provide students with the skills and competencies necessary to effectively teach at the college level.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Develop a cohesive teaching philosophy.
- Design course learning objectives and lesson plans.
- Develop strategies to optimize student engagement.
- Analyze different learning styles and their application to instruction.
- Integrate technology into the learning environment.
- Create a learning experience that extends outside of the classroom.

5. **Date of Departmental Approval:** 1/30/2024

**LEHMAN COLLEGE**  
**OF**  
**THE CITY UNIVERSITY OF NEW YORK**

A PROPOSAL TO ESTABLISH A DOCTORAL DEGREE PROGRAM IN  
**HUMAN PERFORMANCE AND FITNESS**

LEADING TO A

**Doctor of Philosophy (PhD)**

SPONSORED BY  
**THE DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**  
*Approval: January 22, 2024*

APPROVED BY  
**LEHMAN COLLEGE FACULTY SENATE**  
*Approval:*

Institutional Representative: Dr. Elgloria Harrison, Dean, Health Sciences, Human Services, and  
Nursing

Contact Person: Dr. Brad Schoenfeld, Director, Program of Human Performance and Fitness  
Department of Exercise Sciences and Recreation  
718-960-1999  
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Provost's Signature: \_\_\_\_\_

Provost's Name: \_\_\_Dr. Jorge Silva-Puras\_\_\_\_\_

**LEHMAN COLLEGE  
CITY UNIVERSITY OF NEW YORK**

**Proposal to Establish**

**A Doctor of Philosophy (PhD) in Human Performance and Fitness**

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## **i. Executive Summary**

The Exercise Science faculty in the Department of Exercise Sciences and Recreation at Lehman College of The City University of New York proposes to establish a doctoral degree program in Human Performance and Fitness leading to a Doctor of Philosophy (PhD) degree. The program will be offered by the Exercise Sciences and Recreation Department at the Lehman College Campus. It is proposed that the new program enroll its first students in the Spring of 2025. The program will include on-campus coursework, but also offer some classes in hybrid and online formats to accommodate student needs.

The proposed doctoral program aims to equip students with necessary skills and competencies required to become scholars in human health, fitness, and performance, and ultimately pursue practical, educational- and research-related opportunities in this realm. With the expanding need for qualified professionals in personal health and fitness creating a greater demand for college-level instructors, the new doctoral degree in Human Performance and Fitness will prepare educators/researchers in the areas of kinesiology, physiology, sports nutrition, and related exercise sciences for research-intensive positions at universities and other academic institutions. Sport scientist positions in corporate, high school, college, and professional organizations, as well as research-based careers in fitness-related companies (e.g., sports supplements, exercise equipment, etc.) may also be appropriate for students who earn this degree.

According to the U.S. Department of Labor, Bureau of Labor Statistics, employment of college professors (postsecondary teachers) is projected to grow 12% between 2020 and 2030, which is considered faster than average for all occupations. Although no specific data are available for professors in the exercise sciences, more robust increases in employment of 24% are projected for postsecondary health specialty teachers, of which exercise science is a component <sup>1</sup>. These job openings are anticipated to arise from the need to replace professors who seek other career opportunities, newly created positions due to increased demand, and the retirement of existing faculty.

The need for college-level postsecondary teachers would seem to be particularly relevant in the field of exercise science. Employment of fitness trainers is projected to increase 39% <sup>2</sup> and that of physical therapists by 21% <sup>3</sup> from 2020 to 2030 – both much faster than the average for all occupations. Students pursuing these occupations generally will require a college-level education, and in many cases graduate work, to fulfill their career objectives, thus necessitating more educators to teach related coursework.

Sports science is another emerging area of employment for those skilled in human performance and fitness, and doctoral degrees are generally preferred by employers for fulfillment of these positions <sup>4</sup>. Sports scientists specialize in the use of scientific practices to enhance athletic performance and decrease injury risk. These jobs can be carried out either in a generalist capacity that employs the gamut of scientific disciplines, or in a specialist capacity that focuses on a limited set of scientific disciplines specific to sport science. There are many career-related avenues for sports scientists, with jobs available at the professional, collegiate, high school, and corporate

levels. The estimated yearly salary for sports scientists exceeds \$100,000 per year<sup>5</sup>, making it an attractive career option for aspiring fitness professionals.

The U.S. Department of Defense (DOD) is one of the largest employers of fitness professionals. A recent search on Indeed.com (<https://www.indeed.com/q-Exercise-Physiology-Military-jobs.html?vjk=2daa333da84b2763>) showed 29 high-level positions listed by the DOD for fitness-related careers, with several that had salaries exceeding \$100,000. Available positions included Exercise Science Researcher, Instructor of Physical Education, Lead Strength and Conditioning Coach and Supervisory Fitness and Sports Specialist; all of these positions indicated that an advanced degree was either required or preferable.

Demand for a doctoral program in Human Performance and Fitness is evident in current Lehman students. The Human Performance and Fitness master's degree program at Lehman College currently has over 25 active students, and approximately half of them express a desire to become college professors with a stated preference for carrying out their doctoral studies at Lehman. Other students in the program express an interest in becoming sports scientists, again showing preference to carry out doctoral work at Lehman. Several recent graduates of the program have entered doctoral programs at other universities and mentioned they would have chosen a comparable program at Lehman had the opportunity been available.

The exercise science program at Lehman has established itself as one of the premier research institutions in the field of human performance and fitness, making it well-suited to attract PhD applicants. The faculty have combined to publish over 200 scientific papers in the past five years and have presented at numerous national and international conferences. Dr. Schoenfeld, director of the master's degree program, is currently rated as the world's leading researcher in the field of Human Physical Conditioning by ExpertScape, an independent website that grades researchers based on their scholarly activity (<https://expertscape.com/ex/physical+conditioning%2C+human>). As such, the faculty receives many inquiries from prospective students around the world about the availability of carrying out their doctoral work in an exercise-related program at Lehman.

The proposed doctoral degree program in Human Performance and Fitness at Lehman College furthers the goals of the CUNY Lifting New York initiative designed to ensure that the University continues to grow with purpose, achieves significant milestones, and embodies the ideals consistent with its rich history (<https://www.cuny.edu/about/chancellor/strategic-roadmap/>). In particular, it addresses the goal to be a national leader in providing access to higher education for diverse populations of students (Goal #1). Moreover, as a research-based degree, it will help to advance our community through comprehensive research (Goal #3).

The proposed doctoral degree program in Human Performance and Fitness at Lehman College is also consistent with the 90x30 initiative that seeks to double the number of high-quality degrees that students at the college will earn by the year 2030 (<https://www.lehman.edu/90x30/>). As noted in the initiative, The Bronx ranks next to last in educational achievement of all 62 counties in New York State, with only 27.7% of residents attaining an associate's degree or higher. The proposed degree would add to the number of health-related educators/scholars who have earned their doctorates in The Bronx. Moreover, the program would provide residents of New York City, many

of whom are first generation immigrants, the ability to pursue a doctoral degree in the region where they and their families reside and work. For many of these individuals, it otherwise remains infeasible for them to obtain their doctorate as they are unable to either relocate to another state or afford the high expense of a private university degree.

The PhD program will be a research-intensive degree where students complete a large interventional study for fulfillment of their dissertation. Students will be encouraged to publish preliminary studies throughout their time in the program, with their dissertation study published following conference of the degree. Qualified students should possess previous research experience in exercise-related sciences, preferably with at least one peer-reviewed publication prior to admission. Research will be conducted at the Lehman Human Performance Laboratory or, if approved by an advisor, at an outside laboratory provided that the research is carried out under the direct supervision of a full-time faculty member in the exercise science program. Students also will be encouraged to seek funding for their work under the guidance of their mentor.

The curriculum for the proposed program will be supported by the current Department of Exercise Sciences and Recreation. To graduate from the program, students must complete a minimum of 50 doctoral credits pre-candidacy (beyond the master's level) and an additional 12 credits candidacy work, with an expected graduation in 4 to 5 years depending on the research topic and complexity of the study design(s). Students will choose from a set of core courses in exercise science and, if applicable, related disciplines (e.g., nutrition). The specific courses taken will vary depending on a student's scholarly goals but must include at least 6 credits in statistical-related coursework and 12 credits in research-based coursework. Exercise-related course options will carry program codes numbered 900 and above. In the initial stages of the program, the majority of courses offered will be co-listed with master's degree courses; in such cases, the courses will have different learning objectives for PhD students and professors will tailor the assignments to doctoral level requirements. Once the program achieves a sufficient number of admissions (and hence revenue) to support the hiring of additional faculty, we will transition away from co-listing and offer the doctoral courses as standalone classes. If a specific course is not available at Lehman College that is deemed to further a student's goals, the course may be taken at an alternative institution with the approval of the advisor.

After completing at least 50 credits and given permission by their mentor to move on to doctoral candidacy, students must pass a comprehensive examination and then will focus on carrying out research consistent with their area of study. Prior to conducting their dissertation research, students will be required to formulate a dissertation committee in concert with their mentor. The student will then defend his/her dissertation proposal and, if deemed suitable by the committee, will receive approval to carry out the study. After completion of data collection, the student will analyze the data and write up their findings in a comprehensive dissertation manuscript. The student will then defend his/her dissertation in front of the committee, who will decide if the defense was successful for graduation.

The Human Performance and Fitness Doctoral Degree Program is expected to enroll 9 new students in the first year, progressing to 8 to 10 students per year thereafter. We anticipate that the program will approach 37 enrolled students after 5 years, graduating 3 to 4 students per year after

the fourth year. Given the anticipated student enrollment moving forward, we intend to hire a full-time faculty line for an additional faculty member after the second year of implementation.

**ii. Abstract**

The Exercise Science faculty in the Department of Exercise Sciences and Recreation at Lehman College of The City University of New York proposes to establish a doctoral degree program in Human Performance and Fitness leading to a Doctor of Philosophy degree. It is proposed that the new program enroll its first students in the Spring of 2025. The program will include on-campus coursework, but also offer some classes in hybrid and online formats to accommodate student needs. The proposed program aims to equip students with the necessary skills and competencies required to become scholars in human health, fitness and performance, and ultimately pursue educational- and research-related opportunities in this realm. With the expanding need for qualified professionals in personal health and fitness creating a greater demand for college-level instructors, the new doctoral degree in Human Performance and Fitness will prepare educators/researchers in the areas of kinesiology, applied physiology, sports nutrition, and related exercise sciences for research-intensive positions at universities and other academic institutions. Sport scientist positions in corporate, high school, college, and professional organizations, as well as research-based careers in fitness-related companies (e.g., sports supplements, exercise equipment, etc.) may also be appropriate for students who earn this degree.

# 1. Purposes and Goals

Lehman College of The City University of New York proposes to establish a doctoral degree program in Human Performance and Fitness leading to a Doctor of Philosophy (PhD) degree. The program will be housed within the Exercise Sciences and Recreation Department at the Lehman College Campus. It is proposed that the new program enroll its first students in Spring 2025. The program will include on-campus coursework, but also offer some classes in hybrid and online formats to accommodate student needs.

The proposed program aims to equip students with the necessary skills and competencies required to become scholars in human health, fitness, and performance, and ultimately pursue educational- and research-related opportunities in this realm. With personal health and fitness occupying much of our nation's attention, the new program – a doctoral degree in Human Performance and Fitness – will prepare researchers in the areas of kinesiology, physiology, sports nutrition, and related exercise sciences for research-intensive positions at universities and other academic institutions. Sport scientist positions in corporate, high school, college, and professional organizations, as well as research-based careers in sports supplements and sports-related equipment companies may also be appropriate for students who earn this degree.

## 2. Needs

### A. National needs

Exercise science – the study of physiological and functional adaptations to movement – encompasses a wide variety of disciplines including, but not limited to: exercise physiology, sports nutrition, sport psychology, motor control/development, and biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health-related services and in the fitness industry, and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, designing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion and improved physical performance. They conduct these activities in athletic, health care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Physical activity is a positive modulator of health and wellness. A dose-response relationship has been shown between the number of hours performing leisure time physical activity and improved health outcomes, with those at the highest levels of participation showing a 37% lower risk of all-cause mortality compared to those who are sedentary <sup>6</sup>. Similar findings are seen for reductions in mortality from cardiovascular disease and cancer with increasing amounts of physical activity. Moreover, physical inactivity has a marked detrimental effect on the economy. Recent evidence shows that up to 2.6% of total direct health costs can be attributed to sedentary behavior, leading researchers to conclude that the promotion of physical activity is an important non-pharmaceutical action to substantially reduce the costs of public health care <sup>7</sup>.

The costs of inactivity are related, in large part, to negative consequences of sedentary behavior on body composition; specifically, the ratio of fat mass to lean mass. A national obesity epidemic exists

in the United States, with more than 35.0% of men and 40.4% of women considered obese<sup>8</sup>. Obesity is strongly associated with increased cardiometabolic risk and is an independent risk factor for all-cause mortality<sup>9</sup>. Alarming, ~17% of 2- to 19-year-olds in the United States are classified as obese<sup>10</sup>. Obese youth are at risk for short-term medical and psychosocial consequences including abnormalities in growth, blood pressure, lipids, and glucose metabolism, as well as a negative self-image and lower quality of life<sup>11 12</sup>. In addition, overweight youth are at risk for becoming obese and developing medical consequences including increased risk of subsequent diabetes, cardiovascular disease, hypertension, gallbladder disease, and osteoarthritis<sup>13 14</sup>. These health problems, which in the past were extremely rare before adulthood, are now occurring at increasingly younger ages. Minority populations, including African Americans and Hispanics, as well as individuals of low socio-economic status, are particularly at risk for obesity and its associated cardiometabolic risks<sup>15 16</sup>.

An offshoot of the aging process is a gradual and progressive loss of muscle tissue. Human muscle mass and force reach peak levels between the second and fourth decades of life<sup>17</sup>. Thereafter, it is estimated that we lose approximately ½% of our muscle mass per year after the fourth decade of life, increasing to 1%–2% annually after the age of 50 and then accelerating to 3% annually after the age of 60<sup>18 19</sup>. This age-associated loss of muscle has been termed sarcopenia. The rapidly aging population combined with progressively greater life expectancy makes sarcopenia a major public health concern<sup>19</sup>. Maintenance of adequate muscle mass has been shown to play a primary role in preventing functional impairment as well as the onset of a multitude of chronic diseases<sup>20</sup>. The decrease in muscular strength and power associated with sarcopenia is at the root of many of these health and wellness issues independent of age, size, physical activity, or co-morbidities, indicating a link between sarcopenia and generalized frailty<sup>19</sup>. Muscle loss contributes to a reduced ability to carry out activities of daily living, impairing the capacity for independent living and thereby increasing the burden to the caregiver and community<sup>20 21</sup>. Although aging in itself has a negative impact on muscle development over time, sarcopenia is largely a function of sedentarism; regimented resistance-bearing exercise is widely considered to be the most effective strategy to combat the age-related loss of muscle and strength<sup>22 23</sup>.

Sports performance is another burgeoning area of the fitness field that has experienced tremendous interest and job-related growth. Professional roles in sports have expanded and diverged into a plethora of specialized technology, data, and research-driven areas. This has created an increased need for qualified individuals with advanced performance-based training at the professional, collegiate, high school and corporate levels. Salaries for sports scientists exceed \$100,000 per year<sup>5</sup> with ample opportunities for advancement, making this a highly attractive career option for aspiring fitness professionals.

The aforementioned facts indicate a vital role for fitness professionals to make a positive impact on society. This is borne out by the escalating number of career opportunities for those in the field. According to the U.S. Department of Labor Bureau of Labor Statistics, employment of fitness trainers is projected to increase 39%<sup>2</sup> and that of physical therapists by 21%<sup>3</sup> from 2020 to 2030 – both much faster than the average for all occupations. Students pursuing these occupations generally will require a college-level education, and in many cases graduate work, to fulfill their career objectives; thus, more postsecondary school educators will be needed to teach related coursework. The accelerating demand is attributed to businesses, government and insurance organizations becoming increasingly

more cognizant of the benefits of health and fitness programs for their employees, and thereby incentives to join gyms and other types of health clubs is expected to increase the need for fitness professionals. Moreover, employment in the field is expected to grow as the general public continues to increase participation in organized sports as a form of entertainment, recreation, and physical conditioning, particularly aging baby boomers who are staying active later in life.

Health and fitness is a dynamic and expanding field. As health care in America continues to remodel itself, exercise science professionals are certain to play an ever-expanding role as providers of many fitness, health, and wellness services within a wide variety of delivery systems. The elimination of negative health behaviors for some segments of the population will guide much of the planning and implementing of appropriate wellness programs. Perhaps one of the more exciting challenges facing the exercise science professional going forward is knowing that many changes are coming and that possessing higher levels of education will enhance their career options.

The increased career opportunities for fitness professionals have created an expanded need for college-level postsecondary teachers to educate these individuals, as reflected in the Occupational Outlook by the Bureau of Labor Statistics <sup>1</sup>. A doctoral degree is a prerequisite for most college-level teaching/research jobs and is critical for progressing to the highest levels of status. Moreover, careers in sports science often require a doctoral degree, and those with terminal degrees generally are preferred to those without such degrees, as well as resulting in better pay and promotion (see Appendix A for evidence of the need for a doctoral degree in fitness-related careers). Thus, a doctoral degree is very important both to employment and career advancement in the field.

The U.S. Department of Defense (DOD) is one of the largest employers of fitness professionals. A recent search on Indeed.com (<https://www.indeed.com/q-Exercise-Physiology-Military-jobs.html?vjk=2daa333da84b2763>) showed 29 high-level positions listed by the DOD for fitness-related careers, with several that had salaries exceeding \$100,000. Available positions included Exercise Science Researcher, Instructor of Physical Education, Lead Strength and Conditioning Coach and Supervisory Fitness and Sports Specialist; all of these positions indicated that an advanced degree was either required or preferable.

### **B. Regional and Local Needs**

There are a number of universities across the country that offer doctoral programs in exercise-related areas, lending credence to the popularity and importance of this degree. However, there is a dearth of doctoral programs specific to exercise-related disciplines in the New York metropolitan area. Currently, CUNY does not offer a doctoral degree in any exercise science-related area. Within the City of New York, the only institution awarding such a degree is Columbia University, which offers a PhD in Kinesiology. Although Columbia provides a high-quality option for prospective doctoral students, the focus of the program is on clinical exercise, and thus is unsuitable for those whose interests are in sports- and performance-based scholarly areas. Moreover, Columbia charges \$1,839 per credit for their doctoral degree, making it unaffordable for many students, particularly those from urban populations.

The proposed doctoral program at Lehman College would be the only PhD degree program in the New York metropolitan area specifically developed with a focus on enhancing human performance and fitness. This would target a key area of interest to many aspiring students/practitioners in exercise-

related fields, and further the opportunities for employment in this population. Importantly, a Lehman College doctoral degree program in Human Performance and Fitness would be more affordable to those living in urban areas of New York, particularly the first-generation residents that comprise a large part of Lehman's target demographic population. For many of these individuals, it otherwise remains infeasible for them to obtain their doctorate as they are unable to either relocate to another state or afford the high expense of a private university degree.

### **C. Institutional Needs**

As noted above, the Lehman College doctoral degree program in Human Performance and Fitness would differ from the program at Columbia University insofar as it will be more specific to the area of human performance, emphasizing resistance training and sports science theory. The program at Columbia is more focused on cardiorespiratory fitness and rehabilitation, which is distinct and separate from the performance-related sciences. No other program in the region offers a doctoral program that focuses on human performance and fitness. Thus, the proposed program will allow Lehman College to fill a clear and present need in the field that is affordable and accessible to those who live in the New York metropolitan area.

The proposed doctoral degree program in Human Performance and Fitness at Lehman College furthers the goals of the CUNY Lifting New York initiative designed to ensure that the University continues to grow with purpose, achieves significant milestones, and embodies the ideals consistent with its rich history (<https://www.cuny.edu/about/chancellor/strategic-roadmap/>). In particular, it addresses the goal to be a national leader in providing access to higher education for diverse populations of students (Goal #1). Moreover, as a research-based degree, it will help to advance our community through comprehensive research (Goal #3).

Moreover, the proposed doctoral degree program in Human Performance and Fitness at Lehman College is consistent with the 90x30 initiative that seeks to double the number of high-quality degrees and certificates that students at the college will earn by the year 2030 (<https://www.lehman.edu/90x30/>). As noted in the initiative, the Bronx ranks next to last in educational achievement of all 62 counties in New York State, with only 27.7% of residents attaining an associate degree or higher.

## **3. Students**

### **A. Demand for PhD in Human Performance and Fitness**

Demand for a doctoral program in Human Performance and Fitness is evident in current Lehman students. The Human Performance and Fitness master's degree program at Lehman College currently has over 25 active students, and approximately half of them express a desire to become college professors with a stated preference for carrying out their doctoral studies at Lehman. Others express an interest in becoming sports scientists, again showing preference to carry out doctoral work at Lehman. Several recent graduates of the program have entered programs at other universities and mentioned they would have chosen a comparable program at Lehman had the opportunity been available.

To assess interest of graduate exercise science students in the proposed doctoral degree program, we carried out an anonymous survey of our current master’s degree students asking the following questions:

1. Are you interested in pursuing a PhD?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_
2. If yes, would you be interested in pursuing the degree at Lehman College?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_
3. If yes, what time period would you consider enrolling
  - a. Within 1 year after graduation \_\_\_\_\_
  - b. Within 2 years after graduation \_\_\_\_\_
  - c. Within 3 years after graduation \_\_\_\_\_

A total of 17 students responded to the survey. Of the respondents, 52.9% stated that they would be interested in pursuing a doctoral degree and, of those responding favorably, all stated they would be interested in carrying out the program at Lehman College. A majority (66.7%) of those interested in pursuing a doctorate indicated a timeline for applying of 1 year after graduation; 22.2% indicated a timeline of 2 years and 11.1% indicated a timeline of 3 years. These findings highlight the overwhelming interest in the program from current Lehman exercises science students.

It is our intention to admit 4 students in the Spring semester of the first year, and then enroll 8 to 10 new students per year thereafter as the program gains popularity. As shown in Table 1, we anticipate that the program will approach 37 enrolled students after 5 years, graduating 4 to 5 students per semester after the fourth year. The projected enrollment is based on the number of inquiries that we have received over the past several years, the marketing efforts that we will pursue, and the anticipated publicity that is generated from the program’s success while factoring in an attrition rate of 5 students over the 5-year period (estimated from discussion with colleagues who have doctoral programs). Based on previous experience in our graduate program, fall enrollment is historically higher than spring enrollment.

**Table 1: 5-Year Projected Enrollment**

	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>2028</i>	<i>2029</i>
Spring New	4	5	5	5	5
Spring Continuing	-	9	17	24	30
<b>Spring Total</b>	<b>4</b>	<b>14</b>	<b>22</b>	<b>29</b>	<b>35</b>
Fall Continuing	4	13	21	28	33
Fall New	5	4	4	4	4
<b>Fall Total</b>	<b>9</b>	<b>17</b>	<b>25</b>	<b>32</b>	<b>37</b>

**B. Recruitment Strategy**

Recruitment for the Lehman College Doctoral Program in Human Performance and Fitness will focus on students graduating from the Lehman College master's degree program in Human Performance and Fitness, as well targeting those graduating from other exercise-related graduate programs around the world. Given the stated interest among current students in our master's degree program, we anticipate that we will have an ample selection of high-quality potential applicants for the program from the existing graduate students. Moreover, the Lehman Exercise Science Program has attracted international attention for its scholarly efforts in the field of human performance and fitness. Dr. Schoenfeld, director of the master's degree program, is currently rated as the world's leading researcher in the field of Human Physical Conditioning by ExpertScape, an independent website that grades researchers based on their scholarly activity (<https://expertscape.com/ex/physical+conditioning%2C+human>). Moreover, the faculty have published over 200 peer-reviewed papers in the past 5 years, many in high impact factor journals, that have resulted in numerous articles in major news and magazine outlines. As such, the faculty receives many inquiries from prospective students around the world about the availability of carrying out their doctoral work on human performance-related topics at Lehman, and thus will be a huge draw for attracting students to the program. In a further effort to attract the top international students, a mixed marketing approach will be developed in conjunction with the Office of Graduate Admissions to target prospective students that includes direct marketing to graduate students at other universities, conducting biannual virtual graduate information sessions, promotion on social media platforms, and engagement with professional fitness organizations such as the American College of Sports Medicine and the National Strength and Conditioning Association.

### **C. Recruitment and Retention of Candidates from Historically Underrepresented Groups**

Lehman College is committed to the recruitment and retention of candidates from groups historically underrepresented in organizational leadership. As with other graduate programs, a detailed recruitment plan will be put together by graduate admissions, along with input from the school, department and program coordinator. Guidelines to establish this plan will include:

- Conducting classes that foster collaboration between the faculty and candidates and acknowledges the needs of adult learners from diverse backgrounds.
- Exposing candidates to classroom and field-based organizational experiences that involve successful leaders, managers, directors, etc., of varied racial and ethnic backgrounds.
- Modeling respect and inclusivity in faculty instruction and in the evaluation of academic achievement.

### **D. Academic Support Services for Students**

Lehman College's Instructional Support Services Program (ISSP) ([www.lehman.edu/issp](http://www.lehman.edu/issp)) offers free workshops, in-person consultations, and online tutoring to help graduate students strengthen their skills in writing. All ISSP tutoring staff receive training through a nationally certified College Reading and Learning Association (CRLA) training program. ISSP offers online writing support via email, as well as opportunities for live online writing support (via the Blackboard Collaborate platform and NetTutor). Students also have the opportunity to meet with a writing specialist in person at the Lehman Tutoring Center. In addition to writing consultations, graduate students can meet with an academic coach for a one-on-one consultation regarding key areas to their future success such as time management, goal-setting, and study and organizational skills.

ISSP is currently developing its capacity to serve Lehman's increasing number of graduate students. In 2019, the office hired a graduate support specialist (GSS) with a strong social sciences background (that position is now open, after the GSS accepted a full-time job in August 2022). Several writing consultants hold advanced degrees and are highly experienced in assisting Lehman graduate students. ISSP's Writing Coordinator and the Director of ISSP are committed to supporting the success of doctoral students in the proposed new program in Human Performance and Fitness.

ISSP will provide in-person and online writing support designed to complement courses in the new doctoral program, including the required Doctoral Seminar (EXS 990). In addition to one-on-one meetings with a writing specialist, students will be able to participate in periodic writing and research workshops aimed at ensuring their doctoral progress. A workshop introducing academic discourse and research-based writing will be offered to students at the start of their doctoral studies. This workshop may address such tasks as the following:

- Understanding the structure of research articles
- Understanding the role of an annotated bibliography
- Understanding the purpose of citation styles and practice using a department-approved citation style
- Introducing students to citation management resources
- Helping students understand the role of a literature review and how to situate their research in relation to the current literature

A writing workshop offered during the second year may address the following goals:

- Planning and drafting a research article
- Describing and analyzing data effectively
- Revising a research article
- Helping students understand the publication process for research articles

The focus of subsequent writing support will be determined in collaboration with Exercise Sciences and Recreation faculty and will support the coalescence of the dissertation project. As doctoral students embark on the dissertation phase, online Zoom writing sessions will be offered to ensure students stay on track and participate in a writing community. ISSP is committed to working with Exercise Sciences and Recreation faculty to ensure sustained, personalized writing support for members of the new doctoral cohort.

### **E. Arrangements for Advising and Counseling Students**

Initially and through the first year of the program, students will be required to meet with the doctoral program coordinator prior to registering each semester and, when appropriate the program coordinator will draw upon colleagues in the program, school and college for support. Upon successfully passing their oral defense and initiation of their dissertation studies, students will meet before each semester with their dissertation chair. This ensures that each student will receive individualized academic advisement each semester and his/her development of leadership skills will be monitored. Advisors

will guide students through their course of study and provide 360-degree feedback, carefully noting and discussing issues related to each student's academic performance and progress on his/her dissertation.

In addition, the doctoral program coordinator will organize meetings with the doctoral faculty, both formally and informally, to discuss students' progress through the program, identify problems, respond to concerns and work as a team to optimize students' learning and performance.

## **4. Curriculum**

The curriculum for the proposed program will be supported by the Department of Exercise Sciences and Recreation. Students will choose from a set of core courses in exercise science and, if applicable, related disciplines (e.g., nutrition). Courses will focus heavily on the scrutiny of research and include extensive writing of scholarly papers, giving oral presentations, and engaging in both online and in-class discourse.

To graduate from the program, students must complete a minimum of 50 doctoral credits pre-candidacy (beyond the master's level) and an additional 12 credits candidacy work, with an expected graduation in 4 to 5 years depending on the research topic and complexity of the study design(s). Students who graduate from the Lehman Human Performance and Fitness Master's Degree program may transfer up to 12 credits of coursework taken at the master's level in satisfaction of doctoral requirements with the approval of the program director. After completing at least 50 credits and given permission by their mentor to move on to doctoral candidacy, students must pass a comprehensive examination prior to proceeding to candidacy, and then complete and defend an original doctoral dissertation to qualify for graduation. The specific courses taken will vary depending on a student's scholarly goals but must include at least 6 credits in statistical-related coursework and 12 credits in research-based coursework. Courses taken will carry program codes numbered 900 and above. In the initial stages of the program, the majority of courses offered will be co-listed with master's degree courses; in such cases, the courses will have different learning objectives for PhD students and professors will tailor the assignments to doctoral level requirements. Once the program achieves a sufficient number of admissions (and hence revenue) to support the hiring of additional faculty, we will transition away from co-listing and offer the doctoral courses as standalone classes. If a specific course is not available at Lehman College that is deemed to further a student's goals, the course may be taken at an alternative institution with the approval of the advisor.

### **A. Admission Requirements**

- Master's degree (or its equivalent) from an accredited college or university in an exercise-related field
- Demonstrated capability of independent research, such as completion of a thesis, presentation of a poster at a scientific conference and/or publication of a research paper.
- Approval of a faculty member willing to supervise the student's doctoral work. It is advisable for students to contact the professor that they are interested in working with prior to applying to the program.

- Submission of 2 letters of recommendation, at least one of which must be from a university professor who has directly taught and/or supervised the student.
- Submission of a personal statement of approximately 500 words discussing the applicant’s preparation for doctoral work and interest in pursuing a scholarly career.

**B. Proposed Curriculum**

Upon entrance into the program, students will take relevant courses as well as participate in ongoing research projects in the Human Performance Laboratory. Students will have a variety of options to complete their coursework. The course plan will be customizable and will include a core of statistical- and research-based courses as well as exercise- and health-related courses specific to students’ interests. The statistical- and research-based coursework is essential for students to properly design and analyze research investigations in their quest to become scholars in their given area of expertise, and thus will form the core of classes that students must take to fulfill program requirements.

Under the guidance of the doctoral advisor, students will create a plan for additional coursework that suits their needs in preparation for their career goal. All students will be required to take the Doctoral Seminar (EXS 990) prior to sitting for their qualifying exam. When students pass their qualifying exam, they must take Doctoral Dissertation 1 (EXS 991) and Doctoral Dissertation 2 (EXS 992), in which they will carry out their dissertation research and defend their dissertation, respectfully.

The following are exercise-related courses that students currently would be eligible to take. These courses span the gamut of primary areas of focus for students of exercise science. Additional courses may be created based on specific student needs:

EXS 901 Physical Activity, Exercise and Fitness in Research .....	3 credits
EXS 902 Applied Exercise Physiology in Human Performance.....	3 credits
*EXS 903 Research Design in Human Performance .....	3 credits
EXS 904 Assessments for Exercise Research and Prescription .....	3 credits
EXS 905 Research in Sports Nutrition .....	3 credits
EXS 906 Applied Training Methodologies in Human Performance.....	3 credits
EXS 915 Methods in Biomechanical Analysis.....	3 credits
EXS 916 Applied Concepts in Motor Learning and Performance .....	3 credits
EXS 917 Evidence-Based Principles in Strength and Hypertrophy .....	3 credits
*EXS 920 Statistical Modeling for Research in Exercise Science.....	3 credits
EXS 940 Pedagogy in Exercise Science.....	3 credits
EXS 965 Advanced Sport Psychology .....	3 credits
*EXS 970 Research Practicum in Human Performance .....	6 credits
*EXS 975 Meta-Analysis Practicum.....	3 credits
*EXS 990 Doctoral Seminar .....	3 credits

*EXS 991 Doctoral Dissertation 1 .....	6 credits
*EXS 992 Doctoral Dissertation 2 .....	6 credits

The following are additional statistical-related graduate courses that students currently would be eligible to take:

MAT 582 Statistics for Students in Biological, Health, and Social Sciences .....	4 credits
MAT 782 Mathematical Statistics .....	4 credits
HEA 600 Biostatistics .....	3 credits

\*Denotes required course

### C. Proposed Sequence of Courses

Given the individualization of coursework, there will be no set sequence for taking courses. Under the guidance of the doctoral advisor, students will map out a plan for taking courses in an order consistent with achieving their scholarly goals.

## 5. Cost Assessment

### A. Faculty

Lehman College has 5 full-time faculty members in exercise science as listed in Table 2 below. Each member is fully qualified to teach the courses in the program (see Appendix G for the curriculum vitae of each current faculty member).

**Table 2: Lehman College Faculty in Exercise Science**

<i>Name</i>	<i>Rank</i>
Gul Tiryaki-Sonmez	Professor
Brad Schoenfeld	Professor
Andrew Alto	Assistant Professor
Douglas Oberlin	Assistant Professor
Orlando Rivera	Lecturer

### New Faculty

The Program is currently expected to enroll 9 new students in the first year, averaging 8 to 10 students per year thereafter. As such, we plan to hire a full-time tenure-track assistant/associate professor (see Appendix H for qualifications, etc.) as an additional faculty member in the Exercise Science Program after the second year of implementation. As student enrollment increases thereafter, an additional faculty member may be requested.

## Form SED D7: Faculty Biographical Sketches (Potential Course Options)

<b>Course Title</b>	<b># Credits</b>	<b>Faculty Member Assigned to Each Course</b>	<b>Highest Earned Degree and Discipline; College or University</b>	<b>Relevant Occupational Experience</b>	<b>Relevant Other Experience, Certificates</b>	<b>Recent Scholarly Contributions</b>
<b>EXS 901 Physical Activity, Exercise and Fitness in Research</b>	3	Gul Sonmez	PhD in Exercise Science, University of New Mexico	Experience in coaching athletes		Numerous publications in peer-reviewed journals, plus presentations, and invited talks
<b>EXS 902 Applied Exercise Physiology in Human Performance</b>	3	Gul Sonmez	PhD in Exercise Science, University of New Mexico	Experience in coaching athletes		Numerous publications in peer-reviewed journals, plus presentations, and invited talks
<b>EXS 903 Research Design in Human Performance</b>	3	Brad Schoenfeld	PhD in Health Promotion and Wellness, Rocky Mountain University	Experience in personal training, exercise and sports nutrition consultant to amateur and professional sports teams	Certified Strength and Conditioning Specialist	Numerous publications in peer-reviewed journals and textbooks, plus awards, presentations, and invited talks
<b>EXS 904 Assessments for Exercise Research and Prescription</b>	3	Douglas Oberlin	PhD in Exercise Science, University of North Carolina	Experience in coaching athletes		Several peer-reviewed publications
<b>EXS 905 Research in Sports Nutrition</b>	3	Orlando Rivera	PhD in Movement Science, Seton Hall University	Experience in personal training, exercise and conference presentations on sports nutrition	Certified Strength and Conditioning Specialist	Conference presentations
<b>EXS 906 Applied Training Methodologies for Human Performance</b>	3	Brad Schoenfeld	PhD in Health Promotion and Wellness, Rocky Mountain University	Experience in personal training, exercise and sports nutrition consultant to amateur and professional sports teams	Certified Strength and Conditioning Specialist	Numerous publications in peer-reviewed journals and textbooks, plus awards, presentations, and invited talks

<b>EXS 915: Methods in Biomechanical Analysis</b>	3	Douglas Oberlin	PhD in Exercise Science, University of North Carolina	Experience in coaching athletes		Several peer-reviewed publications
<b>EXS 916: Applied Concepts in Motor Learning and Performance</b>	3	Andrew Alto	EdD in Exercise Psychology, Univ. of Western States	Experience in personal training	Certified Strength and Conditioning Specialist	Several peer-reviewed publications
<b>EXS 917: Evidence-Based Principles in Strength and Hypertrophy</b>	3	Orlando Rivera	PhD in Movement Science, Seton Hall University	Experience in personal training, exercise and conference presentations on sports nutrition	Certified Strength and Conditioning Specialist	Conference presentations
<b>EXS 920: Statistical Modeling for Research in Exercise Science</b>	3	Patrick Ward	PhD in Sports Science, Liverpool John Moores University	Head sports scientist, Seattle Seahawks NFL	Certified Strength and Conditioning Specialist	Multiple peer reviewed publications and conference presentations
<b>EXS 940 Pedagogy in Exercise Science</b>	3	Andrew Alto	EdD in Exercise Psychology, Univ. of Western States	Doctorate in exercise psychology	Certified Strength and Conditioning Specialist	Doctorate in Education
<b>EXS 965: Advanced Sport Psychology</b>	3	Andrew Alto	EdD in Exercise Psychology, Univ. of Western States	Doctorate in exercise psychology	Certified Strength and Conditioning Specialist	Doctoral focus on exercise psychology. Several peer-reviewed publications
<b>EXS 970: Research Practicum in Human Performance</b>	6	Douglas Oberlin	PhD in Exercise Science, University of North Carolina	Experience in coaching athletes		Several peer-reviewed publications
<b>EXS 975: Meta-Analysis Practicum</b>	3	Brad Schoenfeld	PhD in Health Promotion and Wellness, Rocky Mountain University	Experience in personal training, exercise and sports nutrition consultant to amateur and professional sports teams	Certified Strength and Conditioning Specialist	Numerous publications in peer-reviewed journals and textbooks, plus awards, presentations, and invited talks
<b>EXS 990: Doctoral Seminar</b>	3	Gul Sonmez	PhD in Health Promotion and Wellness,	Experience in personal training,	Certified Strength and	Numerous publications in

			Rocky Mountain University	exercise and sports nutrition consultant to amateur and professional sports teams	Conditioning Specialist	peer-reviewed journals, plus presentations, and invited talks
<b>EXS 991: Doctoral Dissertation 1</b>	6	Brad Schoenfeld	PhD in Health Promotion and Wellness, Rocky Mountain University	Experience in personal training, exercise and sports nutrition consultant to amateur and professional sports teams	Certified Strength and Conditioning Specialist	Numerous publications in peer-reviewed journals and textbooks, plus awards, presentations, and invited talks
<b>EXS 992: Doctoral Dissertation 2</b>	6	Brad Schoenfeld	PhD in Health Promotion and Wellness, Rocky Mountain University	Experience in personal training, exercise and sports nutrition consultant to amateur and professional sports teams	Certified Strength and Conditioning Specialist	Numerous publications in peer-reviewed journals and textbooks, plus awards, presentations, and invited talks

### Form SED D 8: Status of Each Faculty Member Listed in the Previous Pages

Faculty member	Title of position at Lehman College	Full-time (FT) or adjunct (Adj) at Lehman	If part-time in the program, specify other responsibilities
Gul Sonmez	Professor	FT	N/A
Brad Schoenfeld	Professor	FT	N/A
Andrew Alto	Assistant Professor	FT	N/A
Douglas Oberlin	Assistant Professor	FT	N/A
Orlando Rivera	Lecturer	FT	N/A
Patrick Ward	Adjunct Professor	Adj	None

### Form SED D 9: Number and Title of New Positions to Be Established and Minimum Qualifications

Title of Position	# New Positions	Minimum Qualifications
Tenure-track assistant/associate professor	1	PhD in exercise-related coursework

### B. Facilities and Equipment

No additional space or equipment will be required for initiation of the program. The Lehman Human Performance Laboratory is a state-of-the-art facility that has received substantial funding from grants. We currently have \$500,000 worth of equipment that allows sophisticated exercise-related testing and training for both practical and research purposes. Consistent with CUNY guidelines, we will seek to develop partnerships with supplement companies, equipment companies, hospitals, and other organizations to help pay for additional equipment, sponsorships of student travel for conferences and presentations, and other relevant expenses that may arise.

### **C. Library and Instructional Materials:**

Lehman College's Leonard Lief Library is housed in a modern, four-story building with an online catalog and circulation system providing access to over 200 online subscription databases. More than 300 state-of-the-art computer workstations are accessible for student use with full Internet access, as well as iPads, laptops, and eReaders available for loan at the Circulation-Reserve Desk. The Graduate Research Room is reserved exclusively for graduate student use, while the Access and Technology Center provides assistive technology for students with special needs. The Library's homepage [<http://www.lehman.edu/library/>] links to the CUNY+ online library catalog, licensed electronic resources, electronic journals, and eBook packages.

The monograph collection of over 362,674 volumes is supplemented by 652,700 microforms (including ERIC documents), 95,112 electronic journals, and over 554,885 electronic books. The Library is a designated Depository for state and federal government documents. The research collection is augmented to support a robust undergraduate and graduate curriculum. Interlibrary loan service and CUNY's own library intra-borrowing system are available to members of the community.

In addition to general and specialized non-circulating reference collections, the Library offers the Reserve collection including textbooks for requested courses. Specialized service areas include the Periodicals Room, well-equipped instructional labs, and Bronx History Archives. Reference librarians support student research during library hours, as well as offer special Consultations and online reference chat. The Library has an active instructional program instilling tenets of information literacy and critical evaluation of information sources.

The Library licenses a wide array of exercise-related journals from major publishers (Elsevier, Lippincott Williams & Wilkins, and Wiley), providing free access to thousands of peer-reviewed literature articles. When an article is not immediately available, it can usually be fulfilled via Interlibrary Loan.

### **D. Budget Tables**

The new program will not affect the needs of Lehman College Library or Lehman's central information resources. The projected costs and revenues are indicated below in Tables 3 and 4.

As per information from the CUNY Graduate Center website (<https://www.cuny.edu/admissions/graduate-studies/tuition/>), the projected revenues below use the figure of \$965 per graduate credit. Given that doctoral courses will initially be co-listed with master's degree courses, it is expected that the doctoral degree program in Human Performance and Fitness will be self-sustaining from the outset considering the anticipated student enrollment.

Moreover, establishment of the doctoral degree program will provide greater status to the Lehman College Program of Exercise Science, which should help to attract additional students to the undergraduate and master’s degree programs and thus provide additional ancillary revenue.

**Table 3**

**Projected Expenditures for the Proposed PhD Program in EXS \***

<b>Expenditures</b>	<b>1<sup>st</sup> Year 2024-2025 Academic Year</b>	<b>2<sup>nd</sup> Year 2025-2026 Academic Year</b>	<b>3<sup>rd</sup> Year 2026-2027 Academic Year</b>	<b>4<sup>th</sup> Year 2027-2028 Academic Year</b>	<b>5<sup>th</sup> Year 2028-2029 Academic Year</b>
<i>Faculty</i> New Resources	0	Salary for one adjunct assistant professor: \$5062+ fringe benefits \$658**  Total this year = \$5,720	Salary for one full-time assistant/associate professor: \$86,645+ fringe benefits \$44,189*  Total this year = \$130,834	Salary for one adjunct assistant professor: \$5,062+ fringe benefits \$658**  Total this year = \$5,720	0
<i>Equipment</i> New Resources	0	0	0	0	0
<i>Library</i>	Additional Users: \$500	Additional Users: \$500	Additional Users: \$500	Additional Users: \$500	Additional Users: \$500
<i>Other</i> New Resources	Advertising and office supplies \$1,250	Advertising and office supplies \$1,250	Advertising and office supplies \$1,250	Advertising and office supplies \$1,250	Advertising and office supplies 1,250
<b>Total</b> New Resources	\$1,750	\$7,470	\$138,304	\$144,024	\$144,024

\*Salary projected at \$86,645, as per current PSC-CUNY Agreement with fringe benefits calculated at 51% of projected salary.

\*\*Salary projected at \$112.50/hr, as per current PSC-CUNY Agreement with fringe benefits calculated at 13% of projected salary.

**TABLE 4**

**Projected Revenues for the Proposed Program \***

<b>Revenues</b>	<b>1<sup>st</sup> Year 2024-2025 Academic Year</b>	<b>2<sup>nd</sup> Year 2025-2026 Academic Year</b>	<b>3<sup>rd</sup> Year 2026-2027 Academic Year</b>	<b>4<sup>th</sup> Year 2027-2028 Academic Year</b>	<b>5<sup>th</sup> Year 2028-2029 Academic Year</b>
<b><i>Tuition Revenue:</i></b>					
01. From Existing Resources	0	0	0	0	0
02. From New Sources	\$112,905	\$269,235	\$408,195	\$529,775	\$625,320
03. Total	\$112,905	\$269,235	\$408,195	\$529,775	\$625,320
<b><i>State Revenue:</i></b>					
04. From Existing Resources	No formula for additional aid				
05. From New Sources	0	0	0	0	0
06. Total	0	0	0	0	0
<b><i>Grand Total:</i></b>					
07. From New Sources	\$112,905	\$269,235	\$408,195	\$529,775	\$625,320
<b>TOTAL</b>	\$112,905	\$269,235	\$408,195	\$529,775	\$625,320

\*Formula for per student tuition revenue based on rates from: <https://www.cuny.edu/admissions/graduate-studies/tuition/>: number of matriculated full-time students x \$965 per credit x 9 credits per semester tuition and fees. Total revenues per year based on projected enrollment as detailed in Table 1.

## **6. Evaluation**

### **A. Internal Evaluation**

Currently, the Exercise Science and Recreation Department has a rigorous system for assessing and monitoring program outcomes. The proposed Human Performance and Fitness doctoral degree program will become another component in the Department's ongoing assessment plan. The following are the evaluation strategies that will be used to assess the proposed doctoral program:

#### **Student Outcomes**

It is essential to ensure that students are achieving high standards of learning in the program. The following tools will be employed to evaluate whether these standards are being met: Individual course-based evaluations; grade point averages; and scholarly productivity.

#### *Course-based Evaluations*

Faculty will evaluate students' performance based on the pre-determined objectives of each course. Methods of evaluation will include examinations, projects, presentations, etc., which will be specified in the course syllabi. Course methods will be reviewed each semester to ensure that students are achieving the desired mastery of knowledge, and relevant changes will be made based on instructor insights and student feedback from the course/instructor assessments.

#### *Grade Point Average*

All students enrolled in the Human Performance and Fitness doctoral degree program will be required to maintain an overall 3.0 (B) grade point average (GPA) to retain active status in the program. The program director will be responsible for ensuring that students and intervening with those students who are in danger of falling below the minimum GPA requirement.

#### *Publications, Presentations and Other Scholarly Pursuits*

Students enrolled in the Human Performance and Fitness doctoral degree program will be expected to be active in scholarly pursuits. We expect that each year after the first year in the program, students have: (1) at least 2 scholarly papers either published or in review; (2) at least 1 submitted application for funding; (3) at least 1 presentation at a professional conference. We will review the productivity of students on an annual basis to determine if these goals are being met.

#### *Doctoral Dissertation*

For successful completion of the program, students will be required to complete a doctoral dissertation and pass his/her defense of the dissertation. Students will act in collaboration with their mentor/faculty advisor to choose an appropriate area of focus for the student to become a content expert. The student is expected to be active in scholarly pursuits of this goal, including carrying out original research, publishing scholarly reviews/editorials, and soliciting grants for funding. The ability to successfully carry out such scholarly endeavors will display competency in the application of the knowledge, skills and dispositions acquired throughout their coursework.

Prior to conducting their dissertation study(s), students will be required to formulate a dissertation committee in concert with their mentor. The student will then defend his/her dissertation proposal and, if deemed suitable by the committee, will receive approval to carry out the study. After

completion of data collection, the student will analyze the data and write up their findings in a comprehensive dissertation manuscript. The student will then defend his/her dissertation in front of the committee, who will decide if the student is worthy of receiving their doctorate.

### **Program Graduates**

In the last semester prior to graduation, students in the Human Performance and Fitness Doctoral Program will be asked to complete an exit survey that assesses their overall experience in the program, from initial application to the filing for graduation. Suggestions for improving the academic, social, and experienced-based components of the program will be solicited from each student. Collected information and feedback will be shared with the relevant offices (e.g., graduate admissions, academic support, academic departments, etc.) to facilitate continuous program and operations improvement. In addition, we will attempt to follow up with student career achievements over time. This will entail sending students regular emails to ask about their career trajectory. The information will be entered into a spreadsheet and the faculty will assess whether needs are being met and/or if other opportunities warrant revisions/additions to program curriculum. We will then send a follow-up email 1 year after graduation to inquire about the student's employment status.

### **Faculty Performance**

Faculty will be evaluated according to a three-tier process that includes: 1) an annual administrative evaluation by the department chair of the individual's scholarly activities and overall contributions to the department, the school, and the college; 2) peer observation of teaching; and 3) student course and teaching evaluations.

#### *Administrative Evaluation*

Each year, faculty members are required to submit an updated CV comprising their scholarly achievements (publications, grant activity, presentations, etc.) to a data management site (Digital Measures). Moreover, untenured faculty undergo an annual evaluation meeting with the department chair that entails a review of their CV along with plans for new research and grants. Part of the chair's role in the process is to support the untenured faculty in their quest to conduct innovative research that furthers their role as a leader-educator at the college. The chair also evaluates the faculty member on three areas of service: college-wide service, school-wide service, and department-wide service. If the faculty member is lacking in any of these areas, the chair makes recommendations for specific committee work and/or projects for the member to explore.

#### *Peer Observation*

Each semester, untenured full-time and all part-time faculty members are observed by a peer and evaluated for their teaching competency. The process involves the peer sitting in on a class and providing written commentary on the teaching performance of the instructor, including an assessment of the instructor's strengths and weaknesses. The instructor is then provided with a copy of the written report and given an opportunity to discuss the observations, ask follow-up questions, and raise any perceived issues with the report. This collaborative effort provides a systematic means to foster ongoing improvements in education in the program.

#### *Course and Instructor Evaluation*

Each semester, students enrolled in the Human Performance and Fitness doctoral degree program will be afforded the opportunity to complete a course/instructor assessment through the Student Evaluation

of Teaching and Learning (SETL) online survey. This survey provides quantifiable data based on a Likert-type scale, allowing objective comparisons based on mean scores. The results of these evaluations will be tabulated and then shared with the dean, department chair, and faculty member. Faculty strengths and weaknesses, as well as suggestions for improvement, will be discussed between the department chair and faculty member during the annual evaluation meeting. Appropriate professional development plans will be created based on mutual agreement between the chair and faculty members.

### **B. External Evaluation**

(Please see Appendix C for the full CVs of the external evaluators; Appendix D for the charge to the external evaluators; Appendix E for the completed program reviews, and; Appendix F for our response to the external evaluator reports.)

## Appendix A



617 Bryant St  
San Francisco  
California  
94107  
USA

28 October 2022

**RE: TONAL support for the development of an exercise science PhD program**

To whom it may concern,

Please accept this letter as support from TONAL for the development of an Exercise Science program at Lehman College. As the Senior Director of Performance at TONAL, I can confirm that exercise science PhD graduates are a sought after resource within our business and a qualification that we actively look for when recruiting. As a heavily venture backed Silicon Valley fitness start up the subject matter expertise and critical thinking skills developed within a PhD are highly desirable assets in our future employees.

Having worked with Dr. Schoenfeld extensively over the last year, I can think of no one better placed to help educate, guide and inform the next wave of PhD exercise science graduates and sincerely hope that the application to develop a PhD program is successful.

If you wish to discuss this letter of support further or require any additional information then please don't hesitate to contact me at the below contact details.

Regards,

*Troy J Taylor*

Troy Taylor  
Tonal Strength Institute  
435 714 1834  
troy.Taylor@Tonal.com



To whom it may concern,

I would like to recommend that Lehman College pursue the creation of an Exercise Science PhD program for several reasons.

First, as a company which produces digital products and offers high level fitness coaching, we prefer to hire PhDs, as they signal to us a totally unique and superlative level of qualification for the PhD holder. Our company has many competitors in the field, most of whom would prefer to hire only the very most qualified fitness professionals, and there is no higher qualification than a doctoral degree in the field. Additionally, the chasm in qualification between a master's degree holder and a PhD holder in our space is *massive*. In other words, there's no substitute for a PhD in the field.

Secondly, we live in a world connected and highly affected by social media. In the social media landscape, there is a lot of misinformation being spread by underqualified authorities. Having more highly prepared PhDs in exercise science to act as influencers and spread the theory and practice of evidence-based fitness is critical to uplifting the whole profession and helping to get as many of our fellow global citizens into the best health and fitness of their lives. Nothing replaces the authoritative communication of accurate information by a PhD in the field, especially to social media fitness consumers that cannot themselves vet the quality of the information they receive.

Lastly, Lehman College is already known for the highest caliber of research and professionalism in the field, largely through the reputation, efforts, and education provided by Dr. Brad Schoenfeld and his faculty. A PhD in Exercise Science conveys authority, but a PhD *from Lehman* conveys an even more profound likelihood of veracity of claims. In other words, starting a PhD program in Exercise Science at Lehman is a natural continuation of an already top-tier authority in the space, much less than it is a new and risky venture. Put simply, we *need* more of the best educated fitness professionals in the industry, and Lehman college is best leveraged to supply them with a PhD program. We already provide regular funding to Lehman's research activities in this space, and we'd love to continue and increase the funding especially if a PhD program is instantiated.

I would love to expand upon any of these claims in depth if necessary, so please feel free to reach out. This is an exciting step in what I think is very much the right direction not just for Lehman College, but for the fitness and health industry as a whole.

A handwritten signature in blue ink, appearing to read 'Nick Shaw', is written in a cursive style.

- Nick Shaw, CEO, Renaissance Periodization



To whom it may concern,

I trust this letter finds you well. I am writing to express my wholehearted support for the proposed PhD program in Human Performance and Fitness at Lehman College, recognizing the critical need for advanced education in this field, particularly as sports science continues to evolve rapidly.

The landscape of sports science is undergoing a transformative phase, driven by the rapid advancement of technology and the increasing availability of data. As we witness unprecedented growth in these areas, the demand for highly skilled professionals in Human Performance is more pronounced than ever. A doctoral program that emphasizes the intersection of technology, data analytics, and human performance is not only timely but also essential to prepare future sports scientists for the challenges of tomorrow.

The proposed PhD program at Lehman College is uniquely positioned to meet this demand. By offering an advanced curriculum that integrates cutting-edge technology and data-driven approaches, graduates will be well-equipped to navigate the complexities of modern sports environments. This program will not only address current industry needs but also anticipate future trends, ensuring that graduates remain at the forefront of the evolving field of sports science.

Moreover, there is a notable dearth of opportunities within the United States for individuals seeking advanced education in Human Performance. The establishment of the PhD program at Lehman College will fill a crucial gap in the educational landscape, providing aspiring sports scientists with a reputable and innovative platform to pursue their academic and professional aspirations.

I firmly believe that graduates from this program will play a pivotal role in advancing the field of sports science, contributing to the optimization of athlete performance and well-being. The combination of academic excellence, forward-thinking curriculum, and the unique emphasis on technology and data within the proposed program positions Lehman College as a leader in shaping the future of Human Performance education.

Thank you for considering my support for this groundbreaking initiative. If you require any additional information or have specific questions, please do not hesitate to contact me.

Sincerely,  
Adam Virgile  
Director, Applied Sport Science and Performance Research

1/13/2024



**NEW JERSEY DEVILS**



January 11, 2024

To Whom It May Concern:

I am writing this letter in support of the Ph.D. program in Human Performance and Fitness at Lehman College. The Ph.D. program in Human Performance would be a valuable credential for obtaining a high-level job in a professional sport and for the continued pursuit of personal and professional excellence. As a practitioner in professional sports for the last decade, I have personally witnessed the progression of post-professional degrees and the credibility these programs offer practitioners wishing to advance within the field to attain senior-level leadership positions. Being able to learn from Brad's extensive experience would be an extremely rewarding opportunity for any prospective graduate. In summary, a Ph.D. from Lehman College would be an attractive option and would set up any candidate for success in elite sports.

Thank you,

A handwritten signature in black ink, appearing to read 'Chris Stackpole'.

Dr. Chris Stackpole, PT, DPT, SCS, ATC, CSCS  
Vice President, Athlete Care  
New Jersey Devils





January 2, 2024

To Whom it May Concern,

My name is Dr. David T. Martin and I have had the privilege of professionally knowing Dr. Brad Schoenfeld for the past eight years. During this time I have observed his impressive productivity and his commitment to advancing the field of human performance and fitness. Dr. Schoenfeld's dedication, expertise, and vision make him an exceptional advocate for the proposal to establish a PhD program in Human Performance and Fitness at Lehman College.

I have recently been working in a start-up company in Silicon Valley that is focusing on wearable technology and fitness through decades of life. Over the past 5 years I have observed that the health and wellness industry is evolving rapidly with a heightened emphasis on personalized approaches to optimize human performance. A doctoral degree in Human Performance and Fitness from Lehman College, under Dr. Schoenfeld's guidance would offer students a unique and relevant education. It is likely that graduates equipped with specialized knowledge in this area will emerge as highly sought-after professionals for many positions, including organizations such as Apeiron Life where I work.

The proposed PhD program will not only provide students with a comprehensive understanding of human physiology, health, and wellness but could also foster critical research skills and practical experiences vital for addressing the multifaceted demands of the industry. As the health and wellness sector continues to expand, the need for experts with a deep understanding of human performance becomes increasingly important.

I am happy to endorse the establishment of the PhD program in Human Performance and Fitness at Lehman College, spearheaded by Dr. Brad Schoenfeld. This program would not only empower aspiring scholars but also elevate the caliber of professionals entering the workforce, meeting the escalating demands of the rapidly growing health and wellness industry.

Sincerely,

A handwritten signature in black ink that reads "David T. Martin".

Dr. David T. Martin  
Chief Scientist, Apeiron Life  
david@apeiron.life



January 2, 2024

To Whom It May Concern:

Let me take the opportunity to lend my highest level of support for Lehman College to begin a doctoral program Human Performance and Fitness. There is indeed a need for such programs in our profession and therefore a timely opportunity for Lehman College to be at the forefront of this educational opportunity.

To begin the National Strength and Conditioning Association (NSCA) is currently embarking on a new Accreditation process for all Universities that are preparing individuals for the Certified Strength and Conditioning Specialist Certification (CSCS). As such all Universities will need to be accredited by 2030. The NSCA is a 70,000 member/certificants association. Its certified coaches hold positions in high school, college, university, and professional athletics. To sit for this certification, individual will need to graduate from an accredited University. This change will exponentially increase the need for doctoral trained professionals to teach/manage college and university programs, as the goal is to have over 300 accredited programs by 2030. This need will only continue to expand over time, both nationally and internationally.

In addition the NSCA recently launched a new certification titled the Certified Performance and Sport Scientist certification (CPSS). This new certification is already being adopted by professional athletics (Major League Soccer, Major League Baseball and the National Hockey League) to name a few, and as such is slated to be the gatekeeper for the highest applied scientist positions in the field. The CPSS certification requires a Masters or Doctoral degree, once again highlighting the need for advanced educational opportunities in the field.

I would also like to point out that there is a general paucity of programs that focus on the not only the scholarship of discovery, but also the applied nature of the profession. In examining the evidence-based curricular programming being proposed by Lehman College and this history of its master's program, this doctoral is poised to be a solid contributor to the health of our profession.

**Brent A. Alvar, Ph.D., CSCS\*D, TSAC-F, FNSCA, FACSM**  
*President - National Strength and Conditioning Association*  
Office: (619)849-7961  
[brent.alvar@NSCA.com](mailto:brent.alvar@NSCA.com)



Ramsey Nijem  
Director of Sport Performance  
University of Kansas Men's Basketball  
11/29/2023

To whom it may concern,

I am pleased to write this letter recommending a PhD program in Human Performance and Fitness at Lehman College and supporting the utility of a doctoral degree in Human Performance.

As someone who holds a doctoral degree and has worked in human and sport performance for nearly 15 years, I can attest to the value of a doctoral degree in Human Performance. I am confident that my degree has increased my professional opportunities and earning potential. Further, the doctoral degree prepared me for the rigor of my roles and ensures I have the skillset to navigate and apply the scientific literature that underpins the profession. Finally, a doctoral degree in Human Performance would have many applications across disciplines in health and performance - academics, coaches, therapist, and more would benefit from holding such a degree.

Additionally, the landscape of health and performance is evolving and a doctorate in Human Performance equips professionals with the skills to thrive and meet the growing demands. Attaining the doctorate signifies mastery of the foundational principles as well as the capacity for critical thinking and problem-solving which positions professionals for success in academia and strength and conditioning - the two most prominent career paths within human performance.

In conclusion, it is with great enthusiasm, and experience, that I recommend the PhD program at Lehman College and attest to the utility of a doctoral degree in Human Performance.

Sincerely,  
Ramsey Nijem

## Appendix B

### Course Options in Human Performance and Fitness

**EXS 901 Physical Activity, Exercise and Fitness in Research.** *3 hours, 3 credits.* Research-based exploration as to how physical activity and exercise influences health and fitness across populations.

**EXS 902 Applied Exercise Physiology in Human Performance.** *3 hours, 3 credits.* Exploration of current literature into selected areas of physiology as applied to human performance.

**EXS 903 Research Design in Human Performance:** *3 hours, 3 credits.* Insights into the design of research protocols to investigate scientific questions related to human performance.

**EXS 904 Assessments for Exercise Research and Prescription.** *3 hours, 3 credits.* Methods for assessment of human performance-based outcomes and their implications for exercise prescription.

**EXS 905 Research in Sports Nutrition.** *3 hours, 3 credits.* Research-based exploration of nutrition and supplementation to optimize human performance and fitness.

**EXS 906 Applied Training Methodologies for Human Performance.** *3 hours, 3 credits.* Extrapolation of research findings in applied exercise science to practical program design.

**EXS 915: Methods in Biomechanical Analysis.** Examination of kinetics and kinematics as they apply to research, instrumentation, and concepts in the analysis of human performance.

**EXS 916: Applied Concepts in Motor Learning and Performance.** Examination of the acquisition of functional movement skills to optimize human performance.

**EXS 917: Evidence-Based Principles in Strength and Hypertrophy.** *3 hours, 3 credits.* Bridge the gap between research and practice for manipulating resistance training variables to optimize outcomes in strength and hypertrophy.

**EXS 920: Statistical Modeling for Research in Exercise Science.** *3 hours, 3 credits.* Design of statistical methods specific to research in human performance with a focus on magnitude-based inferences and Bayesian approaches.

**EXS 940 Pedagogy in Exercise Science.** *3 hours, 3 credits.* Advanced skills and strategies for effective teaching of courses specific to exercise science and human performance at the university level.

**EXS 965: Advanced Sport Psychology.** *3 hours, 3 credits.* Critical examination of psychosocial factors that influence human behavior in athletic performance with a focus on theory, research, and methodology.

**EXS 970: Research Practicum in Human Performance.** *6 hours, 6 credits.* Participation as a research assistant in a research study related to applied human performance.

**EXS 975: Meta-Analysis Practicum.** *3 hours, 3 credits.* Collaborate on a systematic review and meta-analysis of a longitudinal randomized control trial related to human performance for publication in a peer-reviewed journal.

**EXS 990: Doctoral Seminar:** *3 hours, 3 credits.* Facilitate development of students' dissertation research ideas and enhance ability to translate scientific findings into applied practice

**EXS 991: Doctoral Dissertation 1:** *6 hours, 6 credits.* Development of competency in effective scientific writing and critical analysis of research.

**EXS 992: Doctoral Dissertation 2:** *6 hours, 6 credits.* Design and execution of a publishable research study on an exercise-related topic that demonstrates content expertise

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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 901
Course Title	Physical Activity, Exercise and Fitness in Research
Description	Research-based exploration as to how physical activity and exercise influences health and fitness across populations.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p>X Not Applicable</p> <p>_____ Required</p> <p>_____ English Composition</p> <p>_____ Mathematics</p> <p>_____ Science</p> <p>_____ Flexible</p> <p>_____ World Cultures</p> <p>_____ US Experience in its Diversity</p> <p>_____ Creative Expression</p> <p>_____ Individual and Society</p> <p>_____ Scientific World</p>

**3. Rationale:**

This course provides the basis for the role of exercise in overall health and wellness. It would be beneficial to doctoral students who aspire to pursue research in general areas of fitness, including the health-related benefits of exercise across the lifespan.

**4. Learning Outcomes (By the end of the course students will be expected to):**

- Interpret the results of the literature regarding the effects and interactions between physical activity, exercise, fitness and health
- Draw inferences as to exercise dose, duration and intensity on fitness and health markers
- Understand the variance in response to exercise for different conditions and disease states
- Articulate the relationship between body composition and health markers
- Describe the effects of age and sex on health and their interaction with physical activity and exercise
- Describe the role of physical activity and exercise on mental state both acutely and chronically

**5. Date of Departmental Approval:**

**LEHMAN COLLEGE  
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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 902
Course Title	Applied Exercise Physiology in Human Performance
Description	Exploration of current literature into selected areas of physiology as applied to human performance
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p>X Not Applicable</p> <p>_____ Required</p> <p>_____ English Composition</p> <p>_____ Mathematics</p> <p>_____ Science</p> <p>_____ Flexible</p> <p>_____ World Cultures</p> <p>_____ US Experience in its Diversity</p> <p>_____ Creative Expression</p> <p>_____ Individual and Society</p> <p>_____ Scientific World</p>

**3. Rationale:**

This course delves into the complexities of exercise physiology, which may be a focus or component of doctoral student research.

**4. Learning Outcomes (By the end of the course students will be expected to):**

- Articulate the underlying theories of exercise physiology as they apply to the neuromuscular system and exercise metabolism
- Display an understanding as to the role of exercise physiology in applied human performance settings
- Display a comprehension of the neuroendocrine system and the implications of its response to exercise
- Critically interpret research related to exercise physiology and translate its application to human performance
- Translate theory of exercise physiology into applied environments
- Display an understanding of the aerobic/anaerobic continuum and the varied responses and adaptations associated with their manipulation

**5. Date of Departmental Approval:**

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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 903
Course Title	Research Design in Human Performance
Description	Insights into the design of research protocols to investigate scientific questions related to human performance.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

An understanding of research and its application is essential to being an evidence-based scholar as well as meeting the requirements of successful completion of the program. All students will thus be required to take this course.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Demonstrate an ability to carry out Boolean search streams to conduct robust searches of the literature
- Assess the existing literature to determine gaps that warrant exploration
- Identify suitable research topics that are novel, researchable, practical and timely.
- Display competency in critiquing the strengths and weaknesses of research designs and their implications for drawing conclusions
- Write a compelling introduction that properly sets up the research question to a study of interest
- Determine the most appropriate outcome assessments
- Employ statistical models that best suit the question of interest
- Write a methods section that properly details the design so it is replicable
- Elucidate the results in an logical and understandable fashion that is supported by appropriated images and tables
- Write a compelling discussion and conclusion of the results that compares and contrasts findings with the current literature and sets direction for future study on the topic

5. **Date of Departmental Approval:**

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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 904
Course Title	Assessments for Exercise Research and Prescription
Description	Methods for assessment of human performance-based outcomes and their implications for exercise prescription.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course delves into the complexities of exercise testing and prescription, which may be a focus or component of doctoral student research. Moreover, the underlying principles may be beneficial to research design for some students.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Carry out risk assessments to determine feasibility of exercise testing on an individual basis
- Display competency in conducting tests across a wide spectrum of fitness outcomes
- Apply appropriate assessments in research-based settings to best answer questions of interest
- Demonstrate an understanding as to how to modify tests based on situational conditions
- Interpret the results from assessments and their application to research design
- Articulate the strengths and limitations of various tests for drawing conclusions on given exercise-related outcomes

5. **Date of Departmental Approval:**

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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 905
Course Title	Research in Sports Nutrition
Description	Research-based exploration of nutrition and supplementation to optimize human performance and fitness.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course delves into the complexities of sports nutrition, which may be a focus or component of doctoral student research.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Articulate differences in nutrient metabolism during various forms of exercise
- Articulate the differences in macronutrient prescription for various athletic endeavors
- Employ nutritional applications to assess nutrient consumption to guide prescription and inference
- Critically assess research to draw inferences on current sports nutrition topics
- Display an understanding of the role of sports supplements in human performance and articulate their respective risk considerations
- Develop nutritional plans for athletes across a spectrum of sports

5. **Date of Departmental Approval:**

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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 906
Course Title	Applied Training Methodologies for Human Performance
Description	Extrapolation of research findings in applied exercise science to practical program design.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course delves into the complexities of applied training methodologies for athletes, which may be a focus or component of doctoral student research.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Critically evaluate research pertaining to training of athletes across a range of athletic pursuits
- Understand the limitations of research in developing recommendations for training practices in athletic settings
- Display competency in stratifying athletes based on performance in a variety of tests
- Identify an athlete's strengths and weakness to guide prescription
- Understand proper resistance training techniques and display an ability to correct flaws in performance
- Display competency in creating individualized sports-specific training programs to optimize human performance

5. **Date of Departmental Approval:**

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**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 915
Course Title	Methods in Biomechanical Analysis
Description	Examination of kinetics and kinematics as they apply to research, instrumentation, and concepts in the analysis of human performance.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course delves into the complexities of kinesiology and biomechanics, which may be a focus or component of doctoral student research.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Demonstrate competency in use of assessments to analyze kinetics and kinematics
- Display an ability to interpret results of biomechanical assessments and understand their implications for human performance
- Display comprehension of the neuromuscular system and its application to human performance
- Critically interpret the literature to draw evidence-based conclusions on biomechanical considerations in research and program design
- Demonstrate an understanding of primary, synergists, agonists, antagonists and stabilizer muscles involved in performance of various exercises for all the joints of the body, and display an ability to translate this knowledge into exercise prescription

5. **Date of Departmental Approval:**

**LEHMAN COLLEGE  
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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 916
Course Title	Applied Concepts in Motor Learning and Performance
Description	Examination of the acquisition of functional movement skills to optimize human performance.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course delves into the complexities of motor learning, which may be a focus or component of doctoral student research.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Describe the anatomy and physiology of the neuromotor systems.
- Describe generally accepted theories of motor learning and control and articulate their strengths and weakness for drawing inferences to human performance
- Critically interpret research on motor learning to provide insight into practical application of principles
- Conduct assessments of arousal, mentation, and cognition, and interpret the findings and their implications
- Articulate the stages of learning and how they relate to program design in human performance
- Translate motor learning theory into practical settings to create individualized training programs that optimize human performance

5. **Date of Departmental Approval:** October 31, 2023

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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 917
Course Title	Evidence-Based Principles in Strength and Hypertrophy
Description	Bridge the gap between research and practice for manipulating resistance training variables to optimize outcomes in strength and hypertrophy
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course delves into the complexities of the development of muscle strength and hypertrophy, which may be a focus or component of doctoral student research.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Interpret research-based findings on the underlying mechanisms of strength hypertrophy adaptations, and show insight into their application to program design
- Display an understanding of the research on manipulation of resistance training variables and the associated limitations for drawing evidence-based inferences
- Describe research-based findings on intensity of effort and how it can be manipulated to optimize muscular adaptations
- Describe the strength-endurance continuum and its application to program design for goals related to strength and hypertrophy
- Display an understanding of nutritional factors that influence strength and hypertrophy adaptations
- Create individualized goal-specific programs to optimize outcomes
- Determine gaps in the literature that warrant further research on applied aspects of strength and hypertrophy

5. **Date of Departmental Approval:** October 31, 2023

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 920
Course Title	Statistical Modeling for Research in Exercise Science
Description	Design of statistical methods specific to research in human performance with a focus on magnitude-based inferences and Bayesian approaches.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

An understanding of statistics as they apply to exercise science is fundamental to both conducting and critically appraising research in the field. Moreover, a comprehension of estimation- and magnitude-based statistical approaches, as well as Bayesian approaches, is particularly important to interpret the inferences of statistical results for discussion in a scholarly paper.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Comprehend the difference between frequentist and Bayesian approaches
- Describe the use of regression and its various iterations in statistical modeling for applied exercise research
- Show competency in coding with R Studio
- Describe the limitations of null hypothesis testing and the use of alternative approaches to draw inferences in applied exercise science
- Determine the most appropriate statistical models based on the research purpose
- Create appropriate graphs to visually display data
- Display competency in drawing conclusions from statistical tests
- Employ statistical approaches in sports science settings to facilitate decision-making

5. **Date of Departmental Approval:** October 31, 2023

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 940
Course Title	Pedagogy in Exercise Science
Description	Advanced skills and strategies for effective teaching of courses specific to exercise science and human performance at the university level
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

Many students in the Human Performance and Fitness program aspire to pursue a career as college professors. However, students of Human Performance and Fitness generally come from exercise science, physiology, nutrition, or biology backgrounds, with minimal experience in pedagogy. Currently, there is no course in the graduate program that prepares students for teaching within the field of higher education. This course will help provide students with the skills and competencies necessary to effectively teach at the college level.

**4. Learning Outcomes (By the end of the course students will be expected to):**

- Demonstrate an understanding of the unique aspects of teaching exercise-related coursework
- Display an ability to translate teaching philosophy in exercise-related coursework.
- Formulate course objectives that align with learning outcomes specific to exercise-related coursework
- Display insight into the application of learning styles to instruction across various exercise-related courses
- Demonstrate an ability to resolve class conflicts in a successful manner
- Experiment with various multi-media approaches to facilitate understanding of concepts specific to exercise science
- Appraise teaching methods based on assessment of student outcomes.

**5. Date of Departmental Approval: January 22, 2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 965
Course Title	Advanced Sport Psychology
Description	Critical examination of psychosocial factors that influence human behavior in athletic performance with a focus on theory, research, and methodology.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course delves into the complexities of sports psychology, which may be a focus or component of doctoral student research.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Identify and explain major theoretical frameworks used in sport psychology research.
- Describe causal mechanisms of the major psychological theories that have been employed to study human behavior in the context of sport.
- Demonstrate an ability to apply theoretical knowledge to encounter challenges commonly associated with sport and physical activity.
- Critically evaluate social and psychological research and discuss its application to practical settings.
- Discuss appropriate intervention strategies for sport performance enhancement.

5. **Date of Departmental Approval:** October 31, 2023

**LEHMAN COLLEGE  
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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 970
Course Title	Research Practicum in Human Performance
Description	Participation as a research assistant in a research study related to applied human performance. May be repeated for a maximum of six credits.
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Doctoral students must possess the ability to carry out research. It is therefore critical for the students to be intricately involved in the research process; the more students directly participate in the process, the more they learn. This course will therefore be required for all students to develop their skills in data collection, analysis, and writing.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Understand the research recruitment process
- Appreciate the complexities of the research process
- Understand the limitations of drawing inferences from applied human and/or animal research
- Demonstrate the ability to systematically collect data
- Display an ability to engage in teamwork
- Apply classroom skills and knowledge to a research-based setting.
- Display competency in the duties expected of a research assistant.

5. **Date of Departmental Approval:** October 31, 2023

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1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 975
Course Title	Meta-Analyses Practicum
Description	Collaborate on a systematic review and meta-analysis of a longitudinal randomized control trial related to human performance for publication in a peer-reviewed journal.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

### 3. **Rationale:**

Doctoral students must possess the ability to synthesize the results from the body of literature on a given topic and draw conclusions from the data based on the totality of findings. Conducting a systematic review and meta-analysis will allow students to appreciate how to properly go about the process, understand the gaps in the literature, and become better at translating science into practice. Moreover, the collaborative effort on the project will provide important skills for working as a group on a research-based project as well as writing in a lucid, scientific manner, which is particularly applicable for those students who wish to pursue their doctoral degrees.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

After taking this course, students will be able to:

- Determine viable topics for conducting a systematic review/meta-analysis
- Determine the specific inclusion criteria to properly answer the research question
- Create effective Boolean search strings to collect all relevant studies
- Use the PRISMA guidelines to direct data analysis
- Display an ability to code data and extract information from graphs when applicable
- Display knowledge of the different tools available to assess the quality of studies included in the meta-analysis and show competency in employing the tools to draw inferences
- Display knowledge of the different statistical approaches available to carry out meta-analysis, their strengths and weaknesses, and their appropriate use in varying situations
- Display an ability to interpret the findings of meta-analyses and draw practical insights for human performance
- Demonstrate an ability to identify gaps in the literature that should be explored in future investigations

### 5. **Date of Departmental Approval:** October 31, 2023

**LEHMAN COLLEGE  
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**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 990
Course Title	Doctoral Seminar
Description	Facilitate development of students' dissertation research ideas and enhance ability to translate scientific findings into applied practice
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The ability to write effectively in a scientific manner is essential to completion of the doctoral dissertation in the PhD/Human Performance and Fitness program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Articulate research objectives in a clear, concise, scholarly manner
- Formulate and write a research proposal
- Effectively record data and experiments so that others can understand them in a manner that forms the basis of a dissertation
- Provide and respond to critical feedback on writing assignments
- Discuss new ways to make scientific information understandable to scientists and their peers.

5. **Date of Departmental Approval:** October 31, 2023

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**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 991
Course Title	Doctoral Dissertation 1
Description	Development of competency in effective scientific writing and critical analysis of research.
Pre/ Co Requisites	Departmental Permission
Credits	6
Hours	6
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The ability to write effectively in a scientific manner is essential to completion of the doctoral dissertation in the PhD/Human Performance and Fitness program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Evaluate research in a specific discipline in kinesiology that represents your area of interest.
- Critically appraise various research paradigms and study designs and findings to determine the validity of the methodology and the practical relevance of the results.
- Understand how to identify gaps in the literature for creating novel research designs
- Produce an introduction to a proposed longitudinal dissertation study that addresses a gap in the current literature and shows a need for the research
- Produce a well-developed literature review on your topic of interest.
- Produce a detailed methods section for a proposed dissertation study that addresses the study question
- Defend a proposal that justifies carrying out the proposed topic of study

5. **Date of Departmental Approval:** October 31, 2023

**LEHMAN COLLEGE  
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**CURRICULUM CHANGE**

1. **Type of change:** New Course

2.

Department(s)	Exercise Sciences and Recreation
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 992
Course Title	Doctoral Dissertation 2
Description	Design and execution of a publishable research study on an exercise-related topic that demonstrates content expertise
Pre/ Co Requisites	Departmental Permission
Credits	6
Hours	6
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The completion of a doctoral dissertation is required to display content expertise as a scholar and thus graduate from the program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Navigate the Institutional Review Board Submission and Review process
- Conduct and complete a longitudinal study on an exercise-related topic
- Perform statistical analysis for data collected during research
- Extrapolate results from analyzed data and write a compelling discussion of the findings in accordance with previous literature
- Highlight gaps in the current literature based on findings that direct future research on the given topic of study
- Defend a dissertation based on the student's research in his/her area of interest

5. **Date of Departmental Approval:** October 31, 2023

## APPENDIX C

### External Reviewer 1: CV

**Michael Miller, PhD, EdD, AT, ATC, CSCS,\*D, TSAC-F\*D, NSCA-CPT\*D, FNATA, FNSCA**

#### CURRENT ADDRESS

Home:

7610 Trent CT  
Kalamazoo, MI 49009  
(269) 599-2715

Work:

Western Michigan University  
Department of HPHE  
1903 West Michigan  
Avenue Kalamazoo, MI  
49008-5426 (269) 387-  
2728  
[michael.g.miller@wmich.edu](mailto:michael.g.miller@wmich.edu)

#### EDUCATION

2011	<b>Western Michigan University</b> Kalamazoo, MI College of Education and Human Development	Doctor of Philosophy: Evaluation, Measurement, and Research
2010	<b>Western Michigan University</b> Kalamazoo, MI College of Education and Human Development	Master of Arts: Evaluation, Measurement, and Research
1996	<b>West Virginia University</b> Morgantown, West Virginia School of Physical Education	Doctor of Education: Physical Education Teacher Education Specialization in Exercise Physiology
1995	<b>West Virginia University</b> Morgantown, West Virginia School of Medicine	Master of Science: Exercise Physiology
1991	<b>West Virginia University</b> Morgantown, West Virginia School of Physical Education	Master of Science: Physical Education

Emphasis in Athletic Training

1990 **California University of Pa.** Bachelor of Science:  
California, Athletic Training  
Pennsylvania  
School of Education

**UNIVERSITY TEACHING EXPERIENCE**

2002-current **Western Michigan University**, Department  
of HPHE Professor/Graduate Athletic  
Training Program Director

- Sports Trauma Rehab
- Sports Trauma Evaluation
- Aquatic Therapy
- Sports Trauma Modalities
- Gross Anatomy
- Orientation and Emergency Management
- Athletic Training for Coaches
- Foundations of Sports Injuries
- Pharmacology for Sports (on-line)
- Thesis and Independent Research
- Readings
- Strength Training and Conditioning
- Muscular Strength and Endurance
- Analytical Techniques
- Research Methods
- Athletic Training Administration

2015-current **Rocky Mountain University of Health Professions**  
Consultant/Track Director - Doctor of Philosophy in Human Sports Performance

- Approve dissertation topics
- Serve on PhD dissertation committees
- Recruit adjunct faculty to teach
- Advise students
- Evaluate and manage curriculum plan and instruction

1999 – 2001 **Ohio University**, School of Recreation and Sport Sciences  
Assistant Professor/Athletic Training Undergraduate Program Director

- Seminar: Sports Medicine
- Prevention/Management of Athletic Injuries
- Therapeutic Exercise
- Therapeutic Modalities
- Recognition/Evaluation of Athletic Injuries
- Recognition/Evaluation of Athletic Injuries 2
- Athletic Training Administration
- Exercise Prescription

- Emergency Management
  - Research Methods
- 1998 - 1999 **West Virginia Wesleyan College**, Department of Health and Physical Education Assistant Professor/Chairperson
- Elementary Rhythm and Movement
  - PE Majors 2
  - PE Majors 3
  - Exercise and Weight Control
  - First Aid and Safety
  - Community Health
  - PE Majors I
  - Strength and Conditioning
  - Tumbling and Gymnastics
- 1996 - 1998 **University of North Florida**, College of Health, Department of Health Science Assistant Professor of Sports Medicine-Athletic Training
- Gross Anatomy (Physical Therapy and Athletic Training Programs)
  - Principles of Strength and Conditioning
  - Biomechanics
  - Orthopedic and Injury Assessment of the Upper Extremity
  - Athletic Training Administration
  - Orthopedic Taping and Bracing
  - Observation and Practicum in Athletic Training
  - Lifestyle Modification
  - Exercise Physiology -Section of Cardiopulmonary Physical Therapy
- 1993 - 1996 **West Virginia University**, School of Physical Education Instructor (one year)/Doctoral Graduate Assistant (two years)
- Sports Injury Control and Management
  - Therapeutic Modalities
  - Orthopedic Assessment
  - Gross Anatomy
  - Exercise Physiology
  - Kinesiology
  - Methodology in Physical Education

- Physical Education Teaching Practicum
  - Adaptive Physical Education
  - Student Teacher Supervisor
  - Basketball and Billiards
  - Volleyball and Golf
  - Badminton and Racquetball
- 1992 - 1993 **Southern Connecticut State University**, Department of Physical Education Assistant Professor/Athletic Trainer (One year position)
- Therapeutic Modalities
  - Care and Prevention
  - Standard First Aid and Community CPR
  - Basketball Skills
  - Weight Training and Conditioning
- 1991 - 1992 **Lock Haven University**, Department of Health Sciences Instructor/Athletic Trainer (One year position)
- Anatomy and Physiology with cat dissection
  - Human Anatomy
  - Care and Prevention of Athletic Injuries
  - Safety Concepts/First Aid

## **ATHLETIC TRAINING EXPERIENCE**

- 2010 Athletic Trainer – USTA 18 & 16 National Tennis Tournament – Kalamazoo College
- 2007-2008 Athletic Trainer – USTA 18 & 16 National Tennis Tournament – Kalamazoo College
- 2003 Athletic Trainer – USTA 18 & 16 National Tennis Tournament – Kalamazoo College
- 2002 Assistant Athletic Trainer – Kalamazoo Area High School Football (Friday night home games at various high schools)
- 2002 Athletic Trainer – Vicksburg JV Football
- 2002 Athletic Trainer USTA 18 & 16 National Tennis Tournament – Kalamazoo College
- 2002 Athletic Trainer – Kalamazoo Invitational Soccer Shootout, June 23
- 1997 Athletic Training coverage: Trinity Christian High School Football University of North Florida, Volleyball Tournaments Gate River Run, Jacksonville, Florida
- 1996 Kid’s Café Assistant Director/Medical Director, Jacksonville, Florida
- 1994 Head football athletic trainer, South Junior High School, Morgantown, WV

- 1993 - 1994 Assistant Athletic Trainer, West Virginia University  
Responsible for men's soccer and non-revenue sports  
Supervised undergraduate and graduate athletic trainers
- 1992 - 1993 Assistant Athletic Trainer, Southern Connecticut State University  
Responsible for football, volleyball, men's gymnastics, and men's soccer teams  
Supervised and advised student athletic trainers
- 1991 - 1992 Assistant Athletic Trainer, Lock Haven University  
Responsible for football, field hockey, lacrosse, softball, basketball, and track teams  
Supervised and advised student athletic trainers

### **PROFESSIONAL MEMBERSHIPS**

- 2008 - 2009 American Educational Research Association
- 2011-2016 American Evaluation Association
- 2007- 2011 National Scholars Honor Society
- 2006 – 2015 Aquatic Exercise Association
- 2005- 2009 International Council for Health, Physical Education, Recreation, Sport & Dance (ICHPER-SD)
- 2002 - current Michigan Athletic Trainers' Society
- 2002 - 2011 American College of Sports Medicine
- 1992 - current National Strength and Conditioning Association
- 1987 - current National Athletic Trainers' Association

### **PROFESSIONAL CERTIFICATIONS**

- Michigan Firefighters Training Council - Firefighter I&II Certified
- Michigan Firefighters Training Council -Hazardous Materials Awareness and Operations Certified NREMT: Medical First Responder
- Michigan Licensed Athletic Trainer

- NSCA Certified Strength and Conditioning Specialist with Distinction (CSCS\*D)  
Tactical Strength and Conditioning- Facilitator with Distinction (TSAC-F\*D)
- National Strength and Conditioning Association – Certified Personal Trainer with Distinction (NSCA-CPT\*D) BOC Certified Athletic Trainer
- Facial Movement Taping Level I and II (FMT I/II) Functional Movement System (FMS) – Level 1
- Y-Balance certified
- American Heart Association BLS and Heartsaver First Aid Instructor NPI - 1497802086

## UNIVERSITY SERVICE

### Western Michigan University

2020	Exercise Science Faculty Search Committee Member
2020	American Association of University Professors (AAUP) Negotiation team member
2017	American Association of University Professors (AAUP) Negotiation team member
2016-17	Athletic Training Faculty Search Committee Chair
2015	WMU Research and Creative Activities Poster and Performance Day - Judge
2014-2016	College of Education and Human Development Dean's Advisory Council
2014	Exercise Science Faculty Search Committee Member
2014-current	University HSIRB Committee Member
2011-2019	College of Education and Human Development Promotion Committee
2012-2015	HPHE Policy Committee Member
2011-2015	WMU Graduate Studies Council Committee member
2011-2015	WMU Physician Assistant Program Musculoskeletal Module Facilitator
2010	WMU Research and Creative Activities Poster Judge
2010	Undergraduate Athletic Training Search Committee Chair 2008 – 2018 WMU FRACAA grant review committee
2007 – 2014	HPHE Personnel Committee Member
2007 – 2010	Faculty Senate Campus Planning and Finance Committee – Vice Chair
2007 – 2012	Chair, Academic Subcommittee – Inter-collegiate Athletics
2006 - 2012	Faculty Senate Library Committee Member 2006 First year Experience (FYE) Instructor
2005- 2012	Western Michigan University Athletic Board Member

- 2005 - 2007 American Association of University Professors (AAUP) Contract Administrator
- 2005 Undergraduate Athletic Training Search Committee Member
- 2004 - 2007 Graduate Research and Creative Scholar Award Selection Committee
- 2003 – 2007 HPHE Department AAUP Representative
- 2003 Mentoring Healthy Habits - Mentor
- 2003 Exercise Science Search Committee Member 2002 – 2007 HPHE Policy Committee Member
- 2002 - 2006 HPHE Graduate Council
- 2002 – current HPHE Exercise Science/Athletic Training Core Group Member Ohio

#### University

- 2001 Pew Higher Education Roundtable – Selected Member
- 2001 Ohio University’s Colloquium on Teaching – Selected Member
- 2001 Ohio Teaching Enhancement Program – Selected Member
- 2001 Exercise Physiology Search Committee Member
- 2000 - 2001 College of Health and Human Services Policies Committee Member
- 1999 - 2001 Enhancement Committee Member - Chair

#### West Virginia Wesleyan College

- 1999 Nutrition Planning Committee Member
- 1998 – 1999 Chairperson, Department of Health and Physical

#### Education University of North Florida

- 1997 - 1998 University Tuition Exchange Committee Member
- University Osprey Card Committee Member
- University Technology Planning Committee Member
- Physical Therapy Anatomy Professor Search Committee Member
- 1996 - 1998 Chair, Technology Committee, College of Health
- 1997 Distinguished Professor Search Committee Member
- 1996 - 1997 Chair, Faculty and Staff Affairs, College of Health

#### Lock Haven University

- 1992 Athletic Training Search Committee Member

#### **GRANTS (funded)**

- 2019 Norman T, Ballines, A, **Miller MG**. Portage Fire Department Wellness Program. Portage City Council, Portage, MI. \$15,000.
- 2018 **Miller MG**, Michael TJ, Hanson NJ, Sangwoo L. Center for Exercise and Health Research. College of Education and Human Development Center of Excellence in Research. Western Michigan University, Kalamazoo. \$10,000.
- 2009 Binkley H, **Miler MG**, Faignebaum, A, Tolbert, T. Care to Play. Center for Physical Activity and Health in Youth. Middle Tennessee State University. \$10,300.
- 2009 **Miller MG**, Michael TJ, Bensley R. *CPR for Everyone*. American Heart Association/ American Red Cross. \$104,000.
- 2008 **Miller MG**, Michael TJ, Bensley R. Development, Administration, and Evaluation of CPR Refreshers. American Heart Association/ American Red Cross. RFP No. 229842. \$506,300.
- 2008 Cheatham, C., Standley, R., **Miller, MG.**, Michael, T. & Liu, Y. Effects of High Dose Fish Oil Supplementation on Delayed Onset Muscle Soreness (DOMS) and Inflammatory Markers. *GlaxoSmithKline*. \$4,775.
- 2006 **Miller MG** & Berry DC. Great Lakes Athletic Trainers' Association Research Grant. An Investigation of Clinical Instructor/Supervisors Behaviors with Athletic Training Students. \$1,200.
- 2006 **Miller MG**. Western Michigan University Faculty Grant (FRACASF). Absorption Characteristics of Ultrasonically Applied Ketoprofen. \$7,461.
- 2006 **Miller MG**. Product Grant from IOMED. Provided Iontophoresor and 96 electrodes. \$1,800.
- 2005 **Miller MG**. Product Grant from OrthoDX. Provided Electrical Stimulation Unit. \$1,500.
- 2004 **Miller MG**. Product Grant from Fitter International. Provided 10 classic balance boards. \$300.
- 2003 **Miller MG**. Product grant from Rothhammer International, Inc. Provided 5 Sprint Aqua Steps. \$500.
- 2003 **Miller MG**. Product Grant from BREG. Provided 6 Turf and Court ankle braces. \$150.
- 2003 **Miller MG**. Product grant from Road Runner Sports. Provided 19 pairs of Asics Gel Creed running shoes. \$2,000.
- 2003 **Miller MG**. President's Faculty Laptop Initiative. Dell Laptop Computer. \$1800.

- 2000 **Miller MG** & Berry DC. Assessment of Athletic Training Student Clinical Behaviors. Ohio University College of Health and Human Services Scholarly Activity Award. \$4,838.88
- 2000 Berry DC & **Miller MG**. Mouthguard Usage for Appalachian High School Athletes. John Houk Research Grant. \$500.
- 1998 **Miller MG**. Product grant from PEAK Nutrition. Provided Creatine Monohydrate for a research study. \$1,200.
- 1996 Kleiner DM, Holcomb WR, **Miller MG**. (1996). The physiological effects of ankle bracing. McDavid, Chicago, IL; Cramer, Gardner, KS; Mueller, Prairie du Sac, WI;

#### **GRANTS (not funded)**

- 2021 Ari-Gur P, **Miller MG**. Smart Football Helmet – An Innovative Approach for Concussion Prevention. Michigan Economic Development Corporation. Requested \$45,000.
- 2020 **Miller MG**, Michael TJ, Hanson NJ, Sangwoo, White MT. Efficacy of High-Intensity Interval Training on USAF Remotely Piloted Aircraft Operators: Effects on Executive Function, Stress and Fatigue Countermeasure, Improved Job Performance. Wright-Patterson AFB, Dayton OH, Air Force Research Laboratory, 711th Human Performance Wing. Whitepaper, (Grant – Pending Full- submission Approval) \$370,000.00
- 2017 Ari-Gur P, **Miller MG**, VandenBrink DJ. Smart Football Helmet- An Innovative Solution for Concussion Prevention. WMU Research Foundation. \$20,000.
- 2015 **Miller MG**, Michael TJ, Hanson NJ, Lee S. Examination of Fatigue Resistant Racquet. Wilson Sporting Goods. \$63,504.
- 2011 Mickus M & **Miller MG**. Group Exercise via Videoconferencing for Dementia Caregivers and Care Recipients. US Department of Health and Human Services, National Institute of Health R21. \$407,000.
- 2010 Mickus M & **Miller MG**. Reducing Loneliness in Homebound Elders using Videoconferenced Exercise Groups. US Department of Health and Human Services, National Institute of Health R21. \$409,750.
- 2009 **Miller MG**, Cheatham CC, Binkley H, Tolbert, T. Surveillance of Adolescent Football Experience (SAFE). NFL Charities Medical Grant. \$89,000.

- 2008 **Miller MG** & Chase C. The Effects of Aquatic Training on the Fear of Falling in Community Living Older Persons. National Swimming Pool Foundation, \$57,600.
- 2008 **Miller MG**. Integration of physiological concepts and technology to enhance undergraduate learning and research in athletic training. National Science Foundation, Course Curriculum Laboratory Instruction, phase 1, \$104,000.
- 2004 Wimer J, **Miller MG**, Berry DC. A Surveillance Study of Student Engagement Patterns in Classroom and Clinical Education Settings Using Cellular Telephones with Wireless Internet Access. NATA Research and Education Foundation. \$88,117.
- 2002 **Miller MG** & Berry DC. Observational Analysis of Athletic Training Students' Clinical Field Experiences. NATA Research and Education Foundation.
- 2001 **Miller MG**. Comparisons of Plasma Ketoprofen Absorption Rates Between Phonophoresis and Direct Topical Application. Ohio University Research Committee Grant.
- 1999 **Miller MG** & Holcomb WR. Conceptual Knowledge Structures of Student Athletic Trainers. NATA Educational Foundation.
- 1998 Holcomb WR & **Miller MG**. Vastus Medialis Oblique Strength Augmentation with Neuromuscular Electrical Stimulation. NATA Educational Foundation.

## **FUNDED CONTRACTS**

- 2019 Clinical contracts from 17 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$347,000
- 2018 Clinical contracts from 13 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$201,700.
- 2017 Clinical contracts from 15 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$308,000.
- 2016 Clinical contracts from 15 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$308,000.
- 2015 Clinical contracts from 16 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$326,600.

2014 Clinical contracts from 16 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$325,000.

2013 Clinical contracts from 15 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$306,000.

2012 Clinical contracts from 16 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$306,000.

2011 Clinical contracts from 17 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$333,360.

2010 Clinical contracts from 17 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$306,660.

2009 Clinical contracts from 17 High Schools, 1 Community College, 1 Private College for the graduate athletic training program. \$317,360.

2008 Clinical contracts from 16 High Schools and 1 Community College for the graduate athletic training program. \$280,200.

2007 Clinical contracts from 14 High Schools and 1 Community College for the graduate athletic training program. \$233,200.

2006 Clinical contracts from 14 High Schools and 1 Community College for the graduate athletic training program. \$212,200.

2005 Clinical contracts from 16 High Schools, 1 Community College, and 2 at a Private College for the graduate athletic training program. \$239,400.

2004 Clinical contracts from 17 High Schools, 1 Community College and 2 at a Private College for the graduate athletic training program. \$231,400.

2003 Clinical contracts from 14 High Schools, 1 Community College and 2 at a Private College for the graduate athletic training program. \$209,100.

2002 Clinical contracts from 14 High Schools, 1 Community College and 2 at a Private College for the graduate athletic training program. \$209,100.

#### **PATENT**

2008 Mouthguard Wear Strip - provisional patent #61/127,614

#### **PROFESSIONAL SERVICE**

2020 NATA Annual Meeting Convention Proposal Reviewer

2019 NATA Free Communications Student Awards Poster Judge

2017-current NSCA Moderator- Annual Conference

2017 NATA Moderator- Annual Conference

2016-2017 NSCA State Clinic Host Organizer

2016 ATEC Moderator

2015/17 NATA Research and Education Foundation Grant reviewer

2014 NSCA Research Poster Judge. NSCA National Convention, Las Vegas, NV

2011-2014 NATA Annual Meeting Convention Proposal Reviewer

2010 NSCA Research Poster Judge. NSCA National Convention, Orlando, FL

2008-current NSCA Abstract Reviewer

2007 Student Research Poster Judge. NSCA National Convention, Atlanta GA

2007/2014 NSCA Grant Reviewer. NSCA

2007 NATA Moderator. Free Communications. NATA National Convention, Anaheim, CA

2005 –2014 NSCA CSCS exam host

2005 BOC Examiner, Alma, Michigan – January 30

2004 BOC Examiner, Alma, Michigan – February 8

2003 NATA Research and Education Foundation Judge;  
2003 NATA Clinical Symposia, St. Louis, MO

2002 NATA Research and Education Foundation Undergraduate Poster Judge;  
2002 NATA Clinical Symposia, Dallas, TX

2002 BOC Examiner; Alma, Michigan

2002 BOC Examiner; East Lansing, Michigan

2001-2002 Competencies & Proficiencies Committee Member – Subcommittee of the JRC-AT

2001 BOC Examiner; Granville, Ohio

1999 BOC Examiner; Pittsburgh, Pennsylvania

1997 BOC Examiner; Orlando, Florida

1995 Abstract Reviewer, NATA Research and Education Foundation

1996 BOC Examiner; Pittsburgh, Pennsylvania

- 1996 Guest Examiner, California University of PA Athletic Training Program
- 1995 BOC Examiner; Pittsburgh, Pennsylvania
- 1995 Exercise Physiologist, Mountainview Rehabilitation Hospital Aquatic Therapy Program

## **PROFESSIONAL COMMITTEES**

- 2020 Michigan Athletic Trainers' Society (MATS) – Continuing Education – subcommittee of the Professional Education Committee
- 2020-current Michigan Athletic Trainers' Society (MATS) – Research Committee
- 2020- current NSCA CASCE Review Committee Board
- 2015-2017 Transition to Practice Workgroup member
- 2015- 2019 Athletic Training Education Conference (ATEC) committee member
- 2014-2019 NATA Education Advancement Committee - chair
- 2017-2018 NSCA Board Member- Vice President
- 2014-2019 NSCA Board Member
- 2014-2019 NATA Executive Committee on Education (ECE) committee member 2013-2020  
NATA Liaison for the NSCA
- 2010-2011 NATA 2011 Convention Program Committee
- 2009-2012 Mid-American Conference (MAC) Cartwright Award Committee
- 2007/2016 NSCA Strategic Planning Summit Member
- 2006 – 2019 CAATE Ethics Committee Member
- 2006 – 2011 NATA Liaison for the NSCA
- 2006 – 2019 CAATE Ethics Committee
- 2005 – 2007 Strength & Conditioning Subcommittee Chair – Michigan Athletic Trainers' Society
- 2004 – 2009 National Strength and Conditioning Association (NSCA) Education Committee Chair
- 2002 - 2006 BOC Task Force on Continuing Education
- 2002 - 2002 Kalamazoo County Government, Human Services Department – Physical Activity Health Issue Team Member

- 2002 – 2008 Professional Education Committee Member – Michigan Athletic Trainers’ Society
- 2002 - 2017 CAATE Site Reviewer
- 2001 - 2013 BOC Home Study Reviewer
  
- 2001 - 2009 National Strength and Conditioning Association - Education Committee Member
- 1998 - 1999 West Virginia State Director for the National Strength and Conditioning Association

**EDITORIAL BOARD/JOURNAL REVIEWER**

- 2015-2017 Co-editor- Sports Medicine special edition- Journal of Strength and Conditioning
- 2015 Athletic Training Education Journal – Editorial Board Member
- 2014-current Manuscript Reviewer – Journal of Strength and Conditioning Research
- 2014 – 2018 Manuscript Reviewer – Athletic Training & Sports Health Care
- 2005 – 2007 Assistant Editor - ICHPER-SD Research Journal
- 2002 - 2010 Editorial Review Board Member – The Physical Educator
- 2002 – 2017 Manuscript Reviewer – Journal of Athletic Training
- 1997 - 2002 Reviewer – Strength and Conditioning Journal

**HONORS/AWARDS**

- 2020 Michigan Athletic Trainers’ Society (MATS) – Hall of Fame
- 2018 Michigan Athletic Trainers’ Society (MATS) – Distinguished AT Award
- 2017 NSCA Fellow
- 2016 GLATA Educator of the Year
- 2015 NATA Most Distinguished Athletic Trainer
- 2014-2018 Excellence in Discovery, Western Michigan University, OVPR
- 2012 NATA Fellow
- 2012-2022 NSCA Ironman
- 2008 Bronze Award NSCA Certification Commission
- 2000 California University of Pennsylvania Athletic Training Program Distinguished Alumnus

**PROFESSIONAL PRESENTATIONS**

**NATIONAL**

- Garner CT, Dykstra RM, Roth B, Dundore T, **Miller MG** & Hanson NJ: Transcranial Direct Current Stimulation (tDCS) as an aid to eSports performance. Annual Meeting of the National Strength & Conditioning Association. Las Vegas, NV. July 4-8, 2020. Hanson NJ, Dykstra RM & **Miller MG**: Can cognitive training during exercise improve performance on a time to exhaustion (TTE) test? Annual Meeting of the American College of Sports Medicine. San Francisco, CA. May 26-30, 2020. *\*conference was cancelled\**
- Dykstra RM Garner CT, **Miller MG** & Hanson NJ: Effects of verbal encouragement and heart rate deception during a functional threshold power cycling test. Annual Meeting of the National Strength & Conditioning Association. Las Vegas, NV. July 4-8, 2020. *\*conference was cancelled\**
- Buxton, J.; Prins, P.; **Miller, M.**; Moreno, A.; Welton, G.; Atwell, A.; Elsey, G.; and Talampas, T. (2020) "Effects of a Novel Ground-Based Movement Training Program on Functional Movement, Flexibility, Strength and Endurance," *International Journal of Exercise Science: Conference Proceedings*: Vol. 9 : Iss. 8, Article 12.
- Hanson NJ, Dykstra RM, Koerth T, Gruener K & **Miller MG**. (2019). Testing the efficacy of a headphone based transcranial direct current stimulation (tDCS) system. Annual Meeting of the National Strength & Conditioning Association. Washington D.C. July 10-13
- Dykstra RM, Rincher M, Soriano S, **Miller MG** & Hanson NJ. (2019). Brain activity and skeletal muscle oxygenation during a time to exhaustion (TTE) on a cycle ergometer. Annual Meeting of the National Strength & Conditioning Association. Washington D.C. July 10-13
- Garner C, Dykstra RM, **Miller MG** & Hanson NJ (2109). Are heart rate variability (HRV) parameters affected by transcranial direct current stimulation (tDCS)? Annual Meeting of the National Strength & Conditioning Association. Washington D.C. July 10-13
- Hanson NJ, Schedler CM, Dykstra RM, Garner C, Michael TJ & **Miller MG**. (2019). Alpha and beta wave EEG activity during a self-paced VO<sub>2</sub>max test in middle-aged adults. Annual Meeting of the American College of Sports Medicine. Orlando, FL. May 28-June 1
- Holcomb WR, Bremner CB, **Miller MG**. (2019). Effectiveness of the Kneehab XP Electrical Stimulator on Motor Point Targeting. Free Communication Program Oral Presentation. NATA Clinical Symposia & AT Expo, Las Vegas
- **Miller MG**, Earl-Boehm J (2019). Grant Funding. Athletic Training Educators Conference. Dallas, Tx. Feb 15.
- Lee S, Hanson NJ, Griffin JL, Irwin BM, Michael TJ & **Miller MG** (2018). Relationship between lower limb length ratios and joint kinetics during landing. Annual Meeting of the National Strength & Conditioning Association. Indianapolis, IN. July 11-14
- Hanson NJ, Kishman E, Martinez S, Diehl C, Katsavelis D, Schedler CM & **Miller MG** (2018). Effect of biofeedback deception during cycling exercise on heart rate variability. Annual Meeting of the National Strength & Conditioning Association. Indianapolis, IN. July 11-14

- Maceri RE, Diehl C, Garner C, Koutakis P, **Miller MG** & Hanson NJ (2018). How does healthy aging affect skeletal muscle oxygenation and total hemoglobin during self-paced maximal exercise testing? Annual Meeting of the National Strength & Conditioning Association. Indianapolis, IN. July 11-14.
- Diehl C, Maceri RE, Martinez S, Michael TJ, **Miller MG** & Hanson NJ (2018). The effect of caffeine on time perception during exercise in a hot, humid environment. Annual Meeting of the National Strength & Conditioning Association. Indianapolis, IN. July 11-14.
- Michael TJ, Berner E, Weideman C, Lee S, **Miller MG** & Hanson NJ (2018). Concurrent Validity of the Children's Omni Scale of Perceived Exertion in a Field Setting. Annual Meeting of the American College of Sports Medicine. Minneapolis, MN. May 29-June 2.
- Hanson NJ, Kishman E, Martinez S, DeRosia K, Lee S, Scheadler CM & **Miller MG** (2018). Assessing the ability of the Wattbike cycle ergometer to predict maximal oxygen consumption. Annual Meeting of the American College of Sports Medicine. Minneapolis, MN. May 29-June 2.
- Koutakis P, Uno K, Ras M, Pritchett E, Michael TJ, Hanson NJ, & **Miller MG** (2018). Does body-weight circuit training have the ability to induce hypoalgesia? Annual Meeting of the American College of Sports Medicine. Minneapolis, MN. May 29-June 2.
- Fox R, Lee S, Weidman C, Michael T, **Miller MG**, Hanson N. (2017). Effect of listening to music during warm-up on Wingate anaerobic test performance. Free Communication/Poster, NSCA National Conference, Las Vegas, NV.
- Hanson NJ, **Miller MG**, Lothian DD, Miller CL, Michael TJ, Lee S. (2017). Does a performance enhancing mouthguard have the ability to decrease blood lactate and increase power? Free Communication/Poster, NSCA National Conference, Las Vegas, NV.
- **Miller MG**. (2017). Aquatic Training for the Lower Extremity- Aquatic Training for Developing the Core for Recovery and Sport Enhancement. Feature Presentation. NATA Annual Meeting and Clinical Symposia. Houston, TX.
- **Miller MG**, Harvatt C, Hirsch K, Holcomb WR. (2017). Network analysis of clinical placement of athletic training students. Free Communication Rapid Fire Poster, NATA Annual Meeting and Clinical Symposia. Houston, TX
- **Miller MG**, Dahl WO, Ledwon RW, Sullivan TL, Hanson NJ, Michael TJ, Hatzel B. (2016). Electromyography and force comparison of the quadriceps after application of specialty tapes for muscle activation over time. Free Communication/Poster, NSCA National Conference, New Orleans, LA.
- **Miller MG**, Boike TS, Mass CJ, Holcomb WR, Hanson NJ, Michael TJ. (2016). The effect of low level laser therapy on delayed onset muscle soreness of the biceps brachii. Free Communication/Poster, NSCA National Conference, New Orleans, LA.
- Holcomb WR, Bremner CB, Brown CD, **Miller MG**. (2015). Assessment of Patient Comfort During NMES-Induced Quadriceps Contractions at Two Knee Joint Angles. Free Communication Rapid Fire Poster, NATA Annual Meeting and Clinical Symposia. St. Louis, MO.

- Hanson NJ, Buckworth J, **Miller MG**, Michael TJ. (2015). Teleoanticipation and effects of sex differences on pacing strategy. Free Communication/Poster, NSCA National Conference, Orlando, FL.
- **Miller MG** (2015). Aquatic Strength and Conditioning Workout. Hands-on Track. NSCA National Conference, Orlando, FL.
- Holcomb WR, Bremner CB, Brown CD, **Miller MG**. (2015). Assessment of the learning effect with repeated isometric strength testing at two knee flexion angles. Free Communication/Poster, NSCA National Conference, Orlando, FL.
- **Miller MG**, Depudyt T, Holcomb WR, Humason M, Prater D. (2015). The effects of specialty tape on balance of the lower leg and ankle. Free Communication/Poster, NSCA National Conference, Orlando, FL.
- Kolean J, Jones S, **Miller MG**, Holcomb WR, Bremner CB. (2015). Effects of Kinesio Tape on blood flow in the biceps brachii. Free Communication/Poster, NSCA National Conference, Orlando, FL.
- **Miller MG**, Holcomb WR, Reuter B. (2015). Hot topics in sports medicine: Roundtable discussion. Sports Medicine SIG, NSCA National Conference, Orlando, FL.
- **Miller MG**, Burningham D, Bratton W, Hatzel B, Holcomb WR, Bremner C. (2014). Effect of Kinesio® Taping for Muscle Inhibition on Bioelectrical Activity of the Middle Deltoid. Poster Presentation, NSCA National Conference, Las Vegas, NV.
- Troiano J, Larsen C, Ramirez R, **Miller MG**, Holcomb WR. (2013). Effects of PNF Stretching Following Crushed Ice Versus Wetted Ice on Hamstring Flexibility. Poster Presentation, NSCA National Conference, Las Vegas, NV.
- Krasinski D, Thrasher A, **Miller MG**, Holcomb WR. (2013). Effects of Applied Pressure on Intramuscular Temperature During Ultrasound Treatments, Poster presentation: Therapeutic Intervention, NATA Annual Meeting and Clinical Symposium. Las Vegas, NV.
- Cavett H, **Miller MG**, Cheatham CC, Holcomb WR. (2011). Effects of Premodulated Electrical Stimulation on Muscular Blood Flow in the Gastrocnemius. Poster Presentation, NATA Annual Meeting and Clinical Symposium. New Orleans, LA.
- Knight BD, Oney JR, **Miller MG**, Gyorkos AM. (2011). Comparison of Self Adherent and Cloth Tape on Dynamic Ankle Inversion Before and After Exercise. Poster Presentation, NATA Annual Meeting and Clinical Symposium. New Orleans, LA.
- **Miller MG**. (2010). Aquatic Exercises for Rehabilitation and Conditioning of Athletes. NATA Workshop. NATA Annual Meeting and Clinical Symposium. Philadelphia, PA.
- **Miller MG**, Klawon RP, Lininger MR, Cheatham CC, Michael TJ. (2010). A Preliminary Investigation into the Effect of Kinesio and Athletic Tape on Skin Blood Flow Changes. Poster Presentation, NSCA National Conference, Orlando, FL.
- Standley RA, Cheatham CC, **Miller MG**, Michael TJ, Baker RJ, and Liu Y. (2010). Effects of High Dose Fish Oil Supplementation on Delayed Onset Muscle Soreness and Inflammatory Markers. F-31- Nutritional Interventions/Free Communications. ACSM Annual Conference, Baltimore, MD.
- Lambert DM, Ellson AE, Michael TJ, Cheatham CC, **Miller MG**, Lininger M. (2010). The Effect of Environmental Conditions on Producing a Given OMNI-RPE During Steady State Exercise. E34- Perceived Exertion/Free Communications. ACSM Annual Conference, Baltimore, MD.

- **Miller MG**, Ploeg AH, Dibbet TJ, Holcomb WR, Berry DC, O'Donoghue J. (2009). The Effects of High- Volume Aquatic Plyometric Training on Vertical Jump, Muscle Power, and Torque. Poster Presentation, NSCA National Conference, Las Vegas, Nevada.
- Neitzke H, **Miller MG**, Cheatham CC, O'Donoghue J. (2009). Preplanned and reactive Agility Training Influence on Agility Test Performance in male Adolescents. Poster Presentation, NSCA National Conference, Las Vegas, Nevada.
- **Miller MG**. (2009). OTC in the Athletic Training Facility: Perspectives and Management. Feature Presentations: Prescription and Over-the-Counter Medications in the Athletic Training Facility. NATA Annual Meeting and Clinical Symposium. San Antonio, TX.
- Milos G, Cheatham CC, **Miller MG**, Michael TJ, Query J. (2009). Effects of Resistance Exercise of Different Intensity but Equal Work on Excess Post-Exercise Oxygen Consumption. B-34 Free Communication/Poster – Resistance Training. ACSM Annual Conference. Seattle, WA
- Eberhardt MJ, Bova SM, , **Miller MG**, Cheatham CC, Baker RJ, Webb D, Michael TJ. (2009). The Effects of Ultrasound Heating on Intramuscular Blood Flow Characteristics in the Gastrocnemius. Free Communications, Oral Presentations: Therapeutic Modalities. NATA Annual Meeting and Clinical Symposium. San Antonio, TX.
- **Miller MG**, Berry DC. (2009). Approved clinical instructors are appropriately engaged in clinical behaviors with athletic training students. Poster presentation, National Athletic Trainers' Association Educators Conference, Washington DC
- Crelinsten AD, **Miller MG**. (2008). Effectiveness in Improving Performance With The Bigger Faster Stronger In-Season Training Program. Poster Presentation, NSCA National Conference, Las Vegas, Nevada.
- Chaloupka H, Robinson T, Michael T, **Miller MG**. (2008). The Effects of Massage on Muscle Force production in the Agonist and Antagonist Muscles of the Thigh. Poster Presentation, NSCA National Conference, Las Vegas, Nevada.
- Lininger ML, **Miller MG**, Michael TJ, Baker RJ, Holcomb WR, Berry DC. (2008). An Exploratory Study of Ketoprofen Drug Concentrations in Swine Tissue using Ultrasound with Pluronic Lecithin Isopropyl Palmitate Coupling Medium. Free Communications, Poster Presentations: Modalities. NATA National Convention, St. Louis, MO
- Berry DC, **Miller MG**, Berry LM. (2008). Intra and Intertester Reliability of Computer Aided Lateral Digital Photography Goniometry at the Knee Joint. Free Communications, Oral Presentations: Measurement and Evaluation. NATA National Convention, St. Louis, MO
- Berry DC & **Miller MG**. (2007). Creating multimedia modules as a method to enhance athletic training students' learning outcomes and computer literacy skills. Poster Presentation, National Athletic Trainers' Association Educators Conference, Dallas, TX.
- **Miller MG** & Berry DC. (2007). Effects of crossword puzzles on athletic training students' performance in a therapeutic modalities class. Poster Presentation, National Athletic Trainers' Association Educators Conference, Dallas, TX.
- **Miller MG**. (2007). Designing a Lower Extremity Aquatic Plyometric Program. NATA Workshop. NATA National Convention, Anaheim, CA.

- **Miller MG**, Longoria JR, Cheatham CC, Michael TJ, Baker RJ. (2007). A Comparison of Tissue Temperature Differences between the Midpoint and Peripheral Effective Radiating Area during 1 and 3 Mhz Ultrasound Treatments. Free Communications, Oral Presentations: Ultrasound. NATA National Convention, Anaheim, CA.
- Dykstra JH, Hill HM, **Miller MG**, Cheatham CC, Michael TJ, Baker RJ. (2007). Effects of Cubed Ice, Crushed Ice, and Wet Ice on Cutaneous and Intramuscular Temperature Changes of the Gastrocnemius. Free Communications, Thematic Posters: Cryotherapy. NATA National Convention, Anaheim, CA.
- Berry DC, **Miller MG**, Berry LM. (2007). Intra-and Intertester Reliability of Computer Aided lateral Digital Photography Goniometry at the Ankle Joint. Free Communications, Poster Presentations: Ankle Instability. NATA National Convention, Anaheim, CA.
- Groth JG, Ayers SF, **Miller MG**, Arbogast WD. (2007). Self-Reported Health and Fitness Habits of Certified Athletic Trainers. Free Communications, Poster Presentations: Nomenclature and Behavior of Athletic Trainers. NATA National Convention, Anaheim, CA.
- Lininger MR, Cheatham CC, **Miller MG**, Michael TJ. (2007). The Influence of Exercise Protocol on the Determination of Lactate Threshold. Free Communications, Poster Presentations: Highlighting Research in Healthcare. NATA National Convention, Anaheim, CA.
- Doyle AT, Cheatham CC, **Miller MG**, Michael TJ, Baker RJ, Spitsbergen JM. (2007). The Effects of Dexamethosone Iontophoresis on an Acute Muscle Injury of the Biceps Brachii. Free Communications, Poster Presentations: Modalities. NATA National Convention, Anaheim, CA.
- Herniman JH, **Miller MG**, Ricard MD, Cheatham C, Michael T. (2006). The Effects of a 6-week Plyometric Training Program on Agility. Poster Presentation. NSCA Annual Convention, Washington, D.C.
- **Miller MG**, Stacey RR, Eslinger DE, Cheatham CC, Michael TJ. (2006). The effect of high and low glycemic index foods on repeated high intensity exercise performance. Free Communications, Poster Presentations: Research and Cases in the Athletic Training Domains. NATA National Convention, Atlanta, GA.
- Porter AR, Hennigar DM, **Miller MG**, Ricard MD, Cheatham CC, Berry DC. (2006). Comparisons of chest and waist deep water on aquatic plyometric training programs on average force, power, and vertical jump. Free Communications, Poster Presentations: Research and Cases in the Athletic Training Domains. NATA National Convention, Atlanta, GA.
- Ganschow RL, **Miller MG**, Holcomb WR, Cheatham CC, Michael TJ, Rubley MD. (2006). The effects of subcutaneous tissue thickness on peak torque and intensity output of neuromuscular electrical stimulation. Free Communications, Poster Presentations: Exercise Science and Research Techniques. NATA National Convention, Atlanta, GA.
- Berry DC & **Miller MG**. (2006). Creating Multimedia Modules as a Method to Enhance Athletic Training Students' Learning Outcomes and Computer Literacy Skills. Poster Presentation. NATA Educator's Conference. Dallas, TX

- **Miller MG** & Berry DC. (2006). Effects of Crossword Puzzles on Athletic Training Students' Performance in A Therapeutic Modalities Class. Poster Presentation. NATA Educator's Conference. Dallas, TX
- Holcomb WR, Rubley MD, **Miller MG**, Girouard TJ. (2005). Effect of rest interval on knee extensor torque production when using neuromuscular electrical stimulation. Free Communications, Oral Presentations: Prevention and Treatment Strategies in Lower Extremities. NATA National Convention, Indianapolis, IN.
- Hills-Meyer P, **Miller MG**, Ricard MD, Michael TJ. (2005). The effects of bicycle frame geometry on muscle activation and power during a wingate anaerobic test. Free Communications, Oral Presentations: Prevention and Performance. NATA National Convention, Indianapolis, IN.
- Berry DC, **Miller MG**. (2005). Utilizing digital video technology in athletic training education to enhance student learning outcomes. Poster Presentation. 2005 NATA Educator's Conference, Montgomery, TX.
- Berry DC, **Miller MG**, Berry LM. (2004). Athletic training students' perceptions of their clinical field experience: A qualitative examination. Free Communications, Oral Presentation and Thematic Posters: NATA National Convention, Baltimore, MD.
- Roth A, **Miller MG**, Ricard M, Ritenour D, Chapman B. (2004). Comparison of land and aquatic balance training. Free Communications, Oral Presentation and Thematic Posters: NATA National Convention, Baltimore, MD.
- Kelly J, **Miller MG**, Ricard M, Ritenour D. (2004). Land based and aquatic based plyometric training has no effect on balance. Free Communications, Oral Presentation and Thematic Posters: NATA National Convention, Baltimore, MD.
- Primm MJ & **Miller MG**. (2003). Knowledge of type 1 diabetes mellitus of licensed athletic trainers in Ohio. Free Communications, Poster Presentations: Applications in Athletic Training. NATA National Convention, St. Louis, MO.
- Schlumbohm SL, **Miller MG**, Brylinsky JA, Thompson GA. (2003). Perception of the treatment efficacy of therapeutic magnets on pain control of exercise induced muscle soreness in the non-dominant wrist and forearm in high school athletes. Free Communications, Oral Presentation and Thematic Posters: Therapeutic Modalities. NATA National Convention, St. Louis, MO.
- Toonstra JL, **Miller MG**, Ritenour DM, Schutten MC. (2003). Institutional barriers in obtaining CAAHEP accreditation: A comparison study. Free Communications, Thematic Posters: Athletic Training Education. NATA National Convention, St. Louis, MO.
- Blecha KM, **Miller MG**, Ritenour DM, Baker RJ. (2003). Traumatic pneumothorax in a collegiate football player. Free Communications, Case Reports: Chest and Thorax. NATA National Convention, St. Louis, MO.
- **Miller MG**, Berry DC, Berry LM, Wroble RR. (2002). Surgical Intervention for Iliotibial Band Friction Syndrome. Free Communications, Case Studies: Knee. NATA National Convention, Dallas, TX.
- Berry DC, **Miller MG**, Berry LM. (2002). Utilizing Time and Active Learning in Athletic Training Clinical Education: Reported Through the Eyes of Athletic Training Students. Free Communications, Poster Presentations: Education. NATA National Convention, Dallas, TX.

- **Miller MG**, Berry DC. (2000). Student and Instructor Knowledge Similarities as Determined by the Pathfinder Program. Free Communications, Thematic Poster Session: Teaching Athletic Training. NATA National Convention, Nashville, TN.
- Caswell SV, Deivert RG, **Miller MG**, Berry DC. (2000). Lacrosse Helmet Designs and the Effects of Impact Forces. Free Communications, Poster Session B: Head Injury. NATA National Convention, Nashville, TN.
- **Miller MG**. (1999). A Comparison of the Fitness Knowledge Acquired by Students in Athletic Training and Other Allied Health Professions. Free Communication/Oral Presentations: Education and Administration. NATA National Convention, Kansas City, MO
- **Miller MG**, Kleiner DM, Holcomb WR. (1997). A Comparison of the Fitness Knowledge Between Students of Athletic Training and Other Allied Health Professions. Free Communications/Poster, NATA National Convention, Salt Lake City, UT
- Holcomb WR, Kleiner DM, **Miller MG**. (1997). The Effects of Long Term Ankle Bracing on Strength of the Ankle Musculature. Free Communications/Poster, NATA National Convention, Salt Lake City, UT.
- Francis K, Kleiner DM, Holcomb WR, **Miller MG**. (1997). The Effects of Long Term Ankle Bracing on Size and Range of Motion of the Ankle. Free Communications/Poster, NATA National Convention, Salt Lake City, UT.

## INTERNATIONAL

- Hanson NJ, Dykstra RM, **Miller MG** & Liu Y. (2019). Does the type of VO2max protocol (open- or closed loop) affect cortical brain activity? Academic Conference for the Society of Chinese Scholars on Exercise Physiology & Fitness. Xi'an, China
- **Miller MG**. Stability Ball for Core. (2018). 1<sup>st</sup> Pan-American Sports and Physical Activity Convention, San Juan, Puerto Rico
- **Miller MG**. Circuit HIIT Using Body Weight. (2018). 1<sup>st</sup> Pan-American Sports and Physical Activity Convention, San Juan, Puerto Rico
- **Miller MG**. Recovery and Regeneration in Sports. (2018). 1<sup>st</sup> Pan-American Sports and Physical Activity Convention, San Juan, Puerto Rico
- **Miller MG**. Concussion Assessment and Management. (2018). 1<sup>st</sup> Pan-American Sports and Physical Activity Convention, San Juan, Puerto Rico
- **Miller MG**. Asthma in Athletics. (2018). 1<sup>st</sup> Pan-American Sports and Physical Activity Convention, San Juan, Puerto Rico
- **Miller MG**. Rehabilitation for the Professionals. (2017). Yokohoma High School, Yokohoma, Japan
- **Miller MG**. Iliotibial Band Management Strategies. (2017). NSCA Japan Strength and Condition Conference, Kobe, Japan
- **Miller MG**. Aquatic Training and Conditioning. (2017). NSCA Japan Strength and Condition Conference, Kobe, Japan
- Ploeg A, Dibbet T, **Miller MG**, O'Donoghue J, Holcomb W, Berry D. (2009). The Effects of High-Volume Aquatic Plyometric Training on Vertical Jump, Muscle Power,

and Torque. Poster Presentation, AEA International Aquatic Fitness Conference. Orland, Florida.

- Crelinsten AD, **Miller MG**. (2008). Effectiveness In Improving Performance With The Bigger Faster Stronger In-Season Training Program. 42nd Annual Conference of the Canadian Athletic Therapists Association. Montreal, Canada.
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### **REGION/DISTRICT**

- Richard J. Boergers, Jerry-Thomas Monaco, Thomas Cappaert, Michael Miller. The inter-trial reliability and criterion-related validity of an accelerometer to measure the pop-up phase of surfing –ACCEPTED FOR PRESENTATION
- Jerry-Thomas Monaco, Richard J. Boergers, Thomas Cappaert, Michael Miller. Validation of a New Assessment of Surfer's Performance - ACCEPTED FOR PRESENTATION
- Dykstra RM, Hanson NJ, Garner CT, Dundore TM, Sanchez A, Issacs D & **Miller MG**. (2019). Effects of verbal encouragement and HR deception during a functional threshold power cycling test. Annual Meeting of the Midwest American College of Sports Medicine. Oak Brook, IL. November 7-9.
- Dundore TM, Hanson NJ, Dykstra RM, Garner CT, Michael TJ & **Miller MG**. (2019). Interval training using the lactate retention method: preliminary results. Annual Meeting of the Midwest American College of Sports Medicine. Oak Brook, IL. November 7-9.
- Maceri R, Lee TL, Michael TJ, **Miller MG**, Lee S & Hanson NJ. (2017). Changes in cortical neural arousal after a self-paced VO2max (SPV) test. Annual Meeting of the Midwest American College of Sports Medicine. Grand Rapids, MI. November.
- Diehl C, Uno K, Ras M, Pritchett E, Michael TJ, **Miller MG** & Hanson NJ (2017). The effect of bodyweight circuit training on the perception of pain. Annual Meeting of the Midwest American College of Sports Medicine. Grand Rapids, MI. November 10-11.
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- Cargo JS, Michael TJ, Hanson NJ, Weideman C, **Miller MG**. (2016). Effect of a Seven-Week Rock Climbing Course on Physical Fitness and Performance. ACSM Annual Meeting, Boston MA.
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- **Miller MG**. (2016). The NSCA and Functions. NSCA Michigan State Clinic, Kalamazoo, MI
- **Miller MG**. (2015). NSCA Updates from the BOARD. NSCA Michigan State Clinic, Ypsilanti, MI.
- **Miller MG**. (2011). Aquatic Rehabilitation. Grand Valley State University Athletic Training Program, Allendale, MI.
- **Miller MG**. (2010). Aquatic Therapy Techniques. 7<sup>th</sup> Annual Michigan Athletic Trainers' Society Athletic Training Student Seminar. Grand Valley State University, Allendale, MI.
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- **Miller MG.** (1994). Picking Up the Pace - Mid West AAHPERD Convention. Morgantown, WV
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- **Miller MG.** (1994). Management of Acute Ankle Sprain - AIM Symposium. West Virginia University, Morgantown, WV.

#### **INVITED**

- **Miller MG.** (2011). Aquatic Therapy. MATS Student Symposium, Grand valley State University, Granville, MI.
- **Miller MG.** (2010). Aquatics for Athletic Trainers. UNLV Sports Medicine Distinguished Lecture Series, Las Vegas, NV.
- **Miller MG.** (2008). Asthma for Athletes. Middle Tennessee State University Distinguished Lecture Series, Murfreesboro, TN.
- **Miller MG.** (2008). Aquatics as a Tool for Athletes. Middle Tennessee State University Distinguished Lecture Series, Murfreesboro, TN.
- **Miller MG.** (2005). Asthma in Athletics. Texas Asthma Coalition; Austin Tx.
- **Miller MG, Baker RM.** (2005). Press Release- Asthma in Athletics. NATA National Convention, Indianapolis, IN.
- **Miller MG.** (1996). Fitness Programming. Jacksonville Naval Air Station Wellness Program. Jacksonville, FL.
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## **PUBLICATIONS**

### ***ABSTRACTS (refereed)***

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- Berry DC, **Miller MG**, Leow W. (2005). Attitudes of Central Collegiate Hockey Association Ice Hockey Players Toward Athletic Mouthguard Usage. *Journal of Public Health Dentistry*. 65(2): 71-75.
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- **Miller MG**, Berry DC. (2002). An Assessment of Athletic Training Students' Clinical Placement Hours. *Journal of Athletic Training*. 37 (4): S229-S235.
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- Malolepszy L, Berry DC, **Miller MG**. (2002). Internal Hemorrhoids and Diarrhea in a College Soccer Player. *Athletic Therapy Today*. 7 (4): 50-55.
- **Miller MG**, Berry DC, Gilders R, Bullard S. (2001). Recommendations for Implementing an Aquatic Plyometric Program. *Strength and Conditioning Journal*. 23(6): 28-35.
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- **Miller MG**, Berry DC. (2000). Health-related Physical Fitness Knowledge of Student Allied Health Professions. *Evaluation & the Health Professions*. 23 (3): 305-318.
- **Miller MG**, Housner, L. (1998). A Survey of Health-related Physical Fitness Knowledge Among Preservice and Inservice Physical Educators. *Physical Educator*. 55 (4): 176-186.

## TEXTBOOKS

- Mangus BC & Miller MG, Eds. (2022). Pharmacology Application in Athletic Training, 2e. McGraw Hill.  
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- **Miller MG** & Berry DC. (2015). Emergency Response Management for Athletic Trainers, 2<sup>nd</sup> Edition. Baltimore, MD: Wolters Kluwer
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- Berry DC, **Miller MG**, Berry LM. (2010). Athletic & Orthopedic Injury Assessment: A case Study Approach. Routledge Taylor and Francis Group
- Berry DC, **Miller MG**, Berry LM. (2010). Athletic & Orthopedic Injury Assessment: Case Responses & Interpretations. Routledge Taylor and Francis Group
- Mangus BC & **Miller MG**. (2005). Pharmacology Application in Athletic Training. Philadelphia, PA: F.A. Davis

### TEXTBOOK CHAPTERS

- Colber MJ, Somerset DR, **Miller MG**. (2022). Clients with Orthopedic, Injury or Rehabilitation Concerns. In Schoenfeld and Snarr (eds). *NSCA's Essentials of Personal Training, 3<sup>rd</sup> edition*. Human Kinetics.
- **Miller MG**, Baker RJ. (2014). Asthma. In D. Casa & Stears (Eds). *Emergency Management for Sports and Physical Activity*. Burlington, MA: Jones & Bartlett.
- **Miller MG**, Baker RJ. (2011). Asthma. In D. Casa (Ed). *Preventing Sudden Death in Sport and Physical Activity*. Sudbury, MA: Jones & Bartlett.
- **Miller MG**, Michael TJ. (2009). Strength Training and Conditioning. In Patel, Greydanus, Baker (Eds). *Pediatric Practice: Sports Medicine*. New York, NY: McGraw Hill.
- **Miller MG**, Robert D & Schober R. (2000). Fitness Education. In L. Housner (Ed.), *Integrated Physical Education: A Guide for the Elementary Classroom Teacher*. Morgantown, WV: Fitness Information Technology, Inc.

### INVITED BOOK REVIEWS

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- Wiksten, D.L. & Peters, C. The Athletic Trainer's Guide to Strength and Endurance Training. Thorofare, NJ: SLACK Incorporated. *NATA News*, August 2001.
- Alter, M.J. *Sport Stretch* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics. *Journal of Athletic Training*, 33 (2), 185

### Addendum – PhD Qualification Summary

Rocky Mountain University

- Human and Sport Performance (HSP) Concentration Director
  - Solicit adjunct faculty to teach PhD classes
  - Assist with adjunct faculty onboarding and approval of syllabus
  - Review adjunct faculty course evaluations

- Advise PhD students each semester on program requirements and navigation of course sequence and dissertation processes
- Co-instructor for HS 800 and HS 810 – creation and refinement of student dissertation topics
- Instructor for HP 702 – Applied Sports Science
- Development and evaluation of HSP concentration competency examinations
- Approval of student dissertation committees
- Approval of student dissertation topics
- Approval of dissertation timelines

### **Dissertation Committees (defended)**

- Chair – Jeffrey Buxton - The Effects of a Novel Ground-based Movement Training Program on Functional Movement, Range of Motion, Muscular Strength and Endurance (2019)
- Chair – Grayon Elmore - Integrated versus Pilates Based Core Training in Collegiate Dancers (2020)
- Chair – Peter Verdin - The Effect of Voice Inflection Combined with an External Focus of Attention on Standing Long Jump Performance and Kinematics in 9-Year-Old to 11-Year-Old Novice Physical Education Students (2021)
- Chair - Brad Leshinske - The Effect of Load on the Functional Movement Screen In-Line Lunge and its Scoring Criteria (2021)
- Committee member – Bryan Gatzke - The Effects of Pelvic Tilt Training on Anterior Pelvic Tilt, Vertical Jump Kinetics, and Jump Height (2021)
- Committee member – Kim Radtke - Evaluation of Six-Minute Walk Test (6MWT) Performance with and without a Facemask (2021)
- Chair – Dyana Bullinger - Effects of two breath interventions on heart rate and blood lactate after high-intensity exercise (2022)
- Chair – Susie Reiner - Physical Activity Patterns and Exercise Motivation in Virtual Fitness: Implications for Exercise Adherence (2022)
- Chair – Megan Cottet - Development of a Valid and Reliable Survey to Evaluate Collegiate Student-Athletes' Satisfaction with Strength and Conditioning Coaches (2022)
- Committee member – Jerry Monaco - The Effects of a Land-Based Home Exercise Program on Surfing Performance in Recreational Surfers (2022)
- Committee member – Nicholas Dinan - Effect of Creatine Monohydrate Supplementation Timing on Resistance Training Adaptations (2022)

### **Dissertation Committees (in-progress)**

- Committee member – Kimberly Singleton - The Effects of a Sports Nutrition Education Intervention on Sports Nutrition Knowledge, Dietary Behavior, and Self-Efficacy in Collegiate Club-Sport Athletes
- Committee member – Rachel Jordan - Examining the Relationships between Challenge and Threat States and Tactical Performance in Law Enforcement Officers

- Committee member – James Branham – A Grounded Theory of Masters Athletes Attitudes Towards Content and Delivery of Sport Psychology Service
- Committee member – Evan Andreyo – Cutting Movement Assessment Scores in Planned and Unplanned Change of Directio
- Chair – Matt Ibrahim– Effects of Nordic Hamstring Curl Exercise on Active Strength Index, Deceleration and Acceleration
- Chair – Rick Davis – topic in development

## External Reviewer 2: CV

Curriculum Vitae  
**J. JAY DAWES, PhD,**  
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### ***EDUCATION***

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PhD	August 2011	Health, Leisure and Human Performance, Oklahoma State University, Stillwater, OK
MS	August 2002	Health, Physical Education and Leisure Oklahoma State University, Stillwater, OK
BS	May 1999	Business Administration, University of Science and Arts of Oklahoma, Chickasha, OK

### ***PROFESSIONAL EXPERIENCE***

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2021-Pres.      **Associate Professor: Applied Exercise Science**, School of Kinesiology, Applied Health and Recreation, Oklahoma State University, Stillwater, OK

2022-Present    **Cordico Wellness Liaison**, Lexipool L.L.C., Frisco, TX.

2019-2021      **Assistant Professor: Applied Exercise Science**, School of Kinesiology, Applied Health and Recreation, Oklahoma State University, Stillwater, OK

2017-2019      **Associate Professor: Strength and Conditioning, Department of Health Sciences**, University of Colorado-Colorado Springs, Colorado Springs, CO

2013-2017      **Assistant Professor: Strength and Conditioning, Department of Health Sciences, University of Colorado-Colorado Springs**, Colorado Springs, CO

2015-2018      **Coordinator of Athletic Performance Services**, University of Colorado-Colorado Springs, Colorado Springs, CO

2014- 2015      **Strength and Conditioning Coach: Women's Soccer**, University of Colorado-Colorado Springs, Colorado Springs, CO

2011-2013      **Assistant Professor: Kinesiology, Department of Kinesiology & Military Science**, Texas A&M University-Corpus Christi, Corpus Christi, TX

- 2010-2011      **Clinical Assistant Professor, Department of Kinesiology**, Texas A & M University-Corpus Christi, Corpus Christi, TX
- 2007-2010      **Director of Education**, National Strength and Conditioning Association, Colorado Springs, CO
- 2006-2007      **Director/Owner**, 180 Center for Health and Performance, Edmond, OK
- 2006-2007      **Performance Enhancement Specialist/Consultant**, USA Men's National Sit-Volleyball Team, Edmond, OK
- 2005-2006      **Owner / Head Trainer**, OneEighty Personal Training, Oklahoma City, OK
- 2005-2007      **Faculty Instructor, Department of Kinesiology and Exercise Science**, University of Central Oklahoma, Edmond, OK
- 2003-2004      **Adjunct Instructor, Department of Kinesiology and Exercise Science**, University of Central Oklahoma, Edmond, OK
- 2001-2004      **Adjunct Instructor, Department of Kinesiology and Exercise Studies**, Oklahoma City University, Oklahoma City, OK
- 2001-2004      **Director of Personal Training**, Quest Personal Training Inc., Oklahoma City, OK
- 1999-2001      **Graduate Assistant, Department of Health, Physical Education and Leisure**, Oklahoma State University, Stillwater, OK
- 2000-2001      **Exercise Specialist**, Stillwater Medical Center, Stillwater, OK
- 1998-1999      **Physical Fitness Coordinator**, University of Science and Arts of Oklahoma, Chickasha, OK
- 1997-1999      **Assistant Women's Softball Coach/Head Strength and Conditioning Coach**, University of Science and Arts of Oklahoma, Chickasha, OK

### **CURRENT CERTIFICATIONS**

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- 2007-Pres.      **Certified Strength and Conditioning Specialist (CSCS, \*D)**, National Strength and Conditioning Association
- 2002-Pres.      **Certified Personal Trainer (NSCA-CPT, \*D)**, National Strength and Conditioning Association
- 2016-Pres.      **Tactical Strength and Conditioning Facilitator (TSAC-F, \*D)**, National Strength

and Conditioning Association

2000-Pres. Clinical Exercise Physiologist, American College of Sports Medicine

2019-Pres. Functional Movement Screen - Level 1 Certification

2021- Pres. Functional Capacity Screen Certification

### **PEER-REVIEWED PUBLICATIONS**

For all manuscripts and abstracts the first author is designated as the principal investigator and the last author is designated as the senior author

\*= Denotes Graduate Student Authors

\*\*= Denotes Undergraduate Student Authors

- Lopes Dos Santos, M.\*, Thompson, M.\*, Dinyer-McNeely, T. Torrence, T., Lockie, R.G., Orr, R.M., **Dawes, J.J.** (Accepted). Differences and relationships between push-up and sit-up variations among male law enforcement cadets. *Journal of Strength and Conditioning Research*.
- Kukic, F. Orr, R.M., & **Dawes, J.J.** (Accepted). Effects of occupational load on the acceleration change of direction speed, and anaerobic power of police officers. *Journal of Strength and Conditioning Research*
- Howard, C.\*, Khant, A.\*, Volberding, J., & **Dawes, J.J.** (Accepted). Assessment of bilateral shoulder range of motion in firefighter trainees using a markerless motion capture system. *International Journal of Athletic Therapy & Training*
- Ruvalcaba, T.\*, Montes, F, **Dawes, J.J.**, Orr, R.M., Lockie, R.G. (Accepted). The impact of physical fitness on reasons for academy release in firefighter trainees. *Journal of Strength and Conditioning Research*.
- Campbell, P.\*,Maupin, D.\*, Lockie, R.G., **Dawes, J. J.**, Simas, V.\*, Canetti, E., Schram, B., Orr, R. (Accepted). The development of normative fitness data and analyzing the relationships between 20MSFT and 2.4-km run performance in Australian Police Recruits. *Journal of Strength and Conditioning Research*
- Dos Santos, M.L.\*, Mann, J.B., Berton, R., Alvar, B., Lockie, R., & **Dawes, J.J.** (2023). Using the load-velocity profile for predicting the 1RM of the hexagonal barbell deadlift exercise. *Journal of Strength and Conditioning Research*. 37(1):220-223
- Johnson, Q.R.\*, Scraper, J, Lockie, R.G., Orr, R.M., & **Dawes, J.J.** (2023). Sex-related differences in Functional Movement Screen scores among ROTC cadets? *Military Medicine*. 188 (1-2), e152-e157
- Orr, R., Canetti, E.F.D., Pope, R., Lockie, R.G., Dawes, J.J.,Schram, B. (2023). Characterization of Injuries Suffered by Mounted and Non-Mounted Police Officers.

International Journal of Environmental and Public Health, 20,1144.

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- Wakely, A.M.\*, **Dawes, J.J.**, Hernandez, E.\*, Lockie, R.G.(2022).The Effects of a 4-Week strength and conditioning program on strength, power, and throwing velocity for junior varsity and varsity water polo player. *Facta Universitatis, Series: Physical Education and Sport.*, 20 (3): 199-216
- Lockie, R., Ruvalcaba, T.\*, Thompson, M.\*, Hernandez, E.\*, Orr, R, **Dawes, J.J.**, Dulla, J. (2022). A preliminary comparison of firefighter candidates' Biddle Physical Ability Test performance and success based on training class participation. *International Journal of Exercise Science* 15(4): 1627-1640
- Rodas, K.\*, Dulla, J., Moreno, M.R., Bloodgood, A.\*, McGuire, M.\*, Orr, R, **Dawes, J.J.**, Lockie, R.G. (2022). The effects of traditional versus ability-based physical training on the health and fitness of custody assistant. *International Journal of Exercise Science.* 15(3): 1641-1660
- Howard, C.\*, Volberding, J. & **Dawes, J.J.** (2022). Call volume and sleep disturbance considerations for firefighters. *Oklahoma State Medical Proceedings* 6 (2)
- Paschall, J\* & **Dawes, J.J.** (2022). Physical demands of AFSOC Flight Crews: A needs analysis and proposed testing protocol. *Strength and Conditioning Journal.* :10.1519/SSC.0000000000000746, November 2, 2022. | DOI: 10.1519/SSC.0000000000000746
- Lockie, R., Dulla, J., Higuera, D.\*, Ross, K.A.,\*, Orr, R, **Dawes, J.J.**, & Ruvalcaba, T.\* (2022). Body composition and fitness characteristics of firefighters participating in a health and wellness program: Relationships and descriptive data. *International Journal of Environmental Research and Public Health.* 19(23), 15758; <https://doi.org/10.3390/ijerph192315758>
- Lockie, R.G., Orr, R.M., **Dawes, J.J.** (2022). Justified concerns? An Exploration of the Leg Tuck in a Tactical Population. *International Journal of Environmental Research and Public Health.* 19 (21), 13918; <https://doi.org/10.3390/ijerph192113918>
- Lockie, R.G., **Dawes, J.J.**, Dulla, J. Orr, R.M. (2022). Health and fitness data for police officers within a health and wellness program: Implications for occupational performance and career longevity. *Work.* 73 (2022) 1059–1074.
- Kukić, F., Orr, R., Marković, M., **Dawes, J.J.** Čvorović, A., Dopsaj, M., & Koropanovski, N. (2022). Factorial and construct validity of sit-up test of different durations to assess muscular endurance. *Sustainability.* 14, 13630. <https://doi.org/10.3390/su142013630>
- **Dawes, J.J.**, Tramel, W.\*, Bartley, N., Bricker, D., Werth-Bailey, K., Brodine, L., Clark, C., Goldberg, P., Pagel, K., Federico, T., Bullinger, D., & Canada, D. (2022). Does mental

- performance and vision training improve performance on a high-value target identification task among elite soldiers? *Journal of Special Operations and Medicine*. 22(4): 24-27
- Maupin, D.\*, Schram, B., Canetti, EFD, Dulla, J.M., **Dawes, J.J.**, Lockie, R.G. Orr, R.M. (2022). Profile the typical training load of a law enforcement recruit class. *International Journal of Environmental Research and Public Health*. 19,13457.
  - Pepito, B.M\*, **Dawes, J.** Hildebrand, D. & Joyce, J. (2022). Analysis of a State Police Academy Menu Cycle for Dietary Quality and Performance Nutrition Adequacy. *International Journal of Environmental Research and Public Health*. 19(19)12642
  - Jacobson, B.H., **Dawes, J.**, Smith, D.B., Johnson, Q.R.\* (2022). Kinanthropometric comparisons of NCAA Division I offensive and defensive lineman spanning 8 decades. *Journal of Strength and Conditioning Research* 36(12): 3404–3408
  - Lockie RG, **Dawes JJ**, Orr RM. (2022). Health and fitness data for police officers within a health and wellness program: Implications for occupational performance and career longevity. *Work*. doi: 10.3233/WOR-211089. Epub ahead of print. PMID: 35988252.
  - Lockie, R.G., Orr, R.M., Mone, F., Ruvalcaba, T.J., **Dawes, J.J.** (2022). Exploring predictive ability of fitness test data relative to fire academy graduation in trainees: Practical applications for physical training. *International Journal of Exercise Science*. 15(4): 1274-1294
  - **Dawes, J.J.**, Dos Santos, ML, Kornhasuer, C.L, Holmes, R.J., Alvar, B.A, Lockie, R.G., Orr, R.M. (2022). Longitudinal changes in health and fitness measures among state patrol officers by sex. *Journal of Strength and Conditioning Research*. 00(00)/1–6
  - Lockie, R.G., Moreno, M.\*, & **Dawes J.J.** (2022). Research note on relationships between the standing broad jump and vertical jump in law enforcement recruits: Implications for lower-body power testing. *Journal of Strength and Conditioning Research*. 36(8):2326-2329
  - Maupin, D.J., Canetti F.D.E, Schram, B., **Dawes, J.J.**, Lockie, R.G., Dulla, J.M., & Orr, R.M., (2022). Profiling the injuries of law enforcement recruits during academy training: A retrospective cohort study. *BMC Sports Science, Medicine and Rehabilitation*. (2022) 14:136 <https://doi.org/10.1186/s13102-022-00533-y>
  - Lockie, R.G **Dawes, J.J.**, Sakura, T, Schram, B., Orr, RM. (2022). Relationships between physical fitness assessment measures and a workplace task-specific physical assessment among police officers: A retrospective cohort study. *Journal of Strength and Conditioning Research*. XX(X): 000–000
  - Chandler, B.\*, Alvar, B., & **Dawes, J.J.**, Kolber, M. (2022). The effects of closed versus open kinetic chain training on serve velocity. *Journal of Sports Medicine and Physical Fitness. Journal of Australian Strength and Conditioning*. 30 (2):

- Gonzalez, D.E, McAllister, M.J., Waldman,H.S., Ferrando, A.A., Joyce,J. Barringer, N.D., **Dawes, J.J.**, Kieffer, A.J., Harvey,T. Kerksick,C.M., Stout, J.R. Ziegenfuss, T.N., Zapp, A. Tartar, J.L., Heileson, J.L., VanDusseldorp, T.A., Kalman, D.S, Campbell, B.I., Antonio, J. & Kreider, R.B. (2022). International Society of Sports Nutrition Position Stand: Tactical Athlete Nutrition. *Journal International Society of Sports Nutrition*. 19 (1), 267-315
- Lockie RG, Orr RM, Montes F, Ruvalcaba TJ, & **Dawes J.J.** (2022). Differences in fitness between firefighter trainee academy classes and normative percentile rankings. *Sustainability*. 14(11):6548. <https://doi.org/10.3390/su14116548>
- Jensen, M.\*, Jacobson, B.H., & **Dawes, J.J** (2022). Prevalence of sport specialization of collegiate athletes. *International Journal of Kinesiology in Higher Education*. 6(2): 1-13
- Johnson, Q.R.\*, **Dawes, J.J.**, Uftring, M.\*, Dos Santos, M.L\*, Hale, D., Sanders, G., Peveler, W., Kollock, R. (2022). Differences in stronger versus weaker tactical personnel in selected measures of power. *International Journal of Exercise Science*. 15 (4), 552-560
- Streetman, A.\*, Paspalj, D., Zlojutro, N., Božić, D., **Dawes, J.J.**, & Kukić, F. (2022). Association of shorter and longer distance sprint running to change of direction speed in police students. *Journal of Criminalistics and Law*. 27 (1), 5-13
- Lockie, R.G., Orr, R.M, & **Dawes, J.J.** (2022). Fit (and Healthy) for Duty: Blood lipid profiles and physical fitness test relationships from police officers in a health and wellness program. *International Journal of Environmental Research and Public Health*. 19 (9), 5408
- Lockie, R.G., Dulla, J. Orr, R.M. & **Dawes, J.J.** (2022). Extending research on law enforcement academy graduation and fitness: A research note on receiver operating characteristic curves. *Journal of Strength and Conditioning Research*. May 9, 2022 - Volume - Issue - 10.1519/JSC.0000000000004268 doi: 10.1519/JSC.0000000000004268
- Lockie, R.G., Beitzel, M.\*, Dulla, J.M., **Dawes, J.J.**, Orr, R.M., & Hernandez, J.\* (2022). Between-sex differences in the work sample test battery performed by law enforcement recruits: Implications for training and potential job performance. *Journal of Strength and Conditioning Research*. 36 (5), 1310-1317
- Koropanovski, K., Orr, R. Dopsaj, M., Heinrich, K.M, **Dawes J.J.**, & Kukić, F. (2022). Effects of anaerobic lactic and aerobic running on change of direction speed performance among police students. *Biology*. 11(5):767.
- Lockie, R.G., **Dawes, J.J.**, Orr, R.M., & Dulla, J. (2022). The bigger they are: Relationships between body height and mass with the body drag task in law enforcement recruits. *International Journal of Exercise Science*. 15 (4): 570-584
- Zaragoza, J.A.\*, Johnson, Q.R.\*, Lawson, D.J.\*, Alfaro, E.L\*, **Dawes, J.J.**, & Smith, D.B. (2022). Relationships between lower-body power, sprint and change of direction speed

among collegiate basketball players by sex. *International Journal of Exercise Science*.

- Decker, A\*. Hinton, B., **Dawes, J.**, Lockie, R., & Orr, R.M. (2022). Physiological demands of law enforcement occupational tasks in Australian police officers. *Annals of Work Exposures and Health*. Vol. XX, No. XX, 1–7
- **Dawes, J.J.**, Scott, J., Caneetti, E.F.D, Lockie, R., Schram, B., & Orr, R.M. (2022). Profiling the New Zealand police trainee physical competency test. *Frontiers in Public Health*. 10:821451.
- Lockie, R.G., Orr, R.M, & **Dawes, J.J.** (2022). Slowing the path of time: Age-related and normative fitness testing data for police officers from a health and wellness program. *Journal of Strength and Conditioning Research*. 36(3): 747-756.
- Lockie, R.G., Moreno, M.R., **Dawes, J.J.**, Orr, R.M, Rodas, K.A., Dulla, J.J. (2022). An analysis of the body drag test in law enforcement recruits with consideration to current population demographics. *International Journal of Exercise Science*. 15(7): 276-288
- Dos Santos, M.L.\*, Mann, J.B., Lockie, R.G., Berton, R., Jacobson, B.H., & **Dawes, J.J.** (2022). Predicting performance on the NFL-225 Bench Press Test using bar velocity. *Isokinetics and Exercise*. 30 (2022) 23–28, 1-6
- Collins, K., **Dawes, J.** Orr, R., Christensen, B. Lockie, R.G. (2022). Analysis of total and segmental body composition relative to fitness performance measures in law enforcement recruits. *International Journal of Exercise Science*. 15(4): 177-192.
- Mann, J.B, **Dawes, J.J.**, Dos Santos, M.L\*, Signorile, J.F (2022). Momentum, rather than velocity, is a more effective measure of improvements in Division IA player performance. *Journal of Strength and Conditioning Research*. 36(2):551-557
- Post, B.\*, **Dawes, J.J.**, & Lockie, R.G. (2022). Relationships between tests of strength, power and speed tests and the 75-yard pursuit run. *Journal of Strength and Conditioning Research* 36 (1): 99-105.
- Lockie, R.G., Moreno, M.R., Dulla, J., Orr, R.M., **Dawes, J.** Rodas, K.A.\* (2022). The health and fitness characteristics of civilian jailer recruits prior to academy training. *International Journal of Exercise Science*. 15(4): 58-78
- Stojkovic, M., Kukic, F., Nedeljkovic, A. Orr, R.M., **Dawes, J.J.**, Cvorovic, A., Jeknic, V (2021). Effects of physical training program on anthropometric and fitness measures in obese and overweight police trainees. *South African Journal for Research in Sport, Physical Education, and Recreation*. 43 (4): 63-76
- Lockie, R.G., Rodas, K., **Dawes, J.J.**, Dulla, J.M. Orr, R.M., Moreno, M.R. (2021). How does time spent working in custody influence health and fitness characteristics of law

enforcement officers? *International Journal of Environmental and Public Health*. 18(17), 9297

- Hernandez, E.\*, **Dawes, J. J.**, & Lockie, R.G. (2021). Physical fitness percentile ranks and practical application for female law enforcement recruits in the USA. *Facta Universitatis, Series: Physical Education and Sport*. 9(1): 109-118.
- **Dawes, J.**, Lentine, T.\*, Johnson, Q.\*, Lockie, R., Orr, R. (2021). Strength and conditioning program design considerations for law enforcement officers. *Strength and Conditioning Journal*. 43 (6) , 110-114
- **Dawes, J.J.**, Stahl, C.A.\*, Lockie, R.G., Redmond J.E., Kornhauser, C.L., Holmes, R.J., & Orr, R.M. (2021). Associations between two measures of trunk muscular endurance among male law enforcement officers. *Journal of Science in Sport and Exercise*. 3, 374–378
- Rodas, K.A.\*, Moreno, M., Bloodgood, A.M., **Dawes, J.J.**, Dulla, J.M., Orr, R.M, & Lockie, R.G. (2021). The effects of aerobic fitness on heart rate responses of a custody assistant recruit class to a formation run. *International Journal of Exercise Science*. 14(4): 1219-1233
- Lentine, T.\*, Johnson, Q.\*, Lockie, R., Joyce, J, Orr, R., & **Dawes, J.** (2021). Occupational challenges to the development and maintenance of physical fitness within law enforcement officers. *Strength and Conditioning Journal*. 43 (6) 115-118
- Orr, R.M, Sakurai, T.\*, Scott, J.\*, Movshovich, J.\*, **Dawes, J.**, Lockie, R., & Schram, B. (2021) The use of fitness testing to predict occupational performance in tactical personnel: A Critical Review. *International Journal of Environmental Research and Public Health*. 18, 7480.
- Viramontes, E.\*, **Dawes, J.**, Dulla, J., Orr, R. & Lockie, R. (2021). Physical preparation for academy training specific to female law enforcement recruits. *Tactical Strength and Conditioning Report*. 63: 14-19
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## **FUNDING**

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- Joyce, J., Tuttle, B., Dawes, J.J. (2022). Spouse Strong: Development and Evaluation of a first responder spouse network program. Oklahoma Center for the Advancement of Science and Technology (OCAST) Health Research Program. Amount requested: \$123,733
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- **Dawes, J.J.**, Smith, D. Joyce, J., Dos Santos, M.L.\*, Stahl, C\* (2021). VO2 Master Analyzer ®. College of Education Lab and Research Program Fund: Not Funded, \$ 24,413
- Joyce, J. & **Dawes, J.** (2021). Serving Those Who Serve Us Through Undergraduate Research. PhilanthroPete Crowdsourcing funds raised: \$2,625.
- Joyce, J., **Dawes, J.**, Emerson, S. (2021). Spouses First Challenge: Impact of an online theory-based nutrition and physical activity program on diet, physical fitness, and cardiovascular disease risk factors among first responder spouses. Oklahoma Center for the Advancement of Science and Technology (OCAST) Health Research Program. Not Funded. Amount requested: \$53,998
- Sumit, M., **Dawes, J.**, Agnew, R., (2021). Can wearing contaminated workwear affect oilfield-workers' physiology? Oklahoma Center for the Advancement of Science and Technology (OCAST) Health Research Program. Not Funded. Amount Requested: \$124,192.
- **Dawes, J.J.** (2022). Stairmaster 10g Stepmills, Core Health and Fitness, External Funding (In-Kind), \$24,000.
- **Dawes, J.J.** & Joyce, J. (2021). Mobile Tactical Fitness Lab, Funded \$53,428 (Internal Funding: \$20,000; External Funding (In-Kind): Beaver Fit USA, \$33,428).
- Reed, C., **Dawes, J.J.**, Joyce, J, D. Mugavero, D. (2020). Firefighter Fitness and Wellness. FEMA AFG Fire Prevention and Safety FY 2019 Grant. Funded: \$281,475.
- **Dawes, J.J.** (2020). Zephyr Bioharnesses. Education, Health and Aviation. Student Technology Fee Request. Funded: \$14,525.
- Volberding, J, Mazur, A., **Dawes, J.J.**, Joyce, J. (2020) Establishing baseline health and wellness markers in tactical athletes. OSU Center for Health Sciences OVPR Pilot Seed Grant. Funded: \$9,962.
- Volberding, J & **Dawes, J.J.** (2020). Occupational and Physical Fitness Profiles of Career

Firefighters. Oklahoma Center for the Advancement of Science and Technology (OCAST) Health Research Program. Not Funded. Amount Requested: \$65,651.

- Joyce, J., **Dawes, J.**, Emerson, S. (2020) Fittest Force Challenge: Impact of an online theory-based nutrition and physical activity program on diet, physical fitness, and cardiovascular disease risk factors amongst firefighters. Oklahoma Center for the Advancement of Science and Technology (OCAST) Health Research Program. Not Funded. Amount requested: \$61,266
- **Dawes, J.J.**, Volberding, J., Joyce, J., Trevino, M. (2020). Impact of a consumer wearable sleep tracker with an education intervention on lifestyle behaviors among local law enforcement officers. Oklahoma Center for the Advancement of Science and Technology (OCAST) Health Research Program. Not Funded, \$21,749
- **Dawes, J.J.**, Volberding, J., Lockie, R.G. (2020). The effects of a structured strength and conditioning program on movement competency and functional performance among career firefighters, National Strength and Conditioning Association, Senior Investigator Grant, Funded, \$16,697
- Lockie, R.G., Hernandez, E.J., **Dawes, J.J.** (2020). The effects of structured strength and conditioning programs on motor skill, movement competency, and physical fitness of high school athletes, National Strength and Conditioning Association, Directed Research Grant, Funded, \$19,821
- Joyce, J., **Dawes, J.**, Emerson, S., Jenkins, N.D. (2019). Evaluation of diet, food environment, physical activity, and cardiovascular disease risk of a local firefighter cohort. Health and Wellness. Oklahoma Center for the Advancement of Science and Technology (OCAST). Not Funded, \$38,912
- Samuelson, K., **Dawes, J.J.**, Bryan, L. (2018). A Randomized controlled trial of integrated brain-body training in improving cognitive and vestibular function in individuals with mild traumatic brain injury. Department of Human Services Brain Injury Network Research Program (aka, MINDSOURCE). Not Funded, \$398,329
- Hutchins, A. & **Dawes, JJ.** (2017). Impact of white potatoes on athletic performance and recovery. Alliance for Potato Research and Education. Not Funded, \$48,610
- **Dawes, J.J.** Lindsay, K.L., Kirby, J. (2016). Athlete Health and Wellness Course Development. Innovations in Research and Practice Grant National Collegiate Athletic Association. Not Funded, \$18,855
- **Dawes, J.** (2014). Teacher Enhancement Fund. University of Colorado Colorado Springs. Internal Funding, Funded: \$500.00
- **Dawes, J.** & Elder, C.L. (2014). 2XU, The effects of lower body compression garments on selected physiological, psychological and performance measures while traversing rough

terrain with extreme changes in altitude, Funded: \$31,278

- **Dawes, J.** (2013), Teacher Enhancement Fund. University of Colorado Colorado Springs. Internal Funding. Not Funded: \$500
- **Dawes, J.** (2013). Hedstrom Plastics, Ashland, OH., An electromyographical comparison of selected exercises using traditional resistance training modalities vs. an active resistance training device, Funded: \$11,000
- **Dawes, J.** (2011). International Society of Sports Nutrition, Woodland Park, CO. The effects of a weight loss supplement on bodyweight and composition in overweight individuals, Funded: \$35,000

### **OTHER SCHOLARLY WORKS**

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- Orr, R., Dulla, J., **Dawes, J.** & Lockie, R. (2020). *The different types of fitness testing in law enforcement*. Police Chief. January: 16-17.
- **Dawes, J.** (2014). *Opening your own training facility*. National Strength and Conditioning Association. Career Development Guide, National Strength and Conditioning Association, Colorado Springs, CO
- **Dawes, J.**, Twist, P., & Stutzman, C. (2013). *Surge™ Training Manual*. Hedstrom, Inc. Ashland, OH.
- **Dawes, J.**, & Trejo, J. (2010). Basic Plyometrics for Beginners. *USA Hockey Coaches Newsletter*. <http://flexxcoach.cachefly.net/usah/1012-issue/usahockeydawes-trejo2.pdf>
- Barnes, M., & **Dawes, J.** (2010). Core Training for Hockey. *USA Hockey Coaches Newsletter*. <http://assets.ngin.com/attachments/document/0014/6326/core-chop-and-lift-progression-usahockey.pdf>
- **Dawes, J.** (2010). Exercise Technique for the Shoot the Duck Squat. *USA Hockey Coaches Newsletter*. <http://flexxcoach.cachefly.net/usah/1008-issue/off-ice-shoot-the-duck.pdf>
- **Dawes, J.**, & Cinea, K. (2010). Common Errors when Performing Lower-Body Free-Weight Exercises. *USA Hockey Coaches Newsletter*. <http://flexxcoach.cachefly.net/usah/1005-issue/lowerbody-exercises.pdf>
- **Dawes, J.**, & Stephenson, M.D. (2010). Nutrition Tips: for Post-workout Recovery Nutrition. *USA Hockey Coaches Newsletter*. <http://flexxcoach.cachefly.net/usah/1003-issue/recovery-nutrition-tip-usa-hockey.pdf>
- **Dawes, J.** (2010). Small Group Training. *IDEA Health and Fitness E-newsletter*. <http://www.ideafit.com/fitness-library/small-group-training-techniques>

- **Dawes, J.** (2010). Manual Resistance Exercises. *USA Hockey Coaches Newsletter*. <http://flexxcoach.cachefly.net/usah/1002issue/USAHockeyManualResistanceexercisepdf>
- **Dawes, J.** (2010). Games for Improving Physical Literacy. *USA Hockey Coaches Newsletter*. <http://flexxcoach.cachefly.net/usah/1001/ushockeygames.pdf>
- **Dawes, J.** (2010). Metabolic Conditioning Games for Clients. *IDEA Health and Fitness E-newsletter*. [http://www.ideafit.com/fitness-library/metabolic-conditioning-games-for-clients?utm\\_source=Fit%20Tips%20January&utm\\_medium=email&utm\\_campaign=T1](http://www.ideafit.com/fitness-library/metabolic-conditioning-games-for-clients?utm_source=Fit%20Tips%20January&utm_medium=email&utm_campaign=T1)
- **Dawes, J.** (2009). Balance Beam Drills for Mites and Squirts. *USA Hockey Coaches Newsletter*. 1 (1), [http://flexxcoach.cachefly.net/usah/0910/drills%20layout\\_flexx%20drill.pdf](http://flexxcoach.cachefly.net/usah/0910/drills%20layout_flexx%20drill.pdf)
- **Dawes, J., & Roozen, M.** (2009). Reactive Agility Training: The Shadow Drill. *Tactical Edge Magazine*. 27 (4): 82-84
- Stephenson, M., **Dawes, J.**, & Krall, K. (2009). Leading-Edge Training for the Sport and Tactical Athlete. *Training and Conditioning Magazine*. 19 (3), 39
- **Dawes, J.** (2009). In-Home Training: Working in Small Spaces. *IDEA Health and Fitness E-newsletter*. <http://www.ideafit.com/fitness-library/in-home-training-working-in-small-spaces>
- **Dawes, J., & Vives, D.** (2008). Active Resistance Training in the Health Club Setting. *PT on the Net*. <http://www.ptonthenet.com/articles/Water-filled-Implement-Training-3151>
- **Dawes, J.** (2008). Training Tips: Frequency of Training. *IDEA Health and Fitness Journal*. 5(2):32-33
- **Dawes, J.** (2008). Exercise Spotlight: Time-efficient Combination Exercises. *Personal Fitness Professional Magazine*. Jan.-Feb., 30-31
- **Dawes, J.** (2007). Training for Performance: Improving Athleticism. *IDEA Health and Fitness E-newsletter*. [http://www.ideafit.com/newsletter/fit\\_tips/Training-for-Performance-Improving-Athleticism.asp](http://www.ideafit.com/newsletter/fit_tips/Training-for-Performance-Improving-Athleticism.asp)
- Santana, J.C., **Dawes, J.**, Antonio, J., & Kalman, D. (2007). Nutrition Education: What can the Fitness Professional do? *Personal Fitness Professional Magazine*.
- **Dawes, J.** (2004). Designing Resistance Training Programs for Clients with Fibromyalgia. *Personal Fitness Professionals Magazine*. 6(2), 22-23.
- **Dawes, J., & Hagerman, P.** (2001). Going the Extra Mile: How to Consistently Impress Your Clients, *Personal Fitness Professionals Magazine*. 4(12), 10-12.

## ***SCIENTIFIC POSTER PRESENTATIONS***

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**\*= Denotes graduate student presenters    \*= Denotes undergraduate student presenters**

### ***International***

- Lockie, R., Orr, R. M., Ruvalcaba, T. J., Dulla, J., Higuera, D., Ross, K., & Dawes, J. (2022). Hold the line: Fitness differences in firefighters from a health and wellness program who self-report injuries. *Journal of Science and Medicine in Sport*, 25(Supplement 2), S48-S49. [O100072]. <https://doi.org/10.1016/j.jsams.2022.09.047>, AUS
- Orr, R., Kukic, F., Marins, E, Lim, C. **Dawes, J.**, & Lockie, R. (2020, October). *The impact of load carriage on lower-body power in SWAT police*. International Scientific Conference: Archibald Reis Proceedings. Belgrade, Serbia.
- Canetti, E., Orr, R., Schram, B., Chapman, C.\*, Kornhauser, C., Holmes, R.J., & **Dawes, J.** (2020, February). *Physiological impact of stress inoculation training in police cadets and its relationship to physical fitness*. 5th International Congress on Soldier Physical Performance. Quebec, ON, CA.
- Lockie, R.G., Moreno, M.R.\*, Ducneny, S.C.\*, Orr, R.M., **Dawes, J.J.**, & Balfany, K.\* (2020, February). *A Pilot analysis of emerging surface electromyography wearable techlogy: Training load demands, muscle ratios, and sex differences in casualty drag*. 5th International Congress on Soldier Physical Performance. Quebec, ON. CA.
- Orr, R., Kukić, F., Koropanovski, N., Cvorovic, A., **Dawes, J.J.**, & Lockie, R. (2019, October). *Associations between fitness measures and change of direction speed with and without occupational loads in female police officers*. Australian Physiotherapy Association Conference, Adelaide, AUS.
- **Dawes, J.**, Orr, R., Goatcher, J.D.\*, & Lockie, R. (2019, October). *Firefighters and their occupational loads*. Australian Physiotherapy Association Conference, Adelaide, AUS.
- Sakurai, T.\*, Orr, R., Schram, B., Lockie, R., & **Dawes, J.J.** (2019, October). *Relationships between physical fitness assessment measures and a workplace task-specific physical assessment: A retrospective cohort study*. Australian Physiotherapy Association Conference, Adelaide, AUS.
- Birge, S.\*, Orr, R., Schram, B., Lockie, R., Homes, R., Kornhauser, C., & **Dawes, J.J.** (2019, October). *The impact of heart rate on marksmanship in police officers*. Australian Physiotherapy Association Conference, Adelaide, AUS.
- Pearson, C.\*, Orr, R., Schram, B., Lockie, R., Homes, R., Kornhauser, C., & **Dawes, J.J.** (2019, October). *Differences in heart rates between general officers and instructors employing defensive tactics skills*. Australian Physiotherapy Association Conference,

Adelaide, AUS.

- Wooland, J.\*, Orr, R., Schram, B., Kornhauser, C., Homes, R., Lockie, R., & **Dawes, J.J.** (2019, October). *Relationships between upper-body and trunk fitness assessments in law enforcement officers*. Australian Physiotherapy Association Conference, Adelaide, AUS.
- Schippers, E.\*, Orr, R., Schram, B., Lockie, R., Homes, R., Kornhauser, C., & **Dawes, J.J.** (2019, October). *Differences between novice and expert performance in defensive tactics employed by police officers*. Australian Physiotherapy Association Conference, Adelaide, AUS.
- Kukic, F., Dopsaj, M., **Dawes, J.**, & Prcic, D. (2018, October). *Effects of a 4-week training intervention on estimated Vo2max and body composition among female police officers: Pilot study*. International Scientific Conference: Archibald Reis Proceedings. Belgrade, Serbia.
- Lockie, R.G., Orr, R.M., **Dawes, J.J.**, Moreno, M.R.\*, Cesario, K.A.\*, Stierli, M., & Dulla, J.M. (2018, July). *Aerobic fitness assessment in deputy sheriff recruits: The 20m Multistage Fitness Test and 1.5-mile run*. 3<sup>rd</sup> International Conference on Employment Standards.
- Dulla, J.M., Moreno, M.\*, Orr, R.M., **Dawes, J.J.**, & Lockie, R.G. (2018, July). *Years out of academy influences general and job-specific fitness in deputy sheriff incumbents*. 3<sup>rd</sup> International Conference on Employment Standards. Chischester, West Sussex, UK
- Dulla, J.M., Lockie, R.G., **Dawes, J.J.**, & Orr, R.M. (2018, July). *Validation of physical ability tests (VPAT) and separation rate among law enforcement academy recruits*. 3<sup>rd</sup> International Conference on Employment Standards. Chischester, West Sussex, UK
- Myers, C.J.\*, Orr, R.M., Goad, K.S., Schram, B.L., Lockie, R.G., **Dawes, J.J.**, Kornhauser, C.L., & Holmes, R.J. (2018, July). *Comparing levels of fitness of police officers between two United States law enforcement agencies*. 3<sup>rd</sup> International Conference on Employment Standards. Chischester, West Sussex, UK
- Mann, J.B., **Dawes, J.J.**, & Mayhew, J. (2017, November). *Efficacy of eccentric strength training to enhance change of direction abilities in NCAA Division I collegiate women's soccer players: A pilot study*. International Conference on Applied Strength and Conditioning, Surfers Paradise, QLD, AUS.
- Jones, M.T., Huynh, T.\*, **Dawes, J.**, & Lockie, R. (2017, May-June). *Power, agility, and speed in NCAA collegiate women soccer athletes*. World Conference on Science and Soccer, Rennes, France.
- **Dawes, J.J.**, Orr, R.M. Kornhauser, C.L., Holmes, R.J., & Pope, R. (2016, November). *Differences in initial fitness scores between highway patrol cadets who successfully complete or fail to complete a 27-week training academy*. International Conference on Applied

Strength and Conditioning, Melbourne, QLD, AUS.

- **Dawes, J.J.**, Orr, R.M., Flores, R.R\*., Kornhauser, C.L., & Holmes, R.J. (2016, November). *Percentile rankings for selected physical fitness tests in highway patrol officers*. International Conference on Applied Strength and Conditioning, Melbourne, QLD, AUS.
- **Dawes, J.J.**, Lindsay, K., Kornhauser, C.L., & Holmes, R.J. (2016, November). *Physical fitness predictors of performance on an occupationally specific physical ability course among highway patrol officers*. International Conference on Applied Strength and Conditioning, Melbourne, QLD, AUS. (**TSACA-Award Winner**)
- **Dawes, J.J.**, Sell, K., Kornhauser, C.L., & Holmes, R.J. (2016, November). *Relationship between measures of occupational performance and selected fitness tests in highway patrol officers*. International Conference on Applied Strength and Conditioning, Melbourne, QLD, AUS.
- **Dawes, J.J.**, Orr, R.M., & Pope, R.P. (2015, October). *Age-Related differences in upper-body muscular endurance amongst male law enforcement officers: a comparison to civilian population norms*. 2015 ASICS Sports Medicine Australia Conference. Intercontinental Sanctuary Cove - Gold Coast, QLD, AUS.
- Cocke, C.\*, **Dawes, J.J.**, Orr, R.M., & Pope, R.P. (2015, October). The impact of two different conditioning programs on fitness characteristics of police academy cadets. 2015 ASICS Sports Medicine Australia Conference. Intercontinental Sanctuary Cove - Gold Coast, QLD, AUS.
- **Dawes, J.**, Stephenson, M., & Suprak, D. (2008, April). *Bodyweight distribution during various positions of the traditional and modified push-up*. 6<sup>th</sup> International Conference on Strength Training, Colorado Springs, CO.

### *National*

- **Thompson, M. B.\***, Johnson, Q. R., Lindsay, K. G., & Dawes, J. J. (2022, July). Development of an abbreviated model for predicting Functional Movement Screen Score. 45<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, New Orleans, Louisiana, USA
- Lockie, R.G., **Dawes, J.J.**, Moreno, M. Bloodgood, A.\*, McGuire, M.\*, Ruvalcaba, T.\*, Hernandez, E.\*, Dulla, J., Orr, R.M., Rodas, K.\* (2021, July). The effects of ability-based versus traditional physical training on the health and fitness of custody assistants. 44<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA
- Johnson, Q.R. \*, Zargoza, J.A., Orr, R., Lockie, R, McSpadden, N., Manuel, C., Smith,

**D. Dawes, J.J.** (2021, July). Heart rate response of special weapons and tactics team operators during active shooter training scenarios. 44th National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA

- Lockie, R., Ruvalcaba, T.\*, Meloni, J.\*, McGuire, M.\*, Hernandez, E.\*, Orr, R, **Dawes, J.J.**, Dulla, J. (2021, July). Can training class completion enhance Biddle physical ability test performance in structural firefighter candidates? A Pilot Study. 44th National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA
- Johnson, Q.R\*, Dos Santos M.L\*, Stahl, C.A.\*, Uftring, M\*, Abel, M, Orr, R., Lockie, R., McSpadden, N, Manuel, C. **Dawes, J.J.** (2021, July) Associations between age and jump performance among special weapons and tactics team operators. 44th National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA
- Zargoza, J., Johnson, Q.R., Jacobson, B., Smith, D., **Dawes, J.J** (2021, July). Relationships between lower-body power and linear and change of directions speed among major league soccer combine participants. 44th National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA
- Mann, B., Mayhew, J.L., **Dawes, J.J.**, Heincke, M., Signorile, J. (2021, July). Spring momentum: An alternative metric to sprint evaluation in American football. 44th National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA
- Despot, N.A.\*, Mann, B, Feeley, D. Ishmal V., Barber, J., Kroboth, K., Dodd, C, Mayhew, J.L., **Dawes, J.J.**, Signorile, J. (2021, July). Differences in countermovement jumps by football position. 44th National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA
- Mayhew, J.L., Brechue, W.F., Hunter, M.\*, Mann, B, **Dawes, J.J.** (2021, July). Evaluation of a 2-Load predication equation to predict 1RM Bench Press in Athletes. 44th National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA
- Mann, B., Signorile, J., **Dawes, J.J.**, Heinecke, M., Mayhew, J.L. (2021, July). Change of direction momentum: An alternative metric to time evaluation in American football. 44th National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL., USA
- Sergi, T\*, Bode, K. Hildebrand, D. **Dawes, J.J.**, & Joyce, J.M. (2021, June) Relationship between body mass index and health and occupational performance among law enforcement officers, firefighters, and military personnel: A systematic review. Annual Nutrition Science, Virtual Conference
- Bloodgood, A.M.\*, McGuire, M.B.\*, **Dawes, J.J.**, Orr, R.M., Dulla, J.M., & Lockie, R.G.

(2020, July). *A pilot analysis of the influence of lower-body strength and power during law enforcement tasks under load*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.

- Caron-Sabala, C.R.\* , McGuire, M.B.\* , **Dawes, J.J.**, Scaper, J., & Lockie, R.G. (2020, July). *Sisters in arms: Between-sex differences in the Army Physical Fitness Test in ROTC cadets*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Hernandez, E.\* , **Dawes, J.J.**, Orr, R.M., Dulla, J.M., & Lockie, R.G. (2020, July). *Are there differences in the physical fitness of recruits from smaller and larger law enforcement agencies at the start of academy?* the 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Lockie, R.G., Moreno, M.R.\* , McGuire, M.B.\* , Ruvalcaba, T.J.\* , Bloodgood, A.M.\* , Dulla, J.M., Orr, R.M., & **Dawes, J.J.** (2020, July). *We need you: Influence of hiring demand and modified applicant testing on the physical fitness of deputy sheriff recruits*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Lockie, R.G., Moreno, M.R.\* , McGuire, M.B.\* , Ruvalcaba, T.J.\* , Bloodgood, A.M.\* , Dulla, J.M., Orr, R.M., & **Dawes, J.J.** (2020, July). *Strong arm (and legs) of the law: Relationships between isometric strength and the body drag in incoming deputy sheriff recruits*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- McGuire, M.B.\* , **Dawes, J.J.**, Mann, B., & Lockie, R.G. (2020, July). *Student to soldier: The effects of physical conditioning on various fitness characteristics of Army ROTC cadets*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Ruvalcaba, T.J.\* , McGuire, M.B.\* , Scaper, J., **Dawes, J.J.**, & Lockie, R.G. (2020, July). *An analysis of Military Science Level 1 (freshmen) ROTC cadets and the Army Physical Fitness Test*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Johnson Q.R.\* , Trevino, M.A., Boolani, A., & **Dawes, J.J.** (2020, July). *Sex-related differences in body composition, power, sprint ability, and agility among NCAA Division I basketball players*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- **Dawes, J.J.**, Smittle, M., Casteel, M., Ward, C. \*\*, Johnson, Q.R.\* , Orr, R.M., & Lockie, R.G. (2020, July). *Differences in occupational performance among officers while wearing internal vs. external personal protective vests: A pilot study*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.

- Uftring, M.\*, **Dawes J.**, Dos Santos, M.L.\*, Hale, D., Sanders, G., Preveler, W. \*, & Kollok, R. (2020, July). *Relationships between absolute and relative power in male firefighters of varying strength levels: A pilot study*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Uftring, M.\*, Joyce, J., Kukić F., Čvorović, A., Koropanovski, N., Dodsaj, M., & **Dawes, J.J.** (2020, July). *Accuracy of BMI in classifying level of adiposity, overweight, and obesity among police officers and recruits*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Mann, J.B., Mayhew, J.L., Powell, H., Pardot, K., Desai, P., Heinke, M., & **Dawes, J.** (2020, July). *An alternative criteria proposal to IRM in lesser trained athletes*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- **Dawes, J.J.**, Johnson, Q.\*, Terrance, T., Orr, R.M., & Lockie, R.G. (2020, July). *Differences in fitness between male and female police that graduate or fail training academy*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Johnson, Q.R.\*, Kukić F., Čvorović, A., Orr, R.M., Lockie, R.G., Smith, D.B., Koropanovski, N., & **Dawes, J.J.** (2020, July). *Associations between lower-body power and body composition to change of direction speed under two loading conditions among male and female police officers*. 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Broeckel, J.\*\*\*, Johnson, Q.\*, Scaper, J., Trevino, M., Sontag, S.\*, Lockie, R.G., & **Dawes, J.** (2020, July). *Are there sex-related differences in the Functional Movement Screen among ROTC cadets?* 43<sup>rd</sup> National Strength and Conditioning Association National Conference and Exhibition, Virtual Conference.
- Bloodgood, A.M., Moreno, M.R., Balfany, K., McGuire, M.B., **Dawes, J.J.**, Chan, M.S., & Lockie, R.G. (2019, July). *He ain't Heavy: A pilot analysis of training load demands when performing a body drag with a 75-kg vs. a 91-kg dummy*. 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington D.C., USA.
- Gonzales, C.E.\*, **Dawes, J.J.**, Salazar, I\*., & Lockie, R.G. (2019, July). *Description and comparison of physiological characteristics of position players from a successful mid-major DI softball team*. 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington D.C., USA.
- Hernandez, E. \*, Dulla, J.M., Orr, R.M., Kornhauser, C.L., Holmes, R.J., **Dawes, J.J.**, & Lockie, R.G. (2019, July). *Percentile ranks of physical fitness levels for female law enforcement recruits in the USA*. 42<sup>nd</sup> National Strength and Conditioning Association

National Conference and Exhibition, Washington D.C., USA.

- Lockie R.G., Moreno, M.R.\*, Cesario, K.A.\*, Balfany, K.\*, Dulla, J.M., Orr, R.M., & **Dawes, J.J.** (2019, July). *Don't drag me down: Investigating the body or victim drag in graduated and incoming deputy sheriff recruits.* 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington D.C., USA.
- Lockie R.G., Moreno, M.R., Cesario, K.A.\*, Balfany, K.\*, Dulla, J.M., Orr, R.M., & **Dawes, J.J.** (2019, July). *With great power comes great ability: Fitness relationships with Work Sample Test Battery performance in deputy sheriff recruits.* 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington D.C., USA.
- McGuire, M.B.\*, Balfany, K.\*, Moreno, M.R.\*, Bloodgood, A.M.\*, Chan, M.S.\*, **Dawes, J.J.**, & Lockie, R.G. (2019, July). *Get a grip: The effects of grip and dummy mass on training load during the body drag for tactical populations.* 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington D.C., USA.
- Moreno, M.R.\*, **Dawes, J.J.**, Balfany, K.\*, Orr, R.M., & Lockie, R.G. (2019, July). *Only the strong survive: Relationships between lower-body strength and power with the 75-kg and 91-kg body drag.* 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington D.C., USA.
- Ruvalcaba, T.J\*., Montes, F., **Dawes, J.J.**, Gonzales, C.E.\*, McGuire, M.B.\*, & Lockie, R.G. (2019, July). *Relationships between lean body mass and fat mass with physical fitness performance in Wildland Fire Suppression Aid Candidates on day one of academy.* 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington D.C., USA.
- Beitzel, M.M\*., Wilson, K.S\*., **Dawes, J.J.**, Orr, R.M., Dulla, J.M., & Lockie, R.G. (2019, October). *What's stopping you? The relationship between barriers, self-efficacy, and physical activity levels in incumbent deputy sheriffs.* Association for Applied Sport Psychology Conference, Portland, OR.
- Mann, J.B., Mayhew, J.L., Heinecke, M.L., & **Dawes, J.J.** (2019, July). *Effect of turf type on the prediction of proagility from selected test variables in Division 1 college football players.* 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Mann, J.B., Mayhew, J.L., Ruhanen, B.L., & **Dawes, J.J.** (2019, July). *Prediction of bat swing velocity from sprint speeds and discrete variables of the countermovement jump in NCAA Division 1 softball.* 42<sup>nd</sup> National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Mayhew, J.L., Brechue, W.F., Hunter, M.L.\*, **Dawes, J.J.**, & Mann, B. (2019, July). *Comparison of momentum among college football playing positions.* 42<sup>nd</sup> National Strength

and Conditioning Association National Conference and Exhibition, Washington DC, USA.

- Hunter, M.L.\* , Mayhew, J.L., Brechue, W.F., Mann, B., **Dawes, J.J.**, & Schumacher, R. (2019, July). *Comparison of momentum among football players from different competitive levels*. 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Stone, B.L.\* , **Dawes, J.J.**, Goatcher, J.D., Orr, R.M., Lockie, R.G., & Alvar, B. (2019, July). *Changes in fitness over an 11-week training program among firefighter trainees*. 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Johnson, Q.\* , Orr, R., Lockie, R.G., Alvar, B., Goatcher, J., Smith, D.B., & **Dawes, J.J.** (2019, July). *Heart rate responses during simulated fire ground scenarios among full-time firefighters*. 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Bone, J.J.\* , Stone, B.\* , Hernandez, E.\* , Lockie, R.G., Orr, R., Kornhauser, C.L., Holmes, R., & **Dawes, J.J.** (2019, July). *Association between isometric leg-back strength and lower body power in law enforcement officers*. 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Staub, K.\* , Tramel, W.\* , Lockie, R.G., Lindsay, K.L., & **Dawes, J.J.** (2019, July). *Differences in power-to-body mass ratios between sprint, middle-distance, and distance swimmers*. 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Tramel, W.\* , Lindsay, K.G., Bishop, C.J., Lockie, R.G., & **Dawes, J.J.** (2019, July). *The relationship between absolute and relative lower body strength and measures of power and change of direction speed in Division II female volleyball players*. 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Tramel, W.\* , Lindsay, K.G., Bishop, C.J., Lockie, R.G., & **Dawes, J.J.** (2019, July). *Bilateral deficit in the 5-0-5 agility test and single leg triple hop test: Are they telling the same story?* 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Stahl, C.\* , Kulakowski, E.\* , Lockie, R.G., Lindsay, K.G., & **Dawes, J.J.** (2019, July). *Relationship between absolute and relative power to change of direction ability in NCAA Division II women's lacrosse players*. 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.
- Stahl, C.\* , Kulakowski, E.\* , Lockie, R.G., Lindsay, K.G., & **Dawes, J.J.** (2019, July). *Relationship between absolute and relative power to linear speed in NCAA Division II women's lacrosse players*. 42nd National Strength and Conditioning Association National Conference and Exhibition, Washington DC, USA.

- **Dawes, J.J.**, Mann, J.B., Lindsay, K.G., & Lockie, R.G. (2018, July). *Can performance on the NFL-225 Bench Press Test be predicted from velocity-based measures?* 41<sup>st</sup> National Strength and Conditioning Association National Conference and Exhibition, Indianapolis, IN, USA.
- **Dawes, J.J.**, Lindsay, K.G., Lockie, R.G., Kornhauser, C.L., & Holmes, R.J. (2018, July). *Differences in performance on an occupationally specific physical ability test are explained by fitness.* 41<sup>st</sup> National Strength and Conditioning Association National Conference and Exhibition, Indianapolis, IN, USA.
- Lockie R.G., Beitzel, M.M.\*, Orr, R.M., Stierli, M., Dulla, J.M., & Dawes, J.J. (2018, July). *Change in work sample test battery performance in law enforcement recruits during academy: A comparison of two classes.* 41<sup>st</sup> National Strength and Conditioning Association National Conference and Exhibition, Indianapolis, IN, USA.
- Cesario, K.\*, Moreno, M.\*, Munoz, A.\*, Dulla, J., Stierli, M., Bloodgood, A\*., Orr, R., **Dawes, J.**, & Lockie, R. (2018, July). *A preliminary analysis of health and fitness characteristics for custody assistant recruits in a law enforcement agency prior to academy.* National Strength and Conditioning National Conference, Indianapolis, IN, USA.
- Moreno, M.\*, Cesario, K.\*, Dawes, J., Orr, R., Stierli, M., Bloodgood, A.\*, Dulla, J., & Lockie, R. (2018, July). *The effect of aerobic fitness on psychological stress as measured by heart rate response during academy training in a custody assistant recruit population.* National Strength and Conditioning National Conference, Indianapolis, IN, USA.
- Lockie, R., Dulla, J., Orr, R., Stierli, M., Cesario, K.\*, Bloodgood, A.\*, Moreno, M.\*, **Dawes, J.**, & Horrigan, J. (2018, July). *Fitness characteristics for deputy sheriff recruits who graduate or separate from academy: A pilot study.* National Strength and Conditioning National Conference, Indianapolis, IN, USA.
- Huynh, T.\*, Merrigan, J.J.\*, **Dawes, J.**, Lockie, R.G., & Jones, M.T. (2017, July). *Assessment of agility, lower body power and speed in NCAA collegiate men and women soccer athletes.* 40<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.
- Flores, R.R.\*, **Dawes, J.J.**, Kornhauser, C.L., Elder, C.L., & Holmes, R.J. (2017, July). *Fitness comparisons of state patrol officers that pass/fail a defensive tactics and arrest control (DTAC) scenario.* 40<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV. (\*Nominated for Student Finalist Award)
- **Dawes, J.J.**, Orr, R.M., Pope, R., & Elder, C.L. (2016, July). *A comparison of fitness scores between injured and uninjured police cadets.* 39<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, New Orleans, LA.
- Woodworth, S.D.\*, **Dawes, J.J.**, & Elder, C.L. (2014, July). *Relationship between body*

*composition and sustained anaerobic performance among special weapons and tactics team officers.* 37<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.

- Ostermann, E.L.\*, **Dawes, J.J.**, & Elder, C.L. (2014, July). *Relationship between anthropometric measures and upper-body muscular endurance of special weapons and tactics team officers.* 37<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.
- Burnett, R.\*, Spaniol, F.J., **Dawes, J.J.**, & McQueen, B.\* (2013, July). *A comparison of the modified single-leg squat and the back squat in Division 1 baseball athletes.* 36<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.
- Carter, J.G.\*, Brooks, K.A., & **Dawes, J.J.** (2013, July). *Does ingesting a sodium-sodium citrate beverage effect HR, VO<sub>2</sub>, RER, & blood lactate in previously hypohydrated soccer athletes in a hot environment during aerobic exercise?* 36<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.
- Carter, J.G.\*, Brooks, K.A., & **Dawes, J.J.** (2013, July). *Effects of a sodium-sodium citrate beverage on subsequent run time to exhaustion & RPE in previously hypohydrated soccer athletes in a hot environment during aerobic exercise.* 36<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.
- Brooks, K.A., Carter, J.G.\*, & **Dawes, J.J.** (2013, July). *Effect of sodium-sodium citrate beverage supplementation on skin temperature & sweat rate in previously hypohydrated soccer athletes in a hot environment.* the 36<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.
- Brooks, K.A., Carter, J.G.\*, & **Dawes, J.J.** (2013, July). *Does ingesting a sodium-sodium citrate beverage provide rapid rehydration for athletes given 2 hours to rehydrate after losing 2.5% of their body mass via passive dehydration?* 36<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.
- Carter, J.G.\*, Brooks, K.A., & **Dawes, J.J.** (2013, July). *Does ingesting a sodium-sodium citrate beverage effect HR, VO<sub>2</sub>, RER, & blood lactate in previously hypohydrated soccer athletes in a hot environment during aerobic exercise?* 36<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Las Vegas, NV.
- **Dawes, J.J.**, Richmond, J.\*, Melrose, D., Ocker, L., Edwards, S.W., Brooks, K.A., & Willis, D.\*(2013). *The effects of a commercial liquid energy supplement on physical performance, reaction time, and mood state in college-aged males and females.* the International Society of Sports Nutrition: 10th Annual ISSN Conference and Expo Colorado Springs, CO, USA., Journal of the International Society of Sports Nutrition 2013, 10(Suppl 1): P5  
<http://www.jissn.com/content/10/S1/P5>

- Able, M., Triplett, N.T., **Dawes, J.J.**, Pettitt, R., Pawlak, R., & Haven, K. (2015, July). *Effect of a single a bout of heavy resistance training on subsequent fire ground performance*. 38<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL.
- Heil, L.L.\*, Tobin, L.\*, **Dawes, J.J.**, & Elder, C. L. (2015, July). *Age differences in sit-up performance amongst male law enforcement officers*. 38<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL.
- Brandt, B. \*, Conroy, R. \*, **Dawes, J.J.**, & Elder, C.L. (2015, July). *Age differences in push-up performance amongst male law enforcement officers*. 38<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL.
- **Dawes, J.J.**, & Elder, C.L. (2015, July). *Influence of compression garments on selected physiological measures while traversing extreme terrains at altitude*. 38<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL.
- Garner, A.\*, Marshall, M.\*, **Dawes, J.J.**, & Elder, C.L. (2015, July). *Age differences in vertical jump height performance amongst male law enforcement officers*. 38<sup>th</sup> National Strength and Conditioning Association National Conference and Exhibition, Orlando, FL.
- Calvin, M.\*, Brooks, K.A., **Dawes, J.J.**, Randazzo, K.\*, & Carter, J.G.\* (2013, May-June). *Electrical muscle stimulation and performance in collegiate football athletes*. 60<sup>th</sup> American College of Sports Medicine Annual Meeting, Indianapolis, IN.
- Brooks, K.A., Randazzo, K. \*, **Dawes, J.J.**, Craven, K.T. \*, & Carter, J.G.\* (2013, May-June). *Physiological comparison of softball and baseball pitching*. 60<sup>th</sup> American College of Sports Medicine Annual Meeting, Indianapolis, IN.
- **Dawes, J.J.**, Brooks, K.A., Church, K. \*, Crowe, B., & Randazzo, K.\* (2013, May-June). *Ankle taping does not influence agility or vertical jump performance in non-Injured male collegiate basketball players*. 60<sup>th</sup> American College of Sports Medicine Annual Meeting, Indianapolis, IN.
- Crowe, B. \*, Brooks, K.A., **Dawes, J.J.**, Church, K. \*, Randazzo, K. \*, & Craven, K.\* (2013, May-June). *Effect of closed basketweave ankle taping on lower extremity power and agility*. 60<sup>th</sup> American College of Sports Medicine Annual Meeting, Indianapolis, IN.
- **Dawes, J.J.**, Bonnette, R., Melrose, D.R., & Spaniol, F.J. (2012). *Relationship between sustained anaerobic power and change of direction speed among tactical officers*. 2012 National Strength and Conditioning Association National Conference, Providence, RI. *Journal of Strength and Conditioning Research*, 27(1S): 2013.
- Spaniol, F., Trejo, J. \*, **Dawes, J.J.**, Bonnette, R., Hough, L. \*, & Hudak, R.\* (2012). *The relationship between lower body power and throwing velocity of high school baseball*

players. 2012 National Strength and Conditioning Association National Conference, Providence, RI. *Journal of Strength and Conditioning Research*, 27(1S): 2013.

- Bonnette, R., Spaniol, F., Temple, D.\*, Ocker, L., Melrose, D., **Dawes, J.J.**, & Monteiro, I.\* (2011). *The relationship between visual skills and volleyball performance of NCAA Division I volleyball players*. 2011 National Strength and Conditioning Association National Conference, Las Vegas, NV, *Journal of Strength and Conditioning Research*, 26(1S):S39, 2012.
- Spaniol, F., **Dawes, J.J.**, Temple, D.\*, Bonnette, R., Melrose, D., & Ocker, L. (2011). *The relationship between rotary power, grip strength, and batted ball velocity of NCAA Division I baseball players*. 2011 National Strength and Conditioning Association National Conference, Las Vegas, NV. *Journal of Strength and Conditioning Research*, 26(1S):S68, 2012.
- **Dawes, J.J.**, Murray, A.M., Spaniol, F.J., Temple, D.R.\*, Bonnette, R., & Melrose, D. (2011). *Relationship between anthropometric measures and upper-body muscular endurance of part-time special weapons and tactics team officers*. 2011 National Strength and Conditioning Association National Conference, Las Vegas, NV. *Journal of Strength and Conditioning Research*, 26(1S):S31, 2012.
- Temple, D.R.\*, **Dawes, J.J.**, Ocker, L.B., Spaniol, F.J., Melrose, D.R., & Murray, A.M. (2011). *Effect of a pre-exercise, energy drink (Redline®) on muscular endurance of the trunk*. 2011 ISSN National Conference, Las Vegas, NV. *Journal of the International Society of Sports Nutrition*, 8(S1):18, 2011.
- **Dawes, J.J.**, Ocker, L.B., Temple, D.R.\*, Spaniol, F.J., Murray, A.M., & Bonnette, R. (2011). *Effect of a pre-exercise, energy drink (Redline®) on upper-body muscular endurance performance*. the 2011 ISSN National Conference, Las Vegas, NV *Journal of the International Society of Sports Nutrition*, 8(S 1):18, 2011.
- **Dawes, J.J.**, & Dukes, R.L. (2010). *Attitudes toward competitive versus recreational non-medical anabolic androgenic steroid users*. 2010 National Strength and Conditioning Association National Conference, Orlando, FL, *Journal of Strength & Conditioning Research*, 25: S47, 2011.

### **Regional**

- Sanchez, K.\*, Dawes, J.J., Stephenson, M. D., Orr, R. M., & Lockie, R. G. (2022, October). Resisting arrest: Analysis of different prone body positions on time to stand and engage. Poster session presented at Southwest American College of Sports Medicine 2022 Annual Conference, Costa Mesa, California,
- Lockie, R.G., Montes, F, Orr, R.M, **Dawes, J.J.**, (2022, October). Firefighter trainee fitness, reasons for academy release, and predictive capabilities of fitness tests. Southwest American

College of Sports Medicine 2022 Annual Conference, Costa Mesa, California

- Thompson, M. B., Lockie, R. G., Dawes, J. J. (2022, March). Relationships between body composition and ACFT scores in Army ROTC cadets. Central States American College of Sports Medicine's Annual Meeting 2022, Fayetteville, AR
- Johnson, Q.R.\*, Smith, D.B., **Dawes, J.J.**, Moore, J., Dinyer, T., Baker, B., Anderson, O.K.\*, Redinger, A.L\*., Jacobson, B.H. (2022, March). *Vertical, Horizontal, Rotational Power: Physiological Characteristics of Elite NCAA Female Golfers*. Central States ACSM Annual Meeting, Fayetteville, AR.
- Smith, D.B., Johnson, Q.R\*. **Dawes, J.J.**, Moore, J., Baker, B., Dinyer, T., Redinger, A.L\*., Anderson, O.K.\*, Jacobson, B.H. (2022, March). *Vertical, Horizontal, Rotational Power: Physiological Characteristics of Elite NCAA Male Golfers*. Central States ACSM Annual Meeting, Fayetteville, AR.
- Lockie, R.G., Orr, R.M. & **Dawes, J.J.** (2021). Fit (and healthy) for duty: Lipid profiles and fitness relationships from police officers in a health and wellness program. *Southwest American College of Sports Medicine's Annual Meeting*, Newport Beach, USA, October 29-30.
- Ruvalcaba, T.J., Higuera, D., Orr, R.M., **Dawes, J.J.**, Ross, K.A. & Lockie, R.G. (2021). Body composition and fitness characteristics from structural firefighters in a health and wellness program: Differences according to injury status and location. *Southwest American College of Sports Medicine's Annual Meeting*, Newport Beach, USA, October 29-30.
- Withrow, K.L., **Dawes, J.J.**, Orr, R.M. & Lockie, R.G. (2021). Army Combat Fitness Test performance by sex in ROTC cadets. *Southwest American College of Sports Medicine's Annual Meeting*, Newport Beach, USA, October 29-30.
- Mayhew, J. Brechue, W., Mann, J.B, Dawes, J.J (March, 2021). Evaluation of a 2-Load prediction equation to predict 1RM bench press in football players. Central States Chapter of the American College of Sports Medicine 2021 Annual Meeting.
- Bryan, H.\*, Kennedy, K. DeFreitas, J. M., Trevino, M.A., **Dawes, J.J.** (2021, March). Relationship between body composition, physical fitness and occupational performance among police cadets. tCentral States Chapter of the American College of Sports Medicine 2021 Annual Meeting.
- Dos Santos, M.L, Mann, B.J., Beron, R., **Dawes, J.J.** (2021, March). Barbell velocity can be used to determine exercise intensity during the hex bar deadlift in NCAA Division I hockey players. Central States Chapter of the American College of Sports Medicine 2021 Annual Meeting.
- Jordan, J.K.\* , Trevino, M.A, Smith, D. Scrapper, J.R, Lockie, R.G., **Dawes, J.J** (2021, March). Relationships between select anthropometric variables and fitness test performance

in ROTC cadets by sex. †Central States Chapter of the American College of Sports Medicine 2021 Annual Meeting.

- Leal-Alfaro, E.\*, Stone, B. & Dawes, J.J. (2021, March). Effects of a short-term intermittent heat acclimation protocol on physiological performance among elite boxers. Central States Chapter of the American College of Sports Medicine 2021 Annual Meeting.
- Zaragoza, J.A.\*, Lawson, D.J.\*, Johnson, Q.R.\*, Trevino, M.A., Smith, D.B., **Dawes, J.J.** (2021, March). Sex differences in selective measures of performance in collegiate basketball players. Central States ACSM Annual Meeting, Virtual.
- Stahl, C.A.\*, Lopes dos Santos, M.\*, Lawson, D.L.\*, Lindsay, K.G., Tramel, W.\*, Townsend, R.\*, Mann, J.B., Lockie, R.G., **Dawes, J.J.** (2021, March). Comparison of the load-velocity relationship during bench press in resistance trained men and women. American College of Sports Medicine Central States Annual Meeting, Virtual.
- Stahl, C.A.\*, Lopes dos Santos, M.\*, Lawson, D.L.\*, Lindsay, K.G., Tramel, W.\*, Townsend, R.\*, Mann, J.B., Lockie, R.G., **Dawes, J.J.** (2021, March). Comparison of the load-velocity relationship during back squat in resistance trained men and women. American College of Sports Medicine Central States Annual Meeting, Virtual.
- Johnson, Q.R.\*, Diehl, C.L.\*, Stahl, C.A.\*, Zaragoza, J.A.\*, Jacobson, B.H., Smith, D.B., **Dawes, J.J.** (2021, March). Relationships between relative strength and specific performance indicators among NCAA Division III men's lacrosse athletes. Central States ACSM Annual Meeting, Virtual. (**Outstanding PhD Student Presentation Award Winner**)
- Lockie, R.G. Mitchell, K.D.\*, Hernandez, E.\*, Ruvalcaba, T.J.\*, McGuire, M.B.\*, **Dawes, J.J.**, Orr, R.M. (2020, October). The impact of tactical load and an occupationally-specific mobility task on the marksmanship of police force tactical operations officers. American College of Sports Medicine Southwest States Annual Meeting, Virtual Conference, USA.
- Hernandez, E\*., Orr, RM, **Dawes, J.J.**, Goad, KS\*, Holmes, R, Kornhauser, C, & Lockie, R.G. (2020, October). *Differences in fitness between law enforcement cadets and officers across two agencies.* †American College of Sports Medicine Southwest States Annual Meeting, Virtual Conference, USA.
- Mackey, C.S.\*, Johnson, Q.R.\*, **Dawes, J.J.**, & DeFreitas, J.M. (2019, October). *Impact of summer break on anthropometrics and physical performance among Air Force ROTC.* American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Diehl, C.\*, Moses, J.\*, Hicks, J.\*, Lindsay, K.G., Trevino, M., Jacobson, B.H., & **Dawes, J.J.** (2019, October). *Interrater reliability of assessing the 1-minute push-up test.* American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA. (**Doctoral Student Research Award Winner**)

- Swink, C. \*\*, Newton, C. \*\*, Diehl, C. \*, Moses, J. \*, Hicks, J. \*, Lindsay, K.G., & **Dawes, J.J.** (2019, October). *Interrater reliability of assessing the 1-minute sit-up test*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Thomas, J. \*, Long, A. \*, McLaury, C. \*, Hale, D. \*, Sanders, G. \*, Peveler, W. \*, **Dawes, J.J.**, & Kollock, R. (2019, October). *The effects of load on limits of stability in fire cadets*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Dos Santos, M.L. \*, Berton, R., Jagodinsky, A., Torry, M., **Dawes, J.J.**, & Lagally, K. (2019, October). *Prescribing the optimal weight training loads for weightlifting derivatives based on body mass: A practical approach*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- McLaury, C. \*, Thomas, J. \*, Long, A. \*, Bont, A. \*, Davis, H. \*, Sanders, G. \*, Prveler, W., **Dawes, J.**, & Kollock, R. (2019, October). *The influence of prior load carriage experience on drop jump landing mechanics*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Long, A. \*, Thomas, J. \*, McLaury, C. \*, Hale, D., Sanders, G. \*, Preveler, W., **Dawes, J.**, & Kollock, R. (2019, October). *The effects of load on static stability in fire cadets*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- **Dawes, J.**, Johnson, Q. \*, Diehl, C. \*, Orr, R., Lockie, R., Kollock, R., Kornhauser, C., & Holmes, R. (2019, October). *Differences in countermovement vertical jump height between stronger and weaker female police officers*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Johnson, Q. \*, Diehl, C. \*, Orr, R., Lockie, R., Casteel, M., Jacobson, B., Smith, D., & **Dawes, J.** (2019, October). *Functional movement screen profiles of police officers from a rural U.S. based law enforcement agency*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Honea, C. \*\*, Stahl, C. \*, Orr, R., Lockie, R., Kollock, R., Casteel, M., & **Dawes, J.** (2019, October). *Injury profiles of police officers from a local law enforcement agency*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Uftring, M. \*, **Dawes, J.**, Lindsay, K.L., Lockie, R., Orr, R., Kornhauser, C., & Holmes, R. (2019, October). *Fitness levels explain differences in performance on a patrol officer specific physical ability test*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Danielson, T. \*, Orr, R., Lockie, R., Goad, K. \*, Schram, B., Kornhauser, C., Holmes, R., & **Dawes, J.** (2019, October). *Differences in fitness between law enforcement cadets and officers: A retrospective study of two agencies*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.

- Connelly, G.\* , Johnson, Q.\* , Diehl, C.\* , Kornhauser, C., Lockie, R., Orr, R., & **Dawes, J.** (2019, October). *Body Mass Index profiles of police cadets belonging to three different academy classes*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- **Dawes, J.**, Johnson, Q.\* , Diehl, C.\* , Orr, R., Lockie, R., Kollock, R., Kornhauser, C., & Holmes, R. (2019, October). *Differences in countermovement vertical jump height between stronger and weaker female police officers*. American College of Sports Medicine Central States Annual Meeting, Broken Arrow, USA.
- Čvorović, A., Kukić, F.\* , Dopsaj, M., Janković, D., Prcić I., Orr, R., Stahl, C.\* , & **Dawes, J.J.** (2019, March). *Anthropo-morphological and performance related differences between police college cadets and police employees*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Dennien, B. \* , Mikhail, M.\* , Orr, R.M., Schram, B., & **Dawes, J.J.** (2019, March). *Predicting load carriage performance*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Tomes, C.\* , Orr, R.M., Sawyer, S.\* , Schram, B., **Dawes, J.J.**, & Lockie, R.G. (2019, March). *Capability of fitness testing to predict injury risk during initial tactical training: A systematic review and meta-analysis*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Schippers, E.\* , Pearson, C.\* , Orr, R., Schram, B., **Dawes, J.**, & Lockie, R.G. (2019, March). *Quantifying perishability in skills: A critical review*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Kukić F.\* , Dopsaj, M., Marko, V., Čvorović, A., Janković, D., Prcić I., Tramel, W.\* , & **Dawes, J.J.** (2019, March). *Associations of frequency and volume of physical activity with body fatness of police officers*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Muirhead, H.\* , Birge, S.\* , Orr, R.M., Schram, B., & **Dawes, J.J.** (2019, March). *The impact of fitness levels on marksmanship: A critical narrative review*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Bone, J.\* , Tramel, W.\* , Kukić F.\* , Čvorović, A., Janković, Koropanovski, N., Lockie, R.G., Orr, R.M., & **Dawes, J.J.** (2019, March). *Associations of muscular power and endurance to change of direction speed under two loading conditions among female police officers*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Scott, J.P.\* , Sakuurai, T.\* , Movshovich, J.B.\* , Orr, R.M., Schram, B., **Dawes, J.J.**, & Lockie, R.G. (2019, March). *The use of fitness testing to predict occupational performance in tactical personnel: A critical review*. Rocky Mountain American College of Sports Medicine

Annual Meeting, Denver, Colorado, USA.

- Zulfiqar, M.M.\*, Wooland, J.\*, Orr, R., Schram, B., Lockie, R., & **Dawes, J.** (2019, March). *Fitness testing in law enforcement officers: A critical review*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Thomas, R.\*, Strader, J.\*, Singh, J.\*, Orr, R., Schram, B., & **Dawes, J.** (2019, March). *The use of fitness testing to predict survivability in selection of specialist tactical personnel*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Tramel, W.\*, Kukić, F.\*, Čvorović, A., Jankovic, D., Koropanovski, N., Lockie, R.G., Orr, R.M., & **Dawes, J.J.** (2019, March). *Relationships between body composition and change of direction speed under two different loading conditions among female police officers*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Tramel, W.\*, Orr, R.M., Lockie, R.G., Hess, C., & **Dawes, J.J.** (2019, March). *Relationship between measures of muscular strength, endurance, and power to an occupational task among SWAT operators*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Johnson, E.\*, **Dawes, J.**, & Lockie, R. (2018, April). *Relationship of Absolute and relative lower-body strength to predictors of athletic performance*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.
- Stahl, C.\*, Waid, J.\*, Mann, B., & **Dawes, J.** (2018, April). *The impact of 225-NFL Bench Press repetitions test on playing time in College Football Players*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.
- Anklan, J.\*, Chapman, C.\*, Orr, R., Schram, B., & **Dawes, J.** (2018, April). *The physiological impact of stress on performance in tactical populations: A critical review*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.
- Conkin, C.\*, Reece, C.\*, Orr, R., Pope, R., Schram, B., Hinton, B., Ross, K., & **Dawes, J.** (2018, April). *The ability of movement screening tools to predict injury in the athletic and tactical populations*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.
- Goad, K.\*, Myers, C.\*, Orr, R., Schram, B., Zekic, C., & **Dawes, J.** (2018, April). *Loss of fitness in serving law enforcement officers: A critical review*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.
- Joseph, A.\*, Wiley, A.\*, Orr, R., Schram, B., & **Dawes, J.** (2018, April). *The impact of added load on measures of power and agility in a tactical population: A critical review*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.

- Talaber, K., Hasanki, K., Schram, B., Orr, R., Irving, S., Robinson, J., & **Dawes, J.** (2018, April). *Strength requirements of law enforcement officers: A critical review*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado: USA.
- Maupin, D.\*, Wills, T.\*, Orr, R., Schram, B., Irving, S.\*, Robinson, J., & **Dawes, J.** (2018, April). *Fitness profiles in elite tactical units: A critical narrative review*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.
- Kukic, F.\*, Cvorovic, A., **Dawes, J.**, Orr, R., & Dopsaj, M. (2018, April). *Does BMI negatively impact performance in local muscular endurance, sprint performance and metabolic power in police?* Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.
- Cvorovic, A., Kukic, F.\*, Dopsaj, M., **Dawes, J.**, & Orr, R. (2018, April). *Differences in anthropometric and physical performance measures in law enforcement officers based on age groups*. Rocky Mountain American College of Sports Medicine Annual Meeting, Colorado, USA.
- Flores, R.\*, Nilson, C.\*, **Dawes, J.J.**, & Elder, C.L. (2016, April). *Relationship between two jumping tests to speed, agility, and throwing speed among Division II softball players*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Robinson, B.\*, **Dawes, J.J.**, & Elder, C.L. (2016, April). *Differences in linear speed between higher and lower power producers among NCAA Division II soccer players*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Robinson, B.\*, **Dawes, J.J.**, & Elder, C.L. (2016, April). *Differences in change of direction speed performance between higher and lower power producers among NCAA Division II soccer players*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- McFarland, I.T.\*, **Dawes, J.J.**, Elder, C.L., & Wise, P.\*(2016, April). *Relationship between selected measures of physical fitness and performance on an occupational specific physical agility test among law enforcement officers*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- **Dawes, J.J.**, Krall, K.\*, Elder, C.L., & Stierli, M. (2015, April). *Relationship between power and running speed amongst Special Weapons and Tactics officers*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Heil, L.L.\*, Tobin, L.R.\* **Dawes, J.J.**, & Elder, C.L. (2015, April). *Age differences in sit-up performance amongst female law enforcement officers*. Rocky Mountain American College of Sports Medicine Annual Meeting, Denver, Colorado, USA.
- Gomez, I.\*, Spaniol, F., & **Dawes, J.J.** (2013, May). *The effects of visual acuity degradation on the visual judgment of sports officials*. 2013 National Strength and Conditioning

Association Midwest Regional Clinic, Sugarland, TX.

- Turner, J.\*, & **Dawes, J.J.** (2013, May). *Relationship between anthropometric variables and predictors of success of NCAA Division I female collegiate volleyball players*. 2013 National Strength and Conditioning Association Midwest Regional Clinic, Sugarland, TX.

### *State*

- Zaragoza, J.A.\*, Johnson, Q.J.\*, Lockie, R.G., Jones, M.T., & **Dawes, J.J.** (March, 2022). Influence of relative power on different measures of change of direction speed. Texas American College of Sports Medicine.
- Sergi, T\*, Bode, K. Hildebrand, D. **Dawes, J.J.**, & Joyce, J.M. (2021, March) Relationship between body mass index and health and occupational performance among law enforcement officers, firefighters, and military personnel: A systematic review. Oklahoma Academy of Nutrition and Dietetics, Virtual Conference

## **PROFESSIONAL PRESENTATIONS**

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### *International*

- **Dawes, J.J.** (2020, November). *Strength and Conditioning Considerations for the Tactical Athlete*. Fisioblog Conference 2020 - Online, Rome Italy.
- **Dawes, J.J.** (2020, February). *Strength and Conditioning for Firefighter Trainees in Thematic Session: Improving Firefighter Health and Fitness*. Presented at the 5<sup>th</sup> International Congress on Soldiers Physical Performance, Quebec, Canada.
- **Dawes, J.J.** (2018, December). *Suspension Training for Improved Athletic Performance Seminar*. Presented at National Strength and Conditioning Association Japan National Headquarters, Chiba, Japan. (Invited)
- **Dawes, J. J.** (2018, February). *Program Design for the Tactical Athlete*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD.
- **Dawes, J. J.** (2018, February). *Recovery –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J. J.** (2018, February). *Circuit Training –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J. J.** (2018, February). *Agility –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall,

NLD. (Invited)

- **Dawes, J. J.** (2018, February). *Speed –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J. J.** (2018, February). *Plyometrics –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J. J.** (2018, February). *Power Movements –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD, February 19-23 (Invited)
- **Dawes, J. J.** (2018, February). *Bodyweight Training –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J. J.** (2018, February). *Basic Movement Patterns- Upper-Body –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J. J.** (2018, February). *Basic Movement Patterns- Lower-Body –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J. J.** (2018, February). *Corrective Exercises –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J. J.** (2018, February). *Dynamic Warm-up–Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Roosendaal Korps Commando Troepen, Roosendall, NLD. (Invited)
- **Dawes, J.J.** (2017, September). *Strength and conditioning for men’s and women’s soccer*. Presented at National Strength and Conditioning Association Brazil Strength and Conditioning Conference, Curitiba, Brazil. (Invited)
- **Dawes, J.J.** (2017, October). *Conditioning games for young and developmental level athletes*. Presented at National Strength and Conditioning Association Brazil Strength and Conditioning Conference Curitiba, Brazil. (Invited)
- **Dawes, J.J.** (2017, August). *Conditioning games for developmental athletes*. Presented at UKSCA Annual Conference, Leicestershire, England, UK. (Invited)

- **Dawes, J.J.** (2017, August). *Developing agility: A structured approach to dealing with the chaos of sport and activity*. Presented at UKSCA Annual Conference, Leicestershire, England, UK. (Invited)
- **Dawes, J. J., & Nimphius, S.** (2016, November). *Setting up your COD training to maximize physical development and movement solutions*. Presented at the International Conference on Applied Strength and Conditioning. Australian Strength and Conditioning Association, Melbourne, QLD, AUS. (Invited)
- **Dawes, J. J.,** (2016, November). *Speed, agility and quickness training for the tactical athlete*. Presented at the International Conference on Applied Strength and Conditioning. Australian Strength and Conditioning Association, Melbourne, QLD, AUS. (Invited)
- **Dawes, J. J.,** (2016, November). *Tactical strength and conditioning roundtable*. Presented at the International Conference on Applied Strength and Conditioning. Australian Strength and Conditioning Association, Melbourne, QLD, AUS. (Invited)
- **Dawes, J. J.,** (2016, November). *Total body agility training*. Presented at the International Conference on Applied Strength and Conditioning. Australian Strength and Conditioning Association, Melbourne, QLD, AUS. (Invited)
- **Dawes, J. J., & Nimphius, S.** (2016, November). *Training for and improving braking capacity*. Presented at the International Conference on Applied Strength and Conditioning. Australian Strength and Conditioning Association, Melbourne, AUS. (Invited)
- **Dawes, J.** (2015, May). *Coaching Progressions for Multi-directional Speed Development Workshop*. Presented at the Australian Strength and Conditioning Association. Brisbane, AUS. (Invited)
- **Dawes, J.** (2015, May). *Coaching Progressions for Multi-directional Speed Development Workshop*. Presented at the Australian Strength and Conditioning Association, Sydney, AUS. (Invited)
- **Dawes, J.** (2013, November). *Putting on the brakes: Integrating deceleration training into your athletes training program*. Presented at the Australian Strength and Conditioning Association International Conference on Applied Strength and Conditioning, Melbourne, AUS. (Invited)
- **Dawes, J., & Stierli, M.** (2013, November). *Minutes conditioning for the specialist police officers USA and Australian Approaches*. Presented at the Australian Strength and Conditioning Association International Conference on Applied Strength and Conditioning. Melbourne, AUS. (Invited)
- **Dawes, J.** (2013, November). *On the job nutrition for the specialist personnel*. Presented at the Australian Strength and Conditioning Association International Conference on Applied Strength and Conditioning. Melbourne, AUS. (Invited)

- **Dawes, J.** (2012, December). *Speed and agility training for various sports*. Presented at the Japan Strength and Conditioning Association Annual Conference, Kyoto, JPN. (Invited)
- **Dawes, J.** (2012, December). *Circuit training various applications for different populations*. Presented at the Japan Strength and Conditioning Association Annual Conference, Kyoto, JPN. (Invited)
- **Dawes, J.** (2012, December). *Speed and agility training for various sports*. Presented at the Japan Strength and Conditioning Association Annual Conference, Saitama, JPN. (Invited)
- **Dawes, J.** (2012, December). *Circuit training various applications for different populations*. Presented at the Japan Strength and Conditioning Association Annual Conference, Saitama, JPN. (Invited)
- **Dawes, J.** (2012, November). *Speed and agility training for various sports*. Presented at the Japan Strength and Conditioning Association Special Workshop, Tokyo, JPN. (Invited)
- **Dawes, J.** (2012, November). *Dynamic Movement Prep*. Presented at the Australian Strength and Conditioning Association International Conference on Applied Strength and Conditioning, Surfers Paradise, AUS. (Invited)
- **Dawes, J.** (2012, November). *Speed and Agility*. Level 3 Coaches Course, presented at the Australian Strength and Conditioning Association, Casuarina Beach, AUS. (Invited)
- **Dawes, J.** (2012, November). *Recovery and Regeneration*. Level 3 Coaches Course, presented at the Australian Strength and Conditioning Association Course, Casuarina Beach, AUS. (Invited)
- **Dawes, J.** (2012, May). *Needs Analysis and Assessment for Swimmers*. Presented at the Strength and Conditioning for the Elite Swimmer Symposium, Chengdu, China. (Invited)
- **Dawes, J., & Reuter, B.** (2012, May). *Strength, Mobility and Power Training for Swimming Part I*. Presented at the Strength and Conditioning for the Elite Swimmer Symposium, Chengdu, China. (Invited)
- **Dawes, J., & Reuter, B.** (2012, June). *Strength, Mobility and Power Training for Swimming Part II*. Presented at the Strength and Conditioning for the Elite Swimmer Symposium, Chengdu, China. (Invited)
- **Dawes, J.** (2012, May). *Program Design and Periodization Strategies to Optimize Swim Performance*. Presented at the Strength and Conditioning for the Elite Swimmer Symposium, Chengdu, China. (Invited)
- **Dawes, J.** (2012, January). *Module 6: Speed and Agility*. Presented at the Australian Strength

and Conditioning Association. Level 1 Coaches Course, Recorded Webinar.

- **Dawes, J.** (2011, November). *Training and Conditioning Games for Young Athletes*. Presented at the International Conference on Applied Strength and Conditioning, Surfers Paradise, AUS. (Invited)
- **Dawes, J.** (2011, November). *Active Resistance Training*. Presented at the Australian Strength and Conditioning Association International Conference on Applied Strength and Conditioning, Surfers Paradise, AUS. (Invited)
- **Dawes, J.** (2011, November). *Speed, Agility, and Mobility*. Level 3 Coaches Course, presented at the Australian Strength and Conditioning Association, Brisbane, AUS. (Invited)
- **Dawes, J.** (2011, May). *Power-Development: Not Just for Athletes*. Presented at the National Strength and Conditioning Association Caribbean Clinic, San Juan, Puerto Rico. (Invited)
- **Dawes, J.** (2011, May). *Metabolic Conditioning*. Presented at the National Strength and Conditioning Association Caribbean Clinic, San Juan, Puerto Rico. (Invited)
- **Dawes, J.** (2011, May). *Combination Training*. Presented at the National Strength and Conditioning Association Caribbean Clinic, San Juan, Puerto Rico. (Invited)
- **Dawes, J.** (2011, May). *Stability Ball Training*. Presented at the National Strength and Conditioning Association Caribbean Clinic, San Juan, Puerto Rico. (Invited)
- **Dawes, J.** (2011, May). *Conditioning Games*. Presented at the National Strength and Conditioning Association Caribbean Clinic, San Juan, Puerto Rico. (Invited)
- **Dawes, J.** (2011, May). *Movement Preparation for All Clients*. Presented at the National Strength and Conditioning Association Caribbean Clinic, San Juan, Puerto Rico. (Invited)
- McNeely, E., & **Dawes, J.** (2011, April). *Olympic Weightlifting Combinations*. Presented at the National Strength and Conditioning Association Combination Training Symposium, Wuhan City, China. (Invited)
- **Dawes, J.** (2011, April). *Hybrid, Combination and Complex Exercises*. Presented at the National Strength and Conditioning Association Combination Training Symposium, Wuhan City, China. (Invited)
- **Dawes, J.**, & McNeely, E. (2011, April). *Complex Training*. Presented at the National Strength and Conditioning Association Combination Training Symposium, Wuhan City, China. (Invited)
- **Dawes, J.** (2011, April). *Conditioning Drills for Anaerobic Sports*. Presented at the National Strength and Conditioning Association Combination Training Symposium, Wuhan City, China. (Invited)

- **Dawes, J.** (2010, September). *Fitball Training*. Presented at the Elixia Inspiration Tour 2010, Stavanger, Norway. (Invited)
- **Dawes, J.** (2010, September). *Medicine Ball Training*. Presented at the Elixia Inspiration Tour 2010, Stavanger, Norway. (Invited)
- **Dawes, J.** (2010, September). *Fitball Training*. Presented at the Elixia Inspiration Tour 2010, Oslo, Norway.
- **Dawes, J.** (2010, September). *Medicine Ball Training*. Presented at the Elixia Inspiration Tour 2010, Oslo, Norway.
- **Dawes, J.** (2010, April). *Ladder Training*. Presented at the 3<sup>rd</sup> annual National Strength and Conditioning Association European Conference, Papendal, ND.
- **Dawes, J.** (2010, April). *Combination Lifts*. Presented at the 3<sup>rd</sup> annual National Strength and Conditioning Association European Conference, Papendal, ND.
- Vives, D., & **Dawes, J.** (2009, June). *Movement Preparation for the Female Athlete*. Presented at the National Strength and Conditioning Association Training the Female Athlete Symposium, Kunming City, China.
- Vives, D., & **Dawes, J.** (2009, June). *Lower-Body Training for the Female Athlete*. Presented at the National Strength and Conditioning Association Training the Female Athlete Symposium, Kunming City, China.
- Vives, D., & **Dawes, J.** (2009, June). *Upper-Body Training for the Female Athlete*. Presented at the National Strength and Conditioning Association Training the Female Athlete Symposium, Kunming City, China.
- Vives, D., & **Dawes, J.** (2009, June). *Explosive Training for the Female Athlete*. Presented at the National Strength and Conditioning Association Training the Female Athlete Symposium, Kunming City, China.
- Vives, D., & **Dawes, J.** (2009, June). *Integrated Program Design*. Presented at the National Strength and Conditioning Association Training the Female Athlete Symposium, Kunming City, China.
- **Dawes, J.**, Sandler, D., & West, C. (2009, March). *Metabolic Conditioning Circuits*. Presented at the National Strength and Conditioning Association Metabolic Conditioning Symposium, Qinhuangdao, China.
- **Dawes, J.** (2009, March). *Metabolic Conditioning Games*. Presented at the National Strength and Conditioning Association Metabolic Conditioning Symposium, Qinhuangdao, China.

- **Dawes, J.** (2008, November). *Drills for Improving Quickness*. Presented at the Australian Strength and Conditioning Association International Conference on Applied Strength and Conditioning, Surfers Paradise, AUS.
- **Dawes, J.** (2008, November). *Keynote Presentation: Learning to React*. Presented at the ASCA International Conference on Applied Strength and Conditioning, Surfers Paradise, AUS.
- **Dawes, J.** (2008, May). *Principles of Training and Basic Guidelines for the Resistance Training of Athletes*. Presented at the National Strength and Conditioning Association Shanghai Sports Institute Coaches Symposium, Shanghai, China.
- **Dawes, J., & Lentz, D.** (2008, May). *Exercise Technique: Lower-body*. Presented at the National Strength and Conditioning Association Shanghai Sports Institute Coaches Symposium, Shanghai, China.
- **Dawes, J., & Lentz, D.** (2008, May). *Exercise Technique: Upper-body and Torso*. Presented at the National Strength and Conditioning Association Shanghai Sports Institute Coaches Symposium, Shanghai, China.
- **Dawes, J.** (2008, May). *Needs Analysis and Program Design*. Presented at the National Strength and Conditioning Association Shanghai Sports Institute Coaches Symposium, Shanghai, China.
- **Dawes, J., & Lentz, D.** (2008, May). *Performance Flexibility*. Presented at the National Strength and Conditioning Association Shanghai Sports Institute Coaches Symposium, Shanghai, China.
- **Dawes, J.** (2008, May). *Multi-directional Speed Training*. Presented at the National Strength and Conditioning Association Shanghai Sports Institute Coaches Symposium, Shanghai, China.
- **Dawes, J., & McNeely, E.** (2008, May). *Developing Multi-directional Speed and Power for Football*. Presented at the Football Canada Strength and Conditioning Symposium, Hamilton, ON. (Invited)
- **Dawes, J., & Roozen, M.** (2008, April). *Core Development*. Presented at the National Strength and Conditioning Association European Conference, Amsterdam, ND.
- **Dawes, J., Roozen, M., & Sandler, D.** (2008, April). *Developing Power, Speed and Agility*. Presented at the National Strength and Conditioning Association European Conference, Amsterdam, ND.
- **Dawes, J.** (2008, April). *Introduction to Power, Speed and Agility Training*. Presented at the Elite-Level Chinese Coaches Symposium, Beijing, China.

- **Dawes, J.** (2008, April). *The Physiology of Explosive Movements*. Presented at the Elite-Level Chinese Coaches Symposium, Beijing, China.
- Roozen, M., & **Dawes, J.** (2008, April). *Performance Flexibility*. Presented at the Elite-Level Chinese Coaches Symposium, Beijing, China.
- Roozen, M., & **Dawes, J.** (2008, April). *Speed Development*. Presented at the Elite-Level Chinese Coaches Symposium, Beijing, China.
- **Dawes, J.** (2008, April). *Plyometric Theory*. Presented at the Elite-Level Chinese Coaches Symposium, Beijing, China.
- **Dawes, J.,** & Roozen, M. (2008, April). *Agility Training Part 1 and 2*. Presented at the Elite-Level Chinese Coaches Symposium, Beijing, China.
- Roozen, M., & **Dawes, J.** (2008, April). *Plyometric, Speed and Agility Program Design*. Presented at the Elite-Level Chinese Coaches Symposium, Beijing, China.

## **National**

- Alemany, J., Bornstein, D., **Dawes, J.** (2022). Where does human performance begin and end. Presented at National Strength and Conditioning Association. Tactical Annual Training, San Antonio, TX
- **Dawes J.** (2021, November) *Maintaining Law Enforcement Physical Fitness Despite Occupational Challenges*. C.O.P.S. National Conference, Oklahoma City, OK (Invited)
- **Dawes, J. J.** (2021, October). *Circuit Training –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM (Invited)
- **Dawes, J. J.** (2021, October). *Agility –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM (Invited)
- **Dawes, J. J.** (2021, October). *Speed –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM (Invited)
- **Dawes, J. J.** (2021, October). *Plyometrics –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM (Invited)
- **Dawes, J. J.** (2021, October). *Power Movements –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM, (Invited)

- **Dawes, J. J.** (2021, October). *Bodyweight Training –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM (Invited)
- **Dawes, J. J.** (2021, October). *Basic Movement Patterns- Upper-Body –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM (Invited)
- **Dawes, J. J.** (2021, October). *Basic Movement Patterns- Lower-Body –Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM (Invited)
- **Dawes, J. J.** (2021, October). *Dynamic Warm-up–Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. United States Department of Energy, Los Alamos, NM (Invited)
- **Dawes, J.** (2021, June). *NSCA Tactical Strength and Conditioning Program Introduction*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Coaching Fundamentals*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Mobility and Stability*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Corrective Exercises*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Warm-up Principles*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- Lockie, R.G & **Dawes, J.** (2021, June). *Basic Movement Patterns-Upper*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- Lockie, R.G & **Dawes, J.** (2021, June). *Basic Movement Patterns- Lower*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Bodyweight Training*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Power Movements*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Overtraining and Recovery*. Presented at Tactical Strength and

Conditioning Practitioners Course, Ft. Riley, KS. (Invited)

- **Dawes, J.** (2021, June). *Speed Practical*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Agility Practical*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Plyometric Practical*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, June). *Circuit Training*. Presented at Tactical Strength and Conditioning Practitioners Course, Ft. Riley, KS. (Invited)
- **Dawes, J.** (2021, May). *Program Design*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Mobility and Stability*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Corrective Exercises*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Warm-up Principles*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Basic Movement Patterns-Upper*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Basic Movement Patterns- Lower*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Bodyweight Training*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Power Movements*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Overtraining and Recovery*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Speed Practical*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Agility Practical*. Presented at Tactical Strength and Conditioning

Practitioners Course, Georgetown, TX. (Invited)

- **Dawes, J.** (2021, May). *Plyometric Practical*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- **Dawes, J.** (2021, May). *Circuit Training*. Presented at Tactical Strength and Conditioning Practitioners Course, Georgetown, TX. (Invited)
- Nice, M. & **Dawes, J.** (2021, March). *Law Enforcement Fitness Program Implementation Toolkit: Scalable Solutions for Measureable Success*. Presented at: *The International Association of Chiefs of Police, Officer Safety and Wellness Conference*, Virtual Event
- Mann, B. & Dawes, J. (2021, January). Coach to PhD. National Strength and Conditioning Association Coaches Conference, Virtual Conference
- Dulla, J., Lockie, R., **Dawes, J.J.**, Canetti, E. (2020, October). *The Health and Fitness of Female Officers: Commonalities and Differences*. Presented at the International Association of Chiefs of Police, Virtual Conference
- **Dawes, J.J.** & Redmond, J. (2020, August). *A Physiological Perspective: Understanding Physical Performance Differences between Men and Women in the Tactical Profession*. Presented at the National Strength and Conditioning Association Tactical Annual Training, Virtual Conference.
- Orr, R., Dulla, J., Lockie, R., & **Dawes, J.J.** (2019, October). *Understanding Physical Fitness and Employment Standard*. Presented at the International Association of Chiefs of Police, Chicago, IL.
- **Dawes, J.J.** (2019, August). *A Police Department is not a Laboratory*. Presented at the National Strength and Conditioning Association Tactical Annual Training, San Antonio, TX.
- **Dawes, J.J.** (2019, July). *Conditioning Games for Young Athletes*. Presented at the National Strength and Conditioning Association National Conference, Washington DC. (Invited)
- **Dawes, J.J.** (2019, May). *Introduction to the Tactical Athlete*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Program Design for the Tactical Athlete*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- Dawes, J.J. (2019, May). *Dynamic Warm-up Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)

- **Dawes, J.J.** (2019, May). *Principals and Application of Resistance Training*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Basic Movement Patterns – Lower Body*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Program Design for the Tactical Athlete*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Power Movements Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Plyometrics*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Plyometrics Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Agility*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Agility Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2019, May). *Overtraining and Recovery*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.** (2019, May). *Circuit Training Practical*. Presented at Tactical Strength and Conditioning Practitioners Course. Fairfax County Police Department, Fairfax, VA. (Invited)
- **Dawes, J.J.** (2018, November). *Sports Conditioning Workshop*. Presented at the American Council on Exercise, Colorado Springs, CO. (Invited)
- **Dawes, J.J.** (2018, October). *Movement Based Exercise Training Workshop*. Presented at the American Council on Exercise, Colorado Springs, CO. (Invited)
- **Dawes, J.J.** (2018, May). *Panelist, Program Implementation Panel*. Presented at the 2018 National Basketball Association Strength and Conditioning Coaches Association Annual

Meeting, Chicago, IL. (Invited)

- **Dawes, J.J.** (2018, April). *Movement Based Exercise Training Workshop*. Presented at the American Council on Exercise Colorado Springs Fire Department, Colorado Springs, CO. (Invited)
- **Dawes, J.J.** (2018, April). *An Integrated Approach to Training the Tactical Athlete*. Presented at the Sanford Health 17th Annual Strength and Conditioning Clinic, Sioux Falls, SD. (Invited)
- **Berry, S., & Dawes, J.J.** (2018, March). *Movement Based Exercise Training Workshop*. Presented at the American Council on Exercise, Powell, Ohio. (Invited)
- **Dawes, J.** (2017, December). *Introduction to the Tactical Athlete*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Coaching Fundamentals*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Mobility and Stability*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Speed, Agility and Plyometrics*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Principles and Applications of Resistance Training*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Principles of Resistance Training*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Overtraining and Recovery*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Speed and Agility- Lab*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Plyometrics- Lab*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, December). *Power Movements- Lab*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, October). *Tactical Strength and Conditioning Leaders Course: Testing and movement assessment*. Presented at Tactical Strength and Conditioning Leaders Course,

Colorado Springs, CO. (Invited)

- **Dawes, J.** (2017, September). *Tactical Strength and Conditioning: Working with Law Enforcement*. Presented at Tactical Strength and Conditioning Civilians Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, June). *Introduction to the Tactical Strength and Conditioning (TSAC) Program*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, June). *Program Design*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, June). *Mobility and Stability*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, June). *Warm-up Principles*. Presented at Tactical Strength and Conditioning Practitioners Course, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, May). *Sports Conditioning Workshop*. Presented at the American Council on Exercise, Colorado Springs, CO. (Invited)
- **Dawes, J.** (2017, May). *Overtraining and Recovery*. Presented at Tactical Strength and Conditioning Practitioners Course, Fort Bragg, Fayetteville, NC. (Invited)
- **Dawes, J.** (2017, May). *Speed, Agility and Plyometrics*. Presented at Tactical Strength and Conditioning Practitioners Course, Fort Bragg, Fayetteville, NC. (Invited)
- **Dawes, J.** (2017, May). *Circuit Training*. Presented at Tactical Strength and Conditioning Practitioners Course, Fort Bragg, Fayetteville, NC. (Invited)
- **Dawes, J.** (2017, May). *Introduction to the Tactical Strength and Conditioning (TSAC) Program*. Presented at Tactical Strength and Conditioning Practitioners course, Fort Bragg, Fayetteville, NC. (Invited)
- **Dawes, J., Holmes, R.J., & Kornhauser, C.L.** (2017, April). *Toward Validation: The Colorado State Patrol Project*. Presented at the National Strength and Conditioning Tactical Strength and Conditioning Annual Training, Orlando, FL.
- **Dawes, J.** (2016, April). *Active Resistance Training for the Tactical Athlete*. Presented at Tactical Strength and Conditioning Annual Training, San Diego, CA.
- **Dawes, J.** (2015, October). *Techniques for Developing Power*. Presented at the American Council on Exercise Webinar Series. (Invited)

- Schilling, B., & Dawes, J. (2015, April). *Physical performance in SWAT operators: Demands, training and research advances*. Tactical Strength and Conditioning Annual Training, Orland, FL.
- Dawes, J. (2015, April). *Building a foundation for performance and injury prevention*. Presented at Tactical Strength and Conditioning Annual Training, Orlando, FL. (Invited)
- Dawes, J. (2015, January). *Coaching Progressions for Speed, Agility, and Quickness*. Presented at the American Council on Exercise Webinar Series. (Invited)
- Dawes, J. (2014, October). *Sports Conditioning Workshop*. Presented at the American Council on Exercise, Chicago, IL. (Invited)
- Dawes, J. (2014, October). *Advanced Athletic Assessment for the Personal Trainer*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Washington D.C. (Invited)
- Dawes, J. (2014, July). *Sports Conditioning Workshop*. Presented at the American Council on Exercise, Lakewood, CO. (Invited)
- Dawes, J. (2014, July). *Opening your own personal training facility*. Presented at the National Strength and Conditioning Association National Conference, Las Vegas, NV. (Invited)
- Dawes, J., & Stierli, M. (2014, July). *Conditioning games*. Presented at the National Strength and Conditioning Association National Conference: Pre-conference Workshop, Las Vegas, NV. (Invited)
- Dawes, J. (2014, June). *Principles and Application of Resistance Training*. Presented at Tactical Strength and Conditioning Facilitators Course, Colorado Springs, CO. (Invited)
- Dawes, J. (2014, June). *Performing a Needs Analysis*. Presented at Tactical Strength and Conditioning Facilitators Course, Colorado Springs, CO. (Invited)
- Dawes, J., & Woodworth, S.D. (2014, May). *Mobility and Motor Control*. Presented at the National Strength and Conditioning Association Movement Performance Clinic, Colorado Springs, CO. (Invited)
- Dawes, J. (2014, April). *Metabolic Conditioning for the Tactical Athlete*. Presented at Tactical Strength and Conditioning Conference Course, San Diego, CA.
- Dawes, J. (2014, December). *An Integrated Approach to Strength Training and Conditioning for Law Enforcement Officers*. Presented at the American Council on Exercise Webinar Series. (Invited)
- Dawes, J. (2014, January). *Sports Conditioning Workshop*. Presented at the American

Council on Exercise, Colorado Springs, CO. (Invited)

- **Dawes, J.** (2013, June). *The A, B, C's of Agility Ladder Training*. Presented at the National Athletic Trainers Association National Meeting, Las Vegas, NV. (Invited)
- **Dawes, J.** (2013, March). *Improving Performance through SMART Movement Preparation*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV. (Invited)
- **Dawes, J.** (2012, July). *An Integrated Approach to Improving Police Officer Fitness and Performance*. Presented at the National Strength and Conditioning Association National Conference, Providence, RI. (Invited)
- **Dawes, J.** (2012, July). *Active Resistance Training*. Presented at the National Strength and Conditioning Association National Conference, Providence, RI. (Invited)
- **Dawes, J.** (2012, July). *From the Field: Sandbag Training*. Presented at the National Strength and Conditioning Association National Conference, Providence, RI. (Invited)
- **Dawes, J.** (2012, July). *From the Field: Reactive Agility Training*. Presented at the National Strength and Conditioning Association National Conference, Providence, RI. (Invited)
- **Dawes, J.** (2012, April). *Sports Conditioning Workshop*. Presented at the American Council on Exercise, Dallas, TX. (Invited)
- **Dawes, J., & Vives, D.** (2012, April). *What is the Future of Functional Training?* Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV. (Invited)
- **Dawes, J.** (2012, April). *Active Resistance Training*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV. (Invited)
- **Dawes, J.** (2012, January). *Sports Conditioning Workshop*. Presented at the American Council on Exercise, Phoenix, AZ. (Invited)
- **Dawes, J., & Vives, D.** (2011, October). *Functional Training 101: What it is and what it is not*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Washington D.C. (Invited)
- **Dawes, J., & Vives, D.** (2011, October). *Kettlebells and Sandbells: What are they and how to use them?* Presented at the National Strength and Conditioning Association Functional Training Symposium, Washington D.C. (Invited)
- **Dawes, J., Vives, D., & Landow, L.** (2011, October). *Metabolic circuit training*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Washington D.C. (Invited)

- **Dawes, J., Vives, D., & Landow, L.** (2011, October). *Medicine Ball Training*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Washington D.C. (Invited)
- **Dawes, J., Vives, D., Landow, L., & Rose, G.** (2011, October). *Unconventional Training Methods in the Weight Room*. Presented at the National Strength and Conditioning Association
- **Spaniol, F., & Dawes, J.** (2011, July). *Athletic Testing*. Presented at the National Strength and Conditioning Association National Conference: Pre-conference Symposium, Las Vegas, NV.
- **Dawes, J.** (2011, June). *The Art and Science of Agility Training*. Presented at the National Athletic Trainers Association Annual Meeting, New Orleans, LA. (Invited)
- **Dawes, J.** (2011, May). *Power Your System*. Presented at the Power-Systems Total Training Workshop, Rosemount, IL. (Invited)
- **Dawes, J.** (2011, May). *SAQ: Required Training for Everyone*. Presented at the Power-Systems Total Training Workshop, Rosemount, IL. (Invited)
- **Dawes, J.** (2011, March). *Power Your System*. Presented at the Power-Systems Total Training Workshop, St. Louis, MO. (Invited)
- **Dawes, J.** (2011, March). *SAQ: Required Training for Everyone*. Presented at the Power-Systems Total Training Workshop, St. Louis, MO. (Invited)
- **Dawes, J., & Schoenfeld, B.** (2011, March). *The Functional Training Continuum*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV. (Invited)
- **Dawes, J.** (2011, March). *Ready, Set, React: Reactive Agility and Quickness Training for Diverse Populations*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV. (Invited)
- **Dawes, J.** (2011, February). *Power Development: Not just for athletes anymore*. Presented at the IDEA Personal Trainers Institute, Alexandria, VA. (Invited)
- **Dawes, J.** (2011, February). *Agility Training for Diverse Populations*. Presented at the IDEA Personal Trainers Institute, Alexandria, VA. (Invited)
- **Dawes, J.** (2011, February). *Strength and Conditioning Games –Playing Your Way into Shape*. Presented at the 2011 IDEA Personal Trainers Institute, Alexandria, VA. (Invited)
- **Dawes, J.** (2010, November). *Strength and Conditioning Games –Playing Your Way into*

*Shape*. Power-Systems Total Training Workshop, San Diego CA. (Invited)

- **Dawes, J.** (2010, November). *The Science and Practice of Agility Training*. Presented at the Power-Systems Total Training Workshop, San Diego, CA. (Invited)
- **Dawes, J.** (2010, September). *Strength and Conditioning Games –Playing Your Way into Shape*. Presented at the Power-Systems Total Training Workshop, Baltimore, MD. (Invited)
- **Dawes, J.** (2010, August). *Movement Preparation for all Clients*. Presented at the IDEA World Conference, Los Angeles, CA. (Invited)
- **Dawes, J., & IDEA Presenter Faculty** (2010, August). *IDEA 2010 Throwdown/Showdown-L.A. Style*. Presented at the IDEA World Conference, Los Angeles, CA. (Invited)
- **Dawes, J.** (2010, August). *Metabolic Conditioning Games –Playing Your Way into Shape*. Presented at the IDEA World Conference, Los Angeles, CA. (Invited)
- **Dawes, J.** (2010, June). *Metabolic Conditioning*. Presented at the National Strength and Conditioning Association Plyometrics, Speed, and Agility Symposium, Colorado Springs, CO.
- **Dawes, J., & Krall, K.** (2010, May). *Program Design and Periodization*. Presented at the National Strength and Conditioning Association Essentials of Weight Training Symposium, Colorado Springs, CO.
- **Dawes, J.** (2010, February). *Smokin’ Small Group Training Workshop*. Presented at the IDEA Personal Trainer’s Conference, Alexandria, VA.
- **Dawes, J.** (2010, February). *Ladder Training Revolution*. Presented at the IDEA Personal Trainer’s Conference, Alexandria, VA.
- **Dawes, J.** (2010, February). *Metabolic Conditioning Games Workshop Part 1 and 2*. Presented at the IDEA Personal Trainer’s Conference, Alexandria, VA.
- **Dawes, J.** (2010, February). *Resistance Band Training Workshop*. Presented at the IDEA Personal Trainer’s Conference, Alexandria, VA.
- **Dawes, J.** (2010, February). *Medicine Ball Training Workshop*. Presented at the IDEA Personal Trainer’s Conference, Alexandria, VA.
- **Dawes, J., & Roozen, M.** (2009, September). *Advanced Circuit Training Methods and Techniques*. Presented at the National Strength and Conditioning Association Alternative Training Methods Symposium, Colorado Springs, CO.
- **Dawes, J., Vives, D., & Rogers, R.** (2009, September). *Core Training: Pattern, Progression, and Periodization*. Presented at the National Strength and Conditioning Association

Alternative Training Methods Symposium, Colorado Springs, CO.

- **Dawes, J.**, Vives, D., & Rogers, R. (2009, September). *Conditioning Games*. Presented at the National Strength and Conditioning Association Alternative Training Methods Symposium, Colorado Springs, CO.
- Hedrick, A., Roozen, M., Vives, D., **Dawes, J.**, & Rogers, R. (2009, September). *Implement Training*. Presented at the National Strength and Conditioning Association Alternative Training Methods Symposium, Colorado Springs, CO.
- **Dawes, J.** (2009, July). *Operator Speed and Agility: Practical Session*. Presented at Tactical Strength and Conditioning Coaches Course, Colorado Springs, CO.
- **Dawes, J.** (2009, July). *Operator Periodization and Challenges*. Presented at Tactical Strength and Conditioning Coaches Course, Colorado Springs, CO.
- **Dawes, J.** (2009, July). *Metabolic Conditioning for the Tactical Athlete*. Presented at Tactical Strength and Conditioning Coaches Course, Colorado Springs, CO.
- **Dawes, J.** (2009, July). *From the Field: Reaction Training*. Presented at the National Strength and Conditioning Association National Conference, Las Vegas, NV.
- **Dawes, J.** (2009, April). *Metabolic Conditioning-Practical*. Presented at the National Strength and Conditioning Association Bridging the Gap Symposium, Cal State Fullerton, Fullerton, CA.
- **Dawes, J.** (2009, March). *Creating open Agility Drills for improved Sports Performance*. Presented at the Power Systems: Total Training Seminar, Colorado Springs, CO.
- **Dawes, J.** (2009, March). *Developing the A, B, C's: Agility, Balance, and Coordination*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV.
- Sandler, D., **Dawes, J.**, Lentz, D., & Stock, M. (2009, March). *Personal Training A-Z*. Presented at the National Strength and Conditioning Association Personal Trainers Conference Pre-Conference Symposium, Las Vegas, NV.
- Sandler, D., Roozen, M., **Dawes, J.**, & Owens, J. (2006, March). *The Science of Agility of Training*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV. (Invited)
- **Dawes, J.** (2009, March). *Developing Effective Small Group Training Sessions: Effective Workouts in Small Space*. Presented at the Arnold Classic Strength Summit, Columbus, OH. (Invited)

- **Dawes, J.** (2009, March). *Speed Power Specialist: Agility Training*. Presented at the Arnold Classic Strength Summit, Columbus, OH. (Invited)
- Stack, M., & **Dawes, J.** (2009, March). *Business of Personal Training Workshop*. Presented at the Arnold Classic Strength Summit, Columbus, OH. (Invited)
- **Dawes, J.** (2009, February). *C-4 Explosive Training*. Presented at the IDEA Personal Trainers Conference, Alexandria, VA.
- **Dawes, J.** (2009, February). *Breakthrough Core Training*. Presented at the IDEA Personal Trainers Conference, Alexandria, VA.
- **Dawes, J.** (2009, February). *In Home Training: Effective Workouts in Small Space*. Presented at the IDEA Personal Trainers Conference, Alexandria, VA.
- **Dawes, J.** (2009, January). *Learning to Read, React and Respond: Closed vs. open agility Drills for Improved Performance*. Presented at the National Strength and Conditioning Association Sport-Specific Training Conference.
- Crawl, K., **Dawes, J.**, Infantalino, G., Roozen, M., Stephenson, M., & White, J. (2008, September). *Metabolic Circuit Training*. Presented at Tactical Strength and Conditioning Symposium, Colorado Springs, CO.
- **Dawes, J.**, & Infantalino, G. (2008, September). *Principles of Training*. Presented at Tactical Strength and Conditioning Symposium, Colorado Springs, CO.
- **Dawes, J.**, Roozen, M., & White, J. (2008, September). *Implement Training*. Presented at Tactical Strength and Conditioning Symposium, Colorado Springs, CO.
- **Dawes, J.**, & Roozen, M. (2008, September). *Improving Tactical Speed and Quickness*. Presented at Tactical Strength and Conditioning Symposium, Colorado Springs, CO.
- Vives, D., & **Dawes, J.** (2008, September). *Body Weight Training and Body Hardening*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Chicago, IL.
- Santana, J.C., Vives, D., & **Dawes, J.** (2008, September). *Metabolic Circuit Training*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Chicago, IL.
- Santana, J.C., Vives, D., & **Dawes, J.** (2008, September). *Kettlebell Training*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Chicago, IL.
- Vives, D., & **Dawes, J.** (2008, September). *Medicine Ball Training*. Presented at the National

Strength and Conditioning Association Functional Training Symposium, Chicago, IL.

- Vives, D., & **Dawes, J.** (2008, September). *Stability Ball Training*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Chicago, IL.
- **Dawes, J.** (2008, July). *Nutrition for Youth*. Presented at the National High School Coaches Association, Colorado Springs, CO.
- **Dawes, J.,** & Roozen, M. (2008, May). *Agility Training Drills and Methods*. Presented at the National Strength and Conditioning Association Power, Speed, Agility Symposium, Colorado Springs, CO.
- **Dawes, J.** (2008, May). *Conditioning Games and Drills for Athletes*. Presented at the National Strength and Conditioning Association Power, Speed, Agility Symposium, Colorado Springs, CO.
- **Dawes, J.,** & Sandler, D. (2008, May). *Plyometric Training Drills and Methods*. Presented at the National Strength and Conditioning Association Power, Speed, Agility Symposium, Colorado Springs, CO.
- **Dawes, J.,** & Newman, B. (2008, April). *Speed/Agility Drills*. Presented at Tactical Strength and Conditioning Coaches Course, Colorado Springs, CO.
- **Dawes, J.** (2008, April). *Principles of Resistance Training and Program Design*. Presented at Tactical Strength and Conditioning Coaches Course, Colorado Springs, CO.
- **Dawes, J.,** Newman, B., & Snyder, S. (2008, April). *Plyometrics for Power*. Presented at Tactical Strength and Conditioning Symposium, Colorado Springs, CO.
- Roozen, M., & **Dawes, J.** (2008, March). *Developing and Structuring Effective Sport Conditioning Camps*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV.
- Sobas, C., Shute, D., **Dawes, J.,** & Sandler, D. (2008, March). *Short Circuit your Workout*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Pre-Conference Symposium, Las Vegas, NV.
- **Dawes, J.** (2008, February). *Plyometric Training: Hands-on*. Presented at the National Strength and Conditioning Association Bridging the Gap Symposium, Fullerton, CA.
- **Dawes, J.** (2008, February). *Speed, Agility and Quickness Training: Hands-on*. Presented at the National Strength and Conditioning Association Bridging the Gap Symposium, Fullerton, CA.
- **Dawes, J.** (2008, February). *Drills for Improving Athleticism. Power Systems*. Presented at the Total Training Seminar, Santa Clara, CA. (Invited)

- **Dawes, J., & Stephenson, M.** (2008, February). *Power Development for the Tactical Athlete*. Presented at Tactical Strength and Conditioning Coaches Course, Camp Pendleton, CA.
- **Dawes, J.** (2008, February). *Speed and Agility Drill for the Tactical Athlete*. Presented at Tactical Strength and Conditioning Coaches Course, Camp Pendleton, CA.
- **Dawes, J.** (2008, February). *Tactical Nutrition for the Warrior Athlete*. Presented at Tactical Strength and Conditioning Coaches Course, Camp Pendleton, CA.
- **Dawes, J., & Stephenson, M.** (2008, February). *Principles of Resistance Training and Program Design*. Presented at Tactical Strength and Conditioning Coaches Course, Camp Pendleton, CA.
- **Dawes, J., & Stephenson, M.** (2008, January). *Speed and Agility Testing and Drills: Hands-on Session*. Presented at Tactical Strength and Conditioning Facilitators Course, Colorado Springs, CO.
- **Dawes, J., & Stephenson, M.** (2008, January). *Tactical Nutrition*. Presented at Tactical Strength and Conditioning Facilitators Course, Colorado Springs, CO.
- **Dawes, J., & Stephenson, M.** (2008, January). *Principles of Resistance Training*. Presented at Tactical Strength and Conditioning Facilitators Course, Colorado Springs, CO.
- **Dawes, J., & Stephenson, M.** (2008, January). *Basic Exercise Physiology*. Presented at Tactical Strength and Conditioning Facilitators Course, Colorado Springs, CO.
- **Dawes, J., & Snyder, S.** (2007, October). *Supplemental Training for the Endurance Athlete: Power Training*. Presented at the National Strength and Conditioning Association Endurance Symposium, Colorado Springs, CO.
- **Dawes, J., & Snyder, S.** (2007, October). *Supplemental Training for the Endurance Athlete: Resistance Training*. Presented at the National Strength and Conditioning Association Endurance Symposium, Colorado Springs, CO.
- **Dawes, J.** (2007, October). *Multi-dimensional Ladder Training*. Presented at the IDEA Personal Trainers Conference, Orlando, FL.
- **Dawes, J.** (2007, September). *Weekend Warriors: Bring Out the Athlete in Everyone*. Presented at the Power Systems: Total Training Seminar, Boston, MA. (Invited)
- **Santana, J.C., & Dawes, J.** (2007, September). *Medicine Ball Training*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Colorado Springs, CO.

- Santana, J.C., & **Dawes, J.** (2007, September). *Stability Ball Training*. Presented at the National Strength and Conditioning Association Functional Training Symposium, Colorado Springs, CO.
- Hoolihan, C., Stephenson, M., & **Dawes, J.** (2007, July). *JAMA Circuits*. Presented at the National Strength and Conditioning Association National Conference: Pre-conference Symposium, Colorado Springs, CO.
- **Dawes, J.**, & Graham, J. (2007, May). *Training Models*. Presented at the National Strength and Conditioning Association Essentials of Weight Training Symposium, Colorado Springs, CO.
- **Dawes, J.** (2007, May). *SAQ for Everyday*. Presented at the American Fitness Professionals and Associates: Fitness, Trainer, Sports & Mind Body Conference, Myrtle Beach, SC.
- **Dawes, J.** (2007, May). *Multi-Dimensional Medicine Ball Training*. Presented at the American Fitness Professionals and Associates: Fitness, Trainer, Sports & Mind Body Conference, Myrtle Beach, SC.
- **Dawes, J.** (2007, May). *Bodyweight and Manual Resistance Training*. Presented at the American Fitness Professionals and Associates: Fitness, Trainer, Sports & Mind Body Conference, Myrtle Beach, SC.
- **Dawes, J.** (2007, May). *Metabolic Circuits*. Presented at the American Fitness Professionals and Associates: Fitness, Trainer, Sports & Mind Body Conference, Myrtle Beach, SC.
- **Dawes, J.** (2007, May). *Medicine Ball Training Basics*. Presented at the Professional Fitness Institute: Boot Camp, Vegas, NV. (Invited)
- **Dawes, J.**, & Vives, D. (2007, March). *Active Resistance Training: The Ultimate Core Stability Workout*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV.
- Sandler, D., **Dawes, J.**, & Lindsey, R. (2007, March). *Athleticism for Everyone*. Presented at the National Strength and Conditioning Association Personal Trainers Conference: Pre-Conference Symposium, Las Vegas, NV.
- Sandler, D., McNealy, E., **Dawes, J.**, Berry, S., & Bluman, D. (2007, March). *Strength Pro Speed/Power Specialist Workshop: Agility/Power Training*. Presented at the Arnold Classic Health and Fitness Expo Strength Training Summit, Columbus, OH. (Invited)
- **Dawes, J.** (2007, March). *Designing Effective Complimentary Training Sessions*. Presented at the Arnold Classic Health and Fitness Expo Strength Training Summit, Columbus, OH. (Invited)
- Roozen, M., & **Dawes, J.** (2006, July). *Agility Training*. Presented at the National Strength

and Conditioning Association National Conference: Personal Trainers Pre-Conference Symposium, Washington D.C.

- Sandler, D., Roozen, M., **Dawes, J.**, & Owens, J. (2006, March). *The Science of Agility of Training*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV. (Invited)
- **Dawes, J.** (2006, March). *Integrating S.M.A.R.T. Ladder Training into your Clients Programs*. Presented at the National Strength and Conditioning Association Personal Trainers Conference, Las Vegas, NV.

### **Regional/State**

- Joyce, J., **Dawes, J.**, Mugavero, D (2022, May). Total Wellness for First Responders Workshop. Fire Service Training, Owasso, OK.
- Dawes, J. (2022, April). Tactical Strength and Conditioning: What you will not learn in a textbook. Presented at the National Strength and Conditioning Association Midwest Regional Clinic. Ft. Worth, TX. (Invited)
- Joyce, J., Mugavero, D, **Dawes, J.** (2021, December). Total Wellness for First Responders Workshop. Fire Service Training, Mandeville, LA.
- **Dawes, J.** (2021, September). *Developing Movement Efficiency*. Presented at the Fire Service Training Instructors of Oklahoma Annual Conference. Edmond, OK. (Invited)
- Joyce, J., Mugavero, D, **Dawes, J.** (2021, June). Total Wellness for First Responders Workshop. Rogers Fire Department, Rogers, AR.
- Joyce, J., Mugavero, D, **Dawes, J.** (2021, March). Total Wellness for First Responders Workshop. Fire Service Training, Stillwater OK.
- **Dawes, J.** (2020, December). A Law Enforcement Agency is Not A Lab: Practical Considerations for Working with Tactical Athletes. Southeast American College of Sports Medicine. Virtual (Invited)
- **Dawes, J.** (2020, September). *Developing Agility and Quickness*. Presented at the National Strength and Conditioning Association Idaho State Clinic, Virtual Conference. (Invited)
- **Dawes, J.** (2019, October). *A Systematic Approach to Developing Agility*. Presented at the Oklahoma Association for Health, Physical Recreation and Dance, Edmond, OK.
- **Dawes, J.**, & Kornhauser, C. (2018, November). *Training the Tactical Athlete, Variability, Practicality, Suitability*. Presented at the National Strength and Conditioning Association Rocky Mountain Regional Conference, Colorado Springs, CO. (Invited)

- **Dawes, J.** (2017, November). *Developing Agility and Quickness*. Presented at the National Strength and Conditioning Association Midwest Regional Clinic, Corpus Christi, TX. (Invited)
- **Dawes, J.** (2017, November). *Conditioning Games for Developmental Athletes*. Presented at the National Strength and Conditioning Association Midwest Regional Clinic, Corpus Christi, TX. (Invited)
- **Dawes, J.** (2015, March). *Agility Training Progressions for the Developmental Athlete*. Presented at the National Strength and Conditioning Association North Dakota/South Dakota State Clinic, Rapid City, SD. (Invited)
- **Dawes, J.** (2015, November). *Coaching Progressions for Multi-directional Speed Development*. Presented at the National Strength and Conditioning Association Midwest Regional Conference, Lindenwood, MO. (Invited)
- **Dawes, J.** (2015, November). *Advanced Athletic Assessment: Outside of the Lab*. Presented at the National Strength and Conditioning Association Midwest Regional Conference, Lindenwood, MO. (Invited)
- **Dawes, J.** (2015, March). *Mobility, Stability and Movement Training for Law Enforcement Officers*. Presented at Rocky Mountain American College of Sports Medicine Regional Conference, Denver. CO.
- **Dawes, J.** (2015, February). *Program Design and Periodization*. Presented at the CSCS Exam Prep Symposium, National Strength and Conditioning Association, Colorado Springs, CO.
- **Dawes, J.** (2015, February). *Speed/Sprint & Agility Techniques*. Presented at the CSCS Exam Prep Symposium, National Strength and Conditioning Association Colorado Springs, CO.
- **Dawes, J.** (2015, February). *Plyometric Exercises*. Presented at the CSCS Exam Prep Symposium, National Strength and Conditioning Association Colorado Springs, CO.
- **Dawes, J.** (2015, February). *Testing and Evaluation*. Presented at the CSCS Exam Prep Symposium, National Strength and Conditioning Association Colorado Springs, CO.

- **Dawes, J.** (2015, February). *Aerobic Training Adaptations*. Presented at the CSCS Exam Prep Symposium, National Strength and Conditioning Association Colorado Springs, CO.
- **Dawes, J.** (2015, January). *Keynote Presentation: Strength and Conditioning for the Tactical Athlete: Law Enforcement*. Presented at the National Strength and Conditioning Association Southwest Regional Conference, Sacramento, CA. (Invited)
- **Dawes, J.** (2015, January). *Keynote Presentation: Advanced Athletic Assessment: Outside of the Lab*. Presented at the National Strength and Conditioning Association Southwest Regional Conference, Sacramento, CA. (Invited)
- **Dawes, J.** (2014, September). *How to Achieve Epic Performance - The Ins and Outs of Metabolic Conditioning*. Presented at the International Society of Sports Nutrition Regional Clinic, Denver, CO. (Invited).
- **Dawes, J.** (2013, December). *Agility Training*. Presented at the National Strength and Conditioning Association Kansas State Clinic, Emporia, KS.
- **Dawes, J.** (2013, November). *High Intensity Interval Training for the Tactical Athlete*. Presented at the National Strength and Conditioning Association Colorado State Clinic, Denver, CO. (Invited)
- **Dawes, J.** (2013, February). *Developing Agility and Quickness for Diverse Populations*. Presented at the National Strength and Conditioning Association Texas State Clinic, Corpus Christi, TX. (Invited)
- **Dawes, J.** (2013, February). *Movement Preparation*. Presented at the National Strength and Conditioning Association Texas State Clinic, Corpus Christi, TX. (Invited)
- **Dawes, J.** (2012, May). *Developing Agility and Quickness*. Presented at the 2012 National Strength and Conditioning Association Midwest Regional Conference, Stillwater, OK.
- **Dawes, J.** (2011, April). *Sports Nutrition Concepts and Applied Strategies*. Presented at the CSCS Exam Prep Symposium, National Strength and Conditioning Association State Clinic: Texas, Corpus Christi, TX.
- **Dawes, J.** (2011, April). *Resistance Training Exercise Prescription*. Presented at the CSCS Exam Prep Symposium, National Strength and Conditioning Association State Clinic: Texas, Corpus Christi, TX.
- **Dawes, J.** (2009, July). *Body Weight and Manual Resistance Training*. Presented at the North Dakota High School Coaches Association State Meeting, Mandan, ND. (Invited)
- **Dawes, J.** (2009, July). *Conditioning Games for Improved Athletic Performance*. Presented at the North Dakota High School Coaches Association State Meeting, Mandan, ND. (Invited)

- **Dawes, J.** (2009, July). *Improving Game Speed: Practical Session*. Presented at the North Dakota High School Coaches Association State Meeting, Mandan, ND. (Invited)
- **Dawes, J.** (2009, July). *Performance Flexibility*. Presented at the North Dakota High School Coaches Association State Meeting, Mandan, ND. (Invited)
- **Dawes, J.** (2009, July). *Anabolics and Alternatives*. Presented at the North Dakota High School Coaches Association State Meeting, Mandan, ND. (Invited)
- **Dawes, J.** (2009, July). *Improving Game Speed*. Presented at the North Dakota High School Coaches Association State Meeting, Mandan, ND. (Invited)
- **Dawes, J.** (2008, August). *Improving Power, Agility and Quickness*. Presented at the Colorado High School Coaches Association's Multi-Sport Clinic, Denver, CO. (Invited)
- **Dawes, J.** (2007, July). *The Use and Abuse of Anabolic Steroids*. Presented at the Oklahoma Strength and Conditioning Association, Edmond, OK.
- Roozen, M., & **Dawes, J.** (2007, July). *The Science and Practice of Agility of Training*. Presented at the Oklahoma Strength and Conditioning Association, Edmond, OK.
- **Dawes, J.** (2007, February). *Agility Ladder Training*. Presented at the Texas Strength and Conditioning Association, College Station, TX.
- **Dawes, J.,** & Vives, D. (2007, February). *Active Resistance Training: The Ultimate Core Stability Workout*. Presented at the National Strength and Conditioning Association State Clinic: Texas, College Station, TX.
- **Dawes, J.** (2007, February). *Designing Effective Complimentary Training Sessions*. Presented at the National Strength and Conditioning Association State Clinic: Oklahoma, Norman, OK.
- **Dawes, J.** (2006, October). *Developing the Total Athlete*. Presented at the Oklahoma Association for Physical Education, Recreation & Dance, Oklahoma City, OK.
- **Dawes, J.** (2006, August). *Games for Conditioning Athletes*. Oklahoma Association for Physical Education, Recreation, & Dance, Oklahoma City, OK.
- Griffith, M., **Dawes, J.,** & Williams, C. (2006, August). *3-D Power Performance Workshop*. Presented at the Norman Regional Hospital, Norman, OK.
- **Dawes, J.,** & Ogles, A. (2006, July). *Non-Traditional Training Methods and Implements*. National Strength and Conditioning Association State Clinic: Oklahoma, Tulsa, OK.
- **Dawes, J.,** & Ogles, A. (2006, May). *Free Weight and Resistance Training Machine Technique*. Presented at the CSCS Symposium, Edmond, OK.

- **Dawes, J.** (2006, May). *Plyometric and Speed Training: Part 2*. Presented at the CSCS Symposium, Edmond, OK.
- **Dawes, J.** (2005, June). *Agility Ladder Training*. Presented at the Oklahoma Strength and Conditioning Association, Norman, OK.
- Griffith, M., **Dawes, J.**, Ogles, A., & Williams, C. (2005, June). *3-D Power Performance Workshop*. Presented at the Kansas Strength and Conditioning Association (KSCA) State Clinic, Emporia, KS.
- Griffith, M., **Dawes, J.**, Ogles, A., & Williams, C. (2005, February). *3-D Power Performance Workshop*. Presented at the National Strength and Conditioning Association State Clinic: Oklahoma, Norman, OK.
- **Dawes, J.**, Lodge, M., & Crawford, C. (2004, August). *Functional Testing for the Personal Trainer*. Presented at the National Strength and Conditioning Association State Clinic: Oklahoma, Tulsa, OK.
- **Dawes, J.** (2004, March). *Basic Concepts of Resistance Training and Program Design*. Presented at the National Strength and Conditioning Association State Clinic: Oklahoma, Edmond, OK.
- **Dawes, J.** (2004, February). *Developing Athleticism for the Non-Athlete*. Presented at the National Strength and Conditioning Association State Clinic: Oklahoma, Norman, OK.

## VIDEOS

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- **Dawes, J.** (2012). *The Art and Science of Agility Training*. Healthy Learning/Monterey Bay Productions, Monterey, CA
- **Dawes, J.** (2011). *Power Development-Not Just for Athletes Anymore*. Healthy Learning/Monterey Bay Productions, Monterey, CA
- **Dawes, J.** (2011). *Games for Improved Fitness and Performance*. Healthy Learning/Monterey Bay Productions, Monterey, CA
- **Dawes, J.**, & Vives, D. (2010). *H2O Impact Training*. Austin Productions, Austin, TX
- **Dawes, J.** (2007). *SMART Ladder Training*. G3 Productions, Edmond, OK
- **Dawes, J.** (2005). *Exercises and Drills to Develop Agility*. Healthy Learning/Monterey Bay Productions, Monterey, CA
- **Dawes, J.** (2005). *Exercises and Drills to Develop Neuromuscular Coordination*. Healthy Learning/Monterey Bay Productions, Monterey, CA
- **Dawes, J.** (2005). *Exercises and Drills to Develop Static and Dynamic Balance*. Healthy Learning/Monterey Bay Productions, Monterey, CA

- **Dawes, J.** (2005). Designing Resistance Training Programs for Recreational Runners. Healthy Learning/Monterey Bay Productions, Monterey, CA

### **UNDERGRADUATE COURSES TAUGHT**

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#### **2019-Present Oklahoma State University, Stillwater, OK**

- HHP 1703 Introduction to Exercise Science
- HHP 2253 Basic Athletic Injury Management
- HHP 3010 Post –Competitive Lifestyle Management
- HHP 4124 Principles of Strength and Conditioning

#### **2013-2019 University of Colorado Colorado Springs Colorado Springs, CO**

- HSCI 1110 Weight Training
- HSCI 1020 Personal Fitness and Wellness
- GPS 1010 Compass Curriculum (Live Stronger)
- HSCI 4010 Health Science Research (Online)
- HSCI 4010 Health Science Research
- HSCI 4170 Special Topics: Dynamic Movement Analysis
- HSCI 4030 Sport Specific Training Techniques and Methods
- HSCI 4031 Sport Specific Training Techniques and Methods-Lab
- HSCI 4890 Tactical Performance (Online)
- HSCI 4110 Tactical Strength and Conditioning (Online)

#### **2010-2013 Texas A & M University-Corpus, Christi, Corpus Christi, TX**

- KINE 2313 Foundations of Kinesiology
- KINE 2225 Sports Conditioning
- KINE 2325 Physiological Aspects of Kinesiology (Online)
- KINE 2375 Nutrition for Human Performance
- KINE 2375 Nutrition for Human Performance (Online)
- KINE 3335 Legal Issues in Sport (Online)
- KINE 3337 Psychology of Sport
- KINE 4127 Biomechanics Lab
- KINE 4310 Exercise and Health

#### **2008- 2009 University of Colorado at Colorado Springs, Colorado Springs, CO**

- HSCI 4030 Sport Specific Training Techniques and Methods

#### **2003-2006 University of Central Oklahoma, Edmond, OK**

- HLTH 1112 Healthy Life Skill
- PHED 1121 Running /Walking Aerobics
- PHED 1161 Weight Training
- KINS 3112 Group Exercise Techniques
- KINS 3403 Entrepreneurship and Leisure
- HLTH 3453 Group Dynamics
- KINS 4252 Legal Aspects of Leisure/Fitness Programs
- KINS 4263 Performance Training Concepts
- KINS 4323 Exercise Programming for Special Populations
- KINS 4950 Internship: Recreation/Fitness Management

- KINS 4910 Advanced Concepts/Issues for Fitness Professionals

2001-2004 **Oklahoma City University, Oklahoma City, OK**

- KES 1161 Weight Training
- KES 4613 Adapted Physical Activity

1999-2001 **Oklahoma State University, Stillwater, OK**

- LEIS 1332 Bowling
- LEIS 1352 Weight Training
- HHP 2603 Total Wellness

**GRADUATE COURSES TAUGHT**

2019-Present **Oklahoma State University, Stillwater, OK**

- HHP 5523 Current Readings in Health
- HHP 5603 Principles of Performance Enhancement
- HHP 5030 Independent Study
- HHP 5000 Master’s Thesis

2013-2019 **University of Colorado Colorado Springs, Colorado Springs, CO.**

- HSCI 5030 Sport Specific Training Techniques and Methods
- HSCI 5031 Sport Specific Training Techniques and Methods-Lab
- HSCI 5040 Tactical Strength and Conditioning (Online)
- HSCI 6240 Advanced Strength and Conditioning
- HSCI 6250 Strength and Conditioning Practicum
- HSCI 6700 Advanced Exercise Science
- HSCI 7000 Health Science Thesis
- HSCI 7020 Research Methods
- HSCI 6170 Special Topics: Dynamic Movement Analysis
- HSCI 6170 Special Topics: Tactical Performance (Online)

2011-2013 **Texas A & M University-Corpus, Christi, Corpus Christi, TX**

- KINE 5306 Advanced Strength and Conditioning
- KINE 5314 Advanced Sports Nutrition (Online)
- KINE 5960 Independent Study in Human Performance

2009-2010 **University of Colorado Colorado Springs, Colorado Springs, CO**

- HSCI 5030 Sport Specific Training Techniques and Methods

2003-2005 **University of Central Oklahoma, Edmond, OK**

- KINS 5910 Advanced Concepts/Issues for Fitness Professional

**GRADUATE STUDENT COMMITTEE**

**WORK**

<b>Year</b>	<b>PhD Dissertations</b>	<b>Master’s Thesis</b>	<b>Student Projects</b>
	JoCarol Townsend (Member)		

2022	Melissa Jensen (Chair) Quincy Johnson (Member)	Blake Kincannon (Chair) Tyra Buhner (Chair) Dylan Spina (Member)	Dawei Sun (Member)
2021	David Brennan (Advisor) Don Lowther (Member)	Hannah Bryan (Chair) Tyler Danielson (Member) Jordan Jeffers (Chair) Alexis Kahnt (Chair) Brian Pepito (Member) Tina Sergi (Member) Katie Strait (Member) Kara Wehmeyer (Chair) Beth Weichold (Member)	Taylor Pence (Member)
2020	Jesus Hernandez (Member) Filip Kukić (Member) Ken Urakawa (Member)	Pryse Mullinax (Chair)	Lauren Flynn (Chair) Zach Moore (Chair)
2019	Britt Chandler (Chair)	Cody Stahl (Chair)	Kaleb Defreese Jordan Hicks Emily Kulakowksi Sarah Meyer Sarah Mrs Jordan Moses Derek Savage Kaitlyn Staab Whitney Tramel
2018		Kim Catlett (Chair)	Emily Anderson Deb Canada Jonathan Goatcher Tim Lentine Kelsey Minson Will Quillman
2017	Brandon Robinson (Member)		Wyatt Briggs Richie Flores Diana Crespo Jen Bero
2016	Lizzie Heil (Member) (Chair)	Liana Tobin	Isaiah McFarland Matt Marshall Robin Conroy Brittany Brandt
2015	Mitch Magrini (Chair) (Chair) Steven Woodworth (Chair) Lisa Maiz (Member)	Krista Pamperian (Chair) Lisa Maiz (Member)	Sarah Kettlecamp Emma Ostermann Jeff Wilson
2014	Tim Gabriel (Member) (Member)	Jenny Honeycutt	Carolyn Rockwell Joe Todd
2013	Richard Burnett (Member) (Member) Jasmine Richmond (Member) Justin Turner (Chair)	Ivan Gomez	Brett McQueen

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2012	Israel Montero (Member) Landry Moore (Member) David Temple (Member) John Trejo (Member)	Lindsay Hough
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### ***HONORS, RECOGNITIONS AND AWARDS***

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- Distinguished Early Career Faculty Award, Oklahoma State University, 2021
- National Strength and Conditioning Association (NSCA) Tactical Strength and Conditioning Practitioner of the Year 2021, August 3, 2021
- Global Education Faculty Excellence Award, Oklahoma State University, 2019-2020
- Visiting Professor (Invited), Bond University – Tactical Research Unit (TRU), Robina, QLD, AUS, May 4 – May 18, 2020
- Donald R. Hekkers Community Service Award, Colorado Springs Fire Department, April 11, 2019.
- Visiting Professor (Invited), Toyo University, Tokyo, Japan, December 5-15, 2018
- Visiting Professor (Invited), Bond University – Tactical Research Unit (TRU), Robina, QLD, AUS, June 10 - July 1, 2018
- Honorary Adjunct Professor, Bond University, Robina, QLD, AUS, 2015-Present
- Outstanding Islander Award, Texas A&M University-Corpus Christi, February 2012
- American Council on Exercise Master Trainer, 2011-Present
- Fellow National Strength and Conditioning Association (FNCSA), 2009
- National Strength and Conditioning Association Certification Commission: Bronze Award, 2007
- National Strength and Conditioning Association: Recertified with Distinction, 2006, 2009, 2012, 2015
- National Strength and Conditioning Association: Personal Trainer of the Year Finalist, 2004

### ***PROFESSIONAL SERVICE***

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- National Strength and Conditioning Foundation: Board of Directors, NSCA Board Liaison, 2022-2025

- Warriors Rest Foundation: Advisory Council Member: Edmond, OK, 2022-Present
- National Strength and Conditioning Association: National Strength and Conditioning Association Fellows Review Committee Chair, 2022
- National Strength and Conditioning Association: Abstract Reviewer, 2021 National Strength and Conditioning Association National Conference, Orlando, FL.
- National Strength and Conditioning Association: National Strength and Conditioning Association Fellows Review Committee, 2019-2022
- International Journal of Environmental Research and Public Health, Guest Co-Editor, Special Topics Issue: Testing, Physical Conditioning and Injury Mitigation for Tactical Populations, 2020
- National Strength and Conditioning Association: Tactical Strength and Conditioning Practitioner of the Year Award Selection Task Force, 2017- 2020
- National Strength and Conditioning Association: Board of Directors, At Large Member, 2016-2019, 2022-2025
- National Strength and Conditioning Association: Board of Directors, Secretary Treasurer, 2017-2019
- National Strength and Conditioning Association: Board of Directors, Vice President, 2016- 2017, 2022-2023
- National Strength and Conditioning Association: Tactical Strength and Conditioning Facilitators Job Task Analysis Task Force, 2017
- Australian Strength and Conditioning Association (ASCA) Poster Presentation Reviewer, International Conference on Applied Strength and Conditioning, 2016 - 2018
- National Strength and Conditioning Association: NSCA-CPT Exam Development Committee, Subject Matter Expert (Invited Guest). 2015-2016
- National Strength and Conditioning Association: Tactical Strength and Conditioning Practitioners Course Review Committee – 2015
- National Strength and Conditioning Association: Abstract Reviewer, 2015 National Strength and Conditioning Association National Conference, Orlando, FL., 2015
- National Strength and Conditioning Association: Conference Committee Chair, 2015-2018
- National Strength and Conditioning Association: Nominations Committee Chair, 2014-2015
- Australian Strength and Conditioning Association (ASCA) Student Poster Presentation Reviewer, International Conference on Applied Strength and

Conditioning, 2012, 2013

- National Strength and Conditioning Association Foundation: Grant Application Reviewer, 2012, 2017
- National Strength and Conditioning Association: Nominations Committee, 2013-2015
- Australian Strength and Conditioning Association (ASCA) Tactical Strength and Conditioning Australia, Curriculum Development, **Dawes, J.** (2013, May). *TSACA: Tactical Nutrition*. Australian Strength and Conditioning Association. Level 1-Tactical Strength and Conditioning Australia Course, Content Preparation.
- Australian Strength and Conditioning Association (ASCA) Tactical Strength and Conditioning Australia, Advisory Committee, 2011-2016
- National Strength and Conditioning Association: Midwest Regional Coordinator, 2011-2013
- National Strength and Conditioning Association: Conference Committee Member, 2010- 2014
- 7<sup>th</sup> Group Special Forces- Army Office of Special Operations-Special Forces Branch, Consultant, 2013
- National Strength and Conditioning Association State/Provincial Director: Texas, 2010-2011
- IDEA Health and Fitness Personal Trainer of the Year Selection Committee, 2010
- National Strength and Conditioning Association State/Provincial Director: Oklahoma, 2006- 2007
- National Strength and Conditioning Association, Leadership Summit, Invited Guest, 2007
- National Strength and Conditioning Association: NSCA-CPT Job Analysis Committee, 2006-2007
- National Strength and Conditioning Association: NSCA-CPT Exam Development Committee, Subject Matter Expert (Invited Guest). 2007, 2014
- National Strength and Conditioning Association: Personal Trainers Special Interest Group: Executive Council Secretary, 2005-2007
- National Strength and Conditioning Association: Personal Trainers Special Interest Group: Executive Council Member, 2004-2007
- National Strength and Conditioning Association: Personal Trainers Special Interest Group: Member 2003- 2007

### **Journal Editorial Reviewer**

- Journal of Strength and Conditioning Research: Senior Associate Editor, 2017-Present
- Strength and Conditioning Journal, Associate Editor, 2014-Present
- Journal of Sport and Human Performance: Associate Editor, 2013-Present
- Journal of Australian Strength and Conditioning: Associate Editor, 2008-Present
- Strength and Conditioning Journal: Exercise Technique Column Editor, 2012-Present
- Journal of Strength and Conditioning Research, Reviewer, 2014-Present
- Journal of Military and Veterans' Health, Reviewer, 2014
- Journal of Occupational Rehabilitation, Reviewer 2014
- Journal of Sport and Health Science, Reviewer 2014
- Journal of Sports Research, Reviewer 2014
- Sports Biomechanics, Reviewer, 2013
- Topics in Integrative Health Care, Reviewer, 2013
- National Strength and Conditioning Association Hot Topics Article Reviewer, Reviewer, 2013
- Journal of the International Society of Sports Nutrition: Reviewer, 2010-2011
- Strength and Conditioning Journal Article Reviewer, 2004-Present
- Strength and Conditioning Journal: Point/Counterpoint Column editor, 2011
- Performance Training Journal Article Reviewer, 2007-2010
- NSCA's Tactical Strength and Conditioning (TSAC) Report Article Reviewer, 2007-2010
- Strength and Conditioning Journal: One-on-One Column editor, 2006-2008

### **Event Host**

- Oklahoma State University International Sport and Tactical Fitness Virtual Conference, Online, April 13-14, 2021
- National Strength and Conditioning Association Midwest Regional Conference-Event Host, Houston, TX, June 7-8 2013
- National Strength and Conditioning Association Midwest Regional Conference-Event Host, Oklahoma State University, Stillwater, OK, May 2012
- CSCS /NSCA-CPT Exam Prep Symposium- Event Host, Texas A&M- Corpus

Christi, Corpus Christi, TX, April 2011

- National Strength and Conditioning Association State Clinic- Event Host, University of Oklahoma, Norman, OK, February 2007
- National Strength and Conditioning Association State Clinic- Event Host, 180 Center for Health and Performance, Edmond, OK, July 2006
- CSCS Symposium- Event Host, University of Central Oklahoma, Edmond, OK, May 2006  
Nutrition for the Strength Coach/Fitness Professional- Event Host, University of Central Oklahoma, Edmond, OK, November 2005

### **UNIVERSITY SERVICE**

- Institutional Review Board – Committee member, Oklahoma State University, September 2022-Present
- Fire Council Chair, Oklahoma State University Fire Council, Oklahoma State University, May 2022-Present
- Vice- Chair, Oklahoma State University Fire Council, Oklahoma State University, July 2021- May 2022
- Planning Committee Member, William J. Hybl Sports Medicine and Performance Center, University of Colorado Colorado Springs, 2018-2019
- Coordinator of Athletic Performance Services, University of Colorado-Colorado Springs, Colorado Springs, CO, 2015- 2018
- Tenure-Track Representative: Beth El College of Nursing and Health Science, Faculty Assembly, University of Colorado-Colorado Springs, 2015-2016, 2016-2017
- Ronald McNair Scholarship Program Faculty-Student Mentor, Texas A & M University- Corpus Christi, 2012-2013

### **COLLEGE SERVICE**

- Environmental Health and Safety Committee, (College of Education, Health and Aviation/ Human Sciences), Member, Oklahoma State University, 2020-2021
- Faculty Advisory Committee, (College of Education, Health and Aviation/ Human Sciences), Member, Oklahoma State University, 2020-2022
- Naming of the New College Committee, (College of Education, Health and Aviation/ Human Sciences), Member, Oklahoma State University, 2019
- Primary Unit Committee (PUC) Chair: Dr. Andrea Huchins, Associate Professor, Post- Tenure Review, University of Colorado-Colorado Springs, 2018
- Primary Unit Committee (PUC) Member: Dr. Jennifer Zohn, Assistant Professor,

Third- Year Review, University of Colorado-Colorado Springs, 2018

- Deans Review Committee (DRC) Member, Kathy Prue-Owens, Associate Professor, University of Colorado Colorado Springs 2017
- Search Committee Member: Human Resources Professional for Beth-El College of Nursing and Health Sciences, University of Colorado-Colorado Springs, 2014-15
- Faculty Affairs Council- Tenure-Track Representative, University of Colorado-Colorado Springs, 2013-2017
- Beth-El College of Nursing and Health Sciences Mountain Lion Experience, University of Colorado-Colorado Springs, November 2013
- College of Education (COE) - Research Enhancement Committee Member, Texas A & M University-Corpus Christi, 2012-2013
- College of Education (COE) - Department of Kinesiology Representative, TAMUCC Islander Day, Texas A & M University-Corpus Christi, 2013

#### **DEPARTMENTAL SERVICE**

- Faculty Search Committee Chair: Kinesiology, Applied Health and Recreation, Teaching Assistant Position, - Applied Exercise Science, Oklahoma State University, 2022
- Faculty Search Committee Member: Kinesiology, Applied Health and Recreation, Tenure- Track Faculty Position- Applied Exercise Science, Oklahoma State University, 2021
- Search Committee Member: Dept. of Wellness, Fitness, Oklahoma State University, 2021
- National Strength and Conditioning Association Education Recognition Program- Undergraduate Coordinator, Oklahoma State University, 2021-Present
- Undergraduate Program Coordinator, Applied Exercise Science, Oklahoma State University 2020-Present
- Faculty Search Committee Member: Dept. of Health and Human Performance, Tenure-Track Faculty Position- Applied Exercise Science, Oklahoma State University, 2020
- Faculty Search Committee Chair: Dept. of Health and Human Performance, Tenure-Track Faculty Position- Sport and Coaching Science, Oklahoma State University, 2020
- Program Coordinator, Master of Science in Strength and Conditioning, University of Colorado-Colorado Springs, Colorado Springs, CO
- National Strength and Conditioning Association Education Recognition Program- Graduate Coordinator, University of Colorado-Colorado Springs, 2018-2019

- National Strength and Conditioning Association Education Recognition Program- Undergraduate Coordinator, University of Colorado-Colorado Springs, 2013-2019
- Primary Unit Committee (PUC) Chair: Dr. Andrea Hutchins, Associate Professor, Post- Tenure Review, University of Colorado-Colorado Springs, 2018
- Faculty Search Committee Member: Health Sciences, Dept. of Health Sciences, Visiting Professor Position- Athletic Training, University of Colorado-Colorado Springs, 2018
- Distinguished Speaker Series Committee- Member, University of Colorado-Colorado Springs, 2017-Present
- Primary Unit Committee (PUC) Committee Member: Dr. Keston Lindsay, Assistant Professor, First-Year Review, University of Colorado-Colorado Springs, 2017
- Primary Unit Committee (PUC) Committee Member: Dr. Morgan Lee, Assistant Professor, First-Year Review, University of Colorado-Colorado Springs, 2017
- Member, Promotion and Tenure Revision Task Force, 2016-2017
- Faculty Search Committee Member: Exercise Physiologist, Dept. of Biology, Assistant Professor Position, University of Colorado-Colorado Springs, 2016-2017
- Faculty Search Committee Member: Health Sciences, Dept. of Health Sciences, Assistant Professor Position, University of Colorado-Colorado Springs, 2016-2017
- Faculty Search Committee Member: Biostatistician, Assistant Professor Position, University of Colorado-Colorado Springs, 2015-2016
- Faculty Search Committee Member: Biostatistician, Assistant Professor Position, University of Colorado-Colorado Springs, 2014-2015
- Department of Health Sciences Merit Review Committee, University of Colorado-Colorado Springs, 2014-2017
- Faculty Search Committee Member: Motor Development/Pedagogy Assistant Professor Position, Texas A & M University-Corpus Christi, 2012-2013
- Athletic Training Curriculum Committee Member, Texas A & M University-Corpus Christi, 2011-2013
- Athletic Training Education Program (ATEP) Scholarship Selection Committee Member, Texas A & M University-Corpus Christi, 2012-2013
- Faculty Search Committee Member: Exercise Science Assistant Professor Position, Texas A & M University-Corpus Christi, 2011 -2012

- Tenure and Promotion Committee Member: Dr. Randy Bonnette, Full-Professor, Texas A & M University-Corpus Christi, 2012
- Athletic Training Education Program (ATEP) Selection Committee Member, Texas A & M University-Corpus Christi, 2010-2012

### **COMMUNITY SERVICE**

- Colorado State Patrol, Pre-hire fitness screening, Colorado Springs, CO. Multiple dates 2016-2019
- United States Olympic Committee, Performance Testing, Men's Acrobatics, United States Olympic Training Center, 2018
- Colorado Springs Fire Department, Volunteer Strength and Conditioning Coach, 2017-2019
- Colorado State University-Pueblo, Athletic Assessment Testing, Men's Lacrosse, Pueblo, CO. February 14, 2015
- Colorado Springs Police Department, Test administrator. Fitness Testing (Sub-maximal Bike Protocol), Colorado Springs, CO. December, Multiple Dates, 2014
- University of Colorado Colorado Springs, Colorado Springs, CO., Functional Movement Screening for UCCS Police Department, September 9-12, 2014
- Colorado State Patrol Fit Game, Judge- Powerlifting, Lakewood, CO, September 6, 2014
- Colorado State Patrol Fit Games Injury Prevention Clinic, Presenter, Lakewood, CO., July 21, 2014
- In-Service Presentation: Improving Fitness for Wildland Firefighting, Stonewall Volunteer Fire Department, Stonewall CO., June 21, 2014
- In-Service Presentation: An Integrated Approach to Fitness Training for the Law Enforcement Officer, Colorado State Patrol Fitness Advisory Panel, Lakewood, CO., February 17-20, 2014
- University of Colorado-Colorado Springs (UCCS), Tactical Strength and Conditioning for UCCS Law Enforcement Officers, Colorado Springs, CO., 2013-2014
- Physical Fitness Training Manual Reviewer/Consultant, United States Marine Corp, 2011
- US Paralympic Archery Team, Performance Testing, 2010

### **PAID CONSULTING**

2019            Colorado State Patrol Fitness Consultant/Advisor, Colorado State Patrol, Lakewood, CO.

- 2012-2013 Hedstrom Plastics, Ashland, OH. Surge™ Training Manual Development
- 2012-2013 Strength and Conditioning Consultant, Millersville Marauders Women's Volleyball Team, Millersville, PA
- 2012-2013 Fitness Instructor, Corpus Christi Police Department, Corpus Christi, TX
- 1997-2013 Independent Performance Enhancement Specialist/Fitness Instructor

## APPENDIX D

### Charge to the Evaluation Team

The purpose of your visit is to assess the readiness of this institution to offer programs at a different level of study from those it now offers. In making your assessment, please use the standards in §52.2 of the [Regulations of the Commissioner of Education](#), “Standards for the registration of undergraduate and graduate curricula.”

In preparation for your visit, the institution has prepared a proposal for programs at the new level, including its own self study of its readiness to move to that level. Please review the proposal and self-study, compiling in advance questions to be asked and evidence to be reviewed. During the visit, discuss the proposal and self-study with faculty, administrators, students, and other members of the institutional community; examine its facilities, equipment, library resources, and other academic and student-related resources; and develop findings with regard to the points listed below, together with any recommendations the team regards as important for the institution’s readiness to offer programs at the level proposed.

At the end of the visit, prepare the team’s report to the institution. State your findings, citing appropriate evidence. List your recommendations to the institution to strengthen its proposal and enhance its readiness to offer programs at the proposed level, in relation to the standards in the Commissioner’s Regulations. In preparing the report:

- Use the standards as touchstones for writing.
- Cite observations made, information gathered, and discussions held during the visit.
- Provide specific details to support assertions.
- Where possible, provide balanced commentary, identifying strengths as well as concerns.
- Base your recommendations on your findings and connect them to the standards.

#### Topics to be addressed:

#### *Mission, Institutional Commitment, and Long-range Planning*

- **The institution understands the implications of this new role.**
  1. How will the addition of this new level of degree affect the institution’s mission?
  2. Assess the degree to which the addition of this new level of degree may alter the nature of the constituency the institution seeks to serve. Assess the consistency of that change relative to the institution’s mission.
  3. Assess the extent to which the institution understands the implications of this change and is committed to implementing it.
  4. Assess the extent to which the change has been widely discussed among the members of the administration, the faculty, and, if appropriate, the trustees. Is there reasonable consensus about this new direction?

Findings:

Recommendations:

Suggestions:

- **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**
5. Assess the extent to which the addition of this new level of degree plays a role in the institution's long-range plan.
  6. Assess the extent and depth of the institution's research on the demand for graduates at this new level of degree, the knowledge and skills expected of them, the supply of such graduates, and its own capacity to meet this demand.
  7. What will be the likely impact of the introduction of this new level of degree on the institution's existing programs?
  8. Assess the proposed program's relationship to the institution's other programs in terms of service function, joint research, interdisciplinary programs, support programs, and so forth, as applicable.

Findings:

Recommendations:

Suggestions:

### ***Academic Governance and Administration***

*52.2(e)(1) Responsibility for the administration of institutional policies and programs shall be clearly established.*

*52.2(e)(2) Within the authority of its governing board, the institution shall provide that overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers. Other appropriate segments of the institutional community may share in this responsibility in accordance with the norms developed by each institution.*

*52.2(e)(3) The institution shall establish, publish and enforce explicit policies with respect to:*

*(i) academic freedom;*

*(ii) the rights and privileges of full-time and part-time faculty and other staff members, working conditions, opportunity for professional development, workload, appointment and reappointment, affirmative action, evaluation of teaching and research, termination of appointment, redress of grievances and faculty responsibility to the institution; .....*

*(iii) requirements for admission of students to the institution and to specific curricula, requirements for residence, graduation, awarding of credit, degrees or other credentials, grading, standards of progress, payment of fees of any nature, refunds, withdrawals, standards of conduct, disciplinary measures and redress of grievances.*

- **The institution's existing programs provide a solid foundation for moving to a new level.**

9. For the existing programs, assess the degree of faculty engagement in and responsibility for the setting of curricular and academic standards and for defining and implementing what students should know and be able to do.

Findings:

Recommendations:

Suggestions:

- The institution has the resources and systems to operate at the current level and undertake the expanded educational role.

10. Assess the appropriateness of the institution's governance structure and processes to the new level of education.

11. What are the faculty or administrative units or processes that will oversee the new level of degree programs? What need is there a need for a separate oversight process or structure (e.g., for graduate study)?

Findings:

Recommendations:

Suggestions:

### ***Financial Resources, Facilities and Equipment***

*52.2(a)(1) The institution shall possess the financial resources necessary to accomplish its mission and the purposes of each registered curriculum.*

*52.2(a)(2) The institution shall provide classrooms, faculty offices, auditoria, laboratories, libraries, audio-visual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use.*

*52.2(a)(3) The institution shall provide equipment sufficient in quantity and quality to support instruction, research, and student performance.*

- **The institution's existing programs provide a solid foundation for moving to a new level.**

-

12. Assess the adequacy of the financial resources that the institution provides to support its existing degree programs.
13. Assess the soundness of the institution's financial condition and management.
14. Assess the adequacy of classroom, laboratory, computer, clinical, and other instructional facilities and equipment to support the existing programs, including instruction, research, and student performance.

Findings:

Recommendations:

Suggestions:

- **The institution understands the implications of this new role.**

15. Assess the extent to which the financial projections for the proposed program(s) at the new level reflect a realistic understanding of the increased costs of supporting education at that level, such as salaries for better qualified faculty, lower faculty/student ratios, modified faculty workloads, increased professional development costs, and expanded library and other learning resources, without diminishing the quality of the current level of study.
16. Assess the extent to which instructional facilities and equipment augment those needed for the current mission.

Findings:

Recommendations:

Suggestions:

- **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**

17. Assess the soundness of the institution's financial planning for the new level of mission, including total resources required, internal reallocations, incremental funding, and costs to students. If appropriate, what additional sources of ongoing revenue has it identified?

Findings:

Recommendations:

Suggestions:

***Library and Information Resources***

52.2(a)(4) *The institution shall provide libraries that possess and maintain collections sufficient in depth and breadth to support the mission of the institution and each registered curriculum. Libraries shall be administered by professionally trained staff supported by sufficient personnel. Library services and resources shall be available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.*

- **The institution's existing programs provide a solid foundation for moving to a new level.**

18. Assess the adequacy of real and virtual library resources, including books, journals and other periodicals, data bases, and other general materials and materials in existing program areas, in terms of depth, breadth, and currency. Assess the extent to which the library's real and virtual resources augment those needed for the existing programs.
19. Assess the adequacy of the acquisition and disposition policies.
20. Assess the methods including the use of library resources in course assignments for assuring information literacy for students, faculty and staff. Assess their adequacy.
21. Assess the use of library resources in course assessments to assure that graduates have appropriate information literacy research skills and assess their adequacy
22. Assess the library staffing and evaluation of library and information services.

Findings:

Recommendations:

Suggestions:

- **The institution understands the implications of this new role.**

23. Assess the extent to which the library's real and virtual resources supplement the new level of study.
24. Assess the provisions for information literacy skills, e.g., are they appropriate to the new level of study.

Findings:

Recommendations:

Suggestions:

- **The institution has the resources and structures to undertake the expanded educational role.**

25. Assess whether the planning and resource allocation described provides information literacy and library support for the new level of study.
26. Assess the adequacy of the institution's library collection to support the new level of study.

Findings:

Recommendations:

Suggestions:

### **Faculty**

*52.2(b)(1) All members of the faculty shall have demonstrated by training, earned degrees, scholarship, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.*

*52.2(b)(2) To foster and maintain continuity and stability in academic programs and policies, there shall be in the institution a sufficient number of faculty members who serve full-time at the institution.*

*52.2(b)(3) For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives, and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.*

*52.2(b)(4) At least one faculty member teaching in each curriculum culminating in a bachelor's degree shall hold an earned doctorate in an appropriate field, unless the commissioner determines that the curriculum is in a field of study in which other standards are appropriate.*

*52.2(b)(5) All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they direct graduate students.*

*52.2(b)(6) The teaching and research of each faculty member, in accordance with the faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.*

*52.2(b)(7) Each member of the faculty shall be allowed adequate time, in accordance with the faculty member's responsibilities, to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance and carry out other academic responsibilities appropriate to his or her position, in addition to performing assigned teaching and administrative duties.*

- **The institution's existing programs provide a solid foundation for moving to a new level.**

27. Assess the adequacy of the faculty to meet the needs of existing academic programs in terms of number, credentials, areas of specialization, teaching experience, and scholarly/professional achievement. Assess the institution's plans for future staffing. Assess the credentials and involvement of adjunct and support faculty.
28. Assess the adequacy of the core full time faculty to assure continuity and stability in academic programs and policies.
29. Assess the extent to which current faculty/student ratios promote effective instruction.
30. Assess the adequacy of the provisions for faculty development and the extent to which faculty are professionally up-to-date and engaged with their peers in and outside the institution.
31. Assess the adequacy of time provided for faculty to prepare course materials, advise students, carry out research, participate in institutional governance, and carry out other essential non-teaching duties.
32. Assess the adequacy of the institution-wide system for faculty evaluation, including peer review and student evaluation, which encompasses the range of faculty roles and responsibilities.
33. Assess the diversity of the faculty in terms of race/ethnicity, gender, age, seniority, and academic preparation.

Findings:

Recommendations:

Suggestions:

- **The institution understands the implications of this new role.**

34. Assess the extent and depth of the experience of members of the faculty and administration at the new degree level.

Findings:

Recommendations:

Suggestions:

- **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**

35. Assess the ways in which the faculty evaluation system will need to be modified to accommodate the new level of education.

36. Assess the extent to which current faculty qualifications need improvement or augmentation in order to provide appropriate preparation to teach and perform other faculty functions at the new degree level.
37. Assess the adequacy of the institution's plans for faculty to use time in new ways appropriate to the new level.
38. Assess the adequacy of the institution's plans to provide a core of full-time faculty who will foster and maintain continuity and stability at the new level of study, including any plans to add faculty.

Findings:

Recommendations:

Suggestions:

### ***Curricula, Academic Standards, and Assessment***

*50.1(o) Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter.*

*52.1(b)(3) To be registered, each curriculum shall show evidence of careful planning. Institutional goals and objectives of each curriculum and of all courses shall be carefully defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.*

*52.1(f) Each course offered for credit by an institution shall be part of a registered curriculum offered by that institution, as a general education course, a major requirement, or an elective.*

*52.2(c)(1) In addition to the requirements of section 53.3 of this Subchapter, the objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.*

*52.2(c)(2) For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion, in accordance with paragraphs (6) - (10) of this subdivision.*

*52.2(c)(3) Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.*

*52.2(c)(5) The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.*

52.2(e)(4) *Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term.*

- **The institution's existing programs provide a solid foundation for moving to a new level. The institution understands the implications of this new role.**
39. Assess the adequacy of the institution's processes to plan its existing programs, set their goals and allocate resources for them, evaluate their quality, and assess their educational outcomes. Assess the appropriateness of the processes to the new level of education. If they are not appropriate, what different processes are needed?
  40. Assess the soundness of the existing curricula in content (breadth, depth, currency) and organization (course sequencing, prerequisites, frequency of offering) and the consistency of the curricular content of existing programs with their objectives and professional standards.
  41. Assess the adequacy and appropriateness of the expectations and requirements of student learning and student performance for the existing programs.
  42. Assess the appropriateness of the content, modes of instruction, and kinds of tasks and assignments in the existing courses to their level and to the skill and knowledge expectations in the field. To what extent will the modes of instruction currently used be applicable to the new level?
  43. Assess the adequacy and appropriateness of the modes of assessment of students used in existing programs. To what extent will they be adequate and appropriate for the new level? If they will not be adequate or appropriate, what modes of assessment would be?
  44. Assess extent to which the objectives and requirements of existing programs are clearly defined and published.
  45. If appropriate, assess the roles of research, independent study, experimentation, and demonstration of professional performance in the existing programs. Will their roles be different in the new-level programs?
  46. Assess the appropriateness of the credit awarded for courses to their scope, content, and level.
  47. Assess the institution's recognition as a source of expertise and leadership in the academic or professional field in which it intends to move to the new level of education.
  48. Assess the extent to which institutional policies and procedures may impede student progress and graduation and discuss possible changes.

Findings:

Recommendations:

Suggestions:

- **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**
49. Comment on any special focus of the proposed program as it relates to the discipline.
  50. Assess the institution's plans and expectations for continuing program development and self-assessment.

Findings:

Recommendations:

Suggestions:

***Admissions/Students***

*52.2(d)(1) The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admissions process shall encourage the increased participation in collegiate programs at all levels of persons from groups historically underrepresented in such programs.*

*52.2(d)(2) Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.*

- **The institution's existing programs provide a solid foundation for moving to a new level.**

51. Assess the extent to which the admissions requirements for the existing programs are clearly defined, appropriate to the program and level, and adhered to.
52. Assess the degree to which admissions process sufficiently and effectively assesses each applicant's capacity to engage in study at the current degree level.

Findings:

Recommendations:

Suggestions:

- **The institution understands the implications of this new role.**

53. Assess the degree to which the admissions requirements for the proposed program(s) at the new level reflect an understanding of the demands of that level of academic pursuit.
54. What effect is this change likely to have on the institution's clientele for admission?
55. Assess the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees. Assess the provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?
56. Assess the likely effect of this change on the institution's student retention rate.
57. Assess the professional development activities planned for admissions staff to prepare them for the new degree level.

Findings:

Recommendations:

Suggestions:

***Academic and Support Services***

*52.2(e)(5) The institution shall provide academic advice to students through faculty or appropriately qualified persons. The institution shall assure that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.*

*52.2(e)(6) The institution shall maintain for each student a permanent, complete, accurate, and up-to-date transcript of student achievement at the institution. This document will be the official cumulative record of the student's cumulative achievement. Copies shall be made available at the student's request, in accordance with the institution's stated policies, or to agencies or individuals authorized by law to review such records.*

*52.2(f)(2) The institution shall assure that whenever and wherever the institution offers courses as part of a registered curriculum it shall provide adequate support services.*

- **The institution's existing programs provide a solid foundation for moving to a new level.**

58. Assess the adequacy of the methods by which the institution assesses the skill levels of entering degree students and addresses the development of college level skills and literacy, including writing, quantitative, research, and critical reasoning skills.
59. Assess the adequacy of the institution's academic and other support services needed for students to succeed in the programs and at the levels for which they have been admitted.
60. Assess the adequacy of student advising and program planning services to support the current academic programs.

Findings:

Recommendations:

Suggestions:

- **The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**

61. Will any new services be needed to support the new level? If so, what are they?
62. Assess the professional development activities planned for support services staff to prepare them for the new degree level.
63. Assess the institution's system for monitoring students' progress and performance and for advising students regarding academic and career matters.

64. Assess prospects for placement or job advancement for graduates of the existing programs.

Findings:

Recommendations:

Suggestions:

***Other Comments***

65. What evidence is there of need and demand for the proposed program locally, in the State, and in the field at large? If relevant, what is the extent of occupational demand for graduates?

66. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

Findings:

Recommendations:

Suggestions:

## APPENDIX E

### External Evaluation Report 1: Michael Miller, PhD



#### Program Review Charge

Michael G. Miller was hired as an external expert consultant by Lehman College, Department of Exercise Sciences and Recreation to evaluate the proposed PhD program in Human Performance and Fitness. The scope of work consisted of reviewing proposal documents created by faculty/administrators at Lehman College, interviews with department faculty and master degree students and the Dean of the School of Health Sciences, Human Services and Nursing. Other tasks included conducting a thorough review of the department and Lehman college websites and similar PhD programs within the United States for comparisons.

#### Individuals Interviewed

Dr. Elgoria Harrison, Dean, School of Health Sciences, Human Services and Nursing  
Dr. Brad Schoenfeld, Professor, Dept. of Exercise Sciences and Recreation  
Dr. Douglas Oberlin, Assistant Professor, Dept. of Exercise Sciences and Recreation  
Dr. Gul Tiryaki-Sonmez, Chair and Professor, Dept. of Exercise Sciences and Recreation  
Max Coleman, student, MS in Human Performance & Fitness  
Francesca Augustin, student, MS in Human Performance & Fitness

#### Strengths

Multiple strengths were identified during the evaluation of the proposed PhD program. These strengths were based upon the findings found within the proposal documents, Lehman College's webpages, identifying similar PhD programs across the country, interviews with administrators, faculty and students.

1. Faculty who teach and conduct research, currently within the MS in Human Performance & Fitness, have the acumen and desire to deliver a robust PhD program. Additionally, the notoriety of the faculty only enhances the potential recruitment of PhD students, ensuing that enrollment benchmarks are met, and most likely, to be exceeded.
2. The creation of the PhD program has upper administration support and oversight in order to make certain program effectiveness and delivery comes to fruition.
3. There is current enthusiasm and sincere interest of current master degree students to pursue the PhD degree at Lehman. This interest provides continuity of current research endeavors and allows students to build upon their research interests and become respective scholars.
4. There appears to be adequate space and equipment for student research experiences and practical applications to further develop and enhance their skills in the PhD program.

#### Recommendations

This section summarizes recommendations based upon the "standards for the registration of undergraduate and graduate curricula" provided by Lehman College. A summary of findings are reported within each major section of the standards.

## **Financial Resources, Facilities and Equipment**

A yearly budget for equipment/supplies were not provided. Resources to implement the program are predicated solely around student tuition only. Consultation with faculty/administrators did state funds are available for students, but these were loosely defined in overall scope. Current laboratory space and equipment appear to be sufficient to meet the demands of the proposed PhD program.

Recommendations:

1. Consider adopting a yearly budget for supplies or miscellaneous equipment needs of the lab spaces to maintain or enhance needs. A yearly budget often results in continued planning and acquisition of necessary resources.
2. Establish a specific funding source for PhD students to publish/promote research and conference attendance to develop student professional relationships with peers and experts in the field.
3. While there are opportunities for PhD students to teach, there are no designated type of positions or funding. Consider proposing doctoral assistantships or doctoral teaching assignments, along with criteria and qualification for these positions and expectations for these positions.
4. Consider promoting any/all type of financial aid, assistantships/adjunct positions or other awards in programmatic materials and websites so all students are aware and have opportunities to apply if desired.

## **Library and Information Resources**

The library and resources provided are adequate for the needs of the program.

## **Faculty**

There are currently four faculty assigned to the MS in Human Performance & Fitness that are also assigned to the proposed PhD program, with another faculty position in the process of being hired. Current faculty have content and research expertise to administer the PhD program.

Recommendations:

1. To meet the increased demands of research and instruction, the qualifications of the new hire should have a terminal degree.
2. Workload distribution is heavily in favor of tenured faculty, teaching and supervising the research courses and overseeing the research within the MS program as well as proposed PhD program. While a new hire, with appropriate qualifications will help alleviate the workload, consider re-arranging courses or supervision/mentorship of current MS student and future PhD student in a more equitable arrangement among all faculty.

## **Curricula, Academic Standards, and Assessment**

The proposed PhD program will utilize the current MS in Human Performance & Fitness curriculum, with two additional research capstone courses. Therefore, the PhD coursework is tightly connected and has limited distinction beyond that of the current MS program. As such,

PhD students will be taking the same courses as MS students, although additional course objectives were proposed but were not identified in each of the courses.

Recommendations:

1. Consider creating new courses based upon faculty expertise and to capture the current trends in human performance in order for PhD students to gain more advanced knowledge and experiences. Just utilizing current courses does not increase the depth of knowledge or experiences of those who already have taken said courses. Communication with the registrar about degree awards using the same coursework as the MS should be scheduled. Moreover, and to my knowledge, I am not aware of any PhD program that only uses current Master degree courses as the required PhD coursework.
2. Review the content and objectives in MAT 582, MAT 782, and HEA 600 to determine if these courses are offering content and experiences different from the current research/statistical courses already embedded within the MS in Human Performance & Fitness.
3. Based upon the proposed course recommendations above, it is suggested that faculty and administrators review other PhD programs of similar scope and focus (see appendix A: listing of similarly identified PhD programs). While these programs may not encapsulate the overall rationale or philosophy of the current PhD proposal, reviews of these programs (and others) can help guide in the creation of advanced coursework.

Current assessment measures for the PhD program are focused upon the academic coursework, grades and faculty evaluations. There were no other metrics or outcomes to demonstrate overall program effectiveness, research experiences, or other professional development of PhD students and faculty. There were limited outcomes based upon the department or Lehman's missions and vision.

Recommendations:

1. Consider identifying outcome metrics that are novel to the proposed PhD program and show program effectiveness and student outcomes. Suggestions could be: student publications and presentations, faculty research publications, presentations, and grants, student employment after graduation, demographics of student admissions based upon the mission of Lehman to serve their constituents, to name a few.

## **Admissions/Students**

The admission process is based upon students being recruited by current faculty and stating their desire to attend Lehman along with choosing a faculty mentor. Application materials and metrics for admission were not provided for a thorough review.

Recommendations:

1. Consider a formal application process, including past course work relative to the PhD program, research and professional experiences, GPA, and other metrics deemed necessary and have this application part of the program web based materials for students to access. Having these metrics or criteria will promote more consistency of application materials across all students.

## **Academic and Support Services**

The PhD program will utilize Lehman College's Instructional Support Services Program (ISSP) for writing support and tutoring. However, it was not determined if these services are part of the tuition costs for the PhD student and/or if these services are required in the curriculum.

## **Other**

Another aspect to consider, similar to the proposed PhD program, is creating a post doctorate (postdoc) fellowship. The postdoc fellowship has some advantages, with individuals already possessing a PhD or other terminal degree, no specific coursework to create or offer, reduce workload of faculty and can be relatively inexpensive to offer. Additionally, a postdoc program is a great stepping stone and preparation for full time academic or professional employment, builds upon research experiences and can be a specialized line or focus of research (such as muscle hypertrophy or specific focus of the faculty). Moreover, mentoring of currently faculty can be more robust and the postdoc individual(s) can teach or direct Master degree and undergraduate research experiences as part of their fellowship.

## **Appendix A**

The following list are similarly related PhD programs used as a reference for this evaluation:

Ball State University – PhD in Human Bioenergetics

Indiana University @ Bloomington – PhD in Human Performance

University of Central Florida – PhD in Kinesiology

## External Evaluation Report 2: Jay Dawes, PhD

### *Mission, Institutional Commitment, and Long-range Planning*

**The institution understands the implications of this new role.**

- **How will the addition of this new level of degree affect the institution's mission?**
- **Assess the degree to which the addition of this new level of degree may alter the nature of the constituency the institution seeks to serve. Assess the consistency of that change relative to the institution's mission.**
- **Assess the extent to which the institution understands the implications of this change and is committed to implementing it.**
- **Assess the extent to which the change has been widely discussed among the members of the administration, the faculty, and, if appropriate, the trustees. Is there reasonable consensus about this new direction?**

**Findings:** The PhD in Human Performance and Fitness for the Department of Exercise Science and Recreation has the potential to enhance the mission of Lehman College by providing opportunities to students in the Bronx to further their education, improve social mobility, and provide transformative educational experiences. The nature of this degree would be attractive to students in the current degree program in the Bronx area, as well as out of state and international students.

After speaking with the dean and faculty, I believe they have a good understanding of the implications required for a successful program. All parties appear to be committed to this program's success; however, there may be some disagreement between administration and faculty regarding unknown financial commitments. All parties seem excited about the idea of the new program and are generally supportive. There seems to be a consensus among the faculty regarding the overall direction being pursued. Administration is supportive, however cautious about making sure a measured approach is taken in regard to the growth of the program.

The addition of a PhD in Human Performance and Fitness appears to meet the overall institutional mission of Lehman College. Not only is this degree option unique in focus, but it also meets the objective of providing an affordable educational option for individuals in this region. There appears to be good support for the program at both the faculty and administrative level and both recognize the potential benefits of this degree option in terms of recruitment and retention. There were some administrative concerns regarding the growth of the program and the potential for hidden costs that may arise. The faculty believe the addition of this program would create minimal financial burden and would actually be profitable early in the development of this program. A detailed plan regarding the resources necessary to develop and grow this program was provided and appears reasonable.

**Recommendations:** While the faculty have provided an acceptable plan on how to develop this program with minimal financial burden, moving forward, it is recommended that the faculty and administration work together to identify potential challenges and develop a plan to manage any foreseeable issues.

**Suggestions:** Faculty and administration should periodically assess program needs to ensure student and faculty success..

**The institution has the resources and systems to both operate at the current level and**

**undertake the expanded educational role.**

- **Assess the extent to which the addition of this new level of degree plays a role in the institution's long-range plan.**
- **Assess the extent and depth of the institution's research on the demand for graduates at this new level of degree, the knowledge and skills expected of them, the supply of such graduates, and its own capacity to meet this demand.**
- **What will be the likely impact of the introduction of this new level of degree on the institution's existing programs?**

**Findings:** This degree option appears to meet the long- range plans of this institution especially in the area of being a catalyst for economic and social mobility for its students. Based on the report provided and interviews with faculty, it seems there is a good grasp on the expectations required of a PhD student and the knowledge required for this program to be successful. The faculty appear to be aware of the skills expected. They also have demonstrated the foundations of a recruitment plan to solicit students at the local, state, and international level. The faculty believe they can accommodate the greater workload associated teaching and mentoring PhD level students.

The new level of degree may affect the current program in several ways. For instance, many of the master's courses will be cross-listed with the PhD courses. In speaking with the faculty the plan will be to add additional assignments to these courses to accommodate for the higher level of rigor expected of a PhD program. This is a common practice and logical solution to ensure the student's educational needs are met. Furthermore, the addition of PhD level students in this program will likely elevate the educational experiences for both masters and undergraduate students. These benefits transcend the obvious of having more experienced students with diverse backgrounds, but also enhance the programs ability to engage students at the graduate and undergraduate level in research. This provides Lehman College with a distinct advantage over larger universities in the area and further allows this program to differentiate itself from competitors.

While additional students may increase the current faculty workload in terms of additional grading and mentoring, it also affords PhD students an opportunity to gain mentorship experience. This may also help offset the increased demands placed on the faculty. In the future additional faculty/adjuncts will most likely need to be hired to help faculty balance these responsibilities with teaching classes at the graduate and undergraduate levels. These issues are addressed in the proposal and the course of action and timelines suggested seem reasonable.

**Recommendations:** Faculty support should be a priority as the PhD program continues to grow to ensure appropriate workloads.

**Suggestions:** Consider graduate teaching positions to help with undergraduate teaching responsibilities and allow faculty more time to focus on mentorship and research.

### *Academic Governance and Administration*

**The institution's existing programs provide a solid foundation for moving to a new level.**

- For the existing programs, assess the degree of faculty engagement in and responsibility for the setting of curricular and academic standards and for defining and implementing what students should know and be able to do.

**Findings:** The Exercise Science faculty will be heavily involved in setting the curricular and academic standards for the proposed PhD program, as well as the knowledge skills and abilities

required of students enrolled in this program. Based on the current class offerings the faculty intend to use pre-existing course in the master's program, with additional completion requirements, to offset the cost of creating new course for the PhD program. This strategy will minimize the initial costs associated with development of the program. One drawback to this approach is that it may limit course options for students that complete a masters and PhD at Lehman College.

**Recommendations:** The reviewer has no further recommendations in this area.

**Suggestions:** Explore the potential of allowing directed or independent study courses as course substitutions for PhD students that also complete their masters at Lehman College.

**The institution has the resources and systems to operate at the current level and undertake the expanded educational role.**

- Assess the appropriateness of the institution's governance structure and processes to the new level of education.
- What are the faculty or administrative units or processes that will oversee the new level of degree programs? What need is there a need for a separate oversight process or structure (e.g., for graduate study)?

**Findings:** Lehman College has other PhD programs they support. Based on this I assume they have the capacity to do the same for the proposed program.

**Recommendations:** The College should evaluate whether they have the capacity to support this program with the current resources they have available.

**Suggestions:** Discussions should be had with upper-administration to determine the level of support available to support this initiative.

### *Financial Resources, Facilities and Equipment*

**The institution's existing programs provide a solid foundation for moving to a new level.**

- Assess the adequacy of the financial resources that the institution provides to support its existing degree programs.
- Assess the soundness of the institution's financial condition and management.
- Assess the adequacy of classroom, laboratory, computer, clinical, and other instructional facilities and equipment to support the existing programs, including instruction, research, and student performance.

**Findings:** Based on the virtual nature of this review process I do not feel I can provide an accurate assessment of the adequacy of facilities, equipment, etc to support this program. Based on the faculty conversations it would appear that they are able to meet student needs with the facilities and equipment currently available.

**Recommendations:** An internal evaluation the colleges financial abilities to meet the demands of this program. Furthermore, acritical analysis of the adequacy of the facilities and equipment should be a priority.

**Suggestions:** Conduct an internal assessment of the college's ability to support this project financially. Faculty should critically evaluate their equipment and facility needs.

**The institution understands the implications of this new role.**

- Assess the extent to which the financial projections for the proposed program(s) at the new level reflect a realistic understanding of the increased costs of supporting education at that

level, such as salaries for better qualified faculty, lower faculty/student ratios, modified faculty workloads, increased professional development costs, and expanded library and other learning resources, without diminishing the quality of the current level of study.

- Assess the extent to which instructional facilities and equipment augment those needed for the current mission.

**Findings:** The financial projections for this program seem reasonable; however, this is not to say that there will not be unanticipated costs with the expansion of the program. A progressive plan to increase the number of faculty as the program continues to grow are presented and appear commensurate with the intake of new students. While the proposed plan does not currently support lower faculty to student ratios, however there is no evidence that suggests this would be a detriment to the program or students. Furthermore, modified faculty workloads should be considered further, as the mentorship requirements will increase with additional students.

**Recommendations:** Evaluate faculty workload distributions prior to the commencement of the program and as the program expands.

**Suggestions:** Workload distributions should be adjusted to factor increased mentorship demands as program continues to grow. Additionally, consider funding graduate teaching assistants to offload faculty in undergraduate courses. This will allow more time for mentorship of graduate students and the pursuit of external funding to support the program.

**The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**

- Assess the soundness of the institution's financial planning for the new level of mission, including total resources required, internal reallocations, incremental funding, and costs to students. If appropriate, what additional sources of ongoing revenue has it identified?

**Findings:** Due to the nature of this evaluation, the reviewer does not feel confident in making judgements concerning the availability of the institutions resources.

**Recommendations:** An internal evaluation of the institutions ability to support this program should be conducted.

**Suggestions:** Current faculty and upper-administration should critically evaluate the institution ability to financially commit to this endeavor.

### *Library and Information Resources*

**The institution's existing programs provide a solid foundation for moving to a new level.**

- Assess the adequacy of real and virtual library resources, including books, journals and other periodicals, data bases, and other general materials and materials in existing program areas, in terms of depth, breadth, and currency. Assess the extent to which the library's real and virtual resources augment those needed for the existing programs.
- Assess the adequacy of the acquisition and disposition policies.
- Assess the methods including the use of library resources in course assignments for assuring information literacy for students, faculty and staff. Assess their adequacy.
- Assess the use of library resources in course assessments to assure that graduates have appropriate information literacy research skills and assess their adequacy
- Assess the library staffing and evaluation of library and information services.

**Findings:** Based on an online search, the institution appears to have adequate resources.

**Recommendations:** No further actions are recommended.

**Suggestions:** No further suggestions.

**The institution understands the implications of this new role.**

- Assess the extent to which the library's real and virtual resources supplement the new level of study.
- Assess the provisions for information literacy skills, e.g., are they appropriate to the new level of study.

**Findings:** Based on an online search, the institution appears to have adequate resources.

**Recommendations:** No further actions are recommended.

**Suggestions:** No further suggestions.

**The institution has the resources and structures to undertake the expanded educational role.**

- Assess whether the planning and resource allocation described provides information literacy and library support for the new level of study.
- Assess the adequacy of the institution's library collection to support the new level of study.

**Findings:** Based on an online search, the institution appears to have adequate resources.

**Recommendations:** No further actions are recommended.

**Suggestions:** No further suggestions.

### *Faculty*

**The institution's existing programs provide a solid foundation for moving to a new level.**

- Assess the adequacy of the faculty to meet the needs of existing academic programs in terms of number, credentials, areas of specialization, teaching experience, and scholarly/professional achievement. Assess the institution's plans for future staffing. Assess the credentials and involvement of adjunct and support faculty.
- Assess the adequacy of the core full time faculty to assure continuity and stability in academic programs and policies.
- Assess the extent to which current faculty/student ratios promote effective instruction.
- Assess the adequacy of the provisions for faculty development and the extent to which faculty are professionally up-to-date and engaged with their peers in and outside the institution.
- Assess the adequacy of time provided for faculty to prepare course materials, advise students, carry out research, participate in institutional governance, and carry out other essential non-teaching duties.
- Assess the adequacy of the institution-wide system for faculty evaluation, including peer review and student evaluation, which encompasses the range of faculty roles and responsibilities.
- Assess the diversity of the faculty in terms of race/ethnicity, gender, age, seniority, and academic preparation.

**Findings:** Based on the projected growth and development of this program the current faculty would appear to meet the demands of adding a PhD program. A plan has been recommended by the faculty to expand this program as demand increases, and seems reasonable with support of the institution. The current faculty can meet the demands of the new program offering, however it was brought to the attention of the reviewer by several individuals that the capacity of faculty to mentor and the sustainability of the program may be in jeopardy with the loss of key faculty members. It is recommended that faculty are encouraged and supported to pursue further

professional development opportunities, as deemed appropriate, to expand the profile of the program and advance their own professional endeavours.

**Recommendations:** Evaluate opportunities for professional development of faculty and support them in these endeavours.

**Suggestions:** Encourage and support faculty in their pursuit of continuing education, scholarship and other endeavours that will continue to elevate the profile of this program and all those involved.

**The institution understands the implications of this new role.**

- Assess the extent and depth of the experience of members of the faculty and administration at the new degree level.

**Findings:** Key members of the faculty have experience in mentoring graduate students at the masters and Phd level.

**Recommendations:** Provide faculty mentorship in working with PhD level students where it is deemed appropriate.

**Suggestions:** As new faculty join this team, providing mentorship training may be of value to ensure they have resources available to support students at the Phd level.

**The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**

- Assess the ways in which the faculty evaluation system will need to be modified to accommodate the new level of education.
- Assess the extent to which current faculty qualifications need improvement or augmentation in order to provide appropriate preparation to teach and perform other faculty functions at the new degree level.
- Assess the adequacy of the institution's plans for faculty to use time in new ways appropriate to the new level.
- Assess the adequacy of the institution's plans to provide a core of full-time faculty who will foster and maintain continuity and stability at the new level of study, including any plans to add faculty.

**Findings:** With any program there are varying levels of ability to mentor PhD level, students. Based on this review there does not appear to be any immediate concerns, however having support for faculty (especially early career faculty) is paramount. It is also recommended that the current faculty continue to build their professional profiles in order to attract high-level students into the program. This is essential so that if key members were to leave the institution the program is sustainable.

**Recommendations:** Aggressively support faculty in their pursuit of academic endeavours to continue building their professional profile, as well as the profile of Lehman College.

**Suggestions:** Consider increasing faculty professional development funds, research seed funding, faculty offloads, and funding graduate teaching assistants to allow faculty the opportunity to elevate their professional profile as well as the profile of Lehman College.

### *Curricula, Academic Standards, and Assessment*

**The institution's existing programs provide a solid foundation for moving to a new level.**

**The institution understands the implications of this new role.**

- Assess the adequacy of the institution's processes to plan its existing programs, set their goals and allocate resources for them, evaluate their quality, and assess their educational

outcomes. Assess the appropriateness of the processes to the new level of education. If they are not appropriate, what different processes are needed?

- Assess the soundness of the existing curricula in content (breadth, depth, currency) and organization (course sequencing, prerequisites, frequency of offering) and the consistency of the curricular content of existing programs with their objectives and professional standards.
- Assess the adequacy and appropriateness of the expectations and requirements of student learning and student performance for the existing programs.
- Assess the appropriateness of the content, modes of instruction, and kinds of tasks and assignments in the existing courses to their level and to the skill and knowledge expectations in the field. To what extent will the modes of instruction currently used be applicable to the new level?
- Assess the adequacy and appropriateness of the modes of assessment of students used in existing programs. To what extent will they be adequate and appropriate for the new level? If they will not be adequate or appropriate, what modes of assessment would be?
- Assess extent to which the objectives and requirements of existing programs are clearly defined and published.
- If appropriate, assess the roles of research, independent study, experimentation, and demonstration of professional performance in the existing programs. Will their roles be different in the new-level programs?
- Assess the appropriateness of the credit awarded for courses to their scope, content, and level.
- Assess the institution's recognition as a source of expertise and leadership in the academic or professional field in which it intends to move to the new level of education.
- Assess the extent to which institutional policies and procedures may impede student progress and graduation and discuss possible changes.

**Findings:** The proposed curriculum and credits awarded for this program are appropriate and commensurate with other programs in the field of exercise science. The objectives of this program and requirements are clearly defined and appropriate for the proposed program. Regarding the roles of research, independent study experimentation and professional performance, it is likely that the requirements in these areas may increase for some faculty while may actually reduce some challenges for other in terms of increased resources (i.e. students to support research). As previously mentioned, some students that pursue both a masters and PhD at Lehman may have reduced course options, but this is easily remedied with possible course substitutions both within the program and across campus.

**Recommendations:** Support faculty in terms of potential offloads and funding to accommodate for increase mentorship demands as program grows.

**Suggestions:** Consider the possibility of changes in workload distribution as the program expands. Some faculty may prefer to dedicate more effort toward teaching which would offload other faculty in the area of teaching and may allow them to focus on research and graduate student mentorship.

**The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**

- Comment on any special focus of the proposed program as it relates to the discipline.
- Assess the institution's plans and expectations for continuing program development and self-assessment.

**Findings:** The program has a unique focus in terms of the exercise since profession, as many programs do not focus on fitness or the practical application of exercise science principles. Most

other programs tend to focus on clinical exercise science, which alienates a large group of individuals that would benefit from the proposed degree plan. The faculty's plans and expectations for continuing program development and self-assessment are appropriate.

**Recommendations:** No further recommendations at this time.

**Suggestions:** The uniqueness of this program is a major selling point and should be a focus for recruitment.

### *Admissions/Students*

**The institution's existing programs provide a solid foundation for moving to a new level.**

- Assess the extent to which the admissions requirements for the existing programs are clearly defined, appropriate to the program and level, and adhered to.
- Assess the degree to which admissions process sufficiently and effectively assesses each applicant's capacity to engage in study at the current degree level.

**Findings:** The admissions requirements for the proposed program are well defined, and are appropriate at the PhD level. Based on the faculty's experience I have no concern that they will be able to assess an applicant's capacity to perform at the PhD level.

**Recommendations:** No further recommendations in this area.

**Suggestions:** No further suggestions in this area.

**The institution understands the implications of this new role.**

- Assess the degree to which the admissions requirements for the proposed program(s) at the new level reflect an understanding of the demands of that level of academic pursuit.
- What effect is this change likely to have on the institution's clientele for admission?
- Assess the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees. Assess the provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?
- Assess the likely effect of this change on the institution's student retention rate.
- Assess the professional development activities planned for admissions staff to prepare them for the new degree level.

**Findings:** Based on the proposal it appears there is a good understanding the demands of pursuing a PhD. The proposed program should increase the number of applicants both domestically and abroad. Furthermore, based on the current population of Lehman College it is likely that this will afford part-time, minority or disadvantaged students an opportunity to pursue an advanced degree that may not otherwise be possible. This is fundamental to the stated mission of Lehman College. This program may potentially increase retention rates, especially for those students that would otherwise be unable to pursue an advanced degree.

**Recommendations:** Admissions staff should meet with faculty in this program to improve their understanding of this degree option and the career paths available upon completion of this degree. Measures should be taken to promote scholarship and financial aid for students that demonstrate need. This will help improve both diversity and inclusion efforts.

**Suggestions:** Faculty should seek out opportunities to educate recruitment and retention counselors on the benefits of the new program. Diversity should also be supported at the college level by helping students that demonstrate financial need secure funding for their academic pursuits.

## *Academic and Support Services*

**The institution's existing programs provide a solid foundation for moving to a new level.**

- Assess the adequacy of the methods by which the institution assesses the skill levels of entering degree students and addresses the development of college level skills and literacy, including writing, quantitative, research, and critical reasoning skills.
- Assess the adequacy of the institution's academic and other support services needed for students to succeed in the programs and at the levels for which they have been admitted.
- Assess the adequacy of student advising and program planning services to support the current academic programs.

**Findings:** This was not a specific focus of this review. However, it appears the faculty have an understanding of this process and are competent in providing guidance to students and/or student advisors.

**Recommendations:** No further recommendations in this area.

**Suggestions:** No further suggestions in this area.

**The institution has the resources and systems to both operate at the current level and undertake the expanded educational role.**

- Will any new services be needed to support the new level? If so, what are they?
- Assess the professional development activities planned for support services staff to prepare them for the new degree level.
- Assess the institution's system for monitoring students' progress and performance and for advising students regarding academic and career matters.
- Assess prospects for placement or job advancement for graduates of the existing programs.

**Findings:** The prospects for job placement and job advancement for graduates in this program are excellent. In addition to jobs in traditional settings such as academia, and hospital settings, but also provides unique qualifications to enter into the areas of Sport science and Military performance. Additional resources in the areas of marketing would be a wise investment; however, the best marketing for this program will be the success of faculty and students involved.

**Recommendations:** Provide support where need to recruit potential students.

**Suggestions:** Provide faculty additional professional development resources where they can promote and advance their professional endeavors, as well as the benefits of the program. Work internally with marketing and promotions to create appropriate recurring materials for the new program.

## *Other Comments*

- What evidence is there of need and demand for the proposed program locally, in the State, and in the field at large? If relevant, what is the extent of occupational demand for graduates?
- Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

In summary, the proposed PhD in Human Performance and Fitness for the Department of Exercise Science and Recreation provides a much-needed focus in the area of exercise science that is not common to most programs. The uniqueness in this program appears to be its strong emphasis on practical research that can be easily implementable by practitioners in the health

care and fitness professions. This is in contrast to most programs in the area of exercise science, which only focus in the clinical aspects of this field. The proposed program will most likely attract a diverse group of students and professionals that wish to continue their education. Furthermore, the unique training they provided will set students apart within the profession of exercise science and provides them with a clear differentiating value proposition.

The only weakness in the proposal is the potential loss of high-profile faculty members that would help drive recruitment and retention. With new faculty hires, research productivity, national/international reputation, and professional visibility should be a priority. This will help with recruitment to the program and improve the sustainability of the program. Additionally, efforts to support current faculty and staff to ensure job satisfaction and retention should be a primary focus.

Based on the proposal presented and interviews with key members of the faculty, administration and students, it does appear that this program has the potential to be successful. Indeed, the program would provide advanced educational opportunities to individuals at the local, national and international level. In addition to meeting a need within the exercise science profession, the proposed program seems to align well with the institutional mission and vision. It is my belief that with proper support the PhD program in Human Performance and Fitness would be very positive for the students, faculty and staff of Lehman College, the Bronx and state of New York.

## APPENDIX F

### Response to External Review Reports

#### Response to External Review Report 1: Michael Miller, PhD

##### Section: Financial Resources, Facilities and Equipment.

Response to: “Consider adopting a yearly budget for supplies or miscellaneous equipment needs of the lab spaces to maintain or enhance needs. A yearly budget often results in continued planning and acquisition of necessary resources.”

- We agree. Table 3 in the proposal provides a preliminary budget for supplies and miscellaneous purchases, which is based on our experience with the master’s degree program. We will adjust the budget on an annual basis as necessary once the program is operational.

Response to: “Establish a specific funding source for PhD students to publish/promote research and conference attendance to develop student professional relationships with peers and experts in the field.”

- Lehman offers a number of scholarly opportunities for students. For example, the Student Research Advisory Board (SRAB) provides funding to support faculty/student research collaborations and student conference presentations. Moreover, the SRAB also sponsors conferences where students can present their work. In addition, the Office of Prestigious Awards provides students with the opportunity for research/study abroad grants and funding as well as graduate fellowships and funding.

Response to: “While there are opportunities for PhD students to teach, there are no designated type of positions or funding. Consider proposing doctoral assistantships or doctoral teaching assignments, along with criteria and qualification for these positions and expectations for these positions.”

- We will offer teaching positions to doctoral students at the undergraduate level. Our undergraduate program is experiencing rapid growth and there is a need for instructors to teach additional courses. This will both help the students defray some of the costs of the program, as well as allow us to fill teaching positions with qualified personnel.

Response to: “Consider promoting any/all type of financial aid, assistantships/adjunct positions or other awards in programmatic materials and websites so all students are aware and have opportunities to apply if desired.”

- Good suggestion. We will promote these opportunities in marketing materials to help attract students.

##### Section: Library and Information Resources

Response to: “To meet the increased demands of research and instruction, the qualifications of the new hire should have a terminal degree.”

- We agree, and the new faculty that we just hired has a terminal degree.

Response to: “Workload distribution is heavily in favor of tenured faculty, teaching and supervising the research courses and overseeing the research within the MS program as well as proposed PhD program. While a new hire, with appropriate qualifications will help alleviate the

workload, consider re-arranging courses or supervision/mentorship of current MS student and future PhD student in a more equitable arrangement among all faculty.”

- We agree and thus have apportioned the teaching load for the courses to consist primarily of full-time faculty in an equitable distribution.

### **Section: Curricula, Academic Standards, and Assessment**

Response to: “Consider creating new courses based upon faculty expertise and to capture the current trends in human performance in order for PhD students to gain more advanced knowledge and experiences. Just utilizing current courses does not increase the depth of knowledge or experiences of those who already have taken said courses. Communication with the registrar about degree awards using the same coursework as the MS should be scheduled. Moreover, and to my knowledge, I am not aware of any PhD program that only uses current Master degree courses as the required PhD coursework.”

- As noted by External Reviewer 2, the use of current master’s degree courses for PhD work is common in the field and in fact External Reviewer 2 told us this is the model employed at his institution (Oklahoma State University) during our virtual meeting. To quote directly from his review: “*For instance, many of the master’s courses will be cross-listed with the PhD courses. In speaking with the faculty the plan will be to add additional assignments to these courses to accommodate for the higher level of rigor expected of a PhD program. This is a common practice and logical solution to ensure the student’s educational needs are met.*” It is important to reinforce that the said courses will have completely different assignment requirements (e.g., forums, presentations, papers, etc) for the PhD students from the master’s level, which will foster advanced learning of material as well as target the specific educational goals of the doctoral program. In retrospect, perhaps this point was not made sufficiently clear. Thus, to highlight that the courses will have different assignments specific to the level of the students (i.e., master’s vs doctoral), we have created 800 level doctoral courses (as opposed to a generic course code) that will be co-listed with the 500-600 level master’s courses. As the program grows, we will reassess the curriculum and seek to develop new courses that align with faculty expertise and student needs as appropriate.

Response to: “Review the content and objectives in MAT 582, MAT 782, and HEA 600 to determine if these courses are offering content and experiences different from the current research/statistical courses already embedded within the MS in Human Performance & Fitness.”

- The courses mentioned provide different content than those embedded in the MS Human Performance and Fitness program. Our comparable courses are EXS 503 (Advanced Research Methods) and EXS 620 (Advanced Statistical Methods in Exercise Science). EXS 503 provides a general overview of statistical procedures for a basic understanding of concepts but does not provide in-depth discussion of the theory. EXS 620 is geared toward sports science applications, which will involve Bayesian theory as well as applied theory involving the use of point estimates, confidence intervals, and regression to draw inferences from sports data. The courses offered outside the program provide more traditional discussion of frequentist methods, their underlying theory, and their application in general research, which we feel are important to the educational and practical needs of doctoral students.

Response to: “Based upon the proposed course recommendations above, it is suggested that faculty and administrators review other PhD programs of similar scope and focus (see appendix A: listing of similarly identified PhD programs). While these programs may not encapsulate the overall rationale or philosophy of the current PhD proposal, reviews of these programs (and

others) can help guide in the creation of advanced coursework.”

- Prior to creating our proposal, we reviewed the programs of numerous doctoral programs with a focus on exercise science. We incorporated the aspects of these programs that we felt were pertinent to our vision for our doctoral program and made modifications so that the curriculum and operations were consistent with the needs and goals of both the proposed program and Lehman College.

Response to: “Consider identifying outcome metrics that are novel to the proposed PhD program and show program effectiveness and student outcomes. Suggestions could be: student publications and presentations, faculty research publications, presentations, and grants, student employment after graduation, demographics of student admissions based upon the mission of Lehman to serve their constituents, to name a few.”

- These are very good suggestions and we have integrated them into our internal evaluation for assessing the program (see Section 6A).

### **Section: Admissions/Students**

Response to: “Consider a formal application process, including past course work relative to the PhD program, research and professional experiences, GPA, and other metrics deemed necessary and have this application part of the program web-based materials for students to access. Having these metrics or criteria will promote more consistency of application materials across all students.”

- Our proposal has rigid criteria for admissions (see Section 4A). The application process is carried out online via the Graduate Admissions webpage ([https://app.applyyourself.com/AYApplicantLogin/fl\\_ApplicantConnectLogin.asp?id=lehmangrad](https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=lehmangrad)), which facilitates students’ admission process.

### **Section: Academic and Support Services**

Response to: “The PhD program will utilize Lehman College’s Instructional Support Services Program (ISSP) for writing support and tutoring. However, it was not determined if these services are part of the tuition costs for the PhD student and/or if these services are required in the curriculum.”

- The ISSP tutoring is free; we have revised to reflect this fact in the proposal (see Section 3D).

### **Section: Other**

Response to: “Another aspect to consider, similar to the proposed PhD program, is creating a post doctorate (postdoc) fellowship. The postdoc fellowship has some advantages, with individuals already possessing a PhD or other terminal degree, no specific coursework to create or offer, reduce workload of faculty and can be relatively inexpensive to offer. Additionally, a postdoc program is a great stepping stone and preparation for full time academic or professional employment, builds upon research experiences and can be a specialized line or focus of research (such as muscle hypertrophy or specific focus of the faculty). Moreover, mentoring of currently faculty can be more robust and the postdoc individual(s) can teach or direct Master degree and undergraduate research experiences as part of their fellowship.”

- This is an interesting suggestion, but we feel this is premature at present. We will consider this as a potentially relevant option once we have an operational doctoral program.

## Response to External Review Report 2: Jay Dawes, PhD

### *Section: Mission, Institutional Commitment, and Long-range Planning*

**Response to:** *“While the faculty have provided an acceptable plan on how to develop this program with minimal financial burden, moving forward, it is recommended that the faculty and administration work together to identify potential challenges and develop a plan to manage any foreseeable issues. Faculty and administration should periodically assess program needs to ensure student and faculty success.”*

- We have carefully mapped out every aspect of the program to ensure that contingencies are accounted for. Our experience in developing our master’s degree program in Human Performance and Fitness helped to provide insights into the best way to structure this program, and at least in the initial years of the program there are no burdens that we can foresee occurring. As with our master’s program, we will reassess the program needs on a regular basis to ensure that the program is meeting the needs of both students and faculty.

**Response to:** *“Faculty support should be a priority as the PhD program continues to grow to ensure appropriate workloads. Consider graduate teaching positions to help with undergraduate teaching responsibilities and allow faculty more time to focus on mentorship and research.”*

- We agree. We will be offering PhD students the opportunity to teach as adjunct instructors for undergraduate classes, which will both afford the student with financial support as well as reducing the workload of full-time faculty to focus on graduate education and mentoring.

### *Section: Academic Governance and Administration*

**Response to:** *“The reviewer has no further recommendations in this area. Explore the potential of allowing directed or independent study courses as course substitutions for PhD students that also complete their masters at Lehman College.”*

- We appreciate this suggestion. However, the core classes that may overlap with those taken as a Lehman master’s degree student will have different assignments that substantially expand on learning and there are sufficient elective courses such that there will not be any overlap in this aspect of coursework. Should the need arise in the future, we will consider adding an independent study course for substitution of credits.

**Response to:** *“The College should evaluate whether they have the capacity to support this program with the current resources they have available. Discussions should be had with upper-administration to determine the level of support available to support this initiative.”*

- We have spoken at length with Dean Harrison and have confirmed that we have administrative support for the program. The current resources are sufficient to successfully carry out program objectives, and as noted in the Tables 3 and 4, we expect the program to be self-sustaining and profitable from the outset and into the future.

### *Section: Financial Resources, Facilities and Equipment*

**Response to:** *“An internal evaluation the colleges financial abilities to meet the demands of this program. Furthermore, a critical analysis of the adequacy of the facilities and equipment should be a priority. Conduct an internal assessment of the college’s ability to support this project financially. Faculty should critically evaluate their equipment and facility needs.”*

- The current facilities and equipment are adequate for the goals of the program. All classrooms are outfitted with “smart-room” technology that allows teaching across the spectrum of on-campus and online platforms. Our Human Performance Laboratory encompasses ~3000 square feet of space and currently has over \$500,000 in research-related equipment. Our facilities are on par with some of the leading research institutions in this regard and are sufficient to support the needs of virtually any student. If a student has specific needs for a research project, we can either apply for internal funding through the Graduate Research Technology initiative (we have received several grants for equipment through this initiative) or apply for external funding. Below is a current list of the major equipment available for research in our lab:
  - Full gym set-up including over 1000 lbs of free weights and multiple machines
  - COSMED QUARK CPET with Omnia software
  - Quark C12 Telemetry Stress Test ECG
  - 4 Monark bikes
  - Trackmaster treadmill
  - 2 Kistler Force Plates-DAQ system software
  - Dartfish Motion Capture Analysis with 2 cameras/tripods
  - Free Motion Cable System
  - Biodex Isokinetic Dynamometer
  - Inbody 770 BIA
  - Lange Skinfold calipers
  - Littman stethoscope
  - American Diagnostic Sphygmomanometers
  - Metronomes
  - Cosmed Fitmate
  - Vicon Nexus Software with 7 VERO cameras
  - Clinically accurate digital thermometers
  - Sonoscape B-mode Ultrasound
  - Pulse Oximeters
  - Vertex Vertical Jump
  - Sit and Reach boxes
  - Y Balance Test
  - Nova Lactate Plus Blood Lactate Meters
  - Polar Heart Rate Watches
  - Garmin Heart Rate Band
  - Myotrace 400 electromyography
  - Tendo Power Analyzer
  - Sammons & Preston Jamar Hand Dynamometer
  - Cardinal Labs Viasys Micro lab
  - JustJump System
  - Styka 3-D optical body composition scanner

**Response to:** *“Evaluate faculty workload distributions prior to the commencement of the program and as the program expands. Workload distributions should be adjusted to factor increased mentorship demands as program continues to grow. Additionally, consider funding graduate teaching assistants to offload faculty in undergraduate courses. This will allow more time for mentorship of graduate students and the pursuit of external funding to support the program.”*

- We will offer undergraduate teaching positions to doctoral students. This will help both to provide students the ability to offset some of the costs associated with the program and affording faculty with a greater opportunity for teaching and mentoring graduate students.

**Response to:** *“An internal evaluation of the institutions ability to support this program should be conducted. Current faculty and upper-administration should critically evaluate the institution ability to financially commit to this endeavor.”*

- As noted in the proposal, we have structured the program so that it will essentially be profitable from the outset. We will be co-listing the doctoral courses with our master’s degree courses, so that existing faculty will be teaching the courses within their normal annual workload. Additional faculty will not be needed until the program has a sufficient number of students so that the revenue generated from tuition will more than offset the expense of the new hire. As previously mentioned, we have sufficient lab space and resources in equipment to accommodate the proposed program.

### *Section: Library and Information Resources*

- No recommendations were made for this section by this external reviewer.

### *Section: Faculty*

**Response to:** *“Evaluate opportunities for professional development of faculty and support them in these endeavours. Encourage and support faculty in their pursuit of continuing education, scholarship and other endeavours that will continue to elevate the profile of this program and all those involved.”*

- Lehman College, in combination with the City University of New York, provides extensive support for faculty development. They offer frequent workshops across a broad range of topics (see: <https://spsfaculty.commons.gc.cuny.edu/faculty-development/>). We perpetually encourage faculty to take advantage of these opportunities to further their professional development.

**Response to:** *“Provide faculty mentorship in working with PhD level students where it is deemed appropriate. As new faculty join this team, providing mentorship training may be of value to ensure they have resources available to support students at the Phd level.”*

- Three of the current faculty members (Drs. Schoenfeld, Sonmez, and Oberlin) have experience working with doctoral level students, including teaching, mentoring and serving on dissertation committees. Thus, the current faculty can help to mentor other faculty members who may need such mentorship in this regard.

**Response to:** *“Aggressively support faculty in their pursuit of academic endeavours to continue building their professional profile, as well as the profile of Lehman College. Consider increasing faculty professional development funds, research seed funding, faculty offloads, and funding graduate teaching assistants to allow faculty the opportunity to elevate their professional profile as well as the profile of Lehman College.”*

- While these are reasonable suggestions, the college already provides adequate support for the faculty; there is nothing additional we will need to effectively carry out the program. The Exercise Science Program does have a need for adjunct instructors to teach courses at the undergraduate level, and we will offer doctoral students the opportunity to teach in this capacity consistent with the needs of the program.

### *Section: Curricula, Academic Standards, and Assessment*

**Response to:** *“Support faculty in terms of potential offloads and funding to accommodate for increase mentorship demands as program grows. Consider the possibility of changes in workload distribution as the program expands. Some faculty may prefer to dedicate more effort toward teaching which would offload other faculty in the area of teaching and may allow them to focus on research and graduate student mentorship.”*

- We agree with the suggestion and plan to reassess how program needs align with faculty needs as the program expands. We would note that faculty would have the option of mentoring a given student from the outset; students will not be admitted without having the support of a faculty member.

**Response to:** *“The uniqueness of this program is a major selling point and should be a focus for recruitment.”*

- We agree and we plan to market the uniqueness of our program to attract students both on a national and international level as described in Section 3B of the proposal.

### *Section: Admissions/Students*

**Response to:** *“Admissions staff should meet with faculty in this program to improve their understanding of this degree option and the career paths available upon completion of this degree. Measures should be taken to promote scholarship and financial aid for students that demonstrate need. This will help improve both diversity and inclusion efforts. Faculty should seek out opportunities to educate recruitment and retention counselors on the benefits of the new program. Diversity should also be supported at the college level by helping students that demonstrate financial need secure funding for their academic pursuits.”*

- The faculty is keenly aware of the career paths available upon completion of the degree. We will discuss these opportunities with prospective students in a pre-interview prior to admission to the program. We agree that scholarship/financial aid is important to facilitate entry into the program for those in need, as well as promoting diversity and inclusion. To this end, Lehman has a dedicated Office of Financial Aid that helps students apply for, receive and maintain eligibility for various types of financial aid. We also would note that the overall cost of the program would be substantially less than at Columbia University, which is the only other institution in the area offering a doctoral degree in an exercise-related discipline. Thus, our program will offer the most affordable option for pursuing an exercise-related PhD in the New York City area.

### *Section: Academic and Support Services*

**Response to:** *“Provide support where need to recruit potential students. Provide faculty additional professional development resources where they can promote and advance their professional endeavors, as well as the benefits of the program. Work internally with marketing and promotions to create appropriate recurring materials for the new program.”*

- We will work with the Graduate Admission Office to facilitate marketing and promotion of the program. This will include conducting biannual virtual graduate information sessions, as we have with our master’s degree program, as well as direct marketing to graduate students at other universities, promotion on social media platforms, and engagement with professional fitness organizations such as the American College of Sports Medicine and the National Strength and Conditioning Association. We have included this information in the proposal (see Section 3B).

### *Section: Other Comments*

**Response to:** *“In summary, the proposed PhD in Human Performance and Fitness for the Department of Exercise Science and Recreation provides a much-needed focus in the area of exercise science that is not common to most programs. The uniqueness in this program appears to be its strong emphasis on practical research that can be easily implementable by practitioners in the health care and fitness professions. This is in contrast to most programs in the area of exercise science, which only focus in the clinical aspects of this field. The proposed program will most likely attract a diverse group of students and professionals that wish to continue their education. Furthermore, the unique training they provided will set students apart within the profession of exercise science and provides them with a clear differentiating value proposition. The only weakness in the proposal is the potential loss of high-profile faculty members that would help drive recruitment and retention. With new faculty hires, research productivity, national/international reputation, and professional visibility should be a priority. This will help with recruitment to the program and improve the sustainability of the program. Additionally, efforts to support current faculty and staff to ensure job satisfaction and retention should be a primary focus. Based on the proposal presented and interviews with key members of the faculty, administration and students, it does appear that this program has the potential to be successful. Indeed, the program would provide advanced educational opportunities to individuals at the local, national and international level. In addition to meeting a need within the exercise science profession, the proposed program seems to align well with the institutional mission and vision. It is my belief that with proper support the PhD program in Human Performance and Fitness would be very positive for the students, faculty and staff of Lehman College, the Bronx and state of New York.”*

- We agree that the proposed program fills an important void in a growth area of the fitness field. The loss of high-profile faculty members will always be a concern when developing a degree program. However, we feel that the reputations of current faculty are sufficiently strong to overcome any potential loss of faculty. Moreover, as the program grows, we will be able to attract additional high-profile faculty members to further its success.

## APPENDIX G

### Curriculum Vitae of Faculty

**Brad Schoenfeld**

**TITLE:** PROFESSOR

**DEPARTMENT:** EXERCISE SCIENCE AND RECREATION

**EFFECTIVE DATE:** 2014

#### HIGHER EDUCATION:

##### A. DEGREES

<b>Institution</b>	<b>Dates Attended</b>	<b>Degree and Major</b>	<b>Conferred</b>
<b>Rocky Mountain University</b>	2011-2014	PhD in Health Promotion and Wellness	2014
<b>University of Texas Permian Basin</b>	2008-2010	M.S. in Exercise Science	2010
<b>Pace University</b>	1980-1985	B.A. in Management	1985

#### EXPERIENCE

##### A. TEACHING

<b>Institution</b>	<b>Dates</b>	<b>Rank</b>	<b>Department</b>
<b>Lehman College</b>	2021-present	Full Professor	Exercise Science and Recreation
<b>Lehman College</b>	2019-2021	Associate Professor	Health Sciences
<b>Lehman College</b>	2014-2018	Assistant Professor	Health Sciences
<b>Rocky Mountain University</b>	2014-2021	Adjunct Professor	Health Science
<b>Lehman College</b>	2013-2014	Instructor	Health Sciences
<b>Lehman College</b>	2011-2013	Substitute Lecturer	Health Sciences
<b>Lehman College</b>	2010-2011	Adjunct Instructor	Health Sciences
<b>Westchester Community College</b>	2010-2013	Adjunct Instructor	Physical Education

#### EXPERIENCE

##### B. OTHER

<b>Institution</b>	<b>Dates</b>	<b>Rank</b>	<b>Department</b>
<b>New Jersey Devils Hockey Organization</b>	2017-2020	Sports Nutrition Consultant	N/A

<b>Personal Training Center for Women</b>	1994-2011	Owner/Director	N/A
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**ACADEMIC AND PROFESSIONAL HONORS** (with dates received, in reverse chronological order)

- 2018 National Strength and Conditioning Association: Young Investigator of the Year (2018)
- 2016 United States Sports Academy: Dwight D. Eisenhower Fitness Award for outstanding achievement in fitness and contributions to the growth and development of sport fitness through outstanding leadership activity
- 2011 Personal Trainer of the Year (National Strength and Conditioning Association)
- 2001 IDEA Master Trainer

**PUBLICATIONS** (previous 5 years, with dates received, in reverse chronological order)

- Korakakis, P.A., Wolf, M., Coleman, M., Burke, R., Pinero, A., Nippard, J., **Schoenfeld, B.J.** (2023). Optimizing resistance training technique to maximize muscle hypertrophy: A narrative review. *Journal of Functional Morphology and Kinesiology*, 9(1), 9. doi: 10.3390/jfmk9010009
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- Fitas, A., Santos, P., Gomes, M., Pezarat-Correia, P., **Schoenfeld, B.J.**, Mendonca, G.V. (2023). Prediction of 1RM in free-weight back squat using a mixed approach: the combination of the individual load-velocity profile and generalized equations. *Journal of Strength and Conditioning Research*, doi: 10.1519/JSC.0000000000004632
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- Steele, J., Fisher, J., Smith, D., **Schoenfeld, B.J.**, Yang, Y., Nakagawa, S. (2023). Meta-analysis of variation in sport and exercise science. *Journal of Sports Science*, doi: 10.1080/02640414.2023.2286748
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- Balachandran, A., Wang, Y., Szabo, F., Watts, C., **Schoenfeld, B.J.**, Zenko, Z., Quiles, N. (2023). Comparison of traditional vs. light load strength training on lean mass, strength,

power and affective responses in middle and older-aged adults: LOAD Pilot Randomized Trial. *Experimental Gerontology*, doi: 10.1016/j.exger.2023.112219

- Zambrano, H., Torres, X., Coleman, M., Franchi, M., Fisher, J., Oberlin, D.J., Van Hooren, B., Swinton, P., **Schoenfeld, B.J.** (2023). Myoelectric activity during variable resistance and accentuated eccentric methods versus free weights. *Scientific Reports*, doi: 10.1038/s41598-023-35424-w
- Escalante, G., Tinsley, G., Barakat, C., **Schoenfeld, B.J.** (2023). Nutrition, training, supplementation, and performance-enhancing drug practices of male and female physique athletes peaking for competition. *Journal of Strength and Conditioning Research*, doi: 10.1519/JSC.0000000000004462
- Weakley, J., **Schoenfeld, B.J.**, Ljungberg, J., Halson, S.L., Phillips, S.M. (2023). Physiological responses and adaptations to lower load resistance training – Implications for health and performance. *Sports Medicine*, 9(28)
- **Schoenfeld, B.J.**, Androulakis-Korakakis, P., Pinero, A., Burke, R., Coleman, M., Mohan, A., Escalante, G., Rukstela, A., Campbell, B., Helms, E. (2023). Alterations in measures of body composition, neuromuscular performance, hormonal levels, physiological adaptations, and psychometric outcomes during preparation for physique competition: A systematic review of case studies. *Journal of Functional Morphology and Kinesiology*, 8(2), 59
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- **Schoenfeld, B.J.**, Ogborn, D., Pinero, A., Burke, R., Coleman, M., Rolnick, N. (2023). Fiber type-specific hypertrophy with the use of low-load blood flow restriction resistance training: A systematic review. *Journal of Functional Morphology and Kinesiology*, 8(2), 51
- Arias, R., Monaco, J., **Schoenfeld, B.J.** (2023). Return to sport after an anterior cruciate ligament tear: Bridging the gap between research and practice. *Strength and Conditioning Journal*, doi: 10.1519/SSC.0000000000000774
- Gabriel I. Agentilho, G.I., Teixeira, L.F.M., Hélio J. C. Júnior, H.J.C., Erick G. P. de Lucena, E.G.P., V. Boas, V.V., Ribeiro, I.C., Barroso, R., **Schoenfeld, B.J.**, Uchida, M.C. (2023). Low-load x high-load resistance exercise: Greater cell swelling after a training session. *International Journal of Exercise Science*, 16(3), 513-524
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- **Schoenfeld, B.** (2023). *The Science of Hypertrophy Training*. Australian Strength and Conditioning Association. Manila, Phillipines
- **Schoenfeld, B.** (2023). *Training for Hypertrophy Post ACL Surgery*. Aspetar International Rehabilitation Conference. Doha, Qatar
- **Schoenfeld, B.** (2023). *How to Periodize Strength Training for Maximizing Muscle Growth*. Strength and Conditioning Society. Athens, Greece
- **Schoenfeld, B.** (2023). *Nutrient Timing: Separating Fact from Fiction*. CanFitPro. Toronto, Canada
- **Schoenfeld, B.** (2023). *Manipulating Resistance Training Variables for Maximal Muscle Growth: Sets, Reps, Frequency and Beyond*. 18<sup>th</sup> Annual Encontro International Phorte Congress. Sao Paulo, Brazil

- **Schoenfeld, B.** (2023). *Resistance Training to Maximize Muscle Growth: Bridging the Gap Between Science and Practice*. Hypertrophy Conference: EINS-A Coaching. Vienna, Austria
- **Schoenfeld, B.** (2023). *Training for Maximal Hypertrophy: A Summary of Expert Consensus*. Athlean-X Summit. Greenwich, CT
- **Schoenfeld, B.** (2023). *Bridging the gap between muscle-building science and practice*. Functional Training Summit. Munich, Germany
- **Schoenfeld, B.** (2023). *Scientific Writing: Strategies for Best Practices*. The Lehman College Virtual Unconference. Bronx, NY
- **Schoenfeld, B.** (2023). *Training for Maximal Hypertrophy: An Expert Consensus*. Perform-X Live. London, England
- **Schoenfeld, B.** (2023). *Evidence-Based Practice for Optimizing Muscle Hypertrophy*. Agence EBP Regional Workshop. Paris, France
- **Schoenfeld, B.** (2022). *Resistance Training to Maximize Muscle Hypertrophy*. Functional Hypertrophy Academy Conference, Rome, Italy
- **Schoenfeld, B.** (2022). *Training for Maximal Hypertrophy: A Summary of Expert Consensus*. Motion Institute International Seminar on the Science of Training and Nutrition to Optimize Body Composition. Santiago, Chile
- **Schoenfeld, B.** (2022). *Does Nutrient Timing Maximize Muscle Adaptations?* Motion Institute International Seminar on the Science of Training and Nutrition to Optimize Body Composition. Santiago, Chile
- **Schoenfeld, B.** (2022). *Muscle-Building Across the Lifespan*. NSCA New York State Clinic. Bronx, NY
- **Schoenfeld, B.** (2022). *Hypertrophy Training: Clearing Up Myths and Misconceptions*. National Strength and Conditioning Association Personal Trainer Conference. Virtual: Colorado Springs, CO
- **Schoenfeld, B.** (2022). *Training for Muscle Hypertrophy: A Summary of Expert Consensus*. 3<sup>rd</sup> Fitness Science Congress, Goethe University. Frankfurt, Germany
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- **Schoenfeld, B.** (2022). *Resistance Training to Maximize Muscle Hypertrophy*. 2<sup>nd</sup> Annual Personal Trainer Convention. Bucharest, Romania
- **Schoenfeld, B.** (2022). *Resistance Training to Maximize Muscle Hypertrophy*. Evidence-Based Training Congress. Tel Aviv, Israel
- **Schoenfeld, B.** (2022). *Time-Efficient Training: Getting the Maximum out of the Minimum*. Resistance Exercise Conference. Minneapolis, MN
- **Schoenfeld, B.** (2022). *Resistance Training to Maximize Muscle Hypertrophy*. Exercise Summit Annual Conference. Lisbon, Portugal
- **Schoenfeld, B.** (2022). *Training for Muscle Hypertrophy in a Resistance-Trained Population*. Tonal TSI Summit. San Francisco, CA
- **Schoenfeld, B.** (2021). *Muscle-Building Across the Lifespan: Can You Reverse the Aging Process?* Gatorade Sports Science Institute Mexico. Virtual
- **Schoenfeld, B.** (2021). *Training for Hypertrophy: A Summary of the IUSCA Position Stand*. The Resistance Exercise Conference. Virtual. Discover Strength. Las Vegas, NV
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- **Schoenfeld, B.** (2021). *Resistance Training to Maximize Muscle Hypertrophy*. Annual Conference of the Polish Strength and Conditioning Association. Poznan, Poland
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- **Schoenfeld, B.** (2021). *Training for Hypertrophy: A Summary of the IUSCA Position Stand*. International Universities Strength and Conditioning Association. Virtual.
- **Schoenfeld, B.** (2021). *Resistance Training to Maximize Muscle Hypertrophy*. Powerbuilding Greece Conference. Athens, Greece.
- **Schoenfeld, B.** (2021). *The Effects of Load on Strength and Hypertrophy*. Natural Peaking Science-Based Conference. Virtual.
- **Schoenfeld, B.** (2021). *Nutrient Timing Revisited: Is There an Anabolic Window of Opportunity?* Good to Great Fitness. Virtual.
- **Schoenfeld, B.** (2021). *Hit vs Steady State: Which Cardio is Best?* International Fitness Congress Peru. Virtual
- **Schoenfeld, B.** (2020). *Nutrient Timing Revisited: Is There an Anabolic Window of Opportunity?* BF Eventos SE Personal Trainer Conference. Virtual.
- **Schoenfeld, B.** (2020). *Muscle-Building Across the Lifespan: Can You Reverse the Aging Process?* European University of Madrid III International Forum on Sports Training and Nutrition Virtual.
- **Schoenfeld, B.** (2020). *Nutrient Timing Revisited: Is There an Anabolic Window of Opportunity?* Ergolab Symposium of Science of Exercise in Sport. Virtual.
- **Schoenfeld, B.** (2020). *Muscle-Building Across the Lifespan: Can You Reverse the Aging Process?* Five Stars Fitness International Congress on Muscle Hypertrophy. Virtual.
- **Schoenfeld, B.** (2020). *Muscle-Building Across the Lifespan*. Worldwide Nutrition Conference. Virtual.
- **Schoenfeld, B., Fisher, J.** (2020). *Talking Strength and Hypertrophy: A Roundtable with Dr. Brad Schoenfeld and Dr. James Fisher*. FOCUS Resistance Exercise Conference. Virtual
- **Schoenfeld, B.** (2020). *Eat to Grow*. Dymatize Europe Conference. Munich, Germany
- **Schoenfeld, B.** (2019). *Training for muscle hypertrophy in young and old individuals*. ISSN Italy Annual Conference. Rome, Italy
- **Schoenfeld, B., Aagaard, P.** (2019). *Hormones, strength training and nutrition: an overview*. International Sports Forum. Madrid, Spain
- **Schoenfeld, B.** (2019). *Resistance Training to Maximize Muscle Hypertrophy*. X-Woman Annual Conference. Rimini, Italy
- **Schoenfeld, B.** (2019). *Nutrient Timing Revisited*. Food and Nutrition Conference and Expo. Philadelphia, PA
- **Schoenfeld, B.** (2019). *Nutrient Timing Revisited*. Food and Nutrition Conference and Expo. Philadelphia, PA
- **Schoenfeld, B.** (2019). *Muscle Hypertrophy and Fat Loss*. TRA Performance Education Conference. Edinburgh, Scotland
- **Schoenfeld, B.** (2019). *The Mechanisms of Muscle Hypertrophy*. Open Academy of Medicine. Venice, Italy
- **Schoenfeld, B.** (2019). *Training and Nutrition to Maximize Muscle Mass*. Core Training CZ Seminar. Prague, Czech Republic
- **Schoenfeld, B.** (2019). *Resistance Training to Maximize Muscle Hypertrophy*. Conference of the Sports Surgery Clinic. Dublin, Ireland
- **Schoenfeld, B.** (2019). *The Mechanisms of Muscle Hypertrophy*. 5th Gilles Cometti Conference on Strength Training. Dijon, France

- **Schoenfeld, B.** (2019). *Nutrient Timing Revisited: Is There an Anabolic Window of Opportunity?* 5th Gilles Cometti Conference on Strength Training. Dijon, France
- **Schoenfeld, B.** (2019). *Dissecting the Set and Rep Continuum for Hypertrophy.* American College of Sports Medicine: New England Chapter, Bristol, CT.
- **Schoenfeld, B.** (2019). *Nutrient Timing Revisited: Is There an Anabolic Window of Opportunity?* Arnold Fitness Festival. Sao Paulo, Brazil
- **Schoenfeld, B.** (2019). *Resistance Training Volume: How Much is Optimal? How Much is Too Much?* Arnold Fitness Festival. Sao Paulo, Brazil
- **Schoenfeld, B.** (2019). *Strategies to Maximize Muscle Growth.* Natural Peaking Conference. Bologna, Italy
- **Schoenfeld, B.** (2019). *Resistance Training Frequency: How Often Should You Train to Maximize Muscle Hypertrophy?* ISSN/Dymatize Regional Conference. Dallas, TX
- **Schoenfeld, B.** (2019). *Training and Nutritional Strategies to Maximize Muscle Development.* United MSK Professionals of Finland Conference. Helsinki, Finland
- **Schoenfeld, B.** (2018). *Skeletal Muscle Hypertrophy: From Fundamentals to Practice.* Gnosies 10<sup>th</sup> Annual Fitness Conference. Lisbon, Portugal
- **Schoenfeld, B.** (2018). *Resistance Training Frequency: How Often Should You Train to Maximize Muscle Hypertrophy?* American College of Sports Medicine Mid-Atlantic Regional Conference. Harrisburg, PA.
- **Schoenfeld, B.** (2018). *Resistance Training Frequency: How Often Should You Train to Maximize Strength and Hypertrophy?* National Strength and Conditioning Association Personal Trainer Conference. Baltimore, MD
- **Schoenfeld, B.** (2018). *Mechanisms of Muscle Hypertrophy and their Application to Resistance Training.* Open Academy of Medicine, Venice, Italy
- **Schoenfeld, B.** (2018). *Training and Nutritional Strategies to Maximize Muscular Gains.* Canadian Society of Exercise Physiology Sport Nutrition, Health and Performance Conference. Regina, Canada
- **Schoenfeld, B.** (2018). *Muscle Growth Across the Strength-Endurance Continuum: Is There an Optimal Hypertrophy Repetition Range?* Physique Summit. St. Louis, MO
- Kerksick, C., **Schoenfeld, B.** (2018). *Protein Needs, Nutrient Timing, and Recovery Considerations.* National Strength and Conditioning Association National Conference. Indianapolis, IN
- **Schoenfeld, B.** (2018). *Strategies to Maximize Muscular Growth.* Fit Tovarnia Seminar on Hypertrophy. Maribor, Slovenia
- **Schoenfeld, B.** (2018). *Seminario de Hipertrofia.* University of Santiago. Santiago, Chile
- Roberts, M., Loenneke, J., **Schoenfeld, B.**, Steele, J. (2018). *Hypertrophy: The Extrinsic Variables.* American College of Sports Medicine Annual Conference. Minneapolis, MN.
- **Schoenfeld, B.** (2018). *Manipulating Resistance Training Frequency to Maximize Muscular Adaptations: How Often Should You Train?* 5th Annual Rutgers Human Performance Conference. New Brunswick, NJ
- **Schoenfeld, B.** (2018). *Maximizing Muscle Mass.* TRA Performance Education Conference. Sheffield, England.
- **Schoenfeld, B.** (2018). *Current Concepts in Nutrient Timing.* Sheffield Halam University. Sheffield, England
- **Schoenfeld, B.** (2018). *The Science and Practice of Maximizing Muscular Hypertrophy.* University of Granada. Granada, Spain

- **Schoenfeld, B.** (2017). *Manipulating Resistance Training Variables for Maximal Benefit*. New England Chapter of the American College of Sports Medicine Annual Conference. Providence, RI
- **Schoenfeld, B.** (2017). *Combining knowledge from physiology and training studies to maximizing muscle hypertrophy in gym*. University of Jyväskylä 18th International Symposium on Strength and Conditioning. Jyväskylä, Finland
- **Schoenfeld, B.** (2017). *Manipulating Resistance Training Variables to Maximize Hypertrophy*. NSCA Symposium on Strength and Conditioning. Curitiba, Brazil
- **Schoenfeld, B.** (2017). *Resistance Training to Maximize Muscle Growth: Bridging the Gap Between Science and Practice*. EVB Fitness Conference. Tel Aviv, Israel
- **Schoenfeld, B.** (2017). *Resistance Training to Maximize Muscle Growth: Bridging the Gap Between Science and Practice*. 1<sup>st</sup> Annual BSPA Fortbildungsakademie Conference. Vienna, Austria
- **Schoenfeld, B.** (2017). *Muscle Growth Across the Strength-Endurance Continuum: Is There an Optimal Hypertrophy Repetition Range?* 14<sup>th</sup> Annual International Society of Sports Nutrition Conference. Phoenix, AZ.
- **Schoenfeld, B.** (2017). *How to Design the Optimal Hypertrophy Program*. Sports Performance Summit. Amsterdam, Netherlands
- **Schoenfeld, B.** (2017). *Manipulating Resistance Training Variables to Maximize Hypertrophy*. Sports Performance Summit. Amsterdam, Netherlands
- **Schoenfeld, B.** (2017). *Loading Strategies to Maximize Muscular Adaptations*. 8<sup>th</sup> International Scientific Conference on Kinesiology. Opatija, Croatia
- **Schoenfeld, B.** (2017). *Manipulating Resistance Training Variables to Maximize Hypertrophy*. 8<sup>th</sup> International Scientific Conference on Kinesiology. Opatija, Croatia
- **Schoenfeld, B.** (2017). *Loading Strategies to Maximize Muscular Adaptations*. Professional Fitness Systems Convention. Nicosia, Cyprus
- **Schoenfeld, B.** (2017). *Nutrient Timing Revisited*. Professional Fitness Systems Convention. Nicosia, Cyprus
- **Schoenfeld, B.** (2017). *HIIT vs Steady State: Which Cardio is Best?* Professional Fitness Systems Convention. Nicosia, Cyprus
- **Schoenfeld, B.** (2017). *Facts and Fallacies of Fat Loss*. February Fitness Annual Conference. Leon, Spain.
- **Schoenfeld, B.** (2017). *Manipulating Resistance Training Variables for Maximal Muscle Growth*. February Fitness Annual Conference. Leon, Spain.
- **Schoenfeld, B.** (2017). *Strategies for Maximizing Muscle Development: Putting Science into Practice*. February Fitness Annual Conference. Leon, Spain.
- **Schoenfeld, B.** (2017). *The Back Squat – A Joint-by-Joint Assessment to Optimize Performance*. 5<sup>th</sup> Annual NSCA International Conference. Chiba, Japan
- **Schoenfeld, B.** (2017). *Combining Exercises for Maximal Growth*. 5<sup>th</sup> Annual NSCA International Conference. Chiba, Japan
- **Schoenfeld, B.** (2016). *Manipulating Resistance Training Variables for Maximizing Muscle Growth: Separating Science from Bro-Science*. NSCA Rocky Mountain Regional Conference. Phoenix, AR
- **Schoenfeld, B.** (2016). *Manipulating Resistance Training Variables for Maximal Muscle Growth*. 9th International Symposium on Strength Training. Madrid, Spain
- **Schoenfeld, B.** (2016). *Evidence-Based Hypertrophy Training*. 1st International Sport Nutrition Conference. Bologna, Italy
- **Schoenfeld, B.** (2016). *Strategies to Maximize Muscle Growth*. V International Congress Open Academy of Medicine. Venice, Italy (virtual lecture)

- **Schoenfeld, B.** (2016). *Facts and Fallacies of Fat Loss*. National Strength and Conditioning Association Personal Trainer Conference. Jacksonville, FL.
- **Schoenfeld, B.** (2016). *Strategies to Maximize Muscle Growth*. Fitness Institute Congress Annual Conference. Copenhagen, Denmark
- **Schoenfeld, B.** (2016). *Myths and Facts About Hypertrophy Loading Zones*. Sports Science and Fitness Congress. Cologne, Germany
- **Schoenfeld, B.** (2016). *Strategies to Maximize Muscle Growth*. Sports Science and Fitness Congress. Cologne, Germany
- **Schoenfeld, B.** (2016). *Facts and Fallacies of Fat Loss*. Akademiet for Personlig Trening, Oslo, Norway
- **Schoenfeld, B.** (2016). *Optimal Program Design for Muscular Development*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2016). *Facts and Fallacies of Fat Loss*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2016). *Periodization Strategies for Maximizing Muscular Adaptations*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2016). *High vs. Low-Load Resistance Training Sets to Failure: Strength & Hypertrophy Outcomes*. National Strength and Conditioning Association National Conference. New Orleans, LA.
- **Schoenfeld, B.J.** (2016). *Resistance Training for Maximal Hypertrophy: The Science and Art of Muscle Optimizing Development*. Brococalypse. Sydney, Australia
- **Schoenfeld, B.J.** (2016). *Facts and Fallacies of Fat Loss*. ISSN-Lehman College Sports Nutrition Workshop. Bronx, NY.
- **Schoenfeld, B.J.** (2015). *Nutrient Timing Revisited*. NSCA Mid-Atlantic Regional Conference. Philadelphia PA
- **Schoenfeld, B., Arent, S.** (2015). *Nutrient Timing: The State of the Art (Panel Discussion)*. American College of Sports Medicine's Annual New York Chapter Conference. New York, NY
- **Schoenfeld, B., Saldanha-Aoki, M.** (2015). *The Science of Maximizing Muscle Hypertrophy through Resistance Training and Nutrition*. ENAF, Pocos de Calda, Brazil
- **Schoenfeld, B.** (2015). *Nutrient Timing Revisited: What to Eat and When For Maximal Muscle Growth*. Planeta Barcelona International Conference on Fitness and Wellness, Barcelona, Spain
- **Schoenfeld, B.** (2015). *Resistance Training for Maximal Hypertrophy: The Science and Art of Muscle Optimizing Development*. Planeta Barcelona International Conference on Fitness and Wellness, Barcelona, Spain
- **Schoenfeld, B.** (2015). *Manipulation of Resistance Training Program Variables: What Science Tells Us About Maximizing Muscle Growth*. Akademiet for Personlig Trening, Oslo, Norway
- **Schoenfeld, B.** (2015). *The Science of Squatting*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2015). *Hypertrophy Loading Zones: Optimizing Repetition Ranges for Maximal Muscle Growth*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2015). *Nutrition for Exercise: What Works, What Doesn't*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2015). *Hypertrophy Loading Zones: Optimizing Repetition Ranges for Maximal Muscle Growth*. United Kingdom Strength and Conditioning Association Annual Conference, Kenilworth, England

- **Schoenfeld, B.** (2015). *Manipulating Resistance Training Variables for Maximizing Muscle Growth*. National Strength and Conditioning Association National Conference. Orlando, FL.
- **Schoenfeld, B.** (2015). *Manipulating Resistance Training Variables for Maximizing Muscle Growth*. International Society of Sports Nutrition Annual Conference. Austin, TX.
- **Schoenfeld, B.** (2015). *Resistance Training: How Much Do You Need, How Best to Do It*. BodyPower Birmingham, England
- **Schoenfeld, B.** (2014). *Revisiting the Strength/Endurance Continuum: A New Paradigm for Hypertrophy Training* American College of Sports Medicine's Annual New York Chapter Conference. New York, NY
- **Schoenfeld, B.** (2014). *Light Weights for Bigger Muscles*. National Strength and Conditioning Association Personal Trainer Conference. Washington, D.C.
- **Schoenfeld, B., Aragon, A.** (2014). *Nutrient Timing Revisited*. National Strength and Conditioning Association National Conference. Las Vegas, NV
- **Schoenfeld, B.** (2014). *Revisiting the Strength/Endurance Continuum: A New Paradigm for Hypertrophy Training*. NSCA IV International Conference on Human Performance Development through Strength and Conditioning. Keynote Address. Murcia, Spain
- **Schoenfeld, B.** (2014). *MAX Muscle: A Periodized Approach to Hypertrophy Training*. International Society of Sports Nutrition Annual Conference. Clearwater, FL.
- **Schoenfeld, B., Aragon, A.** (2014). *Nutrient Timing Revisited*. BodyPower Birmingham, England
- **Schoenfeld, B.** (2013). *Resistance Training for Fiber Type-Specific Adaptations*. American College of Sports Medicine's Annual New York Chapter Conference. New York, NY
- **Schoenfeld, B.** (2013). *Is Functional Training Really Functional*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2013). *The Science of Squatting*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2013). *MAX Muscle: A Periodized Approach to Hypertrophy Training*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2013). *Program Design for Muscle Hypertrophy: The Art and Science of Muscle Development*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2013). *The Science of Squatting*. National Strength and Conditioning Association Personal Trainers Conference. Las Vegas, NV
- **Schoenfeld, B.** (2012). *MAX Muscle: A Periodized Approach to Optimizing Muscle Development*. American College of Sports Medicine's Annual New York Chapter Conference. New York, NY
- **Schoenfeld, B.** (2012). *Ultimate Total Body Shapeover*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2012). *Training the Client with Metabolic Syndrome*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2012). *Fast Fat Loss: Strategies to Optimize Fat Burning*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2012). *Strategies for Optimal Core Training Program Design*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2012). *Metabolic Resistance Training*. National Strength and Conditioning Association National Conference. Providence, RI

- **Schoenfeld, B.** (2012). *Scientific Muscle: The Science and Art of Muscle Development*. National Strength and Conditioning Association National Conference. Providence, RI
- **Schoenfeld, B.** (2012). *Facts and Fallacies of Fitness*. Fitness Education Institute Eclipse. New York, NY
- **Schoenfeld, B.** (2012). *Facts and Fallacies of Fitness*. National Strength and Conditioning Association Personal Trainers Conference. Las Vegas, NV
- **Schoenfeld, B.** (2012). *Is Functional Training Really Functional?* American College of Sports Medicine's Fitness Summit. Las Vegas, NV.
- **Schoenfeld, B.,** Bracko, M., Kravitz, L., Meyer, N. (2012). *Hot Topics Forum Panel: High Performance Conditioning*. American College of Sports Medicine's Fitness Summit. Las Vegas, NV.
- **Schoenfeld, B.** (2011). *Home Gym Workouts. A Better Body for Every Budget*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.,** McAtee, R. (2011). *Scientific Stretching: Mechanisms and Applications of PNF Techniques*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2011). *Optimizing Fat Loss: Metabolic Training Strategies*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2011). *Advanced Programming for Muscle Hypertrophy*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2011). *Facts and Fallacies of Fitness*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.,** Dawes, J. (2011). *The Functional Fitness Continuum*. National Strength and Conditioning Association Personal Trainers Conference. Las Vegas, NV
- **Schoenfeld, B.** (2010). *Home Gym Workouts. A Better Body for Every Budget*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2010). *Sports Supplementation: What Works, What Doesn't*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2010). *Training the Post-Menopausal Client*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2010). *Facts and Fallacies of Fitness*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2010). *Advanced Programming for Muscle Hypertrophy*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2010). *Facts and Fallacies of Fitness*. National Strength and Conditioning Association National Conference. Orlando, FL.
- **Schoenfeld, B.** (2009). *Sports Supplementation: What Works, What Doesn't*. Windsor Personal Training Summit. Windsor, Canada
- **Schoenfeld, B.** (2009). *Facts and Fallacies of Fitness*. Windsor Personal Training Summit. Windsor, Canada
- **Schoenfeld, B.** (2009). *Maternal Fitness: Do's and Don'ts of Exercise During Pregnancy*. Windsor Personal Training Summit. Windsor, Canada
- **Schoenfeld, B.** (2009). *Look Great Naked! Secrets of a Celebrity Trainer*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2009). *Sports Supplementation: What Works, What Doesn't*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2009). *Facts and Fallacies of Fitness*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada

- **Schoenfeld, B.** (2009). *Maternal Fitness: Do's and Don'ts of Exercise During Pregnancy*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2009). *Advanced Programming for Muscle Hypertrophy*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2008). *Maternal Fitness: Safe and Effective Training Strategies for the Pregnant and Postpartum Client*. National Strength and Conditioning Association Personal Trainers Conference. Las Vegas, NV
- **Schoenfeld, B.** (2008). *Sports Supplementation: What Works, What Doesn't*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2008). *The 28-Day Body Shapeover: Secrets from a Celebrity Trainer*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2008). *A Multi-Angled Approach to Optimizing Muscular Development*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2008). *Facts and Fallacies of Fitness*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2008). *Designing an Individualized Body Sculpting Routine*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2008). *Facts and Fallacies of Fitness*. Athletic Business Conference. San Antonio, TX
- **Schoenfeld, B.** (2008). *Facts and Fallacies of Fitness*. National Strength and Conditioning Association Personal Trainers Conference. Las Vegas, NV
- **Schoenfeld, B.** (2007). *Accentuating Muscular Development Through Active Insufficiency and Passive Tension..* CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2007). *The 28-Day Body Shapeover: Secrets from a Celebrity Trainer*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2007). *Debunking the Most Common Fitness Myths: Separating Facts from Fiction*. CanFitPro International Fitness and Club Business Conference. Toronto, Canada
- **Schoenfeld, B.** (2005). *Accentuating Muscular Development Through Active Insufficiency and Passive Tension*. National Strength and Conditioning Association Personal Trainers Conference. Las Vegas, NV
- **Schoenfeld, B.** (2003). *Separating Fitness Fact from Fiction*. ECA East Coast Conference. New York, New York, NY
- **Schoenfeld, B.** (2003). *Separating Fitness Fact from Fiction*. Club Industry Trade Show and Conference, Chicago, IL
- **Schoenfeld, B.** (2002). *Developing a Strength Training Routine for Women*. International Health and Racquet Association Annual International Convention and Trade Show, San Francisco, CA
- **Schoenfeld, B.** (2002). *Developing a Strength Training Routine for Women*. Club Industry East, Washington, DC
- **Schoenfeld, B.** (2001). *Developing a Strength Training Routine for Women*. Club Industry Trade Show and Conference, Chicago, IL
- **Schoenfeld, B.** (2001). *Strength Training Routine for Women: Helping Your Female Members Achieve Their Fitness Goals*. International Health and Racquet Association Annual International Convention and Trade Show, San Francisco, CA

**PhD THESIS TITLE: Effects of different volume-equated resistance training loading strategies on muscular adaptations in well-trained men**

**UNPUBLISHED WORK (supported by evidence)**

**a. Works accepted for publication**

- Enes, A., Oneda, G., Leonel, D.F., Lemos, L., Alves, F., Ferreira, L.H.B., Escalante, G., **Schoenfeld, B.J.**, Souza-Junior, T.P. (In Press). The effects of squat variations on strength and quadriceps hypertrophy adaptations in recreationally trained females. *European Journal of Sports Science*, doi: 10.1002/ejsc.12042
- Burke, R., McMahon, G., **Schoenfeld, B.J.** (In Press). Cooling down to level up: Does inter-set palm and sole cooling enhance resistance training performance? *Strength and Conditioning Journal*
- Coleman, M., Burke, R., Fisher, J., Israetel, M., Androulakis-Korakakis P., Swinton, P.A., Oberlin, D.J., **Schoenfeld, B.J.** (In Press). Gaining more from doing less? The effects of a one-week deload period during regimented resistance training on muscular adaptations. *PeerJ*,
- Pedersen, H., Iversen, V.M., Vereide, P.M., Stien, N., Saeterbakken, A.H., Fimland, M.S., **Schoenfeld, B.J.**, Andersen, V. (In Press). High-frequency resistance training improves maximal lower-limb strength more than low frequency. *European Journal of Sport Science*, doi: 10.1002/ejsc.12055
- Pinero, A., Burke, R., Augustin, F., Mohan, A., Roderick, K., Wiesenthal, M., DeJesus, K., Coleman, M., Androulakis Korakakis P., Swinton, P., **Schoenfeld, B.J.** (In Press). Throwing cold water on muscle growth? A meta-analysis of the effects of cooling strategies on hypertrophy when combined with resistance training. *European Journal of Sport Science*, doi: 10.1002/ejsc.12074
- Nunes, J.P., Blazeovich, A.J., **Schoenfeld, B.J.**, Kassiano, W., Costa, B.D.V., Ribeiro, A.S., Nakamura, M., Nosaka, K., Cyrino, E.S. (In Press). Determining changes in muscle size and architecture after exercise training: One site does not fit all. *Journal of Strength and Conditioning Research*,
- González-Cano, H., Martín-Olmedo, J.J., Baz-Valle, E., Contreras-Fernández, C., García-Ramos, A., Jiménez-Martínez, P., **Schoenfeld, B.J.**, Alix-Fages, C. (In Press). Do muscle mass and body fat differ between elite and amateur natural physique athletes on competition day? A preliminary cross-sectional anthropometric study. *Journal of Strength and Conditioning Research*,

**b. Works submitted for publication**

- Alves, R.C., Prestes, J., Enes, A.A.N.E., Calabrese, J.C., **Schoenfeld, B.J.**, Ramos, R.A., Fleck, S.J., Souza-Junior, T.P. (In Review). Acute and chronic effects of inclined bench exercise on muscle thickness at different levels of the pectoralis major. *Journal of Strength and Conditioning Research*,
- Ferreira, L.H.B., Smolarek, A.C., Mascarenhas, L.P., **Schoenfeld, B.J.**, Oliveira, C.S., Zandonna, B.A., Sviech, P.C.S., Utter, A.C., McAnulty, S.R., Souza-Junior, T.P. (In Review). Effects of different doses of caffeine on strength and calcium release in recreationally trained men. *Journal of Sports Sciences*,
- Barbosa, W.P., Bacurau, R.F.P., **Schoenfeld, B.J.**, Capitani, C.D., Lopes, C.R., Massa, M., Moreira, A., Aoki, M.S. (In Review). Effect of beta-hydroxy-beta-methylbutyrate supplementation on markers of exercise-induced muscle damage. *Journal of Strength and Conditioning Research*,

- Ribeiro, A.S., Quintilhano, K., Kassiano, W., Nunes, J.P., Aguiar, A.F., **Schoenfeld, B.J.**, Cyrino, E.S. (In Review). Effects of carbohydrate intake on resistance training adaptations and responsiveness. *Journal of the American Nutrition Association*,
- Ribeiro, A.S., Tomerli, C.M., Souza, M.F., Pina, F.L.C., Nascimento, M.A., **Schoenfeld, B.J.**, Venturini, D., Barbosa, D.S., Cyrino, E.S. (In Review). Influence of trainability levels on inflammatory and metabolic profile responses induced by resistance training in elderly women. *Experimental Gerontology*,
- Pedrosa, G.F., Simoes, M.G., Lacerda, L.T., **Schoenfeld, B.J.**, Lima, F.V., Chagas, M.H., Diniz, R.C.R. (In Review). Elbow flexion trained in the initial range of motion promotes greater muscle adaptations than in the final range. *Human Movement Science*,
- Vargas-Molina, S., Bonilla, D.A., Petro, J.L., Cardozo, L.A., **Schoenfeld, B.J.**, Benítez-Porres, J. (In Review). Importance of professional supervision for improving body composition in resistance-trained men: A preliminary non-randomized study. *International Journal of Sports Science & Coaching*,
- Rodrigues Júnior, J.F.C., Santos, M.P.A.D., Mostarda, C.T., Lima, P.S., **Schoenfeld, B.J.**, Amorim, C.E.N., Oliveira Júnior, M.N.S.D., **Urtado, C.B.** (In Review). Effects of the use of anabolic androgenic steroids in the autonomic nervous system of *bodybuilders*. *Physiology and Behavior*,
- Weakley, J., **Schoenfeld, B.J.**, Ljungberg, J., Halson, S.L., Phillips, S.M. (In Review). Physiological Responses and Adaptations to Lower Load Resistance Training – Implications for Health and Performance. *Sports Medicine*,
- Roth, C., Schwiete, C., Happ, K., Rettenmaier, L., **Schoenfeld, B.J.**, & Behringer, M. (In Review). Resistance training volume does not influence lean mass preservation during moderate energy restriction in resistance-trained males. *Scandinavian Journal of Medicine and Science in Sports*.
- Escalante, G., Gonzalez, A., St Mart, D., Torres, M., Echols, J., Islas, M., **Schoenfeld, B.J.** (In Review). Analysis of the efficacy, safety, and cost of alternative forms of creatine available for purchase online: Current practices of creatine supplement manufacturers. *Heliyon*,
- Escalante, G., Tinsley, G., Barakat, C., **Schoenfeld, B.J.** (In Review). Nutrition, Training, Supplementation, and Performance-Enhancing Drug Practices of Male and Female Physique Athletes Peaking for Competition. *Journal of Strength and Conditioning Research*,
- Gabriel I. Agentilho, G.I., Teixeira, L.F.M., Hélio J. C. Júnior, H.J.C., Erick G. P. de Lucena, E.G.P., V. Boas, V.V., Ribeiro, I.C., Barroso, R., **Schoenfeld, B.J.**, Uchida, M.C. (In Review). Low-load resistance exercise promotes greater cell swelling after a training session than high-load. *International Journal of Exercise Science*,
- Plotkin, D., Coleman, M., Van Every, D., Maldonado, J., Oberlin, D.J., Israel, M., Feather, J., Alto, A., Vigotsky, A., **Schoenfeld, B.J.** (In Review). Progressive overload without progressing load? The effects of load or repetition progression on measures of muscle hypertrophy and strength. *PeerJ*,
- Coleman, M., Harrison, K., Arias, R., Johnson, E., Grgic, J., Orazem, J., **Schoenfeld, B.J.** (In Review). Muscular adaptations in drop set vs. traditional training: A meta-analysis. *International Journal of Strength and Conditioning*,
- Van Every, D., Coleman, M., Rosa, A., Zambrano, H., Plotkin, D., Torres, X., Mercado, M., de Souza, E.O., Alto, A., Oberlin, D.J., Vigotsky, A.D., **Schoenfeld, B.J.** (In Review). Loaded inter-set stretch may selectively enhance muscular adaptations of the plantar flexors. *PlosOne*,
- Spiering, B.A., Clark, B.C., **Schoenfeld, B.J.**, Foulis, S.A., Pasiakos, S.M. (In Review). Deconstructing resistance exercise: identifying the stimuli that trigger gains in strength. *Journal of Strength and Conditioning Research*,

- Nunes, J.P., Blazevich, A.J., **Schoenfeld, B.J.**, Kassiano, W., Costa, B.D.V., Ribeiro, A.S., Nakamura, M., Nosaka, K., Cyrino, E.S. (In Review). Determining changes in muscle size and architecture after exercise training: One site does not fit all. *Sports Medicine*, Kassiano, W., Costa, B., Nunes, J.P., Nakamura, M., Ribeiro, A.S., **Schoenfeld, B.J.**, Cyrino, E.S. (In Review). Which ROMs lead to Rome? A systematic review of the effects of range of motion on muscle hypertrophy. *Journal of Strength and Conditioning Research*,
- Vargas-Molina, S., Bonilla, D.A., Petro, J.L., Carbone, L., García-Sillero, M., Jurado-Castro, J.M., Schoenfeld, B.J., Benítez-Porres, J. (In Review). Efficacy of Progressive versus Severe Energy Restriction on Body Composition and Strength in Women Participating in a Concurrent Training Program. *Scandinavian Journal of Medicine and Science in Sports*.

## GRANTS RECEIVED

### a. Multiple

- Oppezzo, M., Baiocchi, M., Snyder, M., Rovzer, C., **Schoenfeld, B.J.** (2023). Wu Tsai Human Performance Alliance Agility Grant. *Strength snacks: Health performance gains across domains*, \$60,000. Status: Funded
- Lipton, M., Lipton, R., Stewart, W.F., Zimmerman, M., Colon, K., **Schoenfeld, B.J.**, Kaminski, T. (2021). National Institute of Health, National Institute of Neurological Disorders and Stroke, R01. *Heading and Soccer: understanding cognitive risks, benefits, and the potential mediating role of white matter*. \$2,771,727.00. Status: Funded
- Abramowitz, M., Fry, C., Hawkins, M., Pessin, J., Melamed, M., **Schoenfeld, B.J.** (2021). National Institute of Health: National Institute of Arthritis and Musculoskeletal and Skin Diseases, R01. *Preserving physical function in patients with kidney disease*. \$4,135,803. Status: Funded
- **Schoenfeld, B.J.**, Sonmez, G.T. (2020). State of New York, Graduate Research Technology Initiative Grant Round 22. \$30,046. Status: Funded
- **Schoenfeld, B.J.**, Sonmez, G.T. (2019). State of New York, Graduate Research Technology Initiative Grant Round 21. \$29,258. Status: Funded
- Feriche, B., Padial, P., **Schoenfeld, B.J.**, Calderon, C., Arguelles, J., Fuente, B., Bonitch, J., Timon, R., Olcina, G. (2019). Spanish Ministry of Science, Innovation and Universities. *Effect of strength training in different types of hypoxia on hypertrophy and its relationship with neuromuscular markers, metabolic stress, and associated muscle growth mechanisms*. 75,000€ Status: Funded for 60,000€ (~\$67,000 USD).
- Sonmez, G.T., **Schoenfeld, B.** (2016). State of New York, Graduate Research Technology Initiative Grant. \$37,599. Status: Funded.
- Sonmez, G.T., **Schoenfeld, B.** (2016). Lehman College Student Tech Fee Fund Grant, \$30,254. Status: Funded.
- Sonmez, G.T., **Schoenfeld, B.** (2015). Lehman College Student Tech Fee Fund Grant, \$30,672. Status: Funded.
- **Schoenfeld, B.**, Sonmez, G.T. (2014). State of New York, Graduate Research Technology Initiative Grant. \$45,900. Status: Funded.

### b. Individual

**Schoenfeld, B.J.** (2023). Renaissance Research Fund. *Effects of Superset vs Traditional Resistance Training on Muscular Adaptations*. \$10,000. Status: Funded

**Schoenfeld, B.J.** (2022). PSC-CUNY Round 54. *Effects of Superset vs Traditional Resistance Training on Muscular Adaptations*. \$6,000. Status: Funded

**Schoenfeld, B.J.** (2022). Tonal Corporation. *Effect of variable resistance and accentuated eccentric methods on elbow flexion muscle activity*. \$25,820. Status: Funded

**Schoenfeld, B.J.** (2021). PSC-CUNY Round 53. Supervised versus unsupervised resistance training: Effects on Muscular Adaptations. \$6,000. Status: Funded

**Schoenfeld, B.J.** (2022). Tonal Corporation. *Effect of variable resistance and accentuated eccentric methods on elbow flexion muscle activity*. \$25,820. Status: Funded

**Schoenfeld, B.J.** (2021). PSC-CUNY Round 52. *The effect of adding load versus repetitions on muscular adaptations*. \$6,000. Status: Funded

**Schoenfeld, B.J.** (2021). Renaissance Research Fund. *The effects of loaded stretch on muscular adaptations*. \$3900. Status: Funded

**Schoenfeld, B.J.** (2020). PSC-CUNY Round 51. *Muscular adaptations of the gastrocnemii and solei to resistance training combined with inter-set stretch*. \$6,000. Status: Funded

**Schoenfeld, B.J.** (2019). Renaissance Research Fund. *Is gaining strength necessary to increase hypertrophy?*. \$8000. Status: Funded

**Schoenfeld, B.J.** (2019). Dymatize Sport Nutrition Excellence in Scholarship Grant. *Is there a benefit to training a muscle based on its fiber type?* \$6,000. Status: Funded

**Schoenfeld, B.** (2018). PSC-CUNY Round 49. *Inclusion of no-load isometric contractions to traditional resistance training*. \$6,000. Status: Funded

**Schoenfeld, B.** (2018). Renaissance Research Fund. *The effects of loading intensity and training to failure on muscle architecture and functional adaptations*. \$5000. Status: Funded

**Schoenfeld, B.J.** (2018). Lehman College Provost Faculty Travel Fund Grant. *Research and data collection on effects of resistance training in hypoxia and normoxia on acute responses*. \$2000. Status: Funded

**Schoenfeld, B.** (2017). Renaissance Research Fund. *Effects of hypoxia on muscular adaptations*. \$3000. Status: Funded

**Schoenfeld, B.** (2017). Efficacy of a virtual reality training system on muscular adaptations and cardiorespiratory fitness. \$36,815.10. Status: Funded

**Schoenfeld, B.** (2017). PSC-CUNY Round 48. *Effects of graded increases in resistance training volume on muscular adaptations in trained men*. \$10,495. Status: Funded

**Schoenfeld, B.** (2016). Dymatize Sport Nutrition Excellence in Scholarship Grant. *Effects of attentional focus during resistance training on longitudinal muscular adaptations*. \$6,000. Status: Funded

**Schoenfeld, B.** (2015). PSC-CUNY Round 46. *The effects of heavy- vs. moderate-load resistance training on muscular adaptations in well-trained men*. \$6,000. Status: Funded.

**Schoenfeld, B.** (2015). Dymatize Sport Nutrition Excellence in Scholarship Grant. *Effects of mixed versus constant repetition ranges on muscle strength and hypertrophy*. \$4,800. Status: Funded

**Schoenfeld, B.** (2014). Dymatize Sport Nutrition Excellence in Scholarship Grant. *Muscular adaptations following low- versus high-load resistance training in well-trained men*. \$7,000. Status: Funded

**Schoenfeld, B.** (2014). PSC-CUNY Round 45. *Muscular adaptations in a volume-equated split versus total body resistance training routine in well-trained men*. \$5,000. Status: Funded.

**Schoenfeld, B.** (2013). Dymatize Sport Nutrition Excellence in Scholarship Grant. *The effect of nutrient timing on muscle strength and hypertrophy: A systematic review and meta-analysis*. \$2,000. Status: Funded

**Schoenfeld, B.** (2013). Dymatize Sport Nutrition Excellence in Scholarship Grant. *Does hypertrophy-type resistance training promote greater muscle growth than strength-type training?* \$9,800. Status: Funded

### c. Grants in progress

- **Schoenfeld, B.J.** (2023). PSC-CUNY Round 55. *Muscular adaptations in response to single set resistance training performed to failure or with repetitions-in-reserve*. \$6,000. Status: In Review

### d. Not Funded

- **Schoenfeld, B.J.** (2019). National Strength and Conditioning Association Young Investigator Grant. *Are there fiber type specific differences in hypertrophy between heavy- and light-load resistance training?* \$19,000. Status: Not Funded
- Abramowitz, M., Fry, C., Hawkins, M., Pessin, J., Melamed, M., **Schoenfeld, B.J.** (2019). National Institute of Health-National Institute of Aging, R01. *Maintaining muscle quality in older adults*. \$4,041,264. Status: Not Funded (Not Scored)
- Abramowitz, M., Fry, C., Hawkins, M., Pessin, J., Melamed, M., **Schoenfeld, B.J.** (2019). National Institute of Health-National Institute of Arthritis and Musculoskeletal and Skin Diseases, R01. *Preserving physical function in patients with kidney disease*. \$4,135,803. Status: Not Funded
- Abramowitz, M., Fry, C., Hawkins, M., Pessin, J., Melamed, M., **Schoenfeld, B.J.** (2019). National Institute of Diabetes and Digestive and Kidney Diseases, R01. *Pathophysiology of physical function decline in chronic kidney disease*. \$4,199,920. Status: Resubmission Not Funded (Impact Score: 40; 36<sup>th</sup> percentile)
- **Schoenfeld, B.J.** (2018). PSC-CUNY Round 50. *Fiber type-specific adaptations in low-versus high-load resistance training*. \$10,700. Status: Not Funded
- Abramowitz, M., Fry, C., Hawkins, M., Pessin, J., Melamed, M., **Schoenfeld, B.J.** (2018). National Institute of Diabetes and Digestive and Kidney Diseases, R01. *Pathophysiology of physical function decline in chronic kidney disease*. \$3,829,249. Status: Not Funded (Impact Score: 49; 43<sup>rd</sup> percentile)
- **Schoenfeld, B.J.** (2019). National Strength and Conditioning Association Young Investigator Grant. *Are there fiber type specific differences in hypertrophy between heavy- and light-load resistance training?* \$19,000. Status: Not Funded
- **Schoenfeld, B.** (2017). National Institute of Health-National Institute of Aging, R15. *Development of a Low-load Exercise to Target Sarcopenia Lifting (LETS-Lift) Program to Enhance Functional Capacity in Frail Elderly Women*. \$300,000. Status: Not Funded.
- Maden-Wilkinson, T., Thompson, S., Hembrough, D., Balshaw, T., Franchi, M., **Schoenfeld, B.** (2017). United Kingdom Strength and Conditioning Association. *The effects of loading intensity and training to failure on muscle architecture and functional adaptations*. \$2,600. Status: Not Funded.
- **Schoenfeld, B.** (2015). PSC-CUNY Round 47. *Dose-response relationship between resistance training volume and muscular adaptations in trained men*. \$10,495. Status: Not Funded
- **Schoenfeld, B.** (2015). CUNY Junior Faculty Research Awards in Science and Engineering. *Effects of low-load resistance training on functional and cognitive outcomes in elderly women*. \$50,000. Status: Not Funded.
- **Schoenfeld, B.** (2013). National Strength and Conditioning Association Doctoral Grant. *Does hypertrophy-type resistance training promote greater muscle growth than strength-type training?* \$10,000. Status: Not funded
- **Schoenfeld, B.** (2012). National Strength and Conditioning Association Doctoral Grant. *Does hypertrophy-type resistance training promote greater muscle growth than strength-type training?* \$10,000. Status: Not funded

## **DISSERTATION/THESIS/CAPSTONE COMMITTEE SERVICE**

- Burke, Ryan. (In Progress). The effects of supersets versus traditional sets on muscular adaptations. Master's thesis for Lehman College, Bronx, NY (Chair).
- Pinero, Alec. (In Progress). Sex-mediated post- activation performance enhancement in trained individuals. Master's thesis for Lehman College, Bronx, NY (Chair).
- Roderick, Kurt. (In Progress). Effects of accentuated eccentric loading during the push press. Master's thesis for Lehman College, Bronx, NY (Chair).
- Mercado, Mariella. (In Progress). A comparison of EMG activity using banded vs traditional hip thrusts. Master's thesis for Lehman College, Bronx, NY (Chair).
- Vazquez, Gregory. (2023). The effects of intrinsic motivational coaching on sustained weight loss. Master's thesis for Lehman College, Bronx, NY (Chair).
- Williams, Carl. (2023). Combined Plyometric Training Programs: What are the Potential Pros and Cons? Master's capstone project for Lehman College, Bronx, NY (Chair).
- Coleman, M. (2023). Gaining more from doing less? The effects of a one-week deload period during regimented resistance training on muscular adaptations. Master's thesis for Lehman College, Bronx, NY (Chair).
- Mendelovits, Benjamin. (2023). The effectiveness of variable resistance training on strength outcomes. Master's capstone project for Lehman College, Bronx, NY (Chair).
- DeJesus, Kareen. (2023). The effects of squatting depth on athletic performance. Master's capstone project for Lehman College, Bronx, NY (Chair).
- Francis, Aston. (2023). Comparison of various intermittent fasting dietary interventions to the ketogenic dietary interventions and their effect on mitigating hunger and appetite in obese adults. Master's capstone project for Lehman College, Bronx, NY (Chair).
- Mallett, Gregg. (2022). The longitudinal, metabolic and cardiovascular effects of weighted vest training in females. Doctoral dissertation for Rocky Mountain University of Health Professionals, Provo, UT (Chair).
- Zambrano, Hugo. (2022). The effects of accentuated eccentric loading on muscle activity of the elbow flexors. Master's thesis for Lehman College, Bronx, NY (Chair).
- Torres, Xavier. (2022). The effects of variable resistance training on muscle activity of the elbow flexors. Master's thesis for Lehman College, Bronx, NY (Chair).
- Rosa, Avery. (2022). The effects of rest interval length on repetition performance, blood lactate, and rating of perceived discomfort during the back squat and leg extension. Master's thesis for Lehman College, Bronx, NY (Chair).
- Van Every, Derrick. (2022). Determinants of strength in the barbell bench press. Master's thesis for Lehman College, Bronx, NY (Chair).
- Romanillos, Jose Francisco Martín. (In Progress). Concurrence between the strength training based on velocity-based training versus traditional strength training on muscular adaptations. Doctoral dissertation for Polytechnic University of Madrid, Madrid, Spain (Member).
- Plotkin, Daniel. (2022). The effect of adding load versus repetitions on muscular adaptations. Lehman College, Bronx, NY (Chair).
- Arias, Roberto. (2022). Returning to Sport after an Anterior Cruciate Ligament Tear. Lehman College, Bronx, NY (Chair).
- Larson, Rachel. (2019). The effects of attentional focus on muscular strength. Doctoral dissertation for Rocky Mountain University of Health Professionals, Provo, UT (Member).
- Bernat, Patrick. (2019). The effects of high-velocity resistance training and creatine supplementation in healthy untrained aging males. Master's thesis for University of Regina, Regina, Canada. (Member).
- Colenso-Semple, Lauren. (2019). Effects of lower body resistance training volume in trained women. Master's thesis for University of South Florida, Tampa, FL. (Member).

- Grzyb, Karolina. (2019). Effects of low-load, high-volume resistance training with different workout frequency on muscle mass, muscle performance and functionality in aging adults. Master's thesis for University of Regina, Regina, Canada. (Member).
- Worthey, Cory. (2016). Volume-equated resistance training outcomes in heavy versus moderate load training. Master's thesis for Illinois State University, Normal, IL (Member).
- Contreras, Bret. (2015). Electromyography, kinematics, and kinetics of vertical and horizontal hip extension exercises and their transference to acceleration and power. Doctoral dissertation for Aukland University of Technology, Aukland, New Zealand (Member).

### **SERVICE TO THE DEPARTMENT**

- Ad Hoc Grade Appeal Committee Member, Lehman College (2021)
- Personnel and Budget Committee member (Fall 2020 – present)
- Director, Graduate Program in Human Performance and Fitness (Fall 2019-present)
- Ad Hoc Committee Chair for Developing Observation Rubric, Lehman College (2020)
- Search Committee member for EXS Assistant/Associate Professor Position, Lehman College (2019)
- Curriculum Committee chair, Lehman College (2017 - present)
- Search Committee member for REC Assistant/Associate Professor Position, Lehman College (2018)
- Search Committee chair for Exercise Science Assistant Professor/Associate Professor/Lecturer Position, Lehman College (2016-2017)
- Search Committee chair for HSA Assistant/Associate Professor Position, Lehman College (2016)
- Search Committee member for REC Assistant/Associate Professor Position, Lehman College (2016)
- Department Representative for Accepted Student Reception (2016)
- Search Committee chair for HSA Assistant/Associate Professor Position, Lehman College (2015-2016)
- Search Committee member for DFN Assistant/Associate Professor Position, Lehman College (2015)
- Curriculum Committee member, Lehman College (2014 – 2016)
- Search Committee member for DFN Internship Coordinator Position, Lehman College (2014)
- Ad Hoc Committee member for Establishing a Physical Education Program, Lehman College (2014)
- Assessment Coordinator, Lehman College (2013 - 2019)

### **SERVICE TO THE SCHOOL**

- HS2N Faculty Research Advisory Board member, Lehman College (2018-present)
- HS2N Search Committee member for Associate Dean Position, Lehman College (2015)

### **SERVICE TO THE COLLEGE**

- Search Committee member for Director of Athletics and APEX Facilities, Lehman College (2021)
- Chair for Lehman Athletics Compliance Committee, Lehman College (2016-present)
- NCAA Faculty Athletic Representative (2016-present)

- Responsible for ensuring that all Lehman athletic programs are in compliance with NCAA rules
- Act as a liaison between student athletes and faculty to resolve any issues related to academic aspects of athletic participation
- Member of Task Force on Returning to the Research Labs, Lehman College (May 2020)
- Search Committee member for Associate Director of Athletics Position, Lehman College (2020)
- Committee to Represent the College for Middle States Commission on Higher Education visit (2018)
- Search Committee member for Provost position, Lehman College (2018)
- Developed the Graduate Program in Human Performance and Fitness for the Exercise Science Program (2017)
- Invited presentation/discussion at the Leonard Lief Library (December, 2017)
- Project Senior Muscle: An Initiative by the Lehman College School of Health Sciences, Human Services, and Nursing for Health Promotion and Wellness in the Bronx, NY (2016)
- Featured in ‘Lehman Today’
  - “Herald Tribune: Post-Workout Eating Myths” <http://wp.lehman.edu/lehman-today/herald-tribune-post-workout-eating-myths/>
  - “US News & World Reports: Six Workout Trends—And What They Mean to Your Wallet” <http://wp.lehman.edu/lehman-today/us-news-world-reports-six-workout-trends-and-what-they-mean-to-your-wallet/>
  - “The Benefits of Strength Training While You’re Pregnant” <http://wp.lehman.edu/lehman-today/the-benefits-of-strength-training-while-youre-pregnant/>
  - “Huffington Post: Professor Brad Schoenfeld on the Three Building Blocks of Fitness” <http://wp.lehman.edu/lehman-today/huffington-post-professor-brad-schoenfeld-on-the-three-building-blocks-of-fitness/>

## **SERVICE TO THE UNIVERSITY**

- Faculty Member, Institute for Health Equity, City University of New York (2017-present)
  - Serve on Research subcommittee to determine how to best integrate research into the mission of the Institute
  - Help to set policies and procedures for the Institute

## **COMMUNITY SERVICE**

### **a. Professional Service**

- National Strength and Conditioning Association: Member and Fellow (2000 - Present)
  - Grant Review (2018)
  - Ad Hoc Committee for NSCA Expansion into Brazil: Chair (2016)
  - Finance Committee: Chair (2013-2014)
  - Blue Ribbon Panel to Examine Offering Specialty Credentialing: Chair (2014)
  - Committee to review the Policies and Procedures Manual: Member (2014)
  - Secretary/Treasurer (2013 - 2014)
  - Board of Directors: Member (2012 - 2018)
  - Conference Committee: Liaison (2012 - 2016)
  - Special Populations Exam Development Committee: Member (2010 - 2014)
  - Ad Hoc Committee for Feasibility of a Personal Training Journal: Chair (2012)
  - Blue Ribbon Panel to Examine Advancement of Personal Training Certification: Co-Chair (2012)
  - Personal Trainer Special Interest Group: Member (2011 - 2012)

- Ad Hoc Committee for Feasibility of a Special Populations Journal: Member (2011 - 2012)
- Conference Committee: Member (2008 - 2012)
- Frontiers in Physiology: Review Editor (2017 - Present)
- Journal of Strength and Conditioning Research: Senior Associate Editor (2017 - Present)
- Strength and Conditioning Journal: Evidence-Based Training Column Editor (2015 - Present)
- Journal of the International Society of Sports Nutrition: Associate Editor (2015 - Present)
- Strength and Conditioning Journal: Associate Editor-in-Chief (2013 - Present)

## **b. Board Service**

- Editorial Advisory Board Member: Nutrients (2022 – Present)
- Editorial Advisory Board Member: Sports (2021 – Present)
- Editorial Advisory Board Member: Frontiers in Physiology (2017 - Present)
- Scientific Advisory Board Member: Dymatize Europe (2016 - 2020)
- Advisory Board Member/National Strength and Conditioning Association – Spain Affiliate (2015 - Present)
- Community Advisory Board Member, North Central Bronx/Jacobi Hospital (2015-2017)
- Editorial Advisory Board Member: Journal of Strength and Conditioning Research (2014 - Present)
- Scientific Advisory Board Member: Dymatize Nutrition Corporation (2013 - 2020)
- Editorial Advisory Board Member: Journal of the International Society of Sports Nutrition (2013 - Present)
- Board of Directors Member/National Strength and Conditioning Association (2012 - 2018)
- Board of Directors Member/American Academy of Personal Training (2009 - 2010)

## **MEDIA**

### **a. Internet**

- Muscle Media (December, 2023). “Best Arm Workout to Increase Your Arm Size.” <https://musclemediaonline.com/best-arm-workout/>
- Yahoo (November 2023). “5 Easy Exercises to Slow Aging: How Tai Chi, Walking and Other Activities Can Keep You Youthful.” <https://www.yahoo.com/entertainment/5-easy-exercises-slow-aging-163722254.html>
- Weight Watchers (July 2023). “Let’s get physical: A beginner’s guide to weights.” <https://www.weightwatchers.com/uk/blog/fitness/lets-get-physical-beginners-guide-weights>
- Fitness Volt (May, 2023). “The No Weight Equipment Arm Workout for Bigger Guns.” <https://fitnessvolt.com/no-weight-equipment-arm-workout/>
- Essentially Sports (December, 2022). “Arnold Schwarzenegger Would Not Win Today: Bodybuilding Expert Made a Shocking Claim About the Biggest Name in the Sport.” <https://www.essentiallysports.com/us-sports-news-bodybuilding-news-arnold-schwarzenegger-would-not-win-today-bodybuilding-expert-made-a-shocking-claim-about-the-biggest-name-in-the-sport/>
- The Nessie (December 2022). “The Most Influential People in Wellness 2022.” <https://nesswell.com/most-influential-people-in-wellness-2022>
- Essentially Sports (December, 2022). “They Want to See Lions and Tigers, Not Cats and Dogs: Bodybuilding Expert Explained Why Steroids Consumption Remains an Inescapable Part of the Sport.” <https://www.essentiallysports.com/us-sports-news-bodybuilding-news-they-want-to-see-lions-and-tigers-not-cats-and-dogs-bodybuilding-expert-explained-why-steroids-consumption-remains-an-inescapable-part-of-the-sport/>

- LiveMint.com (October, 2021). “Why you need to build big and strong calf muscles.” <https://lifestyle.livemint.com/health/fitness/why-you-need-to-build-big-and-strong-calf-muscles-111633438087086.html>
- T-Nation (October, 2021). “The Best Way to Build Muscle, According to Science.” <https://www.t-nation.com/training/best-way-to-build-muscle/>
- T-Nation (March, 2021). “Everything we know about rep ranges is wrong.” <https://www.t-nation.com/training/everything-we-know-about-rep-ranges-is-wrong>
- Very Well Fit (March, 2021). “Exercising on an Empty Stomach and Fat Loss.” <https://www.verywellfit.com/should-you-exercise-on-an-empty-stomach-1231583>
- Dmarge.com (January, 2021). “Fitness doctor debunks popular muscle-building myth.” <https://www.dmarge.com/2021/01/hypertrophy-training-research.html>
- Healthline.com (February, 2021). “Does Nutrient Timing Matter? A Critical Look.” <https://www.healthline.com/nutrition/does-nutrient-timing-matter>
- Stack.com (December, 2020). “Does Lactic Acid Training Make You Slower?” <https://www.stack.com/a/does-lactic-acid-training-make-you-slower>
- Bottomlineinc.com (August, 2020). “Strength Training After 50: Six Simple Exercises to Get Started.” <https://bottomlineinc.com/life/strength-training/strength-training-after-50-six-simple-exercises-to-get-started>
- Yahoo Style (August, 2020). “A runner's guide to strength training - how to plan your workouts.” <https://uk.style.yahoo.com/runners-guide-strength-training-plan-143000561.html>
- Bodybuilding.com (July, 2020). “Ask the Muscle Doc: Is Calf Development Purely a Function of Genetics?” <https://www.bodybuilding.com/content/ask-the-muscle-doc-is-calf-development-purely-a-function-of-genetics.html>
- T-Nation (June, 2020). “Tip: Surprising News About Calf Training.” <https://www.t-nation.com/training/tip-surprising-news-about-calf-training>
- Pulse.com (April, 2020). “A Beginner's Guide to Resistance Training.” <https://www.pulse.ng/lifestyle/mens-health/a-beginners-guide-to-resistance-training/00t7qsc>
- Bodybuilding.com (April, 2020). “Metabolic Resistance Training: Build Muscle and Torch Fat At Once!” <https://www.bodybuilding.com/content/metabolic-resistance-training-build-muscle-and-torch-fat-at-once.html>
- GQ.com (March, 2020). “What is fasted cardio? The diet that claims to burn fat fast.” <https://www.gqindia.com/look-good/content/what-is-fasted-cardio-diet-claims-to-burn-fat-faster-fitness-weight-loss-tips>
- Yahoo Style (March, 2020). “This simple mind trick could supercharge your muscle growth.” <https://uk.style.yahoo.com/simple-mind-trick-could-supercharge-094100603.html>
- Livestrong.com (February, 2020). “Can Muscle Confusion Be the Key to Overcoming a Weight-Loss Plateau?” <https://www.livestrong.com/article/13724088-muscle-confusion/>
- Barbend.com (January, 2020). “Partial Vs Full Range of Motion: Which Is Ideal for Muscle Development?” <https://barbend.com/partial-vs-full-range-motion/>
- Thebarbell.com (January, 2020). “Confusion Delusion: New Research on Exercise Variety.” <https://www.thebarbell.com/confusion-delusion-new-research-on-exercise-variety/>
- Openfit.com (January, 2020). “Why Your Weight Lifting Routine Is Making You Stronger But Not Bigger.” <https://www.openfit.com/weightlifting-gain-muscle-and-strength>

- Outsideonline.com (January, 2020). “How to Make Your Strength Routine Evidence-Based.” <https://www.outsideonline.com/2408204/strength-training-research-2020>
- Self.com (December, 2019). “You Honestly Never Have to Do Crunches Again, According to Science and Experts.” <https://www.self.com/story/you-can-stop-doing-crunches>
- Thebarbell.com (December, 2019). “How Much Protein Should You Consume Daily?” <https://www.thebarbell.com/how-much-protein-should-you-consume-daily/>
- Bestlifeonline.com (December, 2019). “The 21 Biggest Exercise Myths, Debunked by Science and Health Experts.” <https://bestlifeonline.com/exercise-myths/>
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**c. Newspaper**

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**d. Television**

- WSMV - Channel 4, Nashville, TN. (January 2017). “Workout Tips for the New Year”  
<http://www.wsmv.com/clip/13011599/nsca-workout-tips-1617>

**MEMBERSHIP IN PROFESSIONAL SOCIETIES (last 5 years only)**

- National Strength and Conditioning Association
- United Kingdom Strength and Conditioning Association

## Gul Tiryaki-Sonmez

**TITLE:** PROFESSOR

**DEPARTMENT:** EXERCISE SCIENCE AND RECREATION

**EFFECTIVE DATE:** 2007

### A. DEGREES

<b>Institution</b>	<b>Dates Attended</b>	<b>Degree &amp; Major</b>	<b>Date Conferred</b>
University of New Mexico	9/1986 – 5/1990	Ph.D. Exercise Sciences	05/1990
Oklahoma State University	1/1984 – 5/1986	M.S. Exercise Sciences	05/1986
Youth & Sport Academy, Ankara, Turkey	9/1977 – 5/1981	B.S. Training Science	05/1981

### B. Additional Higher Education and/or Education in Progress

## EXPERIENCE

### A. Teaching

<b>Institution</b>	<b>Dates</b>	<b>Rank</b>	<b>Department</b>
Lehman College	9/2016– present	Professor	Health Sciences
Lehman College	9/2007 – 9/2016	Associate Professor	Health Sciences
Edward Waters College	9/2006 –5/2007	Professor	Physical Education and Sports
Abant Izzet Baysal University	2/1999 – 9/2006	Professor	Physical Education and Sports
Sakarya University	1/1997 – 2/1999	Associate Professor	Physical Education and Sports

Dicle University	4/1996 – 1/1997	Associate Professor	Physical Education and Sports
Middle East Technical University	9/1993 – 4/1996	Associate Professor	Physical Education and Sports
Middle East Technical University	9/1990 – 4/1993	Assistant Professor	Physical Education and Sports

**B. Other**

<b>Institution</b>	<b>Dates</b>	<b>Rank</b>	<b>Department</b>
Lehman College	8/2020 – Present	Chair	Health Sciences
Lehman College	9/2007-Present	Director of Exercise Science Program	Health Sciences
Lehman College	7/2014 – 7/2017	Chair	Health Sciences
Lehman College	9/2007-2009	Founder of Exercise Science Program	Health Sciences
Edward Waters College	9/2006 –5/2007	Director of Program of Physical Education and Sports	Physical Education and Sports
Abant Izzet Baysal University	2/2004 – 9/2006	Vice President	Academic Affairs
Abant Izzet Baysal University	02/1999-9/2006	Chair & Graduate Studies Coordinator of Department of Exercise Science	Physical Education and Sports
Sakarya University	1/1997 – 2/1999	Director & Graduate Studies Coordinator of the School of Sports and Physical Education	Physical Education and Sports
Fenerbahce Sports Club, Istanbul, Turkey	1/1997 – 2/1999	Coordinator of Computerized Match Analyses & Assistant Director of Foreign Relations	Performance analysis

Dicle University	4/1996 – 1/1997	Director & Graduate Studies Coordinator of the School of Sports and Physical Education	Physical Education and Sports
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### **ACADEMIC AND PROFESSIONAL HONORS**

Candidate for “Science Woman of Year”, nominated by the “Women’s Journal”, Turkey, 1996  
Scholarship to pursue doctorate in Exercise Physiology in USA, Turkish Ministry of National Education, 1982

Having graduated as the premier student from the Youth and Sports Academy, Ankara, Turkey, 1981

National Folk dancer, National Folk Dance Team, Turkey, 1974-1981

National Athlete, National Track & Field Team, Turkey, 1979-1981

### **PUBLICATIONS (last five years only)**

#### **Peer-reviewed articles:**

Schoenfeld, BJ, Alto, A, Grgic, J, Tinsley, G, Haun, CT, Campbell, BI, Escalante, G, **Sonmez, GT**, Cote, G, Francis, A, and Trexler, ET. Alterations in body composition, resting metabolic rate, muscular strength, and eating behavior in response to natural bodybuilding competition preparation: A case study.

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Tomaszewski, P., Milde, K., Majcher, A., Pyrz'ak, B., **Tiryaki-Sonmez, G.**, Schoenfeld, B. [Adv Exp Med Biol.](#) 2018;1023:55-63. doi: 10.1007/5584\_2017\_65.

Demirel, N., **Tiryaki-Sonmez, G.**, Eroglu, H., Vatansever, S. The Effects of Gymnastics and Whole Body Vibration Exercises on Body Composition. Journal of Physical Education and Sports Management, Vol. 4, No. 1, pp. 25-33, June 2017, DOI: 10.15640/jpesm.v4n1a2, ISSN 2373-2156 (Print) 2373-2164 (Online) URL: <https://doi.org/10.15640/jpesm.v4n1a2>

Ucan, Y., **Tiryaki-Sonmez, G.** Effect of 2 Weeks Vitamin E Supplementation to the Point of Anaerobic Threshold. Ethno Med, 11(1): 13-20, 2017.

**Tiryaki-Sonmez, G.** Active Learning in the Sciences: WAC and a Food Nutrition Course. In Wolfe, M. & Yood, J. (Eds.) Public voices: Writing across Lehman College 2003-2012 (pp. 15-19). Bronx, NY: Lehman College of City University of New York. 2016.

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**Schoenfeld BJ, Aragon AA, Moon J, Krieger JW, Tiryaki-Sonmez G. Comparison of amplitude-mode ultrasound versus air displacement plethysmography for assessing body composition changes following participation in a structured weight-loss programme in women. Clin Physiol Funct Imaging. Online, 2016. DOI: 10.1111/cpf.12355.**

Sozbir, K., G., Willems, M.E, **Tiryaki-Sonmez**, Ragauskas, Paulius. Acute Effects OF Contract-Relax PNF and Static Stretching on Flexibility, Jump Performance, and EMG Activities: A Case Study. *Biology of Exercise*, 12:1, 2016 DOI: <http://doi.org/10.4127/jbe.2016.0099>

Schoenfeld, B.J., Contreras, B. , Ogborn, D., Galpin, A., Krieger, J., **Sonmez, G. T.** Effects of Varied Versus Constant Loading Zones on Muscular Adaptations in Trained Men *Int J Sports Med.* 36:1–6, 2015. DOI <http://dx.doi.org/.doi.org/10.1055/s/0035-1569369>.

**Tiryaki- Sonmez, G.,** Vatansever, S., Olcucu, B., Cinar, V. Impact of Music on Exercise Performance. *Int. J. Rev. Life. Sci.*, 5(3), 1307-1312, 2015.

Olcucu, B., Vatansever, S., **Tiryaki- Sonmez, G.,** Burkan, S. Effect of Acute Exercise on Hunger in Healthy Woman. *International Journal of Science Culture and Sport (IntJSCS)*, 3(3):6-17, 2015. DOI: 10.14486/IntJSCS383

Vatansever, S., Olcucu, B., **Tiryaki- Sonmez, G.** Impact of Exercise Modes on Appetite Markers. *The Anthropologist*, 21(1,2): 129-136, 2015.

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Sozbir, K., **Tiryaki-Sonmez, G.,** Yuktasir, B., Yalcin, H.B., Aydin, K., Yildiz. N. The Effects Of Two Different Stretching Exercises Together With Plyometric Training On Flexibility, Vertical Jump Performance And Electromyographic Activities Of Muscles Of Lower Extremity. *International Refereed Journal of Orthopaedics Traumatology And Sports Medicine.* 2 (3) : 32-53, 2015. ID:19 K:16, ISSN Print: 2148-4805 Online 2148-5550, (In Turkish).

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Schoenfeld, B. J., Contreras, B., **Tiryaki-Sonmez, G.,** Wilson, J. M., Kolber, M. J., Peterson, M. D. Regional Differences in Muscle Activation During Hamstrings Exercise. *Journal of Strength & Conditioning Research:* Volume 29 - Issue 1 - p 159–164. December 2014. doi: 10.1519/JSC.0000000000000598

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Schoenfeld, B.J., Aragon, A.A., Wilborn, C. D., Krieger, J.W., **Tiryaki-Sonmez, G.** Body Composition Changes Associated with Fasted Versus Non-Fasted Aerobic Exercise. *J Int Soc Sports Nutr.*, 11(1):54, Nov 18, 2014. doi: 10.1186/s12970-014-0054-7.

Ozen, S., Olcucu, B., Burkan, S., **Tiryaki- Sonmez, G.** Effect of Acute Resistance Exercise on Appetite in Healthy Men. *Life Sci J.*, 11 (10):1220-1224, 2014 . (ISSN:1097-8135). <http://www.lifesciencesite.com>. 182

Ozen, G., Ozen, S., **Tiryaki- Sonmez, G.** The Effect Of Different Life Experiences -Camp Life And The High And Low Rope Tracks Activities - On The Perception Of Self-Efficacy. *Journal of Sports and Performance Researches.* 5:2, p.5-12, 2014. <http://dergipark.ulakbim.gov.tr/omuspd/article/view/1009002665>. (In Turkish).

Schoenfeld, B.J., Ratamess, N., Peterson, M.D., Contrears, B., **Tiryaki-Sonmez, G.**, Alvar, B.A. Effects of different volume-equated resistance training loading strategies on muscular adaptations in well-trained men. *Journal of Strength & Conditioning Research.* 2014 Oct; 28 (10): 2909-18. doi: 10.1519/JSC.0000000000000480.

Ozen, S., Olcucu, B., Ozen, G., Dalli, M., **Tiryaki- Sonmez, G.** The Relationship Between Physical Fitness and Obesity in Turkish School Children. *Journal of Health Sport and Tourism*, 5(2), 2014. <http://www.ijar.lit.az/medicine.php?go=currentmed>

**Tiryaki-Sonmez, G.**, Ozen, S., Olcucu, B. Respiratory Muscle Strength and Lung Volumes in Male Turkish Adolescents. *International Journal of Academic Research Part A*; 6 (5), 2014. DOI: 10.7813/2075-4124.2014/6-5/A.15

Schoenfeld, B.J., Contreras, B., **Tiryaki-Sonmez, G.**, Willardson, J.M., Fontana, F., Harris, R. An Electromyographic Comparison of a Modified Version of the Plank with a Long-lever and Posterior Tilt Versus the Traditional Plank Exercise: Implications for Functional Performance. *Sports Biomech.* 13(3): 296-306, Sept . 2014. doi: 10.1080/14763141.2014.942355. Epub 2014 Aug 5.

**Tiryaki-Sonmez G.**, Ozen S., Bugdayci G., Karli U, Ozen G., Cogalgil S., Schoenfeld B., Sozbir K., Aydin K. Effect Of Exercise On Appetite-Regulating Hormones In Overweight Woman. *Biol. Sport*, 30:75-80, 2013. DOI: 10.5604/20831862.1044220

Contreras, B., Cronin, J., Schoenfeld, B., Nates, R., **Tiryaki- Sonmez, G.** Are All Hip Extension Exercises Created Equal? *Strength and Conditioning Journal*, 35(2):17-22, 2013, doi:10.1519/SSC.0b013e318289fffd

Bugdayci, G., Yuktasir, B., Ozen, S., Yalcin, H.B., **Tiryaki- Sonmez, G.**, Cakici, H. The Effect of Exercise on Salivary Alpha-Amylase (sAA) Activity in Athletes. *Journal of Turkish Clinical Biochemistry (Türk Klinik Biyokimya Dergisi)*, 11(1): 1-5, 2013. (In Turkish).

Schoenfeld, B.J., **Tiryaki-Sonmez, G.**, Kolber, M.J, Contreras, B., Harris, R., Ozen, S. Effect of Hand Position on EMG Activity of the Posterior Shoulder Musculature During a Horizontal Abduction Exercise. *J Strength Cond Res.* 2013, Oct;27 (10): 2644-9. doi: 10.1519/JSC.0b013e318281e1e9. [Epub January 8th 2013].

Contreras, B., Schoenfeld, B., Mike, J., **Tiryaki-Sonmez, G.**, John Cronin, J., Vaino, E. The Biomechanics of the Push-up: Implications for Resistance Training Programs. *Strength and Conditioning Journal*, Volume 34 - Issue 5 - p 41–46, 2012, doi: 10.1519/SSC.0b013e31826d877b.

### **INVITED SPEAKER**

“Inactivity and Obesity Rates in Different Countries”

Invited speaker, The 4th International *Balkan* Conference in Sport Sciences in Bursa, Turkey Bursa, May 21 – 23, 2017.

“ Physical Activity and Appetite Hormones”

Invited Speaker to give lectures for Doctoral students at Faculty of Sports, Uludag University, Turkey, 15 April, 2016.

“Inactivity and Obesity”

Invited speaker and give lectures at Josef Pilsudski University of Physical Education in Warsaw, Poland, September 23-27, 2015.

### **INTERNATIONAL PRESENTATIONS:**

Demirel, N., **Tiryaki- Sonmez, G.**, Vatansever, S., Olcucu, B. The Effects of Gymnastics and Whole Body Vibration Exercises on Some Physical Fitness Parameters. 6th International Conference on Sport and Society "Sport in the Americas", University of Toronto, Toronto, Canada, 30-31 July 2015. (<http://sportandsociety.com/the-conference>).

Vatansever, S., **Tiryaki- Sonmez, G.**, Olcucu, B., Demirel, N. The Effects of Different Intensity Exercises on Appetites in Healthy Woman. 6th International Conference on Sport and Society "Sport in the Americas", University of Toronto, Toronto, Canada, 30-31 July 2015. (<http://sportandsociety.com/the-conference>).

Olcucu B, Vatansever S, **Tiryaki- Sonmez G.**, Oner S. Effect of Acute Exercise on Hunger in Healthy Woman. 4th International Conference on Science Culture and Sports. 22-26 May 2015, Ohrid, Makedonia.

Vatansever S, Olcucu B, **Tiryaki- Sonmez G.**, Oner S. Obestatin Response To Resistance Exercise in Male. 4th International Conference on Science Culture and Sports. 22-26 May 2015, Ohrid, Makedonia.

Oner S, Ozen S, Olcucu B, **Tiryaki Sonmez G.** Effect of Acute Resistance Exercise on Appetite in Healthy Men. 13th International Sports Sciences Congress, 7-9 November, 2014, Konya, Turkey.

Certel, Z., Bahadir, Z., **Tiryaki Sönmez, G.** Evaluation Of The Relation Between Self Esteem And Decision Making Styles In Team Sports In Terms Of Empathy And Decision Making. 12th International Sport Sciences Congress Denizli, Turkey, [http://www.sporbilimlerikongresi2012.org/PROGRAM\\_SBK2012.pdf](http://www.sporbilimlerikongresi2012.org/PROGRAM_SBK2012.pdf). page 40, P229, December 12-14, 2012.

Ozen, S., Ozen, G., **Tiryaki- Sonmez, G.** Physical Activity Levels of Turkish University Students. 22nd TAFISA World Congress, Sport for All: Building Bridges, November 10-14, Antalya, Turkey. Abstract book, p. 111-112, 2011.

### **LOCAL PRESENTATIONS**

Alto, A., Gonzalez, O., Nazerzadeh, S. and **Tiryaki-Sonmez, G.**, and Schoenfeld, B. Functional and preventative aspect of strengthening hip flexor muscles in relation to hip fractures in elderly population. Lehman College 7th Annual Research and Scholarship Day, April 24th, 2015.

### **PH.D. THESIS TITLE:**

The Effects of Sodium Bicarbonate and Sodium Citrate Administration on 600m Running Performances, May 1990

### **PUBLICATIONS (Prior to “last five years”)**

#### **Books:**

**Tiryaki-Sonmez, G.** Exercise and Sports Physiology. Bolu, Turkey: Ata Press, 2002.

**Tiryaki, G.** Sources of Energy, Training Methods and Nutrition. Ankara, Turkey: General Management of Youth and Sports Press. 1993.

#### **Book Chapters:**

**Tiryaki, G.**, F. Tuncel, F. Yamaner, S.A. Agaoglu, H. Gumusdag, M.F. Acar. Comparison of the Physiological Characteristics of the First, Second and Third League Turkish Soccer Players. Science and Football III. Eds. T. Reilly, J. Bangsbo and M. Hughes. E & F Spon, London: p.32-36, 1997.

Işlegen, C., M.F. Acar, A. Cecen, T. Erding, R. Varol, **G. Tiryaki**, O. Karamızrak. Effects of Different Pre-Season Preparations on Lactate Kinetics in Professional Soccer Players. Science and Football III. Eds. T. Reilly, J. Bangsbo and M. Hughes. E & F Spon, London: p.103-105, 1997.

Tamer, K., M. Gunay, **G. Tiryaki**, I. Cicioglu, E. Erol. Physiological Characteristics of Turkish Female Soccer Players. Science and Football III. Eds. T. Reilly, J. Bangsbo and M. Hughes. E & F Spon, London: p.37-39, 1997.

**Tiryaki, G.,** S. Cicek, A.T. Erdogan, F. Kalay, A.T. Atalay. The Analysis of the Offensive Pattern of the Switzerland Soccer Team in the 1994 World Cup. Notational Analysis of Sport I & II (Ed. M. Hughes) E & F Spon, London: p. 91-98, 1995.

**Peer-reviewed articles:**

Aydin, K., Sozbir, K., Yuktasir, B., Yalcin, H. B., Yildiz, N., **Tiryaki–Sonmez, G.** The Comparison of EMG Activities of Knee Extensor Muscles Between Soccer Players and Sprinters During Countermovement Jump Performance. Nigde University Journal of Physical Education and Sport Sciences, (Nigde Universitesi Beden Egitimi ve Spor Bilimleri Dergisi) 5:(3), 242-249, 2011. (In Turkish).

Schoenfeld, B., **Tiryaki-Sonmez, G.** Overcoming Psychosocial Barriers to Maternal Exercise: Intervention Strategies to Improve Participation and Adherence. Biomedical Human Kinetics, 3, 61 – 66, DOI: 10.2478/v10101-011-0014-5, 2011.

Ozen, S., **Tiryaki-Sonmez, G.,** Bugdayci, G., Ozen, G. The Effects Of Exercise On Food Intake And Hunger: Relationship With Acylated Ghrelin And Leptin. Journal of Sports Sciences and Medicine,10, 283-291, 2011.

**Tiryaki-Sonmez, G.,** Schoenfeld, B., Vatansever-Ozen, S. Omega 3 Fatty Acids And Exercise: A Review Of Their Combined Effects On Body Composition And Physical Performance. Biomedical Human Kinetics, 3, 23 – 29, DOI: 10.2478/v10101-011-0007-4, 2011.

Ozen, S., **Tiryaki-Sonmez, G.,** Ozen, G. Anthropometric, Strength And Pulmonary Characteristics Of Elite And Non Elite Sport Climbers. E-Journal of New WorldSciencesAcademy, ISSN:1306-3111, 6:2, Article number 2B0071, 2011. (In Turkish).

**Tiryaki-Sonmez, G.,** Çolak, M., Sönmez, S., Brad Schoenfeld. Effects of Oral Supplementation of Mint Extract on Muscle Pain and Blood Lactate. Biomedical Human Kinetics, DOI: 10.2478/v10101-0016-8, 2: 25-29, 2010.

Yaman, H., **Tiryaki-Sonmez, G.,** Gurel, K. The Effects Of Oral L-Arginine Supplementation On Vasodilation And Max VO<sub>2</sub> Level of Male Soccer Players. Biomedical Human Kinetics, DOI:10.2478/v10101-010-0006- x, 2: 66-69, 2010.

Ozen, S., **Tiryaki-Sonmez, G.,** Yuktasir, B., Yalcin, B., Bugdayci, G., Willems, M. Effects Of Exercise On Leptin And Acylated Ghrelin Hormones In Trained Males. Journal of Exercise Physiologyonline, 12 (2): 20-30, 2010.

Rising, R., **Tiryaki-Sonmez, G.** Energy Expenditure and Physical Activity In Recovering Malnourished Infants.

Journal of Nutrition and Metabolism, Article ID 171490, 7 pages, doi:10.1155/2010/171490, 2010.

**Tiryaki-Sonmez, G.,** Ozen, S., Yuktasir, B., Yalcin, B., Ozen, G., Sonmez, S., Demirel, N.. The Effects Of High Altitude Climbing On Respiratory Parameters. *Medicine Sportiva*, 13 (1): 49-53, 2009.

Bugdayci, G., Koc, O., Yuktasir, B., Ozen, S., Yalcin, HB., **Tiryaki-Sonmez, G.** Salivary Antioxidant Capacity During Exercise In Athletes. Third International Congress Of Molecular Medicine, May 5–8, 2009, Istanbul, Turkey. *Congress Proceedings, IUBMB Life*, 61, 368-369, 2009.

Ozen, S and **Tiryaki-Sonmez, G.** Ghrelin Hormon And Exercise. *Gazi University Journal of Physical Education & Sport Sciences*, (Gazi Universitesi Beden Egitimi ve Spor Bilimleri dergisi), XIII, 3: 11 – 24, 2008.

Ozen, S., Demirel, N., Yalcin, H.B. , **Tiryaki-Sonmez, G.,** The Overweight and Obesity Prevalence in 7-14 years Old Elementary School Children Living in Bolu, TURKEY. *International Sport Sciences Congress*, October 23- 25, Bolu, Turkey, p.964-967, 2008.

Sozbir, K., **Tiryaki-Sonmez, G.,** Yuktasir, B., Yalcin, H. B., Aydin, K., Yildiz, N. The Effects of Two Different Stretching Exercises Together With Plyometric Training On EMG Values And Some Physiological Parameters. *12th Annual Congress of the European Conference of Sport Sciences (ECSS)*, p. 21, 2007.

Guler, M., **Tiryaki-Sonmez, G.,** Yalcin, B., Stelzer, J., Ozer, S., Aydın, K. The Personality Characteristics Of Competitive Gymnasts. *7. World Congress of Performance Analysis of Sport*, Szombathely, Hungary. *Congress Proceedings*. p. 98, 2006.

Gulseven, O., **Tiryaki-Sonmez, G.,** Yuktasir, B., Yalcin, B., Stelzer, J., Ucan, Y. The Effects Of Sodium Bicarbonate Loading On Anaerobic Performance. *7. World Congress of Performance Analysis of Sport*, Szombathely, Hungary. *Congress Proceedings*. p. 87, 2006.

Sozbir, K., Yuktasir, B., Yalcin, B., Aydın, K., Ozen, S., Stelzer, J., **Tiryaki-Sonmez, G.** Investigation The Relationships Between Velocity, Agility And Vertical Jump To Performance Of Static Long Jump. *7. World Congress of Performance Analysis of Sport*, Szombathely, Hungary. *Congress Proceedings*. p. 70, 2006.

Guzel, G., Gokmen,, H., **Tiryaki-Sonmez, G.,** Yuktaşır, B., Konukman., F. The Effects of Arousal Level on Reaction Time of 8-Year Old Children in Karate. *Journal of Physical Education and Sport Sciences* (<http://e-dergi.atauni.edu.tr/index.php/besyo/article/view/921>), 7 (2): 45-54, 2005.

Biçer, B., **Tiryaki-Sonmez, G.**, Yuktaşır, B., Yalçın, H.B., Kaya, F. The Effect on Leg Strength of Different Overloads with Therabands. 10th ICHPER-SD Europe Congress and 8th TSSA International Sports Science Congress, Antalya, Turkey, Congress Proceedings. p.117, 2004.

Colak, R., **Tiryaki-Sonmez, G.** Performans Analysis and Periodization of Training in Long Distance Runners-I. [www.atletik.org/ABTD-makaleler/makale-abtd0332-sayi43-sayfa23](http://www.atletik.org/ABTD-makaleler/makale-abtd0332-sayi43-sayfa23), 2001.

Colak, R., **Tiryaki-Sonmez, G.** Performans Analysis and Periodization of Training in Long Distance Runners-II. [www.atletik.org/ABTD-makaleler/makale-abtd0333-sayi44-sayfa5](http://www.atletik.org/ABTD-makaleler/makale-abtd0333-sayi44-sayfa5), 2001.

Inal Ince, D., **Tiryaki- Sonmez, G.**, Ince, M.L. Effects of Garlic on Aerobic Performance. Turkish Journal of Medical Sciences. 30(6):557-561, 2000.

Sonmez, S., **Tiryaki-Sonmez, G.**, Yuktaşır, B., Şemşek, O., Çolak, R. Effects of Using Nasal Stripe on Aerobic Performance in Women. Journal of Physical Education & Sport Sciences, (Gazi BESBD), V, 4: 3 – 10, 2000.

Sonmez, S., **Tiryaki-Sonmez, G.**, Yuktaşır, B., Şemşek, O., Çolak, R. Effects of Nose Strap Usage on Aerobic Capacity in Men. Performance. 4(3-4):69-74, 1998.

Ince, M.L., **Tiryaki-Sonmez, G.**, Koşar, N., Inal, D.. Blood Lactate, Ammonium, Phosphate Levels and Depletion Times in Distance Runners. A comparison between interval and endurance training. V. International Sports Science Congress, Ankara, Turkey, Congress Proceedings. p. 240-241, 1998.

Aşçı, F.H., Gokmen, H., **Tiryaki, G.** Self Concept and Body Image of Turkish High School Male Athletes and Non-Athletes. Adolescence. 32(128):960-968, 1997.

**Tiryaki, G.** and S. Muniroglu. Introducing the Use of Computer Analyses in Soccer. Journal of Soccer Science and Technology. p.18-19, 1996.

**Tiryaki, G.** A.T. Atalay, A. Kin. Performance Analysis of the Turkish National Soccer Team during the European Cup Elimination and Final Matches. III. World Congress of Notational Analysis of Sports, Antalya, Turkey, Congress Proceedings. pp.30, 1996.

**Tiryaki, G.**, Talent Identification in Sports. Education and Health Center for Athletes (SESAM), Academic Activity Book, p.22-26, 1996.

**Tiryaki, G.**, and H. Atterbom. The Effects of Sodium Bicarbonate and Sodium Citrate Administration on 600m Running Performances. The Journal of Sports and Medicine and Physical Fitness (Turin, Italy). 35:194-198, 1995.

**Tiryaki, G.** and F. Konukman. (Translation.) Thirty-Minute 12-Station Skill Improvement Training for Soccer. Journal of Soccer Science and Technology, p. 27-28, 1995.

**Tiryaki, G.** Sexual Activity and Athletic Performance. Journal of Science and Technic. 335:101-102, 1995.

Tuncel, F., **Tiryaki, G.**, Tamer, K. Assessment of Cardiovascular Disease Risk Factors and Max VO<sub>2</sub> of Adults. International Rehabilitation Medicine Congress, Istanbul, Turkey, p 86, 1995.

**Tiryaki, G.**, F. Tuncel, K. Tamer. A Study on Lung Capacity and Body Composition of University Faculty Members. International Rehabilitation Medicine Congress, Istanbul, Turkey, p. 86, 1995.

Tuncel, F., L. Ince, A. Kin, D. Inal, T. Atalay, **G. Tiryaki**. A Comparison of Physical and Physiological Parameters in Swimmers, Cyclists, Runners and Triathletes. FISU/CESU Conference. Tokyo, Japan, CongressProceedings. p.420-421, 1995.

**Tiryaki, G.**, D. Inal, L. Ince. (Translation.) Theory and Practice of Endurance Training. Journal of Athletics Science and Technology. 16:9-13, 1994.

**Tiryaki, G.** Olympic Preparations: Identification of Talent and Scientific Training Methods. Symposium: "Turkey in the Olympics " İTU Physical Education and Sports Department, Istanbul, Turkey, Proceedings, p. 163-169, 1994.

**Tiryaki, G.** Exercise and Activation of Insulin Hormone. Second Congress on Altitude and Sports. University of Erciyes Press, Kayseri, Turkey: Congress Proceedings. p.47-57, 1993.

**Tiryaki, G.** and M. Unal. The Relationship of Blood Phosphokinase and Lactate Dehydrogenase Enzyme Levels with Muscular Soreness in Female Gymnasts Following Isometric Contractions. International Sports Science Conference, Singapore, Congress Proceedings. p. 259-269, 1993.

Asçı, F., Gokmen, H., **Tiryaki, G.**, Aşçı, A., Zorba, E. The Effects of Participation in Sports on Level of Satisfaction with Body Image of Male Students. Journal of Athletics Science and Technology. 4(3):38-47, 1993.

**Tiryaki, G.** and S. Koçak. (Translation.) Stride Length in Sprint Running II: Analysis and Evaluation. Journal of Athletics Science and Technology. 9:5-10, 1993.

**Tiryaki, G.** and G. Dogu. Weight Reduction of Wrestlers. Journal of Wrestling (Turkish Wrestling Foundation). 2:17, 1993.

**Tiryaki, G.**, and S. Koçak. (Translation.) Stride Length in Sprint Running I: Analysis and Evaluation. Journal of Athletics Science and Technology. 8:21-24, 1992.

Zorba, E., **Tiryaki, G.**, Doğu, G. Development of a Skinfold Equation for Prediction of Body Fat in Turkish Wrestlers. International Health, Physical Education and Recreation World Congress, Limerick, Ireland, Congress Proceedings. p.138, 1991.

**Tiryaki, G.** Participation of Women in Long Distance Running. Journal of Onspor. 7(II-IV):30-31, 1991.

**Tiryaki, G.** Recent Approaches to Altitude Training. First Congress on Altitude and Sports University of Erciyes Press, Kayseri, Turkey: Congress Proceedings. p.71-87, 1991.

## **Works submitted for publication:**

### Peer-reviewed articles:

**Tiryaki- Sonmez, G., Vatansever, S., Olcucu, B. Satellite Cell, Muscle Hypertrophy and Exercise, Submitted to *Biology of Sports*, Submitted May 2016.**

G., Vatansever, S., Olcucu, B., Tiryaki- Sonmez, G. Heat shock proteins response to exercise, *International Journal of Academic Research*, Submitted April 2016.

### **Works in progress:**

- Tiryaki-Sonmez, G., Vatansever, S., Olcucu, B., Schoenfeld, B.J. The anti-oxidative and anti-inflammatory effects of Rosemary extract after long term high-intensity exercise on the immune and oxidative systems, *International Journal of Preventive Medicine*, June 2016.
- Sozbir, K., Tiryaki-Sonmez, G., Schoenfeld, B. The acute effects of drop jumps with different intensities on countermovement jump performance and lower extremity electromyography. *Journal of Human Kinetics*, March 2016.

1. The effects of exercise on obestatin hormone and food intake in obese and normal weight adults.
2. The effects of whole body vibration exercises on body composition markers in male athletes.
3. Effects different types of exercises on muscle strength and EMG activities
4. The effect of Pilates exercise on the levels of Salivary Cortisol and Salivary Alpha Amylase activity.

### **Grant writing in progress**

1. The anti-oxidative and anti-inflammatory effects of Rosemary extract after acute high-intensity exercise on the immune and oxidative systems (NIH grant application)
2. Prevention of Childhood Obesity (NIH grant application)

## **GRANTS RECEIVED**

- a. **Multiple**
- b. **Individual**

### **Grants received:**

1. 2016-2017 Graduate Research Technology Initiative, State of New York. Exercise Science/Pre-physical Therapy, \$37,599.
2. CUNY 2015-2016 Student Technology Fee Grant - Exercise Science/Pre-physical Therapy, \$30,672.
3. 2014-2015 Graduate Research Technology Initiative, State of New York. Exercise Science/Pre-physical Therapy, \$45,900.
4. PSC-CUNY 43 Research Award (2012)-The Effects of Resistance Exercise on Obestatin Hormone and Food Intake, City University of New York (CUNY), \$3,200.
5. PSC-CUNY 42 Research Award (2011)-The Effects of Exercise on Obestatin Hormone and Food Intake, City University of New York (CUNY), \$3,500.
6. Shuster Fellowship Award (2008) – The Effects of Exercise on the Level of Hormones Regulating Food Intake in Young Adults, Lehman College, CUNY. \$ 4,000.
7. Scientific Research Funding, Project Director (2004-06) – Establishment of the Exercise Physiology Lab, Abant Izzet Baysal University, Bolu, Turkey. \$150,000.
8. Turkish Soccer Foundation, (1996) - Conference Organization. \$10,000
9. Turkish Scientific Research Foundation (1995) – Expenses for Attending a World Congress Sports Sciences in England. \$2,000
10. Scientific Research Funding, Project Director (1992-94) - Physiological Effects of Altitude Training,
11. Middle East Technical University, Ankara, Turkey. \$30,000.

**Grants submitted, but not funded;**

1. Designing and Testing a Mobile Gaming Application to Promote Healthy Food & Exercise Behaviors for Adolescents, NIH NIH-R21 APPLICATION, <http://grants.nih.gov/grants/guide/pa-files/PA-11-329.html>
2. The Effect of a Cooking and Exercise Program on the Body Mass Index of Children - Robert Wood Johnson Foundation (RWJF) in 2009.
3. A Comparison of School Lunches and Home Prepared Lunches on the Body Mass Index Level of children - PSC-CUNY in 2009

**SERVICE TO THE COLLEGE**

Chair of the Department of Health Science, August 2020-Present

Member of the College P&B Committee, August 2020-Present

Chair of the Department of Health Science, July 2014-July 2017

Member of the College P&B Committee, July 2014-July 2017

Lehman College Pre-Health advisory Board, September 2015- Present

The Senate Committee on the Budget and Long Range Planning - September 2015 - September 2019

Member of the Instructional support Services Program (ISSP) Advisory Committee 2011-2017

Member of the Faculty Election Committee, 2008-2015

Member of the Foundations of Excellence “All Students” Dimension Committee, 2010-2011

### **SERVICE TO THE DEPARTMENT**

Director of the Exercise Science Program, Department of Health Science at Lehman College, 2009-Present.

Developed the Undergraduate Program in Exercise Science Program with option of Pre-Physical Therapy and with option of Exercise and Movement Science, 2010- Present.

Developed the Undergraduate Program in Exercise Science Program in the Department of Health Science at Lehman College, 2007- Present.

Member of the Departmental P&B Committee. 2014-Present

Member of the Departmental Grade Appeal Committee, 2011- Present.

Advising more than 300 students majoring in Exercise Science- 2007- Present.

Chair of the Search Committee for a new faculty in Exercise Science Program, 2009-2020

Member of the Departmental Curriculum Committee, 2008-2014

Member of Search Committee for new faculty in different programs of the Department of Health Sciences at Lehman College, Spring 2008-2020

### **SERVICE TO THE UNIVERSITY**

- Member of Focus Group for Housing at CUNY, Spring 2008
- Representative of Department of Health Sciences in Open House of Lehman College, Fall 2007
- Representative of Department of Health Sciences in Open House of Lehman College, Spring 2013.

## **COMMUNITY SERVICE**

- Volunteer to be a soccer coach for Riverdale Soccer club, Riverdale, Bronx, NY., 2007-2012
- Volunteer as Classroom Representative: PS 24, Riverdale, Bronx, NY. 2009-2013
- Volunteer as Learning Leader: PS 24, Riverdale, Bronx, NY. 2009-2013

## **MEMBERSHIP IN PROFESSIONAL SOCIETIES (last five years only)**

- American College of Sports Medicine
- American Society of Exercise Physiologist
- International Network on Sport and Health Sciences

## **PROFESSIONAL ACTIVITIES**

- Editor of International Journal of Sports, Exercise and Training Science, 2015-Present.
- Regional Editor in Journal of Biomedical Human Kinetics, University of Physical education, Warsaw, Poland. 2010- Present.
- Scientific Committee Member of *Olympic Sport and Sport for All XXI* International Congress, September 14-16, 2017.
- Scientific Committee Member of International Science and Football Conference, 24-25 March 2016, Qatar.
- Quantative Reasoning workshop-2011-2012
- Critical Thinking Assessment -2010- 2011
- Scientific Committee of 10th International Sport Sciences Congress, November 10-12, 2010, Antalya, Turkey.
- Scientific Committee of 15th Annual Congress of the European College of Sport Science, June 23-26, 2010, Antalya, Turkey.
- Writing Across The Curriculum- 2007-2008
- Writing Across The Curriculum, "Revamping Writing" Workshop, May 2015
- Writing Across The Curriculum, "Peer Review Boot camp" Workshop, April 2015

- Grant writing lecture presented by Dean Latimer, School of Health Sciences, Human Services, and Nursing at Lehman College; October 2014
- Preparation for Teaching Online: A Certification Workshop For CUNY Faculty, January, 2012

## Andrew Alto

**TITLE:** ASSISTANT PROFESSOR

**DEPARTMENT:** EXERCISE SCIENCE AND RECREATION

**EFFECTIVE DATE:** 2020

### **HIGHER EDUCATION** (in reverse chronological order)

Institution	Dates Attended	Degree & Major	Date Conferred
University of Western States	2017-2019	EdD Sport and Performance Psychology-Specialization in Exercise and Sports Science	December 21 <sup>st</sup> 2019
Lehman College	2016-2016	MA Health Education and Promotion	1/1/2017
Lehman College	2012-2015	Exercise Science	5/28/2015

### **EXPERIENCE** (in reverse chronological order)

#### A. Teaching (at Lehman and any other institutions)

Dates	Rank	Department
8/24/2020-Present	Co-Director Undergraduate Program	Health Sciences (Exercise Science)
5/20/2020-8/24/2021	Director Human Performance Lab	Health Sciences (Exercise Science)
8/24/2020-Present	Assistant Professor	Health Sciences (Exercise Science)
8/24/2017-8/23/2020	Instructor	Health Sciences (Exercise Science)
8/25/2016- 8/25/2017	Substitute Lecturer	Health Sciences (Exercise Science)
6/1/2016-7/6/2016	Adjunct Lecturer	Health Sciences (Exercise Science)

### **PUBLICATIONS/CREATIVE WORKS**

#### Peer-Reviewed

- Eubank, J, M. Oberlin, D, J. **Alto**, A. Sahyoun, N, R. Asongwed, E. Monroe-Lord, L. Harrison, E, A. Effects of Lifestyle Factors on Cognition in Minority Population of

Older Adults: A Review. *Frontiers in Nutrition*. (2022).

<https://doi.org/10.3389/fnut.2022.841070>

Role: Interpreting data, contributed to writing and revising manuscript

- Schoenfeld, B. **Alto, A.** Grgic, J., Tinsley, G. Haun, C. Campbell, B. Escalante, G. Sonmez, G. Cote, G. Francis, A. Trexler, E. Alterations in Body Composition, Resting Metabolic Rate, Muscular Strength, and Eating Behavior in Response to Natural Bodybuilding Competition Preparation: A Case Study *J Strength Cond Res*. 2020 Sep 3. doi: 10.1519/JSC.0000000000003816. Online  
Role: performed pre and post testing on subject, contributed to writing and revising data)
- Schoenfeld BJ, Vigotsky AD, Grgic J, **Alto, A.**, Haun, C., Contreas, B., Delcastillo, K., Francis, A., Cote, G. Do the anatomical and physiological properties of a muscle determine its adaptive response to different loading protocols? *Physiological Reports*. (2020);8(9): e14427. DOI: 10.14814/phy2.14427 (Role: recruited subjects, trained subjects using research interventions, collected data, pre and post testing of subjects, randomization of subject groups)
- Schoenfeld, B. J., Grgic, J., Contreras, B., Delcastillo, K., **Alto, A.**, Haun, C., De Souza, E. O., & Vigotsky, A. D. To Flex or Rest: Does Adding No-Load Isometric Actions to the Inter-Set Rest Period in Resistance Training Enhance Muscular Adaptations? A Randomized-Controlled Trial. *Frontiers in physiology*, *10*, 1571. (2020).  
<https://doi.org/10.3389/fphys.2019.01571> (Role: (Role: recruited subjects, trained subjects using research interventions, collected data, pre and post testing of subjects)
- Schoenfeld, B & Contreras, B., Krieger, J., Grgic, J., DelCastillo, K., Belliard, R., **Alto, A.** Resistance Training Volume Enhances Muscle Hypertrophy but Not Strength in Trained Men. *Medicine and science in sports and exercise*. (2018).  
10.1249/MSS.0000000000001764. (Role: recruited subjects, trained subjects using research interventions, collected data, pre and post testing of subjects)
- Schoenfeld, B.J., Vigotsky, A., Contreras, B., Winkleman, N., Larson, R., **Alto, A.**, Golden, S., Paoli, A. Differential effects of attentional focus strategies during long-term resistance training. *European Journal of Sport Science*. (2018). doi:  
10.1080/17461391.2018.1447020. (Role: recruited subjects, trained subjects using research interventions, collected data, pre and post testing of subjects)

## **PUBLICATIONS / CREATIVE WORKS (IN PROGRESS)**

- **Alto, A.** Sonmez, G. *The psychology of sustainable lifetime fitness*. Dubuque, IA Kendall/Hunt. Publication date (TBD)

## **PRESENTATIONS** (since last personnel action, in reverse chronological order)

- **Alto, A.** Think-Movie-Achieve “Building Concentration and Focus in Education,” Department of Education, Bronx, Walton Campus High School, 2780 Reservoir avenue Bronx, NY 10468 (June 6, 2019)

## **GRANTS**

Current

- **Alto, A.** M. Oberlin, D. J. Eubank, J., Sahyoun, N, R. Asongwed, E. Monroe-Lord, L. Harrison, E, A. National Institutes of Health (NIH). *Transformative Research to*

*Address Health Disparities and Advance Health Equity at Minority Serving Institutions.*

Status: submitted

- **Alto A.** Oberlin, D.J. (2022) Graduate Research Technology Initiative. \$9,685.25.  
Status: Funded.

Applied but not funded

- **Alto, A.** Oberlin, D.J. (2022). Student Technology Fee Proposal 2022-2023 cycle. \$10,650. Status: Not Funded.
- **Alto, A.** (2021). Student Technology Fee Proposal 2021-2022 cycle. \$33,402. Status: Not Funded.
- **Alto, A.** (2021). PSC-CUNY Round 53. *The Effects of Different Resistance Training Intensities on Cognition*. \$3,500. Status: not funded

### **SERVICE TO DEPARTMENT**

- Co-program director EXS
- Search Committee member-TR search (2022)
- Exercise Science Specialized Session Presenter (admissions office-2022)
- Search Committee Member- co chair-HSD (2020)
- EXS Assessment Coordinator (2019-2020)
- Ad Hoc Grade Appeal Member (2019)
- Search Committee Member-Exercise science (2019)
- Curriculum Committee Member (2018-present)
- Search Committee Member- Recreation Education (2018)
- Health Sciences Department Senate Representative (2018-2019)
- Faculty Representative for Majors and Minors Fair (2018-2019)
- Student Mentor for the ACSM-GNYRC Conference/Student Bowl (2017-2019)

### **SERVICE TO SCHOOL**

### **SERVICE TO LEHMAN COLLEGE**

- Effective Online Teaching Practices-ACUE online teaching workshop (2020-2021)
- OER workshop (2021-2022)

### **SERVICE TO CUNY**

- **Alto, A.** CUNYTV/ BronxNet- “Emotional and Mental Health Benefits of Being Fit” (2018)

### **SERVICE TO THE PROFESSION**

- Tri County Science & Technology Fair-Judge (April 13<sup>th</sup>-April 19<sup>th</sup>)
- Journal of Strength and Conditioning Research: Research Reviewer (2017-Present)
- American Journal of Men’s Health- Research Reviewer (2020-Present)
- Frontiers in Sports and Active Living Research Reviewer (2021- present)
- NSCA membership
- ACSM membership

### **COMMUNITY SERVICE**

- Tri County Science & Technology Fair-Judge (April 13<sup>th</sup>, 2022)

## **TEACHING**

### **A. COURSES TAUGHT**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester First Taught</b>	<b>Lehman or GC</b>
EXS 264	Introduction to Exercise Science	Summer 2016	Lehman
EXS 265	Behavioral Aspects of Physical Activity	Fall 2016	Lehman
EXS 315	Kinesiology & Biomechanics	Fall 2016	Lehman
EXS 316	Motor Learning	Fall 2017	Lehman
EXS 323	Exercise Physiology 1	Fall 2018	Lehman
EXS 326	Exercise Testing and Prescription	Fall 2016	Lehman
EXS 423	Exercise Physiology 2	Spring 2017	Lehman
EXS 425	Theory and Methods in Strength and Conditioning	Spring 2017	Lehman
EXS 427	Application of Training Principles	Summer 2021	Lehman
EXS 680	Topics in Exercise Science	Fall 2020	Lehman
LSP 481	Honors Tutorial	Spring 2021	Lehman

## **CERTIFICATIONS**

Certified Strength and Conditioning Specialist (2016-present)

**Douglas Oberlin**

**TITLE:** ASSISTANT PROFESSOR

**DEPARTMENT:** EXERCISE SCIENCE AND RECREATION

**EFFECTIVE DATE:** 2020

**HIGHER EDUCATION** (in reverse chronological order)

<b>Institution</b>	<b>Dates Attended</b>	<b>Degree &amp; Major</b>	<b>Date Conferred</b>
University of North Carolina, Greensboro	2012-2016	PhD Exercise Physiology	August 2016
University of Missouri	2009-2011	MS Exercise Physiology	December 2011
University of Missouri	2003-2009	BS Nutrition and Exercise Physiology	May 2009

**EXPERIENCE** (in reverse chronological order)

B. Teaching (at Lehman and any other institutions)

<b>Institution</b>	<b>Dates</b>	<b>Rank</b>	<b>Department</b>
Lehman College	2020-present	Assistant Professor	Health Sciences
Lehman College	2018-2019	Adjunct Professor	Health Sciences

C. Employment/Others

<b>Employer/ Institution</b>	<b>Dates</b>	<b>Position/ Rank</b>	<b>Department/Unit</b>
Lehman College	2020-present	Assistant Professor	Health Sciences
BrainBody LLC	2018-2020	Head of Research	
Lehman College	2018-2019	Adjunct Professor	Health Sciences
New York University	2017-2020	Postdoctoral fellow	Center for Neuroscience
Mount Sinai School of Medicine	2016-2017	Postdoctoral fellow	Diabetes, Obesity, and Metabolism Institute
UNC-Greensboro	2012-2016	PhD Student / Instructor / Lab Assistant	Kinesiology
University of Missouri	2009-2011	Masters Student / Teaching Assistant	Nutrition and Exercise Physiology

Boone Hospital Center	2009-2010	Fitness Instructor	Cardiac Rehabilitation and Wellaware
Boone Hospital Center	2008	Intern	Cardiac Rehabilitation

### **ACADEMIC AND PROFESSIONAL HONORS**

(since last personnel action, with dates received, in reverse chronological order)

- Certificate in Effective Instruction, Association of College and University Educators, July 2021
- Established and organize the University of North Carolina, Greensboro Exercise Physiology Graduate student Journal Club, 2012 – 2014.
- Health and Human Sciences summer funding award winner 2012.
- Active member of the University of Missouri, Health Sciences Graduate Student Association 2009-2011.
- Edward J. O'Brien Scholarship for leadership and contributions to the Exercise Physiology program, University of Missouri, 2010.
- Ben Londeree Distinguished Graduate Student in Exercise Physiology Award, University of Missouri, 2010.

### **PUBLICATIONS/CREATIVE WORKS**

(since last personnel action, in reverse chronological order)

Peer-Reviewed

- 1) **Oberlin, D. J.** (2023). Sex differences and athletic performance. Where do trans individuals fit into sports and athletics based on current research?. *Frontiers in Sports and Active Living*, 5. <https://doi.org/10.3389%2Ffspor.2023.1224476> (Role: Wrote the article. Percent time 100%)
- 2) Hugo Zambrano, Xavier Torres, Max Coleman, Martino V. Franchi, James P. Fisher, **Douglas Oberlin**, Bas Van Hooren, Paul A. Swinton & Brad J. Schoenfeld (2023) Myoelectric activity during electromagnetic resistance alone and in combination with variable resistance or eccentric overload. *Sci Rep* 13, 8212 (2023). <https://doi.org/10.1038/s41598-023-35424-w> (Role: Worked with graduate students. Percent time: 5%)
- 3) Plotkin D, Coleman M, Van Every D, Maldonado J, **Oberlin D**, Israel M, Feather J, Alto A, Vigotsky AD, Schoenfeld BJ. 2022. Progressive overload without progressing load? The effects of load or repetition progression on muscular adaptations. *PeerJ* 10:e14142 <https://doi.org/10.7717/peerj.14142> (Role: Assisted in performing the study, oversaw graduate students. Percent time: 5%)
- 4) Van Every DW, Coleman M, Rosa A, Zambrano H, Plotkin D, Torres X, Mercado M, De Souza EO, Alto A, **Oberlin DJ**, Vigotsky AD. Loaded inter-set stretch may selectively enhance muscular adaptations of the plantar flexors. *Plos one*. 2022 Sep 1;17(9):e0273451. (Role: Assisted in performing the study, oversaw graduate students. Percent time: 10%)
- 5) Basso Julia C., **Oberlin Douglas J.**, Satyal Medha K., O'Brien Catherine E., Crosta Christen, Psaras Zach, Metpally Anvitha, Suzuki Wendy A. (2022) Examining the Effect of Increased Aerobic Exercise in Moderately Fit Adults on Psychological State

and Cognitive Function. *Frontiers in Human Neuroscience* Vol. 16.

DOI=10.3389/fnhum.2022.833149 (Role: Performed exercise testing and data analysis. Wrote portions of the manuscript. Percent time: 50%)

- 6) Eubank JM, **Oberlin DJ**, Alto A, Sahyoun NR, Asongwed E, Monroe-Lord L and Harrison EA (2022) Effects of Lifestyle Factors on Cognition in Minority Population of Older Adults: A Review. *Front. Nutr.* 9:841070. doi: 10.3389/fnut.2022.841070 (Role: helped to conceive review idea, and wrote part of the manuscript. Percent time: 50%)

Non-Peer-Reviewed

## **PUBLICATIONS / CREATIVE WORKS**

(prior to last personnel action, in reverse chronological order)

Peer-Reviewed

- 1) Lemke, Michael K., Oberlin, Douglas J., Apostolopoulos, Yorghosa, Hege, Adam, Sönmez, Seville, Wideman, Laurie. (2021) Work, physical activity, and metabolic health: Understanding insulin sensitivity of long-haul truck drivers. *Work*, vol. 69, no. 1, pp. 225-233. DOI: 10.3233/WOR-213472
- 2) Sai P. Pydi, Zhenzhong Cui, Zhenyan He, Luiz F. Barella, Jonathan Pham, Yinghong Cui, **Douglas J. Oberlin**, Hale Ergin Egritag, Nikhil Urs, Oksana Gavrilova, Gary J. Schwartz, Christoph Buettner, Kevin W. Williams, Jürgen Wess (2020) Beneficial metabolic role of  $\beta$ -arrestin-1 expressed by AgRP neurons. *Science Advances* Vol. 6, No.23, eaaz 1341. PMID: 32537493 PMCID: PMC7269658 (Role: Worked with mice, and ran western blots. Percent time: 10%)
- 3) Julia C. Basso, Alexandra McHale, Victoria Ende, **Douglas J. Oberlin**, Wendy A. Suzuki (2019) Brief, daily meditation enhances attention, memory, mood, and emotional regulation in non-experienced meditators. *Behavioural Brain Research* 356 (2019) 208–220 (Role: helped with design, data processing, and analysis. Percent time: 5%)
- 4) Andrew C. Shin, Nika Filatova, Claudia Lindtner, Seta Degann, Tiffany Chi, **Douglas Oberlin** and Christoph Buettner (2017) Insulin receptor signaling in POMC, but not AgRP, neurons controls adipose tissue insulin action. *Diabetes* Volume 66, 1560-1571 PMID: 28385803 (Role: worked with animals, processed tissues, ran western blots. Percent time: 50%)
- 5) Fischer K, Ruiz HH, Jhun K, Finan B, **Oberlin DJ**, van der Heide V, Kalinovich AV, Petrovic N, Wolf Y, Clemmensen C, Shin AC, Divanovic S, Brombacher F, Glasmacher E, Keipert S, Jastroch M, Nagler J, Schramm KW, Medrikova D, Collden G, Woods SC, Herzig S, Homann D, Jung S, Nedergaard J, Cannon B, Tschöp MH, Müller TD, Buettner C. (2017) Alternatively activated macrophages are unable to synthesize catecholamines and do not contribute to adipose tissue adaptive thermogenesis. *Nat Med* Volume 23, Number 5, 623-630 PMID: 28414329 (Role: Worked with animals running experiments. Processed tissues and ran western blots. Precent time: 50%)
- 6) Liu P1, Ji Y, Yuen T, Rendina-Ruedy E, DeMambro VE, Dhawan S, Abu-Amer W, Izadmehr S, Zhou B, Shin AC, Latif R, Thangeswaran P1, Gupta A1, Li J, Shnyder V, Robinson ST, Yu YE, Zhang X, Yang F, Lu P, Zhou Y, Zhu LL, **Oberlin DJ**, Davies TF, Reagan MR, Brown A, Kumar TR, Epstein S, Iqbal J, Avadhani NG7, New M11,

- Molina H, van Klinken JB, Guo EX, Buettner C, Haider S10, Bian Z, Sun L1, Rosen CJ, Zaidi M. (2017) Blocking FSH induces thermogenic adipose tissue and reduces body fat. *Nature* PMID: 2853873 (Role: Worked with animals running experiments. Processed tissues and ran western blots. Present time: 50%)
- 7) **Oberlin, D.**, Buettner, C. (2017) How does Leptin Restore Euglycemia in Insulin-Deficient Diabetes? *Journal of Clinical Investigation* Volume 127, issue 2pgs 450-453. PMID; 5272168 (Role: wrote the manuscript. Percent time: 95%)
  - 8) Paul F. Mellick, Bryan J. Feger, **Douglas J. Oberlin**, Paul G. Davis, Laurie Wideman (2017) High-Intensity Exercise and Carbohydrate Supplementation do not Alter Plasma Visfatin. *Journal of Sports Science and Medicine* Volume 16, 69-76. ISSN: 1303 – 2968. (Role: Helped run the experiments. Worked on blood assays, and helped analyze data. Percent time: 50%)
  - 9) Yorghos Apostolopoulos, Michael K. Lemke, Adam Hege, Sevil Sonmez, Huiyan Sang, **Douglas J. Oberlin**, Laurie Wideman (2016) Comparison of Cardiometabolic Risk Markers Between Truck Drivers and the General US Population. *JOEM* Volume 58, Number 11, pgs 1098-1105. PMID: 27820759 (Role: collected data and processed blood samples. Ran blood assays and assisted with analysis. Percent time: 50%)
  - 10) Apostolopoulos, Yorghos, Lemke, Michael K., Hege, Adam, Sonmez, Sevil, Sang, Huiyan, **Oberline, Douglas J.**, Wideman, Laurie (2016) Work and Chronic Disease Comparison of Cardiometabolic Risk Markers Between Truck Drivers and the General US Population. *JOEM* Volume 58, Number 11. (Role: collected data and processed blood samples. Ran blood assays and assisted with analysis. Percent time: 50%)
  - 11) Wideman L, Apostolopoulos Y, Labban J, **Oberlin DJ**, Sonmez S. (2016) Obesity Indices are Predictive of Elevated C-Reactive Protein in Long-Haul Truck Drivers. *American Journal of Industrial Medicine* Volume 59, issue 8 pgs 665-675. PMID; 27400443 (Role: collected data and processed blood samples. Ran blood assays and assisted with analysis. Percent time: 50%)
  - 12) **Oberlin, DJ**, Smith J, Ritsche K, Wideman L. (2015) High Intensity interval Training in Healthy Males Does Not Improve Markers of Insulin Sensitivity. *Journal of Sports Science* Volume 3 Number 2, pgs 49-56. doi: 10.17265/2332-7839/2015.02.001 (Role: ran blood assays, performed data analysis, and wrote manuscript. Percent Time: 90%)
  - 13) Jun Jiang, Leryn J. Boyle, Catherine R. Mikus, **Douglas J. Oberlin**, Justin A. Fletcher, John P. Thyfault, Pamela S. Hinton (2014) The effects of improved metabolic risk factors on bone turnover markers after 12 weeks of simvastatin treatment with or without exercise. *METABOLISM CLINICAL AND EXPERIMENTAL*. Volume 63, Issue 11, pgs 1398-1408. PMID; 25151031
  - 14) Eifert EK, Wideman L, **Oberlin DJ**, Labban J. (2014) The Relationship Between Physical Activity and Perceived Health Status in Older Women: Findings from the Woman's College Alumni Study. *Journal of Women and Aging* Volume 26, issue 4 pgs 305-318. PMID; 25133943
  - 15) **Oberlin DJ**, Mikus CR, Hinton, PS, Kanaley JA, Rector RS, Thyfault JP. (2014) One Bout of Exercise Alters Free-Living Postprandial Glycemia in Type 2 Diabetes. *MSSE* Volume 46, No 2, pgs 232-238. PMID; 23872939
  - 16) Mikus CR, Boyle LJ, Borengasser SJ, **Oberlin DJ**, Naples SP, Fletcher J, Meers GM, Ruebel M, Laughlin MH, Dellsperger KC, Thomas TR, Fadel PJ, Thyfault JP. (2013) Simvastatin Impairs Exercise-Mediated Improvements in Cardiorespiratory Fitness; *Journal of the American College of Cardiology* Volume 62, Number 8, pgs 709-714. PMID; 23583255
  - 17) Mikus CR, Roseguini BT, Uptergrove GM, Morris ME, Rector RS, Libla JL, **Oberlin DJ**, Borengasser SJ, Taylor AM, Ibdah JA, Laughlin HM, Thyfault JP. (2012) Voluntary wheel running selectively augments insulin-stimulated vasodilation in

- arterioles from white skeletal muscle of insulin resistant rats. *Microcirculation*. 2012 Jul 16. doi: 10.1111/j.1549-8719.2012.00210 PMCID; 22804760
- 18) Mikus CR, **Oberlin DJ**, Libla JL, Taylor AM, Booth FW, Thyfault JP (2012) Lowering Physical Activity Impairs Glycemic Control in Healthy Volunteers. *Medicine & Science in Sports & Exercise*, Vol 44, 2 PMCID; 21716152
  - 19) Mikus CR, **Oberlin DJ**, Libla JL, Boyle LJ, and Thyfault JP, (2012) Glycemic control is improved by 7 days of aerobic exercise training in Patients with Type 2 Diabetes. *Diabetologia*, Vol. 55, 5 PMCID; 22311420
  - 20) Mikus CR, Fairfax ST, Libla JL, Boyle LJ, Vianna LC, **Oberlin DJ**, Uptergrove GM, Deo SH, Kim A, Kanaley JA, Fadel PJ, and Thyfault JP. (2011) Seven days of aerobic exercise training improves conduit artery blood flow following glucose ingestion in patients with type 2 diabetes. *J Appl Physiol* September 2011 111:(3) 657-664; published ahead of print July 7, 2011, PMCID; 21737826
  - 21) Mikus CR, Fairfax ST, Boyle LJ, Vianna LC, **Oberlin DJ**, Deo SH, Kim A, Kanaley JA, Fadel PJ, Thyfault JP, (2010). Seven Days of Aerobic Exercise Improves Hyperemic Responses to Glucose Ingestion in Patients with T2DM. *Medicine & Science in Sports & Exercise*, Vol. 42, 3 doi: 10.1249/01.MSS.0000389556.14659.56
  - 22) Boyle LJ, Mikus CR, Libla JL, **Oberlin DJ**, Fadel PJ, Thyfault JP, (2010). GIP and GLP Responses to a Glucose Challenge after Seven Days of Exercise Training. *Medicine & Science in Sports & Exercise*, Vol. 42, 87 doi: 10.1249/01.MSS.0000389431.31761.3b

Non-Peer-Reviewed

**PRESENTATIONS** (since last personnel action, in reverse chronological order)

- 1) DJ Oberlin (March 17, 2023) Specialized Information Session for Current and Prospective Students Spring 2023.
- 2) DJ Oberlin, Sarah Barns, Meena Jain, Mousa Adely, Kenji Akaizawa, Anne George, Kathryn Kelly, Thea Zalabak, and Wendy Suzuki (June 2022) Acute Effects of Group Exercise Classes on Mood ACSM (*Poster Presentation*)

**PRESENTATIONS** (prior to last personnel action, in reverse chronological order)

- 1) **DJ Oberlin** and Andrew Alto (March 7, 2022) The Lehman College Exercise Science Program. Specialized Information Session for Current and Prospective Students Spring 2022.
- 2) **DJ Oberlin** (2019) Aerobic Exercise Training Enhances Mood, Memory, and EEG Amplitude. Park City Winter Conference on the Neurobiology of Learning and Memory (*Symposium Presentation*)
- 3) **DJ Oberlin**, Gina Perez, Rita De Gasperi, Miguel A. Gama Sosa, Greg Elder, Christoph Buettner (2017) Does Traumatic Brain Injury Cause Metabolic Disease? NYC Regional Obesity Forum (*Poster Presentation*)
- 4) **DJ Oberlin**, Cory Xu, Adrien Stanley, Christopher Benoit, Vivienne Cabreza, Hale E. Egritag, Joel Dudley, Christoph Buettner (2017) Inhibition of N-acylethanolamine acid amidase lowers lean mass and increases fat mass during high fat feeding in mice NYC Regional Diabetes Meeting (*Poster Presentation*)
- 5) **DJ Oberlin**, Mariel Fecych, Coleman Murray, Lauren Vervaecke, Anthony Bocchine, Peter Christopher, Ron Morrison, Laurie Wideman, Lee Beverly, Joseph Starnes,

- FACSM (2016) Endurance Training and MCT Changes in the Ventromedial Hypothalamus ACSM (*Poster Presentation*)
- 6) **DJ Oberlin**, Mariel Fecych, Coleman Murray, Ron Morrison, Laurie Wideman, Lee Beverly (2016) MCT Expression in the Ventromedial Hypothalamus is Not Increased by Recurrent Hypoglycemia EB (*Poster Presentation*)
  - 7) **DJ Oberlin**, Laurie Wideman, Adam Barry Hege, Kiki Hatzudis, Sevil Sönmez, Yorghos Apostolopoulos (2014) Metabolic Health of Long Haul Truck Drivers ACSM SE (*Poster Presentation*)
  - 8) **DJ Oberlin**, L Mattox, V Henrich, E Jones, L Kennedy-Malone, L Wideman (2013) Anthropometric Scoring System Correlates to Insulin Sensitivity among African-Americans Minority Health Conference (*Poster Presentations*)
  - 9) **Oberlin DJ**, Smith J, Wideman L (2013) High Intensity Interval Training Does Not Alter Insulin Sensitivity in Young Healthy Males. ACSM SE (*Poster Presentation*)
  - 10) **Oberlin DJ**, Mikus CR, Kearney ML, Fletcher JA, Hinton PS, Kanaley JA, Rector RS, Leidy HJ, Thyfault JP (2011) A Single Exercise Bout Improves Glycemic Control In Individuals With Type 2 Diabetes. ACSM (*Poster Presentation-Interest Group Award Winner*)
  - 11) **Oberlin DJ**, Mikus CR, Kearney ML, Fletcher JA, Hinton PS, Kanaley JA, Rector RS, Leidy HJ, Thyfault JP (2011) A Single Exercise Bout Does Not Improve Glycemic Control In Volunteers With Type 2 Diabetes. ACSM CS (*Poster Presentation*)
  - 12) **Oberlin DJ**, Mikus CR, Thyfault, JP (2010) Dietary Protein and Glucose Intake Do Not Correlate With Postprandial Glucose ACSM CS (*Poster Presentation*)
  - 13) **Oberlin DJ**, Mikus CR (2010) Physical inactivity rapidly alters glycemic control in young, lean, previously active volunteers MU Health Sciences Research Day (*Poster Presentation*)

#### **PH.D. DISSERTATION/THESIS TITLE:**

NEITHER RECURRENT HYPOGLYCEMIA NOR CHRONIC AEROBIC TRAINING ALTER THE CONTENT OF MCTS IN THE VENTROMEDIAL HYPOTHALAMUS

#### **UNPUBLISHED WORK**

(Supported by evidence, including unpublished Ph.D. or Master's Thesis)

- a. Works accepted for publication/Exhibition/Production
  1. Coleman, M., Burke, R., Benavente, C., Pinero, A., Augustin, F., Maldonado, J., Fisher, J., **Oberlin, D.J.**, Vigotsky, A., Schoenfeld, B.J. (In Review). Supervision enhances resistance training-induced muscular adaptations and adherence. Journal of Sports Sciences (Role: Worked with graduate students. Helped with participant randomization. Percent time: 5%)
- b. Works submitted for publication, exhibition and production
  2. Douglas Oberlin. Sex differences in athletics and how trans individuals fit in Review, Front. Sports Act. Living - Exercise Physiology. Received on: 17 May 2023, Edited by: Giuseppe D'Antona
  3. Samuel, Lalitha, Oberlin D.J. Understanding the online landscape of female athlete

c. Works in progress

- Manuscripts in submission process
  1. Understanding the online landscape of female athlete triad: a study on readability." has been successfully submitted online and is presently being given full consideration for publication in Journal of Sport & Social Issues
  
- Manuscripts in preparation
  1. A review of cis and trans persons in sports and athletics
  
- Research in progress
  1. Working with MultiState Research group to develop an intervention for an older adult population to maintain or improve mood, cognitive health, and quality of life.
  2. Studying the effects of anxiety-reducing interventions for the undergraduate student population during the age of COVID-19. In collaboration with Dr. Wendy Suzuki (NYU)
  3. Effects of aerobic exercise and or socialization on mood and cognition in healthy young adults.
  
- Exhibitions / Productions in preparation

**GRANTS**

- Current
  - SRAB Seed Grant: 92991-00-01- Fitness and performance parameters among cis and trans gender men and women. May 2023
  - PSC-CUNY TRADB-54-193- Fitness and Performance Among Cis and Trans Gender Men and Women. Dec. 2022
  - Graduate Research Technology Initiative, Round 24- Exercise Science Research and Teaching. DJ Oberlin. This was for the Accuris Instruments MR9600 SmartReader. Jan. 2022
  - Graduate Research Technology Initiative, Round 23- Exercise Teaching Laboratory (ETL) DJ Oberlin and Andrew Alto (50%) This was for the Korr Cardio Coach. July 2023
  
- Completed
  
- Applied but not funded
  - R16GM154754, SuREfirst NIH R16. Addressing increased burden of cognitive decline and dementia among minority populations.
  - NIH- RFA-RM-22-001- The effectiveness of multiple lifestyle modifications on

- o mood and cognition within underserved populations.
- o PSC-CUNY TRADA-53-105- Exercise versus Socialization for Mood and Cognition Improvements

**SERVICE TO DEPARTMENT**

- Director of the human performance lab, Fall 2021-present
- Co-director of the undergraduate exercise science program, Fall 2022-present
- P&B member for DFN, Fall 2022-present
- Perform observations and evaluations of adjunct teaching
- Worked on the exercise science program self-study (assessment) from Fall 2020 through Spring 2021.
- Helped to develop new course (EXS266) for weight training
- Served on Search Committee for Therapeutic Recreation, Spring 2022
- Chair of Search Committee for Exercise Science Lecturer, Fall 2022 and Spring 2023
- Organized Department Picnic, Spring 2023

**SERVICE TO SCHOOL**

- Served as Faculty mentor for the school in Fall 2021 and Spring 2022
- Member of the Interdisciplinary Education Council February of 2021- present
- Member of the Pre-Health Advisory Board November 2020 - present

**SERVICE TO LEHMAN COLLEGE**

- Senate's Undergraduate Curriculum Committee, Fall 2022-Fall 2024

**SERVICE TO CUNY**

**SERVICE TO THE PROFESSION**

Member of National ACSM and Greater NY Regional chapter  
 Faculty sponsor of spring 2023 GNY-ACSM regional conference quiz-bowl team from Lehman College  
 Member of National NSCA

Serving as a reviewer for exercise science journals:

- The Journal of Biomedical Human Kinetics
- The Journal of the International Society of Sports Nutrition

**COMMUNITY SERVICE**

- Judge for the Tri-County Science Fair 2023

**TEACHING**

**B. COURSES TAUGHT**

Course Code	Course Title	Semester First Taught	Lehman or GC
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EXS323	Exercise Physiology 1	Fall 2018	Lehman
EXS430	Research Methods in Exercise Science	Fall 2018	Lehman
EXS423	Exercise Physiology 2	Fall 2020	Lehman
EXS326	Exercise Testing and Prescription	Spring 2021	Lehman
EXS504	Advanced Testing and Prescription	Fall 2021	Lehman

## Orlando Rivera

**TITLE:** LECTURER

**DEPARTMENT:** EXERCISE SCIENCE AND RECREATION

**EFFECTIVE DATE:** 2023

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**Education:** Doctorate of Philosophy – Health Sciences (Movement Science) \*\*\*  
**ABD** Seton Hall University **September**  
**2017 – Present** South Orange, NJ

Master of Science - Exercise and Sport Studies (Exercise Physiology)  
William Paterson University **May 2017**  
Wayne, NJ

Bachelor of Science - Business Administration (Sports Management)  
The College of Saint Rose **May 2009**  
Albany, New York

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**Research Interests:** Markers of human performance, fat oxidation in endurance athletes, barbell velocity for auto-regulation in athletes, hypertrophy

**Research:** Rivera, O., & Emmons, R. R. (2017). *Effects of a high-fat, low-carbohydrate diet on performance markers in triathletes* (Thesis). William Paterson University

**Presentations:** ACSM Mid-Atlantic Regional Conference **November**  
**2016** Rivera, O., & Emmons, R. R. (2017). *Effects of a high-fat, low-carbohydrate diet on performance markers in triathletes* (Thesis). William Paterson University

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**Experience:** **Saint Peter's University Assistant Professor** **January**  
**2022 - Present**

- Classes taught; exercise physiology I & II, biomechanics, nutrition for health and disease, sports management
- Provide academic advisement for 15 students
- Coordinate lab activities throughout campus
- Coordinate Spring Wellness Fair
- Conduct Open Houses representing School of Education for incoming students
- Design new exercise science lab on minimal budget

**Mercy College Adjunct Professor & Lab Coordinator** **January**  
**2020 – May 2022**

- Classes taught; exercise physiology, sports nutrition, strength and conditioning, introduction to research, strength and conditioning
- Professional lab assistant

- Prepare students for NSCA CSCS exam
- Develop curriculum for new course “Principles of Strength and Conditioning” (Approved Fall 2021 for Fall 2022)
- Experience using metabolic cart, air displacement plethysmography (bod pod), alter-g treadmill, cycle ergometer, skinfold calipers, etc

**Brooklyn College Adjunct Prof./Instructor August 2019**

**– May 2021**

- Classes taught; advanced principles of resistance training, advanced principles of cardiovascular/cardiopulmonary training, introduction to kinesiology
- Use outside the box thinking to teach applied classes with minimal equipment (COVID-19 remote learning)
- Prepare seniors for a career in health and wellness

**McNair Scholars Advisor September**

**2019 – May 2020**

- Develop scholarly reading/writing skills of student
- Advance research agenda of student from unrepresented segments of society

**CASCE Peer Review August-2022**

**- Present**

- Evaluate and ensure institution mission, goals, and expected outcomes comply with institution and CASCE standards
- Attend CASCE peer reviewer training

**Multisport Workshop - Owner January**

**2014 – Present**

- Oversee all aspects involved in running strength training facility
- Design specific training programs tailored to individual
- Populations trained include endurance athletes, sprinters, throwers, football players, soccer players, swimmers, figure competitors, powerlifters, weightlifters, weight-loss clients
- Special populations trained; MS, herniated disc, knee replacement, hip replacement, ACL tear, MCL tear, shattered elbow, patella tendonitis, broken wrists
- Implement effective prehab and rehab programs
- Understand and work with each individual person’s psychological profile
- Implement cost-effective marketing strategies to grow business

**North Rockland Track and Field Coach (Head Coach) November**

**2015 – Present**

- Oversee track and field practice with up to 140 athletes
- Organize periodized training plans for sprinters to optimize performance around championship seasons
- Teach technique for throwing implements including, shotput, discuss, and weight throw
- In 4 short years as head coach (2 as assistant) we’ve secured 12 school records validating training protocols

**Rockland Community College Adjunct Prof./Instructor Sept. 2017 –**

**December 2019**

- Design a semester long strength and conditioning program that students both understood and partook
- Implement short strength and conditioning theory component

- Integrate theory components of fitness into training program

**Red Raider Relays Meet Director** **October**  
**2017 – Present**

- Organize the largest high school track and field meet in Section 1, third largest outdoor track and field meets in NYS.
- **Secure funding**
- Coordinate team of thirty or more paid officials & volunteers
- Ensure smooth operation of events with 50+ high schools and 1500+ athletes over the course of two days

**New York Sports Club Personal Trainer** **October**  
**2011 – June 2014**

- Assist clients ages 4-74 in achieving their fitness goals
  - Construct strict plans/guidelines for clients to reach these goals
  - Hone sales skills through role playing with co-workers, weekly production meetings with fitness manager, overcoming objectives
- 

**Volunteer Work: Coach**

- CYO Basketball **Nov. 2010 – March 2014**
- PAL Basketball **Nov. 2010 – March 2012**
- AAU Basketball **April 2011- June 2013**

**Certifications :**

- **Certified Strength & Conditioning Specialist (NSCA)**
- **Functional Movement Screening**

**Relevant Coursework :**

- **Research Methods & Design**
  - **Statistics I & II**
  - **Cardiovascular Physiology**
  - **Neuromuscular Physiology**
- 

**Additional Interests:**

- Competitive Powerlifter
  - Sports Nutrition
  - Completed multiple half-marathons, 1 Half Iron-Man
  - Reading
  - Comic books
-

**PATRICK A. WARD PhD, CSCS**  
225 Logan Ave S, #335, Renton, WA 98057, USA  
602-377-3362 | pward2@gmail.com

**TITLE:** ADJUNCT PROFESSOR

**DEPARTMENT:** EXERCISE SCIENCE AND RECREATION

**EFFECTIVE DATE:** 2023

### **Skills and Experience**

- 10+ years in variety of roles (e.g., data analyst, researcher, strength coach) within the applied sport setting
- Strong knowledge of evidence-based practice in sports science, athlete monitoring strategies, and statistical analysis of data generated by groups and individual athletes
- Able to design and conduct scientific research in sport
- Experienced in data aggregation, clean-up, and analysis
- Able to create end-user applications (e.g., web applications) to contextualize data analysis for practitioners in the field
- Experienced with various athlete monitoring technologies (e.g., Catapult GPS, Force Decks, OptoJump, Nordbord)

### **Technologies**

- R statistical analysis software
- Python
- SQL
- AWS
- Power BI
- Microsoft Office applications

### **Advisory Positions**

- Adjunct Appointment – Human Performance Research Center at University of Technology Sydney
  - Content developer for the Performance Analysis and Data Science course
    - Oct 2020 – July 2022
- Nike Scientific Advisory Board
  - Aug 2014 – June 2020

### **Employment History**

### **Seattle Seahawks (NFL)**

- Dates:** September 2017— Present
- Position:** Director of Research and Development
- Responsibility:**
- Develop statistical approaches to evaluate player value, quantify future success projections, and model injury risk to aid management and personnel staff in decision-making process.
  - Conduct draft analysis to evaluate new NFL prospects and identify talent.
  - Perform daily analysis of player monitoring data (e.g., GPS, accelerometer, session RPE, wellness).
  - Conduct research on new technologies for player health to ensure validity and reliability.
  - Develop player monitoring strategies around rehabilitation and return-to-play.
  - Create end user reports and web applications for easy access to data.

### **Seattle Seahawks (NFL)**

- Dates:** July 2014— September 2017
- Position:** Sports Science Analyst
- Responsibility:**
- Set up player monitoring strategies and develop analysis to assist coaching, strength and conditioning, and medical staffs on the current health status of individual players.
  - Develop daily reports to provide decision makers with relevant information to make decisions around training modifications for players.
  - Establish an evidence-based approach to monitoring athletes during rehabilitation and return-to-play.

### **Canada Men's Basketball – National Team**

- Dates:** July 2013— September 2014
- Position:** Applied Physiologist & Sports Science Consultant
- Responsibility:**
- Set up best practices methods for data collection and analysis for the senior men's team.
  - Worked with the head strength and condition coach and medical director to plan training interventions for players based on physiological needs.
  - Co-authored manuscript detailing data collection processes for all junior level and developmental teams within the Canadian basketball system.
  - Assisted in the development of a strength and conditioning training methodology for all basketball squads below the senior team.

### **Nike Sports Research Lab**

- Dates:** October 2012— July 2014
- Position:** Sports Scientist
- Responsibility:**
- Conducted athlete assessments for high-performance sports research projects.
  - Designed training programs and oversaw training load monitoring strategies for Nike-sponsored athletes.
  - Interpreted assessment outcome data for coaches and athletes.

### **Optimum Sports Performance**

- Dates:** June 2006— October 2012
- Position:** Founder
- Responsibility:** In addition to owning and managing the business:
- Carried out all aspects of the development and implementation of scientific sports performance programming for athletes in a variety of disciplines.
  - Implementation included overseeing athlete assessment, program design to meet performance demands of the specific sport, coaching athletes, soft tissue/massage therapy, recovery and regeneration sessions, and appropriate nutritional counseling.
  - Worked with professional and amateur athletes in a variety

of sports, such as volleyball, golf, soccer, hockey, baseball, swimming, cycling, and marathon running.

- Consulted to professional clubs such as the Seattle Sounders Soccer Club, Eastern Washington University Football, and the Arizona Sundogs of the Central Hockey League.

## Education

**Institution:** Liverpool John Moores University  
**City/Country:** Liverpool, U.K  
**Qualification:** Doctor of Philosophy  
Thesis Title: *An Evaluation of the Physical Demands of American Football Training in the NFL*  
**Completed:** 2018

**Institution:** California University of Pennsylvania  
**City/Country:** California, PA  
**Qualification:** M.S. Exercise Science & Health Promotion  
**Completed:** 2007

**Institution:** Berklee College of Music  
**City/Country:** Boston, MA  
**Qualification:** B.A. Music Performance (Jazz Guitar)  
**Completed:** 2001

## PhD & Masters Students

**Name:** Courtney Sullivan  
**Qualification:** PhD  
**Title:** The talent selection and career progression of professional Australian Football players  
**Institution:** University of Technology Sydney  
**Completion:** 2018  
**Role:** Statistical support

**Name:** Keith D'Amelio  
**Qualification:** PhD  
**Title:** Physical Activity Demands of NBA Game Play  
**Institution:** University of Technology Sydney  
**Completion:** 2020  
**Role:** Statistical support

**Name:** Conor McNeill  
**Qualification:** PhD  
**Title:** The eccentric force-velocity-load relationship in profiling and training Rugby Union athletes  
**Institution:** Waikato University  
**Completion:** 2022  
**Role:** Statistical support

**Name:** Aaron Pearson  
**Qualification:** Masters  
**Title:** Exploring lower limb asymmetries in major and minor league ice-hockey players from IMU and accelerometer data  
**Institution:** University of Montreal  
**Completion:** 2022  
**Role:** External supervisor

**Name:** Matt Hawkey  
**Qualification:** PhD  
**Title:** An evaluation framework for professional soccer  
**Institution:** Victoria University  
**Completion:** Expected 2023  
**Role:** External supervisor

**Name:** Scot Morrison, DPT  
**Qualification:** PhD  
**Title:** The measurement and quantification of strength during the return to play process in sport.  
**Institution:** University of Technology Sydney  
**Completion:** Expected 2026  
**Role:** External supervisor

### **Published Research**

1. **Ward P**, Ramsden S, Coutts A, Hulton A, Drust B. (2018). Positional differences in running and non-running activities during elite American football training. *J Strength Cond Res*; 32(7): 2072-2084.
2. **Ward P**, Tankovich M, Ramsden JS, Drust B, Bornn L. (2018). Volume and intensity are important training related factors in injury incidence in American

- football athletes. Sloan Analytics Conference Paper.
3. Sullivan C, Kempton T, **Ward P**, Coutts AJ. (2018). Factors associated with early progression in professional Australian football players. *J Sports Sci*, 36(19), 2196-2201.
  4. Barrett S, McLaren S, Spears I, **Ward P**, Weston M. (2018). The influence of playing position and contextual factors on soccer players' match differential ratings of perceived exertion: A preliminary investigation. *Sports*; 6(1).
  5. **Ward P**, Coutts AJ, Pruna R, McCall A. (2018). Putting the 'I' back in team. *Int J Sports Physiol Perform*, E-published ahead of print.
  6. Campbell BI, Bove D, **Ward P**, Vargas A, Dolan J. (2017). Quantification of training load and training response for improving athletic performance. *Strength Cond J*; 39(5), 3-13.
  7. Morrison S, **Ward P**, duManoir, GR. (2017). Energy system development and load management through the rehabilitation and return to play process: A clinical commentary. *International Journal of Sports Physical Therapy*; 12(4), 697-710.
  8. Bornn L, **Ward P**, Norman D. (2019). Training schedule confounds the relationship between Acute:Chronic Workload Ratio and Injury. Sloan Analytics Conference Paper.
  9. Sullivan C, Kempton T, **Ward P**, Coutts AJ. (2020). The efficacy of talent selection criteria in the Australian Football League, *J Sports Sci*; 38(7): 773-779.
  10. **Ward P**, Windt J, Kempton T. (2019). Business intelligence: How sport scientists can support organization decision making in professional sport. *Int J Sports Physiol Perf*; 14(4): 544-546.
  11. Impellizzeri FM, Woodcock S, McCall A, **Ward P**, Coutts AJ. The acute-chronic workload ratio-injury figure and its 'sweet spot' are flawed. Pre-print. SportRxiv.
  12. Impellizzeri FM, **Ward P**, Coutts, AJ, Bornn L, McCall A. (2020). Training load and injury: Part 1. The devil is in the detail – Challenges to applying the current research in the training load and injury field. *Journal of Orthopedic and Sports Physical Therapy*; 50(10): 574-576.
  13. Impellizzeri FM, **Ward P**, Coutts, AJ, Bornn L, McCall A. (2020). Training load

- and injury: Part 2. Questionable research practices hijack the truth and mislead well-intentioned clinicians. *J Orthopedic and Sports Physical Therapy*; 50(10): 577-584.
14. Impellizzeri FM, McCall A, **Ward P**, Bornn L, Coutts AC. (2020). Training load and its role in injury prevention, Part 2: Conceptual and Methodologic Pitfalls. *J Athletic Training*; 55(9): 893-901.
  15. Sullivan C, Kempton T, **Ward P**, Coutts AJ. (2020). Career performance trajectories of professional Australian football players. *Int J Sports Physiol Perform*; 15(10):1363-1368.
  16. Schelling X, Fernandez J, **Ward P**, Fernandez J, Roberson S. (2021). Decision support system applications for scheduling in professional team sport. The team's perspective. *Front Sports Act Living*; 3: 678489.
  17. Bullock GS, Hughes T, Arundale AH, **Ward P**, Collins GS, Kluzek S. (2022). Black box prediction methods in sports medicine deserve a red card for reckless practice: A change in tactics is needed to advance athlete care. *Sports Med*.
  18. Green M, **Ward P**, Bickley M, Gillett M, O'Boyle A, Drust B. (2022). Time to change direction in training load monitoring in elite football? The application of MEMS accelerometers for the evaluation of movement requirements. *Sci Med Football*. DOI: 10.1080/24733938.2022.2053337.
  19. Martin M, Rampinini E, Bosio A, Azzalin A, McCall A, **Ward P**. (2022). Relationship between internal and external load measures and fitness level changes in professional soccer players. *Res Quart Exer Sport*. DOI: 10.1080/02701367.2022.2053646.
  20. Fazackerley LA, Mindett GM, McLaren S, **Ward PA**, Marsh D, Burgess D, Duncan CS, Pollard B, Griffith S, Gill N, Kelly VG. (2023). The annual training and competitive calendar in elite football: A road to the holy grail? *Int J Strength Cond*; 1-9.
  21. Bullock GS, **Ward P**, Impellizzeri FM, Kluzek, S, Hughes T, Dhiman P, Riley R, Collins GS. **The trade secret taboo: Open science methods are required to improve prediction models in sports medicine and performance.** *Sports Med*. DOI:10.1007/s40279-023-01849-6.

22. Bullock gS, **Ward P**, Hughes T, Thigpen CA, Cook CE, Shanley E. **Using randomized controlled trials in the sports medicine and performance environment: Is it time to reconsider and think outside the methodological box?** *Journal of Orthopaedic & Sports Physical Therapy*.

### **Research Conference Presentations**

1. D'Amelio, **Ward P**, Coutts, AJ. Quantifying the match activity demands of NBA Basketball. European Conference of Sports Science (2018).
2. **Ward P**, Tankovich M, Ramsden JS, Drust B, Bornn L. Volume and intensity are important training related factors in injury incidence in American football athletes. Sloan Analytics Conference – Invited presentation as part of the research competition (2018).
3. Brookreson NB, **Ward P**. Examination of Heart Rate Characteristics of Division I Women's Basketball. NSCA National Conference (2017).
4. **Ward P**, Batterham A, Coutts A, Hulton A, Riddle D, Ramsden S, Garcia T, Drust B. Within-Subject Correlation of Session-Rating of Perceived Exertion and Player Load in American Football. NSCA National Conference (2016).
5. **Ward P**, Gopaladesikan S. Inferring the Influence of Training Load on Player Readiness. Cascadia Symposium of Statistics in Sport (2016).
6. **Ward P**, Riddle D, Ramsden S, Garcia T, Drust B. An Evaluation of the In-Season Micro-Cycle Planning For Elite NFL Players. World Congress of Science in Football (2015).

### **Certifications and Memberships**

- National Strength and Conditioning Association – Certified Strength and Conditioning Specialist (CSCS)
- National Academy of Sports Medicine – Performance Enhancement Specialist
- USA Weightlifting – Certified Club Coach

## APPENDIX H

### Qualifications for Human Performance and Fitness New Hire–Tenure-Track Position

#### *Position Description and Duties*

- Teach graduate (master's and doctoral level) courses in Lehman College's Human Performance and Fitness program.
- Mentor and advise students in the program.
- Conduct research in an given area of exercise-related focus.
- Assist with assessment and program development initiatives.
- Seek external funding for research and program improvements.
- Perform service to college, school and department.
- Participate in student recruitment, application and admissions processes.
- Perform additional administrative duties for credit load assignment.
- Collaborate with faculty in the department on curricula, assessment, and department projects.
- Mentor students outside of the classroom (e.g. major's club, internships, and student-faculty collaborative research).

#### *Qualifications Required*

- Terminal degree in exercise science or a related field from an accredited institution.
- Display a record of publications in exercise-related areas.
- Demonstration of the ability to work with a diverse student population and mentoring graduate-level students that prepare them for academic and career success.
- Experience in a lab, clinical, or professional setting directly related to exercise science.
- Current knowledge in technology, best practices, and recent trends in the exercise science field.
- Advanced fitness certification (e.g. Certified Strength & Conditioning Specialist) and professional affiliation is preferred.

## APPENDIX I: Syllabi of New Courses

### EXS 901: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Physical Activity, Exercise and Fitness  
in Research  
**Office Place:** APEX 265  
**Telephone #:** 718-960-7755  
**Course Prerequisites:** N/A  
**Credit Hours:** 3

**Course Number:** EXS 901  
**Instructor:** Gul Sonmez  
**Office Hours:** By appointment  
**e-mail:** [gul.sonmez@lehman.cuny.edu](mailto:gul.sonmez@lehman.cuny.edu)  
**Time of Course:** TBA  
**Building/Room:** TBA

#### **Required Textbook:**

Physical Activity and Health: The Evidence Explained. *Edited By David J. Stensel, Adrienne E. Hardman, Jason M.R. Gill. 3<sup>rd</sup> Edition, 2021*, published by Taylor & Francis and by Routledge. ISBN: 978-0-415-63295-9. *I will provide the pdf of the second edition of the book under blackboard.*

#### **Course Description**

Research-based exploration as to how physical activity and exercise influences health and fitness across populations.

#### **Course Learning Outcomes**

At the completion of this course the student should be able to:

- Interpret the results of the literature regarding the effects and interactions between physical activity, exercise, fitness and health
- Draw inferences as to exercise dose, duration and intensity on fitness and health markers
- Understand the variance in response to exercise for different conditions and disease states
- Articulate the relationship between body composition and health markers
- Describe the effects of age and sex on health and their interaction with physical activity and exercise
- Describe the role of physical activity and exercise on mental state both acutely and chronically

#### **Use of Technology and Blackboard Information**

This class is an online course and we will be using Blackboard online teaching system to interact. Blackboard can be accessed through the Lehman College website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any questions about your Blackboard account, Lehman email address or your password, or if you have any problems accessing the site please call the computer helpdesk at 718-960-1111.

#### **Policies and Support for Online Courses**

For help with Portal/Blackboard Username or Password problems, visit the Lehman HELP DESK in the IT Center in Carman Hall (call x1111). Off campus: (718) 960-1111

#### **For videos and up-to-date Blackboard status information:**

<http://www.lehman.edu/academics/blackboard/index.php>

**Online Student Orientation:**

<http://www.lehman.cuny.edu/faculty/rwhittaker/oo/ooselect.html>

For additional information about CUNY Portal and Lehman email, please see “Tech Support Info” on our class site under Course Documents.

**Blackboard Online Preventive Measures for Downtime and/or Information Loss**

Blackboard is a large, integrated system, and all such systems do have unscheduled down time, however unusual and short-lived. Furthermore, there is no CUNY or Lehman College policy to restore courses in which all or part of the content is deleted, damaged or otherwise becomes inaccessible. Therefore, students (as all users) are strongly urged to keep a print and electronic backup of all the class work they have submitted.

Be sure to have on hand your instructor's email address in case of any system failure: in such a case you should check the Blackboard link on the Lehman home page for the latest information on service interruptions and email your instructor for specific instructions, should you need them.

**Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

**The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)**

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

**Attendance**

This class is a fully online course. There are no in-person meetings but participation in online discussion is required.

**Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

## **Classroom Specific Policies**

### **Expectations of students :**

1. Read the assigned pages/chapters before class. Blackboard will be used to post slides for lectures, reviews etc. It will be your responsibility to have this information prior to class. You are expected to participate in classroom and group discussions.
2. Come on time so as not to distract your classmates. Late arrival (5 or more minutes late) will be considered an absence, unless there are documented extenuating circumstances.
3. Regular attendance is expected of all students. If there are extenuating circumstances that will not allow you to attend class, please let me know ahead of time via email. Attendance on exam days, and in-class discussions is mandatory and required in order to receive credit.
4. While in class, there is no cell phone or other electronic device usage, unless instructed by the instructor. If you are awaiting an emergency phone call, please make the instructor aware. Otherwise, all devices should be turned off and stored in your bag.
5. Incomplete grades (INC) will only be granted in extreme circumstances. If any student feels that he/she may need an accommodation for any type of learning disability, physical disability or other limitation, please contact me at the beginning of the semester.

### **Make-up Exams:**

Make-up exams are only allowed under the following circumstances. There will be no exceptions even in case of bereavements. Please do not email me to ask for exceptions.

1. I would need proof of the emergency that happened (e.g., medical note, etc...)
2. You will be allowed to take the missed exam only during the final exam week period. No exceptions.
3. You can't miss more than one exam during the course. No exceptions.

### **Email Communication :**

All e-mail communication with course instructors must be carried out in a professional manner. All students have a Lehman College e-mail account for all course related communication and will be held responsible for checking e-mails regularly. The following format is required at all times:

- The subject line must include a clear description of the content, and the course name being addressed in the body of the e-mail.
- The body of the e-mail must include a greeting (i.e.: "Dear Dr. Sonmez, ....") and must end with your full name and empl id.
- If attaching a document, this document must contain your name and the course number and title related to that document.
- Unprofessionally written emails that do not follow the requirements above will NOT be answered or accepted

### **Grading: 1000 Points Maximum Total**

**200 points**      **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False. Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes

to complete the exam. Questions will appear one at a time and you must answer each question in the order presented.

- 200 points**    **Mini-Reviews:** You will write a ~10-page paper that reviews the literature on the effects of exercise on aging and physical function. The paper should delve into the research on the topic, discuss the effects of different types of exercise on the aging process and draw inferences as to exercise prescription to optimize results. The paper should include a minimum of 20 peer-reviewed references.
- 200 points**    **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook or the suggested readings!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 300 points**    **Narrative Review Paper:** You will write a ~20-page narrative review on the effects of exercise on a disease/condition of your choice. The paper should be written in a manner that would be considered for publication in a refereed journal. You must discuss in detail the existing research on the topic, note the gaps in the literature and limitations of studies, and then provide evidence-based insights into best prescription recommendations for reducing risk including exercise type, volume/duration, frequency, and intensity. You must provide a sample program that is consistent with your recommendations. The paper should include a minimum of 30 peer-reviewed references.
- 100 points**    **Video Lecture:** You will create ~10-minute video of a Powerpoint presentation discussing the topic of your final paper. Provide an overview of your topic, cite the relevant research and make a case for your conclusion as to practical application to athletic performance. The video must be uploaded to Blackboard by the specified deadline.

At the end of the semester, the student will earn a grade of **A, B, C, D, or F**. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-930   A- = 929-900   B+ = 899-870   B = 869-830   B- = 829-800   C+ = 799-770  
C = 769-730   C- = 729-700   D+ = 699-670   D = 669-600   F = ≤ 599**

## Tentative Course Schedule EXS 901

(The professor retains the right to change this schedule at any time)

Date	Topics	Readings (online)	Assignments (Online) and due dates
1. Week	📖: Chapter 1. Introduction: Assessing the evidence	• Topic 1 (Physical Inactivity)	• Forum 1 Due
2. Week	📖: Chapter 2. Nature of Evidence: Epidemiological studies		
3. Week	📖: Chapter 3. Physical Activity and Mortality	• Topic 2 (Sedentariness)	• Forum 2 Due
4. Week	📖: Chapter 4. Influence of Physical Activity on the Risk of Disease: Cardiovascular Disease	• Topic 3 (Pandemic of Physical activity)	• Forum 3 Due
5. Week	📖: Chapter 5. Influence of Physical Activity on the Risk of Disease: Type II Diabetes	•	
6. Week	📖: Chapter 6. Influence of Physical Activity on the Risk of Disease: Obesity	• Topic 4 (Exercise and Bone Health)	• Forum 4 Due
7. Week	📖: Chapter 7. Influence of Physical Activity on the Risk of Disease: Cardio-metabolic risk factors		Exam 1 Includes chapters 1-7 and it is due on October 15 at 11:55 pm
8. Week	📖: Chapter 8. Influence of Physical Activity on the Risk of Disease: Cancer	• Topic 5 (Resistance exercise and chronic diseases)	• Forum 5 Due
9. Week	📖: Chapter 9. Influence of Physical Activity on the Risk of Disease: Skeletal health		
10. Week	📖: Chapter 10. Influence of Physical Activity on the Risk of Disease: Mental Health	• Topic 6 (Improving Mental Health through Physical Activity)	• Forum 6 Due
11. Week	📖: Chapter 11. Child and Adolescent Health	• Topic 7 (Sarcopenia)	• Forum 7 Due

12. Week	 : Chapter 12. Aging		
13. Week	 : Chapter 13. Physical Activity-Hazards	<ul style="list-style-type: none"> <li>• Topic 8 (Strategies to Increase Physical Activity)</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 8 Due</li> </ul>
14. Week	 : Chapter 14. Public Health		<ul style="list-style-type: none"> <li>• Final Paper Due</li> </ul>
15. Week	 : Global Action Plan on Physical Activity and National Action Plan for increasing PA		<ul style="list-style-type: none"> <li>• Video Due</li> <li>• Final Exam (Includes chapters 8-14 and it is due on December 11 at 11:55 pm)</li> </ul>

## EXS 902: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Applied Exercise Physiology in Human Performance  
**Office Place:** Apex Rm 261  
**Telephone #:** 718-960-7750  
**Course Prerequisites:** None  
**Credit Hours:** 3

**Course Number:** EXS 902

**Instructor:** Douglas Oberlin  
**Office Hours:** By appointment  
**e-mail:** douglas.oberlin@lehman.cuny.edu  
**Time of Course:** TBA  
**Building:** TBA

### Texts:

Brooks, G.A., Fahey, T.D. (2019). Exercise Physiology: Human Bioenergetics and its Applications. Volume 1, 5<sup>th</sup> edition. ISBN: 9781080845484

**Course Description:** Exploration of current literature into selected areas of physiology as applied to human performance.

### Learning Objectives:

Students will learn:

- Articulate the underlying theories of exercise physiology as they apply to the neuromuscular system and exercise metabolism
- Display an understanding as to the role of exercise physiology in applied human performance settings
- Display a comprehension of the neuroendocrine system and the implications of its response to exercise
- Critically interpret research related to exercise physiology and translate its application to human performance
- Translate theory of exercise physiology into applied environments
- Display and understanding of the aerobic/anaerobic continuum and the varied responses and adaptations associated with their manipulation

### Learning Outcomes:

At the end of the course, students should be able to:

- Display an understanding of concepts and theories of exercise physiology, with an emphasis on skeletal muscle and exercise metabolism
- Critically interpret and discuss research related to exercise physiology and its application to exercise performance
- Articulate viewpoints related to exercise physiology, and support these viewpoints based on current evidence
- Apply theoretical concepts in exercise physiology to practical situations
- Demonstrate the ability to critically review current research and translate findings to topics discussed in class.

**Participation:** This is an opportunity for you to both learn and earn credit towards your semester grade. After almost every class session, there will be a discussion board available on

Blackboard. I will provide you with discussion topics after each lesson. You will be responsible for creating a thread, as well as replying to one of your classmate's threads. While I encourage you to share your varying perspectives on different issues, you will be respectful to one another both in class and in the discussion board posts.

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)**

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

### **Professional Behavior:**

*Academic Integrity* – **We will not tolerate cheating and/or plagiarism.** If you should have any questions about what is or is not allowed or what the resulting penalties are, please ask us or review Lehman College's Academic Integrity Policy at:

[http://www.lehman.edu/lehman/about/policies\\_pdf/CUNYAcademicIntegrityPolicy.pdf](http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf). *Respect one another.* Students are expected to respect their peers. This entails maintaining an environment that encourages learning and a diverse range of perspectives. This applies to both in-person interactions as well as any online interactions.

### **Audio and Video recording:**

*(This is only relevant if we are online for any reason)*

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

### **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441. If you have any disability which interferes with your ability to learn, complete assignments in a timely manner, or communicate with me and your fellow students. Most importantly, please provide me with appropriate documentation from SDS as soon as possible so that I may accommodate your needs.

### **Grading: 1000 Points Maximum Total**

- 200 points**     **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False. Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes to complete the exam. Questions will appear one at a time and you must answer each question in the order presented.
- 100 points**     **Quizzes:** SIX Quizzes will be given throughout the semester so that you can demonstrate knowledge of material as well as to reinforce the lessons from class. The quizzes will be multiple choice and true / false. The quizzes will be given on Blackboard and will be accessible for 1 week, closing at midnight on the same day of the week it was assigned (eg, if it was assigned on a Wednesday, it will be due by the following Wednesday at midnight). The quizzes are timed, and once you open the quiz, you're required to complete the quiz in one sitting. There are no makeup quizzes. There are 6 total quizzes, and each quiz will be worth 25 points.
- 150 points**     **Article presentations:** Students will choose an original peer-reviewed research article that demonstrates a physiologic concept discussed in class. The student will be responsible for providing the article to the instructor ahead of time for distribution to the class. The student will also be responsible for creating and giving a presentation of the article to the class. This will be followed by class discussion of the journal article's lessons. Specific assignment details will be provided.
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook or the suggested readings!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late

forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*

**150 points**     **Class Discussions:** You must actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each classroom attendance, if a student is late more than 5 minutes. Note that simply showing up for class is not sufficient; you must come prepared with knowledge of the readings and contribute to the learning environment when called on for discussion.

**200 points**     **Review Paper:** You will write a review of literature on a topic related to exercise physiology. The topic must be approved in advance by the instructor. The paper must discuss the relevant research and draw evidence-based conclusions for practical application. There is no minimum or maximum length, but to properly cover the topic will generally require 15-20 double spaced pages (excluding references).

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

At the end of the semester, the student will earn a grade of A, B, C, D, or F. If a student receives a grade of F, he or she has not successfully passed this course.

**Grade Scale**

A = 1000-930    A- = 929-900    B+ = 899-870    B = 869-830    B- = 829-800    C+ = 799-770  
 C = 769-730    C- = 729-700    D+ = 699-670    D = 669-600    F = ≤ 599

**Tentative Course Schedule: EXS 902**

Note: The instructor retains the right to change this schedule at any time

<b>Date</b>	<b>Topic</b>	<b>Assignment Given</b>	<b>Assignment Due</b>	<b>Reading (chapters)</b>
TBA	Introduction and review of physiologic understanding	Discussion 1	Forum 1	Reading
TBA	Getting into the basics of bioenergetics/metabolism	Quiz 1	Forum 2	Chps. 2, 3, 4
TBA	Carbohydrate metabolism	Discussion 2	Quiz 1	Chps. 5 & 6
TBA	Lipid metabolism	Quiz 2 Discussion 3	Forum 3	Chp. 7 & readings
TBA	Protein metabolism	Discussion 4	Quiz 2 Discussion 3	Chp. 8
TBA	Neuroendocrine and metabolic responses to exercise	Quiz 3 Discussion 5	Forum 4	Chps. 9 & 10

TBA	<b>Midterm</b>	N/A	Quiz 3	
TBA	Why & How of ventilation	Discussion 6	Forum 5	Chps. 11 & 12
TBA	Does ventilation limit performance?	Quiz 4	Forum 6	Chp. 13 and readings
TBA	The heart and circulation	Discussion 7	Quiz 4	Chps. 14 & 15
TBA	Cardiovascular dynamics during exercise	Quiz 5 Discussion 8	Article for presentation Forum 7	Chp. 16 and readings
TBA	Skeletal muscle and its recruitment	Quiz 6	Quiz 5 Forum 8	Chps. 17 & 18
TBA	Skeletal muscle adaptation	Discussion 9	Submit Final Paper Quiz 6	Chp. 19 and readings
TBA	Article presentations	Discussion 10	Article Presentations	
TBA	<b>Final Exam</b>			<b>N/A</b>

## EXS 903: Syllabus

**Department:** Exercise Science and Recreation

**Course Number:** EXS 903

**Course Title:** Research Design in Human

Performance

**Instructor:** Brad Schoenfeld, PhD, CSCS

**Office Place:** APEX 259

**Office Hours:** By appointment

**Telephone #:** 718-960-1999

**e-mail:** brad.schoenfeldphd@lehman.cuny.edu

**Course Prerequisites:** N/A

**Time of Course:** TBA

**Credit Hours:** 3

**Building/Room:** TBA

### **Required Textbook:**

Hall, S., Getchell, N. (2014). *Research Methods in Kinesiology and the Health Sciences*. LWW. ISBN: 0781797748

### **General Course Description:**

Insights into the design of research protocols to investigate scientific questions related to human performance.

### **Purpose:**

This is a hybrid course; we will meet every week either virtually or on-campus. The course provides you with an overview of research methods. Specifically, the course prepares you to read, understand, and evaluate research; retrieve research; and develop research-related skills for further graduate education. This will be accomplished by:

- Examining the different types of research studies including the applicability, advantages, and disadvantages of each.
- Exploring the various limitations and biases that can affect research results.
- Analyzing how to select a problem and decide on the best way to carry out research.
- Evaluating the statistical measures used to provide quantitative analysis.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

1. Demonstrate an ability to carry out Boolean search streams to conduct robust searches of the literature
2. Assess the existing literature to determine gaps that warrant exploration
3. Identify suitable research topics that are novel, researchable, practical and timely.
4. Display competency in critiquing the strengths and weaknesses of research designs and their implications for drawing conclusions
5. Write a compelling introduction that properly sets up the research question to a study of interest
6. Determine the most appropriate outcome assessments
7. Employ statistical models that best suit the question of interest
8. Write a methods section that properly details the design so it is replicable
9. Elucidate the results in an logical and understandable fashion that is supported by appropriated images and tables

10. Write a compelling discussion and conclusion of the results that compares and contrasts findings with the current literature and sets direction for future study on the topic

### **Methods of Instruction:**

- Lecture
- Class discussion
- Small group discussion
- Multimedia presentations
- Written assignments and Reports

### **Course Assignments:**

- Attendance and Participation
- Research Review Paper
- Quizzes
- Group Project
- Written Exams
- Online Forums

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Attendance**

Attendance is mandatory. Class meets only once per week; therefore, each class is a significant portion of the course. Any unexcused absence will have a negative impact on your grade as you cannot participate if you do not attend class. You are expected to arrive for class on time. Arriving late is better than not attending, but arriving late on a regular basis is a disruption to the class and demonstrates a lack of commitment to the course. Please email the instructor if you expect to be significantly late or absent.

### **Classroom Specific Policies**

Students are expected to respect the classroom and their peers. This entails maintaining an environment that encourages learning. Side conversations and other distractive behavior will adversely affect your grade. Moreover, the use of cell phones for talking, texting, or any other purposes during class is prohibited--any urgent phone-related matter must be attended to outside of the classroom! **Cameras must be turned on for all virtual classes!**

### **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

### **Resources:**

- List of statistical papers and sites of interest: <https://www.benjanefitness.com/research-methods/stats>
- How to use Zotero: [https://www.youtube.com/watch?v=JG7Uq\\_JFDzE&t=343s](https://www.youtube.com/watch?v=JG7Uq_JFDzE&t=343s)

### **Grading: 1000 Points Maximum Total**

- 200 points**     **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False. Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes to complete the exam. Questions will appear one at a time and you must answer each question in the order presented.
- 100 points**     **Critical Analyses of Research:** 4 analyses, 25 pts each. You will select 4 studies in your area of interest and provide a detailed critique of the methods section. The critique should highlight what the researchers did well and what could have been improved. Specific insights should focus on the sample size, training program, assessments and statistical modeling. Your critique should include suggestions as to how the study could have been improved by alternative methods.
- 50 points**     **Group Project:** You will work as a group to carry out an intra-class correlation (ICC) analysis for a test of muscular endurance. You will recruit at least 8 resistance-trained individuals (you can use yourselves if you qualify) and supervise their vertical jump test using the JustJump Mat on two occasions separated by 48-72 hours. The test must be carried out as follows: “The participant will assume a shoulder-width stance with the body upright and hands on hips. When ready for the movement, the participant will descend into a semi-squat position and then forcefully reverse direction, jumping as high as possible before landing with both feet on the ground.” The individual will perform 3 maximal-effort jumps with a 1-minute rest period between each trial. Record the highest jump as the final value. The individuals will be required to abstain from performing lower body exercise for at least 48 hours prior to the first session and second sessions. You will then analyze the data, provide the ICC and standard error of the measurement, and write up a report summarizing your findings and their implications for research. You must include information as to how you ensured the validity of the testing (i.e., exercise technique, cadence, etc). You will write up a ~2-page summary of your experience carrying out the test and show the statistical procedures in a step-by-step basis to prove your understanding of the calculations.
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic with designated readings. The post should

be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook or the suggested readings!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*

**150 points**     **Participation:** You must actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each classroom attendance, if a student is late more than 5 minutes. Note that simply showing up for class is not sufficient; you must come prepared with knowledge of the readings and contribute to the learning environment when called on for discussion.

**300 points**     **Original Research Study Design Paper:** You will write the introduction and methods section to a hypothetical study that can be feasibly carried out. The introduction should set up the reason for the study and culminate with a purpose statement. You must justify why the paper is relevant to the field, using citations of peer reviewed literature to support your cause. The paper must attempt to fill a gap in the literature; the uniqueness of the study should be documented in the introduction leading up to the purpose statement. The methods section must follow protocol of published research in the field. Customary subsections include: Subjects, Training Procedures, Measurements, and Statistics. You should include any other subsections that would be relevant to your study design (e.g. if you will analyze food diaries, then include a subsection on “Nutrition” that describes the manner you will collect this data). In the “Subjects” section make sure to include a power analysis that justifies the number of subjects you will have in the study. Remember, describe all procedures as thoroughly as possible so the study can be replicated by others exactly as you plan to carry it out. You are free to use any recognized reference style; just make sure that the reference style remains consistent throughout the paper (i.e. do not mix styles). *All references must be entered with a reference manager, or you will lose a full letter grade.*

**Maintenance  
points**

**CITI Certificate:** You must obtain your CITI Certificate for the Human Subjects Basic Course (HSR for Biomedical Faculty, Graduate Students & Postdoctoral Scholars) and email the instructor a copy of the PDF verifying your certification. You must submit the proof of certification by the due date; failure to do so will result in a 50-point penalty off your final grade score. An additional 10 points will be deducted for each additional week that you are late with the submission up to a total of a 100-point deduction. Here is the link to the course:

<https://www2.cuny.edu/research/research-compliance/training-education/citi-training/>

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

At the end of the semester, the student will earn a grade of A, B, C, D, or F. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-930 A- = 929-900 B+ = 899-870 B = 869-830 B- = 829-800 C+ = 799-770  
C = 769-730 C- = 729-700 D+ = 699-670 D = 669-600 F = ≤ 599**

**Tentative Course Schedule: EXS 903**

Note: The instructor retains the right to change this schedule at any time

<b>Date</b>	<b>Week</b>	<b>Topics</b>	<b>Assignments Due</b>	<b>Readings</b>
TBA	Week 1	<ul style="list-style-type: none"> <li>Introduction to Research in Kinesiology</li> </ul>	<ul style="list-style-type: none"> <li><b>Forum 1 Due</b></li> </ul>	Chapter 1
TBA	Week 2	<ul style="list-style-type: none"> <li>Research Writing Style</li> <li>Reviewing and Critiquing the Literature</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Analysis 1 Due</b></li> </ul>	Chapters 2-3
TBA	Week 3	<ul style="list-style-type: none"> <li>Developing a Research Proposal</li> <li>Understanding Research Ethics</li> </ul>	<ul style="list-style-type: none"> <li><b>Forum 2 Due</b></li> </ul>	Chapters 4-5
TBA	Week 4	<ul style="list-style-type: none"> <li>Experimental Research</li> </ul>	<ul style="list-style-type: none"> <li><b>Submit CITI Certification</b></li> </ul>	Chapter 6
TBA	Week 5	<ul style="list-style-type: none"> <li>Descriptive Research</li> </ul>	<ul style="list-style-type: none"> <li><b>Forum 3 Due</b></li> </ul>	Chapter 7
TBA	Week 6	<ul style="list-style-type: none"> <li>Qualitative Research</li> <li>Other Research Approaches</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Analysis 2 Due</b></li> <li><b>Forum 4 Due</b></li> </ul>	Chapters 8-9
TBA	Week 7	<b>MIDTERM EXAM</b>		
TBA	Week 8	<ul style="list-style-type: none"> <li>Hands-On PubMed Search Tutorial</li> </ul>	<ul style="list-style-type: none"> <li><b>Forum 5 Due</b></li> </ul>	
TBA	Week 9	<ul style="list-style-type: none"> <li>Basic Statistical Concepts</li> </ul>	<ul style="list-style-type: none"> <li><b>Submit proposed topic for final paper</b></li> </ul>	Chapters 10
TBA	Week 10	<ul style="list-style-type: none"> <li>Finding Relationships among Variables</li> <li>Finding Differences among Groups</li> </ul>	<ul style="list-style-type: none"> <li><b>Group Project Due</b></li> <li><b>Forum 6 Due</b></li> </ul>	Chapters 11-12
TBA	Week 11	<ul style="list-style-type: none"> <li>Nonparametric Statistics</li> <li>Measurement of Variables in Research</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Analysis 3 Due</b></li> </ul>	Chapters 13-14
TBA	Week 12	<ul style="list-style-type: none"> <li>Selecting Statistical Tests</li> </ul>	<ul style="list-style-type: none"> <li><b>Forum 7 Due</b></li> </ul>	Chapter 15

TBA	Week 13	<ul style="list-style-type: none"> <li>Disseminating Research Findings</li> </ul>	<ul style="list-style-type: none"> <li><b>Critical Analysis 3 Due</b></li> </ul>	Chapters 16-17
TBA	Week 14	<ul style="list-style-type: none"> <li>Other Research Issues/Course Summary</li> <li>Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li><b>Forum 8 Due</b></li> <li><b>Final Paper Due</b></li> </ul>	
TBA	Week 15	<b>FINAL EXAM</b>		

## EXS 904: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Assessments for Exercise Research  
and Prescription  
**Office Place:** Apex Rm 261  
**Telephone #:** 718-960-7750  
**Course Prerequisites:** None  
**Credit Hours:** 3

**Course Number:** EXS 904

**Instructor:** Douglas Oberlin, PhD  
**Office Hours:** By appointment  
**e-mail:** douglas.oberlin@lehman.cuny.edu  
**Time of Course:** TBA  
**Building:** TBA

**Textbook:** NSCA's Guide to Tests and Assessments (NSCA Science of Strength & Conditioning) First Edition

### **General Course Description:**

Methods for assessment of human performance-based outcomes and their implications for exercise prescription

### **Purpose:**

The primary purpose of this course is to provide students with the requisite theoretical background and hands-on training needed to assess levels of wellness/fitness in a "low risk" (i.e. apparently healthy) adult population. Topics and skills addressed will include health screening protocols, use of informed consent documents, as well as measurement protocols for the health-related components of fitness (i.e. cardiorespiratory fitness, muscular strength and endurance, flexibility, body composition, etc.). These skills will then be used to prescribe lifestyle and/or exercise modifications that result in individual progress toward a desired goal. We will also discuss special considerations for a variety of special populations and conditions.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Carry out risk assessments to determine feasibility of exercise testing on an individual basis
- Display competency in conducting tests across a wide spectrum of fitness outcomes
- Apply appropriate assessments in research-based settings to best answer questions of interest
- Demonstrate an understanding as to how to modify tests based on situational conditions
- Interpret the results from assessments and their application to research design
- Articulate the strengths and limitations of various tests for drawing conclusions on given exercise-related outcomes

### **Methods of Instruction:**

- Lecture
- Class discussion
- Small group discussion
- Multimedia presentations
- Written assignments and Reports

### **Course Assignments:**

- Attendance and Participation
- Research Review Paper
- Quizzes
- Group Project
- Written Exams
- Online Forums

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Attendance**

Attendance is mandatory. Class meets only once per week; therefore, each class is a significant portion of the course. Any unexcused absence will have a negative impact on your grade as you cannot participate if you do not attend class. You are expected to arrive for class on time. Arriving late is better than not attending, but arriving late on a regular basis is a disruption to the class and demonstrates a lack of commitment to the course. Please email the instructor if you expect to be significantly late or absent.

### **Use of Technology and Blackboard Information:**

We will be using a Blackboard site for various class activities. Blackboard can be accessed through the Lehman website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). If you have any questions about your Lehman email address or your password, or if you have any problems accessing the site please call the computer helpdesk at 718-960-1111. If it becomes necessary to move the class online for any reason, we'll make use of Blackboard collaborate Ultra to meet.

### **Classroom Specific Policies:**

- 1) Respect one another: Students are expected to respect their peers. This entails maintaining an environment that encourages learning and a diverse range of perspectives.
- 2) Dress for Activity: You should come to class dressed appropriately for engaging in exercise/physical activity. While not every student will perform physical activity in every class, we will be doing exercise/PA frequently in lab. You need to dress in a manner where you are able to run, lift, cycle, stretch, etc. in your outfit.

### **Professional Behavior:**

*Academic Integrity* – **We will not tolerate cheating and/or plagiarism.** If you should have any questions about what is or is not allowed or what the resulting penalties are, please ask us or review Lehman College's Academic Integrity Policy at:

[http://www.lehman.edu/lehman/about/policies\\_pdf/CUNYAcademicIntegrityPolicy.pdf](http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf).

### **Accommodating Disabilities:**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441. If you have any disability which interferes with your ability to learn, complete assignments in a timely manner, or communicate with me and your fellow students, please provide me with appropriate documentation as soon as possible so that I may accommodate your needs.

### **Grading: 1000 Points Maximum Total**

- 200 points**     **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False. Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes to complete the exam. Questions will appear one at a time and you must answer each question in the order presented.
- 100 points**     **Criterion Validity Paper:** You will write the methods section for a hypothetical study that seeks to investigate the criterion validity of a proposed new body composition assessment. The paper must detail the specific methods you would use to evaluate the validity of the assessment, including the “gold standard” comparison and supporting citations to justify your choices. You must include a power analysis for sampling the given population, the procedures for comparison, and the statistical model you will employ for analysis.
- 150 points**     **Lab activities:** 10 labs, 15 points each. Students must complete 10 labs. 2 labs will involve “write-ups”, while the other 8 will be more like online quizzes/activities. Labs must be done outside of class and submitted through blackboard by 11:59PM a week after they are assigned. If we are distance learning, we will use video demonstrations as well as our textbook and provided materials to perform lab activities, and we will use online sharing to accumulate our data for your lab write-ups. However, as long as we are able to meet in-person, we will perform hands on lab tests and accumulate our data in class for the lab write-ups. It may happen that we will be using some combination of the two above approaches throughout the semester.
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic specific to exercise testing with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook or the suggested readings!) to receive full credit. You will

then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*

**150 points**     **Participation:** You must actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each classroom attendance, if a student is late more than 5 minutes. Note that simply showing up for class is not sufficient; you must come prepared with knowledge of the readings and contribute to the learning environment when called on for discussion.

**200 points**     **Research Paper:** You will write a ~10-page paper discussing testing methods in strength and power research. The paper must cover the various methods available for assessment of these outcomes as well as their validity, feasibility and relevance to research design. You must reference all relevant statements to support opinions and draw conclusions as to the appropriateness of the available methods under different research scenarios.

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

**At the end of the semester, the student will earn a grade of A, B, C, D, or F. If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-930   A- = 929-900   B+ = 899-870   B = 869-830   B- = 829-800   C+ = 799-770  
C = 769-730   C- = 729-700   D+ = 699-670   D = 669-600   F = ≤ 599**

**Tentative Course Schedule: EXS 904**

**KEY: Case Studies (orange), Quizzes (green), Write-Ups (Purple) Exams (red).**

*The instructor retains the right to change this schedule at any time*

Week	Topic(s)	Chapter(s)	Assignments given	Assignments due (Always @ 11:59 Thursday Nights)
1	Tests, Data Analysis, and Conclusions	Chapters 1	Quiz (1)	
2	Body Composition	Chapter 2	Lab Write-Up (1)	Quiz 1

3	Speed & Agility	Chapter 3	<b>Quiz (2)</b> <b>Case Study (1)</b>	<b>Lab Write-Up (1)</b>
5	Metabolic Rate	Chapter 4	<b>Quiz (3)</b>	<b>Case Study (1)</b> <b>Quiz 2</b>
6	Aerobic Power	Chapter 5	<b>Quiz (4)</b>	<b>Quiz 3</b>
7	Lactate Threshold + Midterm Review	Chapter 6	<b>Case Study (2)</b>	<b>Quiz 4</b>
8	<b>MIDTERM</b>			
9	Mobility	Chapter 11	<b>Quiz (5)</b>	<b>Case Study (2)</b>
10	Muscular Endurance	Chapters 8	<b>Quiz (6)</b>	<b>Quiz 5</b>
11	Power	Chapter 9	<b>Quiz (7)</b>	<b>Quiz 6</b>
12	Heart Rate & Blood Pressure	Chapter 10	<b>Quiz (8)</b> <b>Case Study (3)</b>	<b>Quiz 7</b>
13	Muscular Strength	Chapter 7	<b>Lab Write-Up (2)</b>	<b>Quiz 8</b> <b>Case Study (3)</b>
14	Balance & Stability + Final Review	Chapter 12		<b>Lab Write-Up (2)</b>
15	<b>FINAL EXAM</b>			

## EXS 905: Syllabus

**Department:** Exercise Science and Recreation

**Course Title:** Research in Sports Nutrition

**Office Place:** Apex Rm 261

**Telephone #:** 718-960-7750

**Course Prerequisites:** None

**Credit Hours:** 3

**Course Number:** EXS 905

**Instructor:** Orlando Rivera, PhD, CSCS

**Office Hours:** By appointment

**e-mail:** orlando.rivera1@lehman.cuny.edu

**Time of Course:** TBA

**Building:** TBA

### **Required Textbook:**

Campbell B, editor. NSCA's guide to sport and exercise nutrition. Human Kinetics Publishers; 2020.

ISBN#: 9781492593515.

### **General Course Description:**

Research-based exploration of nutrition and supplementation to optimize human performance and fitness.

### **Purpose:**

The course provides research-based insights into nutrition as it relates to athletic endeavors. This will be accomplished by:

- Examining the different macro- and micronutrients and discussing their roles in exercise performance and recovery.
- Exploring the role of hydration and thermoregulation in sport.
- Detailing the nuances of nutrient timing and its role in exercise performance and recovery.
- Evaluating the efficacy of ergogenic aids.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Articulate differences in nutrient metabolism during various forms of exercise
- Articulate the differences in macronutrient prescription for various athletic endeavors
- Employ nutritional applications to assess nutrient consumption to guide prescription and inference
- Critically assess research to draw inferences on current sports nutrition topics
- Display an understanding of the role of sports supplements in human performance and articulate their respective risk considerations
- Develop nutritional plans for athletes across a spectrum of sports

### **Methods of Instruction:**

- Lecture
- Class discussion
- Online discussion
- Written assignments and reports

### **Course Assignments:**

- Attendance and Participation
- Final Project Paper
- Quizzes
- Written Exams
- Online forums

### **Attendance**

Attendance is mandatory. Class meets only once per week; therefore, each class is a significant portion of the course. Any unexcused absence will have a negative impact on your grade. You are expected to arrive for class on time. Arriving late is better than not attending, but arriving late on a regular basis is a disruption to the class and demonstrates a lack of commitment to the course. Please email the instructor if you expect to be significantly late or absent.

### **Classroom Specific Policies**

Students are expected to respect the classroom and their peers. This entails maintaining an environment that encourages learning. Side conversations and other distractive behavior will adversely affect your grade. Moreover, the use of cell phones for talking, texting, or any other purposes during class is prohibited--any urgent phone-related matter must be attended to outside of the classroom!

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero

### **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

### **Grading:**

#### **1000 points Maximum Total**

**200 points Exams:** Two exams will be given: a midterm and a final exam (100 points for the midterm and 100 points for the final). These exams will be multiple choice, and True/False. Materials covered in class and readings from both the textbook and the assigned discussion topic readings will be the subject

of exams. Exams will cover material discussed **both** in class and in your textbook. The final exam will be cumulative with an emphasis on the material covered in the second half of the semester. Missed written exams without prior approval are worth only 1/2 credit. Missed exams must be made up prior to next class or the student will not receive any credit for the exam.

- 100 points**     **Nutritional Assessment:** You will work in pairs to assess the nutritional intake of one of your classmates. The nutritional assessment will be conducted using a 7-day food diary on the MyFitnessPal app. You must analyze the classmate's total calories, macronutrients, micronutrients, fluid intake and any supplement usage. You must then provide a detailed written assessment of the individual's nutritional status and how it would to both anaerobic and aerobic sports performance.
- 150 points**     **Attendance/Participation:** You must actively participate in the classroom. Each class session is worth 30 points (30 X 5 = 150 points). Half credit (15 pts) will be subtracted from each classroom attendance, if a student is late more than 5 minutes. **Class attendance and participation is necessary for success in this course!**
- 100 points**     **Essay:** You will write an essay discussing the relevance of nutrient timing in sport. The paper should cover the existing literature and discuss the limitations of current research in drawing conclusions. You must provide nuance as to what instances nutrient timing may have merit and detail the specifics of as to how it can be employed for optimal results.
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic with designated readings. The post should be ~500 words and include at least 5 peer-reviewed reference (not the textbook!) that support your statements. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 150 points**     **Research Review Paper:** You are to write a research-based paper (approximately double-spaced 20 pages excluding references) discussing the biochemistry, metabolism, potential ergogenic benefit, and evidence-based risk/reward recommendations on the use of a sports supplement of your choice. You must cite a minimum of 20 peer-reviewed references to support your statements. The final paper must be submitted by midnight the day before the date listed on schedule. **A full letter grade will be deducted for each day the paper is turned in late!**

**100 points Oral Presentation:** You will create a ~10-minute Powerpoint presentation discussing your research paper. Provide an overview of your topic, cite the relevant research relating to potential ergogenic effects, and draw conclusions as to practical application to athletic performance.

At the end of the semester, the student will earn a grade of **A, B, C, D, or F**. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-900      B+ = 899-850      B = 849-800      C+ = 799-750**  
**C = 749-700      D = 699-650      F = less than 649**

**Tentative Course Schedule**

Note: The instructor retains the right to change this schedule at any time

<b>Date</b>	<b>Week</b>	<b>Topics</b>	<b>Assignments Due</b>
TBA	Week 1	<ul style="list-style-type: none"> <li>• Class Overview</li> <li>• Energy Expenditure and Body Composition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forum 1 Due</b></li> </ul>
TBA	Week 2	<ul style="list-style-type: none"> <li>• Nutritional Needs Analysis</li> </ul>	
TBA	Week 3	<ul style="list-style-type: none"> <li>• Carbohydrate in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forum 2 Due</b></li> </ul>
TBA	Week 4	<ul style="list-style-type: none"> <li>• Protein in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forum 3 Due</b></li> </ul>
TBA	Week 5	<ul style="list-style-type: none"> <li>• Fat in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nutritional Assessment Due</b></li> </ul>
TBA	Week 6	<ul style="list-style-type: none"> <li>• Fluids in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forum 4 Due</b></li> </ul>
TBA	Week 7	<b>MIDTERM EXAM</b>	
TBA	Week 8	<ul style="list-style-type: none"> <li>• Vitamins and Minerals in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forum 5 Due</b></li> </ul>
TBA	Week 9	<ul style="list-style-type: none"> <li>• Strength Size and Power Supplements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Essay Due</b></li> </ul>
TBA	Week 10	<ul style="list-style-type: none"> <li>• Aerobic Endurance Supplements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forum 6 Due</b></li> </ul>
TBA	Week 11	<ul style="list-style-type: none"> <li>• Nutrient Timing in Sport</li> </ul>	
TBA	Week 12	<ul style="list-style-type: none"> <li>• Consultation and Development of Athletic Nutritional Plans</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Forum 7 Due</b></li> </ul>
TBA	Week 13	<ul style="list-style-type: none"> <li>• Review/Discussion of Sports Nutrition Topics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research Paper Due</b></li> <li>• <b>Forum 8 Due</b></li> </ul>
TBA	Week 14	<b>ORAL PRESENTATIONS</b>	
TBA	Week 15	<b>FINAL EXAM</b>	



## EXS 906: Syllabus

**Department:** Exercise Science and Recreation

**Course Title:** Applied Training Methods for

Human Performance

**Office Place:** APEX 259

**Telephone #:** 718-960-1999

**Course Prerequisites:** N/A

**Credit Hours:** 3

**Course Number:** EXS 906

**Instructor:** Brad Schoenfeld, PhD, CSCS

**Office Hours:** By appointment

**e-mail:** [brad.schoenfeldphd@lehman.cuny.edu](mailto:brad.schoenfeldphd@lehman.cuny.edu)

**Time of Course:** TBA

**Building:** TBA

### **Primary Textbook:**

Haff, G.G., Triplett, N.T., eds. *Essentials of Strength Training and Conditioning*, 4<sup>th</sup> ed. Champaign, IL: Human Kinetics. 2015. ISBN#: 149250162X

### **Secondary Textbooks:**

Schoenfeld, B.J. *Science and Development of Muscle Hypertrophy*. Champaign, IL: Human Kinetics. 2016. ISBN#: 149251960X

### **General Course Description:**

Extrapolation of research findings in applied exercise science to practical program design.

### **Purpose:**

Training methods form the core of how exercise is applied in practical settings. An understanding of the nuances is essential to optimizing performance and adaptations. This will be accomplished by:

1. synthesizing the body of literature on a given exercise-related topic and apply it in an evidence-based fashion to enhance sports performance
2. assessing limitations of research and review papers so that informed decision-making is achieved with respect to athletic performance
3. integrating multiple aspects of exercise science (i.e. motor learning, exercise physiology, exercise psychology, etc.) in an applied manner to a sports conditioning program

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Critically evaluate research pertaining to training of athletes across a range of athletic pursuits
- Understand the limitations of research in developing recommendations for training practices in athletic settings
- Display competency in stratifying athletes based on performance in a variety of tests
- Identify an athlete's strengths and weakness to guide prescription
- Understand proper resistance training techniques and display an ability to correct flaws in performance
- Display competency in creating individualized sports-specific training programs to optimize human performance

### **Methods of Instruction:**

- Lecture
- Class discussion
- Small group discussion
- Multimedia presentations
- Written assignments and reports

### **Course Assignments:**

- Attendance/Participation
- Research Review Paper
- Written Exams
- Online Forums
- Oral Presentations

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Attendance**

Attendance is mandatory for participation. Class meets only once per week; therefore, each class is a significant portion of the course. Any unexcused absence will have a negative impact on your grade. You are expected to arrive for class on time. Arriving late is better than not attending, but arriving late on a regular basis is a disruption to the class and demonstrates a lack of commitment to the course. Please email the instructor if you expect to be significantly late or absent.

### **Classroom Specific Policies**

Students are expected to respect the classroom and their peers. This entails maintaining an environment that encourages learning. Side conversations and other distractive behavior will adversely affect your grade. Moreover, the use of cell phones for talking, texting, or any other purposes during class is prohibited--any urgent phone-related matter must be attended to outside of the classroom!

### **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

## Grading: 1000 Points Maximum Total

- 200 points**     **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). Each exam contains 25 multiple-choice questions and you have 30 minutes to complete each exam. Materials covered in class and readings from the textbook will be the subject of exams. Exams will cover material discussed **both** in class and in your textbook. *Missed written exams without prior approval are worth only 1/2 credit. Missed exams must be made up within 1 week of the scheduled date or the student will not receive any credit for the exam.*
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 150 points**     **Attendance/Participation:** You **must** actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each session if a student is late more than 5 minutes. Just because you show up does not mean that you will receive full credit. You are expected to read the homework assignment and contribute to the learning experience by sharing your knowledge and opinions when called upon; if you are not prepared to knowledgeably answer questions, you will lose points. **Class attendance and participation is necessary for success in this course!**
- 150 points**     **Essay:** You will write a ~10-page essay on the relative merits of periodization for enhancing aspects of sports performance. The essay must synthesize the literature on the topic and discuss the limitations of research in drawing evidence-based conclusions. You must provide insights into how periodization may affect various athletic outcomes (i.e., strength, power, endurance) and present hypothetical strategies for optimizing these outcomes.
- 200 points**     **Point/Counterpoint Paper:** You will write a final “position paper.” The final paper will be the culmination of the course to display your ability to put concepts into practice. The paper should cover a topic related to applied sports science that has evidence to support both sides. You must

write two opposing points of view: One supporting a given outcome and the other supporting an alternative outcome. You must reference all your points with original peer-reviewed research citations (any recognized reference style such as AMA, APA, etc. is acceptable). **Your topic must be approved by the instructor!** The paper should be up to 20 single-spaced pages in length (excluding references) using a standard 12-point font. A *minimum* of 20 references from **peer-reviewed** journals are required for full credit. **All references must be entered with a reference manager, or you will lose a full letter grade on the assignment.**

**100 points Oral Presentation:** You will create a ~10-minute Powerpoint presentation discussing the topic of your final paper. Provide an overview of your topic, cite the relevant research on both sides of the issue, and make a case for your conclusion as to practical application to athletic performance.

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

At the end of the semester, the student will earn a grade of **A, B, C, D, or F**. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-930 A- = 929-900 B+ = 899-870 B = 869-830 B- = 829-800 C+ = 799-770  
C = 769-730 C- = 729-700 D+ = 699-670 D = 669-600 F = ≤ 599**

**Tentative Course Schedule:**

Note: The instructor retains the privilege to change this schedule at any time

Date	Week	Class Purpose	Readings	Assignments Due
TBA	Week 1	<ul style="list-style-type: none"> <li>Course Introduction &amp; Syllabus</li> <li>Adaptations to anaerobic training programs</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>Forum 1 Due</li> </ul>
TBA	Week 2	<ul style="list-style-type: none"> <li>Adaptations to aerobic endurance training programs</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6</li> </ul>	
TBA	Week 3	<ul style="list-style-type: none"> <li>Age and sex related differences and their implications for resistance exercise</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>Forum 2 Due</li> </ul>
TBA	Week 4	<ul style="list-style-type: none"> <li>Administration, Scoring, and Interpretation of Selected Tests</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 13</li> </ul>	<ul style="list-style-type: none"> <li>Forum 3 Due</li> </ul>
TBA	Week 5	<ul style="list-style-type: none"> <li>Warm up and stretching</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 14</li> </ul>	<ul style="list-style-type: none"> <li>Submit topic for final paper</li> </ul>

TBA	Week 6	<ul style="list-style-type: none"> <li>• Exercise technique for free weights and machines</li> <li>• Exercise technique for alternative modes</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 15/16</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 4 Due</li> </ul>
TBA	Week 7	MIDTERM EXAM: Chapters 5-7, 13-16		
TBA	Week 8	<ul style="list-style-type: none"> <li>• Resistance training program design</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 17</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 5 Due</li> </ul>
TBA	Week 9	<ul style="list-style-type: none"> <li>• Plyometric training program design</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 18</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 6</li> </ul>
TBA	Week 10	<ul style="list-style-type: none"> <li>• Speed and agility program design</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 19</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Due</li> </ul>
TBA	Week 11	<ul style="list-style-type: none"> <li>• Aerobic endurance program design</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 20</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 7 Due</li> </ul>
TBA	Week 12	<ul style="list-style-type: none"> <li>• Periodization</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 21</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 8</li> </ul>
TBA	Week 13	<ul style="list-style-type: none"> <li>• Course Review</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Final Paper Due</li> </ul>
TBA	Week 14	Oral Presentations		
TBA	Week 15	FINAL EXAM: Chapters 17-21		

## EXS 915: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Methods in Biomechanical Analysis  
**Office Place:** Apex Rm 261  
**Telephone #:** 718-960-7750  
**Course Prerequisites:** None  
**Credit Hours:** 3

**Course Number:** EXS 915  
**Instructor:** Douglas Oberlin  
**Office Hours:** By appointment  
**e-mail:** douglas.oberlin@lehman.cuny.edu  
**Time of Course:** TBA  
**Building:** TBA

### Required Textbook

Manual of Structural Kinesiology- 21<sup>th</sup> edition with CONNECT

### General Course Description

Examination of kinetics and kinematics as they apply to research, instrumentation, and concepts in the analysis of human performance.

### Course Objectives and Competencies

Upon completion of this course, you will be able to do the following:

- Demonstrate competency in use of assessments to analyze kinetics and kinematics
- Display an ability to interpret results of biomechanical assessments and understand their implications for human performance
- Display comprehension of the neuromuscular system and its application to human performance
- Critically interpret the literature to draw evidence-based conclusions on biomechanical considerations in research and program design
- Demonstrate an understanding of primary, synergists, agonists, antagonists and stabilizer muscles involved in performance of various exercises for all the joints of the body, and display an ability to translate this knowledge into exercise prescription

### Attendance

Attendance is mandatory. Class meets only once per week; therefore, each class represents a significant portion of the course. Any unexcused absence will have a negative impact on your grade. You are expected to arrive to class on time. Arriving late is better than not attending, but arriving late on a regular basis is a disruption to the class and demonstrates a lack of commitment to the course. Please email me if you expect to be significantly late or absent. Additionally, if you arrive more than 5 minutes beyond the beginning of the course start time, you are considered late. If you arrive more than 30 minutes late you will be marked as absent.

### Policy on the Use of AI:

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The

instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Classroom-Specific Policies**

You are expected to respect the classroom and your peers. This entails maintaining an environment that encourages learning. Side conversations and other distracting behavior will adversely affect your grade. Moreover, the use of cell phones for talking, texting, or any other purposes during class is prohibited. Any urgent phone-related matters must be attended to outside of the classroom.

### **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

**The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)** The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

### **Academic Integrity and Plagiarism Policy**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. Cheating is the unauthorized use or attempted use of material, information, notes, study aids devices or communication during an academic exercise.

### **Grading: 1000 Points Maximum Total**

- 200 points**     **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False. Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes to complete the exam. Questions will appear one at a time and you must answer each question in the order presented.
- 100 points**     **Quizzes:** Weekly quizzes will be given so that you can demonstrate knowledge of material. The quizzes will be multiple choice and true or false. The quizzes will be given on Blackboard (through CONNECT) after the class is finished and must be taken by 11:59pm EST the following week (by Tuesday night before class). Once you open the quiz, you're required to complete the quiz in one sitting. There are no makeup quizzes

unless there is a specific issue with CONNECT. Each quiz will be 15-20 questions and you will have 30-40 minutes per quiz.

- 200 points**    **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic on biomechanics/kinesiology with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook or the suggested readings!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 150 points**    **Participation:** You must actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each classroom attendance, if a student is late more than 5 minutes. Note that simply showing up for class is not sufficient; you must come prepared with knowledge of the readings and contribute to the learning environment when called on for discussion.
- 150 points**    **Practical Assessment:** You will carry out an assessment to establish your understanding of the practical application of kinesiology and biomechanics. The assessment will involve identifying joint actions, muscles, plane of motion, and types of joints on a human and skeleton. This will be performed in-person in front of the instructor and covers everything taught in the semester. Each assessment will last 10-15 minutes; **there are no retakes**. Make sure to show up at least 10 minutes prior to your scheduled time to ensure you will be able to take the exam.
- 200 points**    **Final Paper:** You will write a ~10-page scholarly paper on the kinetics and kinematics of a given exercise (e.g., squat, bench press, deadlift, etc). The paper must discuss what the literature shows about muscle involvement (agonists, synergists and stabilizers), the joint torques, and other relevant biomechanical aspects of the given exercise. Based on the literature, you will draw performance-related conclusions to optimize results and reduce injury potential.

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

At the end of the semester, the student will earn a grade of A, B, C, D, or F. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

### Tentative Course Schedule: EXS 915

Note: The instructor retains the right to change this schedule at any time

<b>Date</b>	<b>Chapter</b>	<b>Material</b>	<b>Assignments due</b>
TBA	1	Introduction & Review of Course Foundations of Structural Kinesiology	Forum 1 Due
TBA	1, 2	Foundations of Structural Kinesiology Neuromuscular Fundamentals	Forum 2 Due
TBA	2	Neuromuscular Fundamentals	Quiz 1 (on Ch 1+2)
TBA	3	Biomechanics	Quiz 2 (on Ch 3) Forum 3 Due
TBA	4	The Shoulder Girdle	Quiz 3 (on Ch 4)
TBA	5	The Shoulder Joint	Quiz 4 (on Ch 5) Forum 4 Due
TBA	6, 7	The Elbow and Wrist Joint	Quiz 5 (on Ch 6 + 7)
TBA		<b>MIDTERM</b>	
TBA	8	The Hip Joint and Pelvic Girdle	Quiz 6 (on Ch 8) Forum 5 Due
TBA	9	The Knee Joint	Quiz 7 (on Ch 9) Forum 6 Due
TBA	10	The Ankle and Foot	Quiz 8 (on Ch 10)
TBA	11	The Trunk and Spinal Column	Quiz 9 Forum 7 Due
TBA	12	Muscular Analysis & Review	Quiz 10 (on Ch 12) Forum 8 Due
TBA		PRACTICAL ASSESSMENT (See selected time posted by Sunday night on Blackboard)	Final Paper Due
TBA		<b>FINAL EXAM</b>	

## EXS 916: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Applied Concepts in Motor Learning and Performance  
**Office Place:** APEX 261  
**Telephone #:** 718-960-7750  
**Course Prerequisites:** N/A  
**Credit Hours:** 3

**Course Number:** EXS 916  
**Instructor:** Andrew Alto, EdD  
**Office Hours:** By appointment  
**e-mail:** [andrew.alto@lehman.cuny.edu](mailto:andrew.alto@lehman.cuny.edu)  
**Time of Course:** TBA  
**Building/Room:** TBA

### Required Textbook

Motor Learning and Control for Practitioners with labs. Coker, C.A. 5<sup>th</sup> edition. ISBN 0367480530

### General Course Description

Examination of the acquisition of functional movement skills to optimize human performance.

### Course Objectives and Competencies

Upon completion of this course, you will be able to do the following:

- Describe the anatomy and physiology of the neuromotor systems.
- Describe generally accepted theories of motor learning and control and articulate their strengths and weakness for drawing inferences to human performance
- Critically interpret research on motor learning to provide insight into practical application of principles
- Conduct assessments of arousal, mentation, and cognition, and interpret the findings and their implications
- Articulate the stages of learning and how they relate to program design in human performance
- Translate motor learning theory into practical settings to create individualized training programs that optimize human performance

### Classroom Specific Policies

Students are expected to respect the classroom and their peers. This entails maintaining an environment that encourages learning. Side conversations and other distractive behavior will adversely affect your grade. Moreover, the use of cell phones for talking, texting, or any other purposes during class is prohibited--any urgent phone-related matter must be attended to outside of the classroom! **Cameras must be turned on for all virtual classes!**

### Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

**The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)** The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the

tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

### **Academic Integrity and Plagiarism Policy**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. Cheating is the unauthorized use or attempted use of material, information, notes, study aids devices or communication during an academic exercise.

### **Academic Grading and Assessment Policies**

This is a doctoral level course and several things should be noted regarding academic grading and policies for this course:

- Your grade is based off of your mastery of the material and not the effort you put in
- While you might have worked hard, or put in a lot of effort, if the product does not illustrate as such it does not warrant a better grade than you receive.

### **Late Assignments**

There are not make ups, or acceptance of late assignments (exams, tests, tasks, presentations, quizzes etc). Unless there are arrangements made well in advance, and with sufficient notification, there are no circumstances where late assignments will be accepted. For example, if there are blackboard quizzes, they will not be reopened under any circumstance including your wifi cut out, the browser closed down etc.

### **Email Communication and assignment labeling**

When communicating through any means such as telephone, in person, or any other form of communication please note the following:

- Compose all messages in a professional manner
- The instructor reserves the right to not reply to any emails that are composed in a nonprofessional manner
- Address the instructor appropriately
- The email should have a subject otherwise it will not be opened. Include your name, course number and class.
- Please use complete words and sentences, and do not use abbreviations or emojis.
- The instructor will normally reply to your email within 24 hours unless it falls on a weekend. If you email, or make contact during a weekend please expect a response by Monday the earliest.
- You should only communicate through your Lehman email address. Any email addresses used for communication outside of your Lehman email address will not receive a reply. You must have access to your Lehman College as we will be communication through there, and all blackboards announcements will be sent to that account.

**Grading: 1000 Points Maximum Total**

- 200 points**     **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False. Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes to complete the exam. Questions will appear one at a time and you must answer each question in the order presented.
- 200 points**     **Motor Learning Case Study:** You will be required to teach a motor skill to a voluntary participant unfamiliar with a skill. The case study should last 8 weeks with a minimum of 8 sessions (more may be appropriate). The session should be filmed and submitted. Students must also submit a writeup with each session explaining the plan (prior to the session), notes on how the session went, and notes on best course of action for the next session. Within the notes should be a theoretical concept section explain how motor learning/control concepts were applied. This should be approximately 8-12 pages in length. APA format. (cover page, header, page number)
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic related to motor learning with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook or the suggested readings!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 150 points**     **Participation:** You **must** actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each classroom attendance, if a student is late more than 5 minutes. Note that simply showing up for class is not sufficient; you must come prepared with knowledge of the readings and contribute to the learning environment when called on for discussion.
- 250 points**     **Narrative Review Paper:** You will explore a topic within the field of motor learning/control. The topic must be approved in advance by the instructor. The paper should be a comprehensive overview of that specific topic (~15-20 pages not including references) that could be submitted for publication at a refereed journal. The literature should be extensively

reviewed with specific focus on gaps in the literature and proposed areas for future research.

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

At the end of the semester, the student will earn a grade of A, B, C, D, or F. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Tentative Course Schedule: EXS 916**

Note: The instructor retains the right to change this schedule at any time

<b>Date</b>	<b>Chapter</b>	<b>Material</b>	<b>Assignments due</b>
TBA	1	Introduction to Motor Learning and Control	Forum 1 Due
TBA	2	Understanding Movement Preparation	Forum 2 Due
TBA	3	The Role of Attention, Arousal and Visual Search in Movement Preparation	Case Study Topic Due
TBA	4	Behavioral Theories of Motor Control	Forum 3 Due
TBA	5	Neural Mechanisms: Contributions and Control	
TBA	6	Stages of learning	
TBA		Midterm Review	Forum 4 Due
TBA	7	<b>Midterm</b>	
TBA	8	The Learner: Pre-Instruction Considerations	Forum 5 Due
TBA	9	Skill Presentation	
TBA		Principles of Practice Design Online Asynchronous	Forum 6 Due
TBA	10	Practice Schedules	Case Study Due
TBA	11	Diagnosing Errors: Online Synchronous/Asynchronous	Forum 7 Due
TBA	12	Correcting Errors	Narrative Review Due Forum 8 Due

TBA		<b>Final Exam</b>	
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## EXS 917: Syllabus

**Department:** Exercise Science and Recreation

**Course Title:** Evidence-Based Principles in

Strength and Hypertrophy

**Office Place:** Apex Rm 261

**Telephone #:** 718-960-7750

**Course Prerequisites:** None

**Credit Hours:** 3

**Course Number:** EXS 917

**Instructor:** Orlando Rivera, PhD, CSCS

**Office Hours:** By appointment

**e-mail:** orlando.rivera1@lehman.cuny.edu

**Time of Course:** TBA

**Building:** TBA

### **Required Textbook:**

Schoenfeld, B. (2016). Science and development of muscle hypertrophy: 1<sup>st</sup> Edition. Human Kinetics

### **General Course Description:**

Bridge the gap between research and practice for manipulating resistance training variables to optimize outcomes in strength and hypertrophy.

### **Purpose:**

The course will delve into the practical implications of research for maximizing muscle strength and hypertrophy. An evidence-based approach will be adopted to bridge the gap between what we know from scientific evidence to the practice of designing effective exercise programs that take into account individual needs and abilities. Class content will cover manipulation of program variables and advanced training strategies believed to optimize results. The relevance of periodization, including the various proposed models, will be discussed as a concept to structure programming based on the specific goal.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Interpret research-based findings on the underlying mechanisms of strength hypertrophy adaptations, and show insight into their application to program design
- Display an understanding of the research on manipulation of resistance training variables and the associated limitations for drawing evidence-based inferences
- Describe research-based findings on intensity of effort and how it can be manipulated to optimize muscular adaptations
- Describe the strength-endurance continuum and its application to program design for goals related to strength and hypertrophy
- Display an understanding of nutritional factors that influence strength and hypertrophy adaptations
- Create individualized goal-specific programs to optimize outcomes
- Determine gaps in the literature that warrant further research on applied aspects of strength and hypertrophy

### **Methods of Instruction:**

- Lecture
- Class discussion

- Small group discussion
- Multimedia presentations
- Written assignments and Reports

### **Course Assignments:**

- Attendance and Participation
- Research Review Paper
- Quizzes
- Written Exams
- Online forums

### **Attendance**

Attendance is mandatory. Class meets only once per week, therefore each class is a significant portion of the course. Any unexcused absence will have a negative impact on your grade. You are expected to arrive for class on time. Arriving late is better than not attending, but arriving late on a regular basis is a disruption to the class and demonstrates a lack of commitment to the course. Please email the instructor if you expect to be significantly late or absent.

### **Classroom Specific Policies**

Students are expected to respect the classroom and their peers. This entails maintaining an environment that encourages learning. Side conversations and other distractive behavior will adversely affect your grade. Moreover, the use of cell phones for talking, texting, or any other purposes during class is prohibited--any urgent phone-related matter must be attended to outside of the classroom!

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero

### **Accommodating Disabilities**

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### **Grading: 1000 Points Maximum Total**

- 250 points**      **Exams:** Two exams will be given: a midterm (100 points) and a final exam (150 points). Each exam contains 25 multiple-choice questions and you have 30 minutes to complete each exam. Materials covered in class

and readings from the textbook will be the subject of exams. Exams will cover material discussed **both** in class and in your textbook.

- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 150 points**     **Attendance/Participation:** You must actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each session if a student is late more than 5 minutes. Just because you show up does not mean that you will receive full credit. You are expected to read the homework assignment and contribute to the learning experience by sharing your knowledge and opinions when called upon; if you are not prepared to knowledgeably answer questions, you will lose points. **Class attendance and participation is necessary for success in this course!**
- 150 points**     **Editorial on Strength Development:** You will write a research-based paper that discusses the manipulation of variables (volume, load, frequency, rest intervals, lifting tempo and exercise selection) to develop muscular strength. The paper should encompass 10-15 pages, excluding references and appendixes. You must cover the literature on the topic, discuss the relevant limitations, and draw evidence-based conclusions on performance. The paper should include a sample program designed to optimize results.
- 150 points**     **Editorial on Hypertrophy Development:** You will write a research-based paper that discusses the manipulation of variables (volume, load, frequency, rest intervals, lifting tempo and exercise selection) to develop muscular hypertrophy. The paper should encompass 10-15 pages, excluding references and appendixes. You must cover the literature on the topic, discuss the relevant limitations, and draw evidence-based conclusions on performance. The paper should include a sample program designed to optimize results.
- 100 points**     **Oral Presentation:** You will create a 10-minute Powerpoint presentation discussing the development of either strength or hypertrophy based on the

findings of your editorial. Provide an overview of your topic, cite the relevant research as to manipulation of variables, and make an evidence-based case for your conclusion as to practical application to optimize development.

At the end of the semester, the student will earn a grade of **A, B, C, D, or F**. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-930 A- = 929-900 B+ = 899-870 B = 869-830 B- = 829-800 C+ = 799-770  
C = 769-730 C- = 729-700 D+ = 699-670 D = 669-600 F = ≤ 599**

**Tentative Course Schedule: EXS 917**

Note: The instructor retains the right to change this schedule at any time

<b>Date</b>	<b>Week</b>	<b>Topics</b>	<b>Assignments Due</b>	<b>Readings</b>	
TBA	Week 1	<ul style="list-style-type: none"> <li>Mechanisms of strength and hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>Forum 1 Due</li> </ul>	Chapter 1	
TBA	Week 2	<ul style="list-style-type: none"> <li>Manipulation of training variables for strength</li> </ul>	<ul style="list-style-type: none"> <li>Forum 2 Due</li> </ul>	Chapter 2	
TBA	Week 3	<ul style="list-style-type: none"> <li>Manipulation of training variables for hypertrophy</li> </ul>		Chapter 3	
TBA	Week 4	<ul style="list-style-type: none"> <li>Advanced training methods for strength and hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>Forum 3 Due</li> </ul>	Chapter 4	
TBA	Week 5	<ul style="list-style-type: none"> <li>Assessment of strength and hypertrophy</li> </ul>		Chapter 5	
TBA	Week 6	<ul style="list-style-type: none"> <li>Influence of age on muscular adaptations</li> </ul>	<ul style="list-style-type: none"> <li>Forum 4 Due</li> </ul>		
TBA	Week 7	<b>MIDTERM EXAM</b>			
TBA	Week 8	<ul style="list-style-type: none"> <li>Effects of concurrent training on strength and hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>Forum 5 Due</li> </ul>	Chapter 6	
TBA	Week 9	<ul style="list-style-type: none"> <li>Influence of training status on muscular adaptations</li> </ul>	<ul style="list-style-type: none"> <li>Editorial on Strength Development Due</li> </ul>	Chapter 7	
TBA	Week 10	<ul style="list-style-type: none"> <li>Influence of age on muscular adaptations</li> </ul>	<ul style="list-style-type: none"> <li>Forum 6 Due</li> </ul>	Chapter 8	
TBA	Week 11	<ul style="list-style-type: none"> <li>Influence of sex status on muscular adaptations</li> </ul>	<ul style="list-style-type: none"> <li>Editorial on Hypertrophy Development Due</li> </ul>	Chapter 9	
TBA	Week 12	<ul style="list-style-type: none"> <li>Nutritional factors in strength and hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>Forum 7 Due</li> </ul>		
TBA	Week 13	<ul style="list-style-type: none"> <li>Program design for strength and hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>Forum 8 Due</li> </ul>		

TBA	Week 14	<b>ORAL PRESENTATIONS</b>
TBA	Week 15	<b>FINAL EXAM</b>

## EXS 920: Syllabus

<b>Department:</b> Exercise Science and Recreation <b>Course Title:</b> Statistical Modeling for Research in Exercise Science <b>Office Place:</b> Online <b>Telephone #:</b> 602-377-3362 <b>Course Prerequisites:</b> None <b>Credit Hours:</b> 3	<b>Course Number:</b> EXS 920 <b>Instructor:</b> Patrick Ward, PhD, CSCS <b>Office Hours:</b> Online by appointment <b>e-mail:</b> pward2@gmail.com <b>Time of Course:</b> N/A <b>Building/Room:</b> N/A
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### **Required Textbooks:**

- Gelman, A., Hill, J., Vhetari, A. (2020). *Regression & Other Stories*. ISBN: 9781107676510
- Johnson, AA., Ott, MQ., Dogucu, M. (2022). *Bayes Rules! An Introduction to Bayesian Modeling*. ISBN: 9780367255398 (Free to read via bookdown: <https://www.bayesrulesbook.com/>)
- James, G., Witten, D., Hastie, T., Tibshirani, R. (2021). *An Introduction to Statistical Learning with Applications in R, 2<sup>nd</sup> Ed.* ISBN: 9781071614174 (Free to download: <https://www.statlearning.com/>)

### **General Course Description**

Design of statistical methods specific to research in human performance with a focus on magnitude-based inferences and Bayesian approaches.

### **Purpose:**

This course will be offered via an online digital learning platform. Students will be able to access lectures, course material, and homework assignments via the course web portal. The course is framed as a learning-by-doing course, where students will be introduced to the open-source R coding language for performing statistical analysis (<https://www.r-project.org/>). Therefore, students will be not only introduced to statistical concepts but also learn how to perform these operations themselves. Importantly, the students will be familiarized with both frequentist and Bayesian frameworks to assist them in between understanding the underlying properties of commonly performed analysis in the scientific literature. These goals will be accomplished by:

- Teaching basic R code syntax for coding analysis.
- Emphasizing an understanding of probability distributions prior to statistical modeling.
- Building regression models for varying types of distributional outcomes (e.g., continuous, binomial, and count data).
- Using simulation and resampling methods to explore assumptions and deconstruct analysis performed in scientific research.

### **Course Objectives/Competencies:**

Upon the completion of this course, students will be able to:

1. Comprehend the difference between frequentist and Bayesian approaches
2. Describe the use of regression and its various iterations in statistical modeling for applied exercise research
3. Show competency in coding with R Studio

4. Describe the limitations of null hypothesis testing and the use of alternative approaches to draw inferences in applied exercise science
5. Determine the most appropriate statistical models based on the research purpose
6. Create appropriate graphs to visually display data
7. Display competency in drawing conclusions from statistical tests
8. Employ statistical approaches in sports science settings to facilitate decision-making

### **Methods of Instruction:**

- Online lecture
- Online forum discussion
- Statistical analysis assignments
- Reading from the required course material and additional online or scientific resources provided each week

### **Course Assignments:**

- Online discussion participation
- Statistical modeling homework
- Quizzes
- Final analysis assignment

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero

### **Attendance:**

Given that this is an online course, participation in the online forum discussion is critical to ensuring that you are assimilating the course material and effectively able to communicate your statistical findings. Performing homework and quizzes in a timely fashion is important to maintain the flow of the course and stay engaged with the material. Since each lecture builds upon those that preceded it, late homework or quizzes will result in a reduction of points towards the final score.

### **Accommodating Disabilities**

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### **Grading (1000 total points):**

- 210 points** **Weekly quizzes:** For 14-weeks of this course a quiz will be given covering material from the weekly reading and lecture. Quizzes will be administered online. You will have until midnight (Eastern time) Sunday to complete the weekly quiz. Missed quizzes cannot be made up. Quizzes will consist of multiple choice and fill in the blank questions specific to interpreting R output for the statistical analysis, explaining R programming procedures for the statistical analysis, and general concepts around statistical interpretation and inference. Be sure to read all questions thoroughly before providing an answer.
- 210 points** **Weekly code assignments:** For 14-weeks of this course a short homework assignment will be given specific to coding analysis in R. Homework is to be completed and submitted online before midnight (Eastern time) Sunday, each week. Homework is directed at teaching you how to code statistical analysis and will consist of building and interpreting analysis specific to the weekly reading and lectures. Data sets with specific statistical coding tasks will be provided each week.
- 370 points** **Final analysis project:** The final project will have you coding your own analysis for a data set that you have collected yourself. This should be data that is of interest to you and can be across any sport or exercise field. You will formulate a research question, perform exploratory data analysis, build models, explain how different models were compared and the final model was selected, explain limitations, assumptions, and validation procedures of the final model. The scoring rubric for this project is as follows:
- 210 points** **Forums:** You are required to participate in online discussion forums: ask questions, offer suggestions, and create dialogue with your cohort around applying statistical analysis. This course will have three forums: (1) Exploratory Data Analysis and basic R coding; (2) Statistical Modeling in R; and (3) Interpreting statistical analysis. It is critical to participate in each forum, each week, as participation in each forum is worth 5 points each week (15 total weekly points). Additionally, statistical concepts and coding are challenging and discussing within peers is a great way to solidify the information.

At the end of the semester, the student will earn a grade of **A, B, C, D, or F**. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-900      B+ = 899-850      B = 849-800      C+ = 799-750**  
**C = 749-700      D = 699-650      F = less than 649**

**Tentative Course Schedule**

*Note: The instructor retains the right to change this schedule at any time*

Week	Topics	Assignments Due	Reading
1	<ul style="list-style-type: none"> <li>Introduction to statistics</li> <li>R basics</li> </ul>	<ul style="list-style-type: none"> <li>Submit Quiz 1</li> <li>Submit homework 1</li> </ul>	<ul style="list-style-type: none"> <li>Regression &amp; Other Stories - Ch. 1 &amp; 2</li> </ul>

2	<ul style="list-style-type: none"> <li>• Introduce fundamentals of probability for statistics and Bayes Theorem</li> <li>• Plotting &amp; Summarizing data in R (exploratory data analysis)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 2</li> <li>• Submit homework 2</li> </ul>	<ul style="list-style-type: none"> <li>• Regression &amp; Other Stories – Ch. 3</li> </ul>
3	<ul style="list-style-type: none"> <li>• Simple Linear Regression</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 3</li> <li>• Submit homework 3</li> </ul>	<ul style="list-style-type: none"> <li>• Regression &amp; Other Stories – Ch. 6</li> </ul>
4	<ul style="list-style-type: none"> <li>• Additional linear models (t-test and ANOVA)</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 4</li> <li>• Submit homework 4</li> </ul>	<ul style="list-style-type: none"> <li>• Regression &amp; Other Stories – Ch. 6</li> <li>• An introduction to statistical learning – Ch. 13</li> </ul>
5	<ul style="list-style-type: none"> <li>• Multiple linear regression</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 5</li> <li>• Submit homework 5</li> </ul>	<ul style="list-style-type: none"> <li>• Regression &amp; Other Stores – Chapter 10</li> <li>• An introduction to Statistical Learning – Ch. 3</li> </ul>
6	<ul style="list-style-type: none"> <li>• Model Assumptions, comparisons and validation</li> <li>• Discuss the requirements for the final project and the overall model fitting framework</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 6</li> <li>• Submit homework 6</li> </ul>	<ul style="list-style-type: none"> <li>• Regression &amp; Other Stores → Ch. 11</li> </ul>
7	<ul style="list-style-type: none"> <li>• Logistic Regression</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 7</li> <li>• Submit homework 7</li> </ul>	<ul style="list-style-type: none"> <li>• Regression &amp; Other Stories – Ch. 13</li> <li>• An Introduction to Statistical Learning – Section 4.1 – 4.3.5</li> </ul>
8	<ul style="list-style-type: none"> <li>• Poisson Regression</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 8</li> <li>• Submit homework 8</li> </ul>	<ul style="list-style-type: none"> <li>• Regression &amp; Other Stories – Section 15.1 – 15.2</li> <li>• An Introduction to Statistical Learning – Section 4.6.1 – 4.6.2</li> </ul>
9	<ul style="list-style-type: none"> <li>• Simulation &amp; Bootstrapping</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 9</li> <li>• Submit homework 9</li> </ul>	<ul style="list-style-type: none"> <li>• Regression &amp; Other Stories – Ch. 5</li> <li>• An Introduction to Statistical Learning – Ch. 5</li> </ul>

10	<ul style="list-style-type: none"> <li>• From Frequentist to Bayes</li> <li>• Review probability distributions in R</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 10</li> <li>• Submit homework 10</li> </ul>	<ul style="list-style-type: none"> <li>• Bayes Rules! – Chapters 1 &amp; 2</li> </ul>
11	<ul style="list-style-type: none"> <li>• The Beta-Binomial model</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 11</li> <li>• Submit homework 11</li> </ul>	<ul style="list-style-type: none"> <li>• Bayes Rules! – Ch. 3</li> </ul>
12	<ul style="list-style-type: none"> <li>• Gamma-Poisson conjugate model</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 12</li> <li>• Submit homework 12</li> </ul>	<ul style="list-style-type: none"> <li>• Bayes Rules! – Ch. 5</li> </ul>
13	<ul style="list-style-type: none"> <li>• Normal-Normal conjugate model</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 13</li> <li>• Submit homework 13</li> </ul>	<ul style="list-style-type: none"> <li>• Bayes Rules! – Ch. 5</li> </ul>
14	<ul style="list-style-type: none"> <li>• The basics of Markov Chain Monte Carlo</li> <li>• Bayesian regression</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Quiz 14</li> <li>• Submit homework 14</li> </ul>	<ul style="list-style-type: none"> <li>• Bayes Rules! – Ch. 7 &amp; 9</li> </ul>
15	<ul style="list-style-type: none"> <li>• Final Project Weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Submit final project</li> </ul>	<ul style="list-style-type: none"> <li>• No required reading. Online form is open for discussion and questions.</li> </ul>

## EXS 940: Syllabus

**Department:** Exercise Science and Recreation

**Course Title:** Pedagogy in Exercise Science

**Office Place:** APEX 261

**Telephone #:** 718-960-1999

**Course Prerequisites:** N/A

**Credit Hours:** 3

**Course Number:** EXS 940

**Instructor:** Andrew Alto, EdD

**Office Hours:** By appointment

**e-mail:** [andrew.alto@lehman.cuny.edu](mailto:andrew.alto@lehman.cuny.edu)

**Time of Course:** TBA

**Building/Room:** TBA

### **Required Textbook:**

Davis, B.G. (2009). Tools for Teaching (2nd ed.) Jossey-Bass. ISBN-13: 978-0787965679

### **General Course Description:**

Advanced skills and strategies for effective teaching of courses specific to exercise science and human performance at the university level.

### **Purpose:**

This course will delve into the philosophies of university teaching and learning to develop a personal statement of teaching philosophy. Moreover, we will explore the skills and competencies necessary to effectively promote student success in the classroom. These skills will include aspects of *course planning* (creating learning objectives, a syllabus, and assignments), *classroom instruction* (lecturing, pedagogical activities, discussion facilitation, use of technology, classroom management strategies, and accommodation of individual learning styles), and *evaluation* (of instruction and learning/grading). The course will be taught in an interactive format where students share their beliefs and experiences related to teaching and discuss/debate the merits/disadvantages of given strategies.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

1. Demonstrate an understanding of the unique aspects of teaching exercise-related coursework
2. Display an ability to translate teaching philosophy in exercise-related coursework.
3. Formulate course objectives that align with learning outcomes specific to exercise-related coursework
4. Display insight into the application of learning styles to instruction across various exercise-related courses
5. Demonstrate an ability to resolve class conflicts in a successful manner
6. Experiment with various multi-media approaches to facilitate understanding of concepts specific to exercise science
7. Appraise teaching methods based on assessment of student outcomes.

### **Methods of Instruction:**

- Lecture
- Class discussion
- Small group discussion

- Multimedia presentations
- Written assignments and reports

### **Course Assignments:**

- Attendance and Participation
- Oral Teaching Presentation
- Teaching Philosophy Paper
- Quizzes
- Written Exams
- Online Forums

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Attendance**

Attendance is mandatory. Class meets only once per week; therefore, each class is a significant portion of the course. Any unexcused absence will have a negative impact on your grade as you cannot participate if you do not attend class. You are expected to arrive for class on time. Arriving late is better than not attending, but arriving late on a regular basis is a disruption to the class and demonstrates a lack of commitment to the course. Please email the instructor if you expect to be significantly late or absent.

### **Classroom Specific Policies**

Students are expected to respect the classroom and their peers. This entails maintaining an environment that encourages learning. Side conversations and other distractive behavior will adversely affect your grade. Moreover, the use of cell phones for talking, texting, or any other purposes during class is prohibited--any urgent phone-related matter must be attended to outside of the classroom! **Cameras must be turned on for all virtual classes!**

### **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

### **Grading: 1000 Points Maximum Total**

**200 points**      **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False.

Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes to complete the exam. Questions will appear one at a time and you must answer each question in the order presented.

- 100 points**     **Quizzes:** 11 quizzes, 10 pts each (lowest score is dropped). After completing each lecture, students will complete a quiz on the material. Quizzes will be given online in Blackboard. You will have until midnight of the following Sunday after the class in which the lesson was covered to complete the quiz. Read all instructions carefully before proceeding to the online exams. **IT IS UP TO EVERY STUDENT TO BE ABLE TO COMPLETE EXAMS ONLINE.** If you have questions about Blackboard, contact the Information Technology (IT) department.
- 150 points**     **Teaching Philosophy Paper:** You will write a detailed account of your teaching philosophy. The paper should discuss your beliefs about the teaching and learning process, as well as provide specific examples of how you would apply these beliefs in the classroom. At a minimum, the paper should include a discussion of how you feel learning occurs, how your instructional style promotes student learning, what tools you employ to enhance learning, and how you create an inclusive learning environment.
- 200 points**     **Discussion Forums:** 4 forums, 50 points each (30 points for original post, 20 points for responses to peers). You will be responsible for creating a post on a given pedagogical topic outlined by the instructor. The post should be sufficiently detailed to fully express your ideas on the subject to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 150 points**     **Participation:** You **must** actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each classroom attendance, if a student is late more than 5 minutes. Note that simply showing up for class is not sufficient; you must contribute to the learning environment when called on for discussion.
- 200 points**     **Oral Presentation:** You will give a 15-minute teaching presentation to the class that instructs attendees on an exercise-related topic of your choice. The presentation should incorporate aspects of your teaching philosophy and address individual learning styles. You must decide on the most effective instructional methods to use to convey your topic and be prepared to answer questions from the students/professor when applicable.

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

At the end of the semester, the student will earn a grade of A, B, C, D, or F. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-930 A- = 929-900 B+ = 899-870 B = 869-830 B- = 829-800 C+ = 799-770  
C = 769-730 C- = 729-700 D+ = 699-670 D = 669-600 F = ≤ 599**

**Tentative Course Schedule: EXS 940**

Note: The instructor retains the right to change this schedule at any time

<b>Date</b>	<b>Week</b>	<b>Topics</b>	<b>Assignments Due</b>
TBA	Week 1	• Unique aspects of teaching exercise-related courses	• <b>Submit Quiz # 1</b>
TBA	Week 2	• Developing a teaching philosophy Part 1	• <b>Submit Quiz # 2</b> • <b>Forum 1 Due</b>
TBA	Week 3	• Developing a teaching philosophy Part 2	• <b>Submit Quiz # 3</b>
TBA	Week 4	• Learning styles and their application to instruction	• <b>Submit Quiz # 4</b>
TBA	Week 5	• Promoting student engagement	• <b>Submit Quiz # 5</b>
TBA	Week 6	• Determining the best format for a course	• <b>Submit Quiz # 6</b> • <b>Forum 2 Due</b>
TBA	Week 7	<b>MIDTERM EXAM</b>	
TBA	Week 8	• Creating effective course learning objectives and lesson plans	• <b>Submit Quiz # 7</b>
TBA	Week 9	• Inspiring students to success and overcoming threats to academic achievement	• <b>Forum 3 Due</b>
TBA	Week 10	• Assessing learning outcomes	• <b>Submit Quiz # 8</b>
TBA	Week 11	• Handling student issues	• <b>Submit Quiz # 9</b>
TBA	Week 12	• The use of multi-media in teaching	• <b>Submit Quiz # 10</b> • <b>Forum 4 Due</b>
TBA	Week 13	• Extending the learning experience across the semester and beyond	• <b>Submit Quiz # 11</b> • <b>Submit teaching philosophy paper</b>
TBA	Week 14	<b>ORAL TEACHING PRESENTATIONS</b>	
TBA	Week 15	<b>FINAL EXAM</b>	

## EXS 965: Syllabus

**Department:** Exercise Science and Recreation

**Course Title:** Advanced Sport Psychology

**Office Place:** APEX 261

**Telephone #:** 718-960-7750

**Course Prerequisites:** N/A

**Credit Hours:** 3

**Course Number:** EXS 965

**Instructor:** Andrew Alto

**Office Hours:** By appointment

**e-mail:** [andrew.alto@lehman.cuny.edu](mailto:andrew.alto@lehman.cuny.edu)

**Time of Course:** TBA

**Building/Room:** TBA

### **Required Textbook:**

Croker, R.E. (2015). *Sport and Exercise Psychology*. Pearson. ISBN: 0133573915

### **General Course Description:**

Critical examination of psychosocial factors that influence human behavior in athletic performance with a focus on theory, research, and methodology.

### **Purpose:**

The course provides research-based insights into psychology as it relates to athletic endeavors. The course takes an evidence-based approach to understanding the relationship between psychology and sport from the perspective of theory, research, and practice. The ultimate goal is to bridge the gap between science and application to develop wholistic approaches to optimization of athletic performance.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Identify and explain major theoretical frameworks used in sport psychology research.
- Describe causal mechanisms of the major psychological theories that have been employed to study human behavior in the context of sport.
- Demonstrate an ability to apply theoretical knowledge to encounter challenges commonly associated with sport and physical activity.
- Critically evaluate social and psychological research and discuss its application to practical settings.
- Discuss appropriate intervention strategies for sport performance enhancement.

### **Methods of Instruction:**

- Lecture
- Class discussion
- Small group discussion
- Multimedia presentations
- Written assignments and reports

### **Course Assignments:**

- Attendance and Participation
- Research Review Paper
- Oral Presentations

- Written Exams
- Online Forums

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Attendance**

Attendance is mandatory. Class meets only once per week; therefore, each class is a significant portion of the course. Any unexcused absence will have a negative impact on your grade as you cannot participate if you do not attend class. You are expected to arrive for class on time. Arriving late is better than not attending, but arriving late on a regular basis is a disruption to the class and demonstrates a lack of commitment to the course. Please email the instructor if you expect to be significantly late or absent.

### **Classroom Specific Policies**

Students are expected to respect the classroom and their peers. This entails maintaining an environment that encourages learning. Side conversations and other distractive behavior will adversely affect your grade. Moreover, the use of cell phones for talking, texting, or any other purposes during class is prohibited--any urgent phone-related matter must be attended to outside of the classroom! **Cameras must be turned on for all virtual classes!**

### **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

### **Resources:**

- List of statistical papers and sites of interest: <https://www.benjanefitness.com/research-methods/stats>
- How to use Zotero: [https://www.youtube.com/watch?v=JG7Uq\\_JFDzE&t=343s](https://www.youtube.com/watch?v=JG7Uq_JFDzE&t=343s)

### **Grading: 1000 Points Maximum Total**

**200 points**      **Exams:** Two exams will be given: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False. Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes

to complete the exam. Questions will appear one at a time and you must answer each question in the order presented.

- 150 points**     **Research Summaries:** Students will select a topic of interest related to sports psychology. Students will summarize the findings of 10 research papers specific to their chosen topic, highlighting the strengths and limitations of each study. The topic must first to be approved by the professor.
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based sports psychology topic with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 5 peer-reviewed references (not the textbook or the suggested readings!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 150 points**     **Participation:** You **must** actively participate in the classroom. Each class session is worth 10 points (10 X 15 = 150 points). Half credit (5 pts) will be subtracted from each classroom attendance, if a student is late more than 5 minutes. Note that simply showing up for class is not sufficient; you must come prepared with knowledge of the readings and contribute to the learning environment when called on for discussion.
- 200 points**     **Narrative Review Paper:** You will write a ~10-page narrative review that discusses the implications of the literature on your chosen topic for the research summaries. The paper should be written in a manner that would be considered for publication in a refereed journal, including a well-developed introduction, body and conclusion. You must discuss the summarized literature in narrative form that cohesively builds to draw conclusions as to the application in sports psychology, and then provide evidence-based insights into recommendations for prescription. The paper should include a minimum of 20 peer-reviewed references
- 100 points**     **Oral Presentation:** You will create a ~10-minute Powerpoint presentation discussing your review paper. Provide an overview of your topic, cite the relevant research, and draw conclusions as to practical application to optimizing athletic performance.

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

At the end of the semester, the student will earn a grade of A, B, C, D, or F. **If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-930 A- = 929-900 B+ = 899-870 B = 869-830 B- = 829-800 C+ = 799-770**  
**C = 769-730 C- = 729-700 D+ = 699-670 D = 669-600 F = ≤ 599**

**Tentative Course Schedule: EXS 965**

Note: The instructor retains the right to change this schedule at any time

<b>Date</b>	<b>Week</b>	<b>Topics</b>	<b>Assignments Due</b>	<b>Readings</b>
TBA	Week 1	Course Introduction Review all information in Week 1 Course <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Chapter 1: Introducing Sport and Exercise Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 1 Due</li> </ul>	Chapter 1
TBA	Week 2	<ul style="list-style-type: none"> <li>• Chapter 2: Personality in Sport and Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Topic for Paper Due</li> </ul>	Chapter 2
TBA	Week 3	<ul style="list-style-type: none"> <li>• Chapter 3: Motivation and Behavioral Change</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 2 Due</li> </ul>	Chapter 3
TBA	Week 4	<ul style="list-style-type: none"> <li>• Chapter 4: Stress, Emotion, and Coping in Sport and Exercise</li> <li>• Chapter 5: Anxiety in Sport and Exercise</li> </ul>		Chapter 4-5
TBA	Week 5	<ul style="list-style-type: none"> <li>• Chapter 6: Aggression and Moral Behavior in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 3 Due</li> </ul>	Chapter 6
TBA	Week 6	<ul style="list-style-type: none"> <li>• Chapter 7: Sport Psychology Interventions</li> <li>• Chapter 8: Leadership in Sport and Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 4 Due</li> </ul>	Chapter 7-8
TBA	Week 7	<b>MIDTERM EXAM</b>		
TBA	Week 8	<ul style="list-style-type: none"> <li>• Chapter 9: Group Cohesion in Sport and Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 5 Due</li> </ul>	Chapter 9
TBA	Week 9	<ul style="list-style-type: none"> <li>• Chapter 10: Youth Involvement and Positive Development in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Research Summaries Due</li> </ul>	Chapter 10
TBA	Week 10	<ul style="list-style-type: none"> <li>• Chapter 11: Coaching Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 6 Due</li> </ul>	Chapter 11
TBA	Week 11	<ul style="list-style-type: none"> <li>• Chapter 12: Aging and Involvement in Sport and Physical Activity</li> <li>• Chapter 13: Physical Activity and Mental Health</li> </ul>		Chapter 12-13
TBA	Week 12	<ul style="list-style-type: none"> <li>• Chapter 14: Body Image in Sport and Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Forum 7 Due</li> </ul>	Chapter 14

TBA	Week 13	<ul style="list-style-type: none"> <li>Chapter 15: Physical Activity Interventions</li> </ul>	<ul style="list-style-type: none"> <li>Forum 8 Due</li> <li>Final Paper Due</li> </ul>	Chapter 15
TBA	Week 14	<b>ORAL PRESENTATIONS</b>		
TBA	Week 15	<b>FINAL EXAM</b>		

## EXS 970: Syllabus

**Department:** Exercise Science and Recreation

**Course Number:** EXS 970

**Course Title:** Research Practicum in Human Performance

**Instructor:** Douglas Oberlin

**Office Place:** APEX 261

**Office Hours:** By appointment

**Telephone #:** 718-960-7750

**e-mail:** [douglas.oberlin@lehman.cuny.edu](mailto:douglas.oberlin@lehman.cuny.edu)

**Course Prerequisites:** N/A

**Time of Course:** TBA

**Credit Hours:** 3

**Building:** TBA

### **Required Textbook:**

N/A

### **General Course Description:**

Participation as a research assistant in a research study related to applied human performance.

### **Purpose:**

The course will provide students with direct experience in carrying out applied research in exercise. Students will seek out a suitable research project on an applied exercise-related topic and receive permission for the principal researcher to serve as a research assistant in a substantive role involving data collection. The student will be required to perform a minimum of 120 hours in the study. Throughout the practicum, the student will be able to continually interact with the researcher, and periodically with the faculty to ask questions and assess his/her understanding of the research process and its intricacies. The student will be evaluated on his/her contributions to the research study(s) and ability to demonstrate competency in carrying out research in the future.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Understand the research recruitment process
- Appreciate the complexities of the research process
- Understand the limitations of drawing inferences from applied human and/or animal research
- Display an ability to engage in teamwork
- Apply classroom skills and knowledge to a research-based setting.
- Display competency in the duties expected of a research assistant.

### **Methods of Instruction:**

- Lecture
- Direct experience
- Guest lecture
- Class discussion
- Written assignments and reports

### **Course Assignments:**

- Attendance and Participation

- Weekly Reports
- Final Project

### **Attendance**

Attendance is a component of the course. You must be present in the lab for the required hours to receive credit for the course.

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Grading (1000 points maximum total).** *Grading for this course will determined as follows:*

- 350 points**     **Weekly Reports:** Students are required to submit weekly reports of their experience at the practicum. These reports must be turned in by the next class date; *if you do not turn in your report by the specified time, the hours do not count toward your practicum hourly requirement.* Reports must extensively detail your experiences for the week – THIS MEANS WRITING A FULL PARAGRAPH FOR EACH OF THE QUESTIONS IN THE REPORT. Time periods for the week are Monday to Sunday. You must type your report into a Microsoft Word document and label the report as follows:  
 LASTNAME\_FIRSTNAME\_WEEKLYREPORT# (example: Doe\_Jane\_Week1). ALL REPORTS MUST BE EMAILED TO THE INSTRUCTOR; HARD COPY PRINTOUTS DOCUMENTS WILL NOT BE ACCEPTED NOR WILL ANY EMAILED DOCUMENTS OTHER THAN PROPERLY LABELED MS WORD FILES.
- 150 points**     **Midterm Evaluation:** At the midpoint of your practicum, your research supervisor will evaluate your performance during the study. The evaluation will be written, and the faculty instructor may also speak personally with the supervisor to clarify and expand on any information provided. Based on this evaluation, you will receive a numerical grade consistent with your assessment.
- 200 points**     **Final Evaluation:** At the end of your practicum, your research supervisor will evaluate your performance during the study. The evaluation will be written, and the faculty instructor may also speak personally with the supervisor to clarify and expand on any information provided. Based on this evaluation, you will receive a numerical grade consistent with your assessment.

**300 points**     **Final Project:** At the end of your practicum, you will turn in a project paper based on your experiences during the research study. The paper should reflect the scope of what you learned over the course of the practicum in the form of a written essay. The project should include a comprehensive and detailed discussion of the data collection process, the challenges faced, and insights into how the process could have been better structured to enhance internal validity. **THE FINAL PROJECT MUST BE EMAILED TO THE INSTRUCTOR; HARD COPY PRINTOUTS WILL NOT BE ACCEPTED**

At the end of the semester, you will earn a grade of **A, B, C, D, or F**. **If a student receives a grade of D or F, he or she has not successfully passed this course.** The final grade will be based upon the successful completion all of the coursework.

**Grade Scale:**

**A = 1000-930   A- = 929-900   B+ = 899-870   B = 869-830   B- = 829-800   C+ = 799-770**  
**C = 769-730   C- = 729-700   D+ = 699-670   D = 669-600   F = ≤ 599**

## EXS 975: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Meta-Analysis Practicum  
**Office Place:** APEX 261  
**Telephone #:** 718-960-7750  
**Course Prerequisites:** N/A  
**Credit Hours:** 3

**Course Number:** EXS 975  
**Instructor:** Douglas Oberlin  
**Office Hours:** By appointment  
**e-mail:** [douglas.oberlin@lehman.cuny.edu](mailto:douglas.oberlin@lehman.cuny.edu)  
**Time of Course:** TBA  
**Building:** TBA

### **Required Textbook:**

N/A

### **General Course Description:**

Collaborate on a systematic review and meta-analysis of a longitudinal randomized control trial related to human performance for publication in a peer-reviewed journal.

### **Purpose:**

The ability to critically assess the literature is an essential skill for all exercise science professionals to become evidence-based practitioners. This course will provide students with the necessary skills to carry out a systematic review on an exercise-related topic and be involved in the statistical modeling of a meta-analysis from the derived data. Students will then draw applied inferences from the data and identify gaps in the literature that warrant future exploration.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Determine viable topics for conducting a systematic review/meta-analysis
- Determine the specific inclusion criteria to properly answer the research question
- Create effective Boolean search strings to collect all relevant studies
- Use the PRISMA guidelines to direct data analysis
- Display an ability to code data and extract information from graphs when applicable
- Display knowledge of the different tools available to assess the quality of studies included in the meta-analysis and show competency in employing the tools to draw inferences
- Display knowledge of the different statistical approaches available to carry out meta-analysis, their strengths and weaknesses, and their appropriate use in varying situations
- Display an ability to interpret the findings of meta-analyses and draw practical insights for human performance
- Demonstrate an ability to identify gaps in the literature that should be explored in future investigations

### **Methods of Instruction:**

- Class discussion
- Powerpoint presentations
- Video demonstrations

### **Course Assignments:**

- Weekly Reports
- Class Participation
- Oral video presentation
- Final Paper

**Grading:**

**1000 points Maximum Total**

- 200 points**      **Discussion Forums:** 5 forums, 40 points each (25 points for original post, 15 points for responses to peers). You will be responsible for making a post on a research-based topic with designated readings. The post should be sufficiently detailed to fully express your ideas on the subject and include at least 3 peer-reviewed references (not the textbook!) to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Thursday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm. No credit will be received for late posts.*
- 300 points**      **Summary Paper:** At the end of the semester, you will submit a paper summarizing your experience in course. The paper should include discussion of the work you did on the paper (data collection, analysis, writing, etc), your thoughts about the process, any challenges you faced, your interaction with your peers, etc. The paper must be sufficiently detailed so that I get a complete understanding of your contribution to the paper and the associated experience in the process. The summary paper must be submitted by midnight the day before date listed on schedule. **A full letter grade will be deducted for each day the paper is turned in late!**
- 200 points**      **Oral Presentation:** You will create a 5- to 10-minute Powerpoint presentation detailing your experience in writing the paper. The presentation should provide a summation of your weekly experiences discussing the work you did on the paper, your thoughts about the process, any challenges you faced, your interaction with your peers, etc. At the end of your presentation, you will take questions from your peers.
- 300 points**      **Final Paper:** As a group, you will carry out a systematic review with meta-analysis on a mutually agreed upon topic. You will decide on specific duties to accomplish the writing of the paper, which will include an introduction, methods, results, discussion and conclusion. You will turn in a completed paper that will be submitted for publication at the end of the semester. The final paper must be submitted by midnight the day before date listed on schedule. **A full letter grade will be deducted for each day the paper is turned in late!**

**At the end of the semester, the student will earn a grade of A, B, C, D, or F. The final grade will be based upon the successful completion all of the assignments, participation in the class and test grades.**

**Grade Scale (Tentative):**

**A = 1000-900   B+ = 899-850   B = 849-800   C+ = 799-750   C = 749-700   D = 699-650   F < 650**

**Additional Resources**

Reference Manager (free):

- Zotero: <https://www.zotero.org/>
- Mendeley:

Graph extraction software:

- Web-based: <https://automeris.io/WebPlotDigitizer/>
- Other options: <https://alternativeto.net/software/digitizeit/>

Data management:

- Abstrackr (screen abstracts):
  - Tutorial: <https://www.youtube.com/watch?v=kTFj-GjfNIE>
- Rayyan: <https://rayyan.qcri.org/welcome>
  - Tutorial: <https://www.youtube.com/watch?v=YFfzH4P6YKw&t=42s>

PRISMA:

- <http://www.prisma-statement.org/>

## Forum Topics

### Forum 1: Topic for Paper

You are to propose a topic for the paper. Your post should reflect what you have discerned as the need for the topic and how much research there is on the topic. You must include your proposed inclusion/exclusion criteria for the topic. You must then respond to at least two of your peers as to their post with constructive feedback/questions.

### Forum 2: Search Terms

You will post a search string using Boolean operators that will best carry out the review of the proposed topic(s), as well as the inclusion/exclusion criteria you feel is needed to effectively conduct the analysis. You must then respond to at least two of your peers as to their post with constructive feedback/questions.

### Forum 3: Search Results

You will create a post discussing the search results. The post should include your insights into the number of studies identified and the associated implications for carrying out the analysis. You must then respond to at least two of your peers as to their post with constructive feedback/questions.

### Forum 4: Coding

You are to make a post discussing the coding of results. The post should include a discussion of what was involved in the process and how it allows for assessment of meta-analytic results. You must then respond to at least two of your peers as to their post with constructive feedback/questions.

### Forum 5: Implications of Findings

You are to create a post discussing the implications of the findings of the meta-analysis. How do the findings impact practical prescription and what gaps does it show for future research? You must then respond to at least two of your peers as to their post with constructive feedback/questions.

### Tentative Course Schedule

Note: The schedule is flexible; the instructor retains the right to change it as necessary

<b>Date</b>	<b>Week</b>	<b>Class Purpose</b>	<b>Topics</b>	<b>Assignments Due by End-of-Week</b>
TBA	Week 1	Zoom Session	Course Intro	<ul style="list-style-type: none"> <li>• Forum 1: Post on topic for paper</li> </ul>
TBA	Week 2			
TBA	Week 3			<ul style="list-style-type: none"> <li>• Forum 2: Post on search terms and inclusion/exclusion criteria</li> </ul>
TBA	Week 4	Zoom Session	Discussion of Search	<ul style="list-style-type: none"> <li>• Begin search process</li> </ul>
TBA	Week 5			<ul style="list-style-type: none"> <li>• Finalize search</li> </ul>
TBA	Week 6	Zoom Session	Discussion of Coding and Quality Assessment	<ul style="list-style-type: none"> <li>• Search results</li> <li>• Forum 3: Post on search results</li> </ul>
TBA	Week 7			<ul style="list-style-type: none"> <li>• Begin coding</li> <li>• Begin quality assessment</li> </ul>
TBA	Week 8			<ul style="list-style-type: none"> <li>• Finalize coding and quality assessment</li> </ul>
TBA	Week 9			<ul style="list-style-type: none"> <li>• Forum 4: Post on coding results</li> </ul>
TBA	Week 10	Zoom Session	Discussion of Results	<ul style="list-style-type: none"> <li>• Draft of Results</li> </ul>
TBA	Week 11			<ul style="list-style-type: none"> <li>• Begin draft of discussion section</li> <li>• Forum 5: Post on implications of findings</li> </ul>
TBA	Week 12			<ul style="list-style-type: none"> <li>• Finalize discussion section</li> </ul>
TBA	Week 13			<ul style="list-style-type: none"> <li>• Final paper</li> </ul>
TBA	Week 14	Zoom Session	Presentations	<ul style="list-style-type: none"> <li>• Student Oral Presentations</li> </ul>
TBA	Week 15			<ul style="list-style-type: none"> <li>• Summary paper</li> </ul>

## EXS 990: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Doctoral Seminar  
**Office Place:** APEX 265  
**Telephone #:** 718-960-7755  
**Course Prerequisites:** N/A  
**Credit Hours:** 3

**Course Number:** EXS 990  
**Instructor:** Gul Sonmez  
**Office Hours:** By appointment  
**e-mail:** [gul.sonmez@lehman.cuny.edu](mailto:gul.sonmez@lehman.cuny.edu)  
**Time of Course:** TBA  
**Building/Room:** TBA

### **Textbook:**

None. Relevant materials will be supplied to the students.

### **General Course Description:**

Facilitate development of students' dissertation research ideas and enhance ability to translate scientific findings into applied practice.

### **Purpose:**

This doctoral seminar is designed for aspiring doctoral candidates to gain an understanding of the dissertation process and become scholars in their chosen area of interest. The course will explore aspects of research ethics, writing, critical scrutiny and methodology to develop effective study designs for given topics of investigation. Moreover, the course will prepare students for the specific aspects required in successful completion of a dissertation, including forming a committee, defending a proposal and the dissertation defense.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Articulate research objectives in a clear, concise, scholarly manner
- Formulate and write a research proposal
- Effectively record data and experiments so that others can understand them in a manner that forms the basis of a dissertation
- Provide and respond to critical feedback on writing assignments
- Discuss new ways to make scientific information understandable to scientists and their peers.

### **Methods of Instruction:**

- Virtual Lecture: **Cameras must be turned on for all virtual sessions!**
- Online discussion
- Written assignments and reports

### **Course Assignments:**

- Narrative Review Paper
- Methods Paper
- Written Exams
- Online Forums
- Oral Presentation

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Grading: 1000 points Maximum Total**

- 200 points**     **Exams:** Two online exams will be given on Blackboard: a midterm (100 points) and a final exam (100 points). These exams will be multiple choice, and True/False. Exams will cover material discussed **both** in class and in your textbook. Each exam consists of 50 multiple choice questions; you have 45 minutes to complete the exam.
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a post on a research-based topic with designated readings for each forum. The post should be sufficiently detailed to fully express your ideas on the subject to receive full credit. You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantial response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Friday at 11:59 pm; responses to peers are due by Monday at 11:59 pm. No credit will be received for late posts.*
- 200 points**     **Narrative Review Paper\*\*:** You will write a narrative review on a topic of your choice that will be submitted for publication in a peer-reviewed journal. The paper must cover an area that has sufficient literature to draw inferences, but has not been covered in a recent narrative review. The paper must delve into the current research, provide critical analysis of the findings and limitations, draw relevant practical conclusions, and discuss specific areas in need of future investigation. There is no page limit to the paper; it should be as long as necessary to properly cover the topic. The final paper must be submitted by no later than 11:59 on the date listed in the syllabus schedule. **A full letter grade will be deducted for each day the paper is turned in late!** THE PAPER MUST BE EMAILED TO THE INSTRUCTOR AS A MICROSOFT WORD FILE; HARD COPY PRINTOUTS OR OTHER FORMATS (i.e. PDF) WILL NOT BE ACCEPTED.
- 200 points**     **Hypothetical Methods Section\*\*:** Based on the directions for future research outlined in your narrative review paper, you will write a detailed methods section of a hypothetical study designed to fill the proposed gap

in the literature. You must provide all relevant information as to the participants and procedures, so that the study can be exactly replicated by another researcher if desired. This includes an a priori power analysis, description of participants, exercise/nutrition program, assessments, and statistical analysis. There is no page limit to the paper; it should be as long as necessary to properly cover the topic. The final paper must be submitted by no later than 11:59 on the date listed in the syllabus schedule. **A full letter grade will be deducted for each day the paper is turned in late!** THE PAPER MUST BE EMAILED TO THE INSTRUCTOR AS A MICROSOFT WORD FILE; HARD COPY PRINTOUTS OR OTHER FORMATS (i.e. PDF) WILL NOT BE ACCEPTED.

**200 points**     **Mock Oral Dissertation Proposal:** You will create a  $\leq$  30-minute Powerpoint presentation that outlines your hypothetical study and present a mock defense of your methods. The PPT will provide an overview of your topic, cite the relevant research, discuss gaps in the current literature, and make a case for a proposed study that will help to fill gaps in the current literature. The presentation must outline the proposed methods including the sample, a power analysis to estimate sample size, the dependent and independent variables, as well as specifics of the exercise protocol, instruments used for assessment, and statistical model. The presentation will be delivered in class in front of the professor and your classmates. At the end of the presentation, the student will take questions from anyone present, and must provide satisfactory answers in defense of the proposal.

**\*\*Must use a reference manager for citations; papers will not be accepted with manually inserted references.**

If you do not complete all coursework by the end of the semester, you will receive an incomplete (INC) grade for the course. If so, you will be required to provide an expected timeline for completion and submit monthly updates by the first of each month as to your progress. Assuming you comply, I will change your grade once all work is completed. However, if you fail to provide regular updates and/or do not complete the required work in a timely fashion, your grade will not be changed and you will be required to retake the course. Note that CUNY has a policy whereby grades cannot be changed after **one year from the end of the semester in which the course was taken**. This is a strict policy that cannot be overridden. You can read the specific information at the following link:

<https://www.lehman.edu/registrar/documents/ChangeofGradePolicyandProcess.pdf>

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

**At the end of the semester, the student will earn a grade of A, B, C, D, or F. If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-900**  
**C = 749-700**

**B+ = 899-850**  
**D = 699-650**

**B = 849-800**  
**F = less than 649**

**C+ = 799-750**

**Tentative Course Schedule**

**Note: The instructor retains the right to change this schedule at any time**

<b>Dates</b>	<b>Week</b>	<b>Class Purpose</b>	<b>Assignments Due</b>
TBA	Week 1	• Ethics in Research	• Forum 1 Due
TBA	Week 2	• Effective Scholarly Writing	• Forum 2 Due
TBA	Week 3	• Becoming a Content Expert	
TBA	Week 4	• Critical Analysis of Research	• Forum 3 Due
TBA	Week 5	• Developing a Study Topic for Research	
TBA	Week 6	• Narrative vs Systematic Reviews	• Forum 4 Due
TBA	Week 7	• Optimizing Study Designs	• Forum 5 Due
TBA	Week 8	<b>Midterm Exam</b>	
TBA	Week 9	• Forming a Dissertation Committee	• Forum 6 Due
TBA	Week 10	• Defending Your Proposal	• Narrative Review Paper Due
TBA	Week 11	• Defending Your Dissertation	• Forum 7 Due
TBA	Week 12	• Other Research Topics	• Forum 8 Due
TBA	Week 13	• Group Review of Material	• Methods Paper Due
TBA	Week 14	<b>Final Exam</b>	
TBA	Week 15	<b>Mock Oral Proposals</b>	

## EXS 991: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Doctoral Dissertation 1  
**Office Place:** N/A  
**Telephone #:** 718-960-1999  
**Course Prerequisites:** Faculty Permission  
**Credit Hours:** 6

**Course Number:** EXS 991  
**Instructor:** Brad Schoenfeld, PhD, CSCS  
**Office Hours:** By appointment  
**e-mail:** brad.schoenfeld@lehman.cuny.edu  
**Time of Course:** TBA  
**Building:** N/A

**Suggested Textbook:** Publication Manual of the American Psychological Association, 6th ed.

### **General Course Description:**

Development of competency in effective scientific writing and critical analysis of research.

### **Purpose:**

This course is designed to help students in developing and writing their research dissertation. Students should have decided on a study topic and a project advisor to work with prior to enrolling for this course. Your chosen advisor should have approved working with you and your topic. Students are expected to have done a good deal of background reading in their area of interest to prepare them for this course. While your professor/advisor has expertise in your chosen field of study, remember, it is your project and your advisor will serve only as a guide in your research process.

### **Course Objectives/Competencies:**

After taking this course, you will be able to:

- Evaluate research in a specific discipline in human performance and fitness that represents your area of interest.
- Critically appraise various research paradigms and study designs and findings to determine the validity of the methodology and the practical relevance of the results.
- Understand how to identify gaps in the literature for creating novel research designs
- Produce an introduction to a proposed longitudinal dissertation study that addresses a gap in the current literature and shows a need for the research
- Produce a well-developed literature review on your topic of interest.
- Produce a detailed methods section for a proposed dissertation study that addresses the study question
- Defend a proposal that justifies carrying out the proposed topic of study

### **Methods of Instruction:**

- Virtual Lecture: **Cameras must be turned on for all virtual sessions!**
- Online discussion
- Written assignments and reports

### **Course Assignments:**

- Oral Presentation
- Summaries of Research Articles
- Online forums

- Written papers

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

### **Grading: 1000 points Maximum Total**

- 200 points**     **Research Summaries\*\*:** Students will write 10 summaries of peer-reviewed original research studies specific to their topic to explain background, theory, methodology, strengths, and weaknesses as well as how to apply this knowledge to professional interests in the future. You will complete a 2- to 3-page annotated bibliography for each article and generate a list of 3-5 strengths of the study design and 3-5 weaknesses of the design. **You must use the research summary template provided on Blackboard for all summaries.** These summaries must be turned in by no later than 11:59 on the date listed in the syllabus schedule; *a letter grade will be deducted for each day late.* You must submit your summaries in the form of a Microsoft Word document and label the report as follows: LASTNAME\_FIRSTNAME\_SUMMARY# (example: Doe\_Jane\_Summary1). **ALL SUMMARIES MUST BE EMAILED TO THE INSTRUCTOR; HARD COPY PRINTOUTS DOCUMENTS WILL NOT BE ACCEPTED NOR WILL ANY EMAILED DOCUMENTS OTHER THAN PROPERLY LABELED MS WORD FILES.**
- 200 points**     **Discussion Forums:** 8 forums, 25 points each (15 points for original post, 10 points for responses to peers). You will be responsible for making a substantive post on designated topics (approximately 500 words). You will then be responsible for replying to the posts of at least two of your peers. When someone responds to your post, you are to write a substantive response back that addresses the comments. As the instructor, I will moderate the forum and interject with questions and comments where applicable. Unexcused late forum submissions will receive half credit. *Original posts are due by Thursday at 11:59 pm; responses to peers are due by Sunday at 11:59 pm at the end of the week listed on the syllabus schedule. No posts will be accepted after the Sunday deadline.*
- 100 points**     **Introduction\*\*:** You will write an introduction that properly sets up the purpose of your proposed study. This section will be used for inclusion as Chapter 1 of your dissertation. You must properly set up the study purpose

and provide a compelling rationale why the study is important enough to be conducted. There is no page limit to the paper; it should be as long as necessary to properly cover the topic while concise enough to maintain reader interest. The paper must be submitted by no later than 11:59 on the date listed in the syllabus schedule. **A full letter grade will be deducted for each day the paper is turned in late!** THE PAPER MUST BE EMAILED TO THE INSTRUCTOR AS A MICROSOFT WORD FILE; HARD COPY PRINTOUTS OR OTHER FORMATS (i.e. PDF) WILL NOT BE ACCEPTED. When you receive feedback from the instructor, you must revise and return the assignment within one week of receipt. All comments from the instructor must be addressed on a point-by-point basis, providing rationale for your response.

**150 points**

**Literature Review\*\*:** You will write a comprehensive literature review of your topic of interest for your dissertation. This section will be used for inclusion as Chapter 2 of your dissertation. You must methodically review the relevant literature and synthesize it into a flowing, readable document that provides insights into the current evidence on the topic. There is no page limit to the paper; it should be as long as necessary to properly cover the topic. The final paper must be submitted by no later than 11:59 on the date listed in the syllabus schedule. **A full letter grade will be deducted for each day the paper is turned in late!** THE PAPER MUST BE EMAILED TO THE INSTRUCTOR AS A MICROSOFT WORD FILE; HARD COPY PRINTOUTS OR OTHER FORMATS (i.e. PDF) WILL NOT BE ACCEPTED. When you receive feedback from the instructor, you must revise and return the assignment within one week of receipt. All comments from the instructor must be addressed on a point-by-point basis, providing rationale for your response.

**150 points**

**Methods\*\*:** You will write a detailed methods section that outlines the particulars of your proposed study. This section will be used for your inclusion as Chapter 3 of your dissertation. You must provide all relevant information as to the participants and procedures, so that the study can be exactly replicated by another researcher if desired. There is no page limit to the paper; it should be as long as necessary to properly cover the topic. The final paper must be submitted by no later than 11:59 on the date listed in the syllabus schedule. **A full letter grade will be deducted for each day the paper is turned in late!** THE PAPER MUST BE EMAILED TO THE INSTRUCTOR AS A MICROSOFT WORD FILE; HARD COPY PRINTOUTS OR OTHER FORMATS (i.e. PDF) WILL NOT BE ACCEPTED. When you receive feedback from the instructor, you must revise and return the assignment within one week of receipt. All comments from the instructor must be addressed on a point-by-point basis, providing rationale for your response.

**200 points**     **Oral Dissertation Proposal:** You will create a  $\leq 30$ -minute Powerpoint presentation that outlines your proposed study that will be defended in front of your committee. The PPT will provide an overview of your topic, cite the relevant research, discuss gaps in the current literature, and make a case for a proposed study that will help to fill gaps in the current literature. The presentation must outline the proposed methods including the sample, a power analysis to estimate sample size, the dependent and independent variables, as well as specifics of the exercise protocol, instruments used for assessment, and statistical model. In addition, you must submit a written summary of the proposed study using the supplied template.

**\*\*All assignments must use a reference manager for citations; papers will not be accepted with manually inserted references.**

If you do not complete all coursework by the end of the semester, you will receive an incomplete (INC) grade for the course. If so, you will be required to provide an expected timeline for completion and submit monthly updates by the first of each month as to your progress. Assuming you comply, I will change your grade once all work is completed. However, if you fail to provide regular updates and/or do not complete the required work in a timely fashion, your grade will not be changed and you will be required to retake the course. Note that CUNY has a policy whereby grades cannot be changed after **one year from the end of the semester in which the course was taken**. This is a strict policy that cannot be overridden. You can read the specific information at the following link:

<https://www.lehman.edu/registrar/documents/ChangeofGradePolicyandProcess.pdf>

**\*\*All assignments for the course must be submitted in MS Word format unless otherwise noted; PDF versions will not be accepted!**

**At the end of the semester, the student will earn a grade of A, B, C, D, or F. If a student receives a grade of D or F, he or she has not successfully passed this course.**

**Grade Scale (Tentative):**

**A = 1000-900     B+ = 899-850     B = 849-800     C+ = 799-750**  
**C = 749-700     D = 699-650     F = less than 649**

**Tentative Course Schedule**

Note: The instructor retains the right to change this schedule at any time

Dates	Week	Class Purpose	Topics	Assignments Due
TBA	Week 1	<ul style="list-style-type: none"> <li>Zoom Session: Introduce student's current dissertation status to faculty and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what is expected in a dissertation</li> <li>Discuss each student's ideas for their study and questions/concerns</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
TBA	Week 2			<ul style="list-style-type: none"> <li>Email proof of CITI certification</li> </ul>

TBA	Week 3	<ul style="list-style-type: none"> <li>Zoom session: Provide update on dissertation status</li> </ul>	<ul style="list-style-type: none"> <li>Discuss progress and any challenges faced</li> </ul>	<ul style="list-style-type: none"> <li>Summary #1</li> </ul>
TBA	Week 4			<ul style="list-style-type: none"> <li>Forum #1</li> </ul>
TBA	Week 5	<ul style="list-style-type: none"> <li>Zoom session: Provide update on dissertation status</li> </ul>	<ul style="list-style-type: none"> <li>Discuss progress and any challenges faced</li> </ul>	<ul style="list-style-type: none"> <li>Summary #2</li> </ul>
TBA	Week 6			<ul style="list-style-type: none"> <li>Forum #2</li> </ul>
TBA	Week 7	<ul style="list-style-type: none"> <li>Zoom session: Provide update on dissertation status</li> </ul>	<ul style="list-style-type: none"> <li>Discuss progress and any challenges faced</li> </ul>	<ul style="list-style-type: none"> <li>Submit Introduction</li> </ul>
TBA	Week 8			<ul style="list-style-type: none"> <li>Summary #3</li> </ul>
TBA	Week 9	<ul style="list-style-type: none"> <li>Zoom session: Provide update on dissertation status</li> </ul>	<ul style="list-style-type: none"> <li>Discuss progress and any challenges faced</li> </ul>	<ul style="list-style-type: none"> <li>Forum #3</li> </ul>
TBA	Week 10			<ul style="list-style-type: none"> <li>Summary #4</li> </ul>
TBA	Week 11	<ul style="list-style-type: none"> <li>Zoom session: Provide update on dissertation status</li> </ul>	<ul style="list-style-type: none"> <li>Discuss progress and any challenges faced</li> </ul>	<ul style="list-style-type: none"> <li>Forum #4</li> </ul>
TBA	Week 12			<ul style="list-style-type: none"> <li>Submit Literature Review</li> </ul>
TBA	Week 13	<ul style="list-style-type: none"> <li>Zoom session: Provide update on dissertation status</li> </ul>	<ul style="list-style-type: none"> <li>Discuss progress and any challenges faced</li> </ul>	<ul style="list-style-type: none"> <li>Summary #5</li> </ul>
TBA	Week 14			<ul style="list-style-type: none"> <li>Submit Methods</li> </ul>
TBA	Week 15	<b>Propose Dissertation</b>		

## EXS 992: Syllabus

**Department:** Exercise Science and Recreation  
**Course Title:** Doctoral Dissertation 2  
**Office Place:** APEX 259  
**Telephone #:** 718-960-1999  
**Course Prerequisite:** EXS 991  
**Credit Hours:** 6

**Course Number:** EXS 992  
**Instructor:** Brad Schoenfeld, PhD, CSCS  
**Office Hours:** By appointment  
**e-mail:** brad.schoenfeld@lehman.cuny.edu  
**Time of Course:** TBA  
**Building:** N/A

### **Textbook:**

None. Relevant materials will be supplied to the students.

### **General Course Description:**

Design and execution of a publishable research study on an exercise-related topic that demonstrates content expertise.

### **Purpose:**

The conduct of scientific inquiry requires careful planning and forethought to assure the eventual implementation of a study will result in interpretable and meaningful measurements and that valid conclusions may be drawn on a topic that makes a valuable contribution to the body of literature. This course will provide students with the necessary background and experience to formulate a clearly delineated, hypothesis-driven research proposal that can be used to convince funding agencies and/or master's committees to support the study. In addition, this course will provide key information about the Institutional Review Board process so that the student will be able to assure a safe and ethical environment for their volunteer subjects.

### **Course Objectives/Competencies:**

After taking this course, students will be able to:

- Navigate the Institutional Review Board Submission and Review process
- Conduct and complete a longitudinal study on an exercise-related topic
- Perform statistical analysis for data collected during research
- Extrapolate results from analyzed data and write a compelling discussion of the findings in accordance with previous literature
- Highlight gaps in the current literature based on findings that direct future research on the given topic of study
- Defend a dissertation based on the student's research in his/her area of interest

### **Methods of Instruction:**

- Individual consultations
- Hands-on training

### **Course Assignments:**

- Oral Presentation
- Written dissertation

### **Policy on the Use of AI:**

A reminder that all work submitted should be your OWN. All submissions, to meet course requirements (including a paper, project, exam, presentation, or other work) must either be the student's own work or must clearly acknowledge the source. Unless an instructor indicates otherwise, the use of ChatGPT or other AI tools for course assignments is akin to receiving assistance from another person and raises the same concern that work is not the student's own. Using generative AI tools to substantially complete an assignment or exam is not permitted. The instructor has the right to ban the use of AI software for their classes. Utilizing AI software to generate ideas and pass them off as one's own will be considered plagiarism and will earn a zero.

**Grading:** The grading for this course is pass/fail and will be based on the following two components:

1. **Dissertation Paper:** Your final assignment will be to write a dissertation paper on your research study as outlined in the Dissertation Manual. You must comprehensively review the relevant literature and synthesize it into a flowing, readable document that provides insights into the current literature on the topic. You must then fully describe the methods and results of your study and write a discussion of its findings when compared to the current literature as well as its practical implications and directions for future investigation. There is no page limit to the paper; it should be as long as necessary to properly cover the topic.
2. **Oral Dissertation Defense:** You will create a  $\leq 30$ -minute Powerpoint presentation that includes the following components: 1) Introduction to the topic that provides justification for the study with accompanying purpose statement; 2) Overview of the study methods; 3) Summary of results; 4) Discussing the findings of your study in context of the body of literature and implications; 5) Relevant conclusions of the data and directions for future research.

If you do not complete all coursework by the end of the semester, you will receive an incomplete (INC) grade for the course. If so, you will be required to provide monthly updates by the first of each month as to your progress. Assuming you comply, I will change your grade once all work is completed. However, if you fail to provide regular updates and/or do not complete the required work in a timely fashion, your grade will not be changed and you will be required to retake the course. Note that CUNY has a policy whereby grades cannot be changed after **one year from the end of the semester in which the course was taken**. This is a strict policy that cannot be overridden. You can read the specific information at the following link:

<https://www.lehman.edu/registrar/documents/ChangeofGradePolicyandProcess.pdf>

### **Schedule**

There is no set schedule for this course. Students will stay in constant communication with the professor to discuss their progress on their study. Zoom sessions will be arranged as needed.

**k**



## APPENDIX J

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /  
ALBANY, NY 12234

Office of Higher Education  
Office of College and University Evaluation  
**Doctoral Proposal Cover Page**

A. Name of institution: Lehman College

Specify campus where program will be offered, if other than the main campus:

B. CEO or designee

Name and title: Dr. Jorge Silva-  
Puras, Provost

Signature and date:

THE SIGNATURE OF THE INSTITUTIONAL REPRESENTATIVE INDICATES THE INSTITUTION'S  
COMMITMENT TO SUPPORT THE PROPOSED PROGRAM.

C. Contact person, if different.

Name and title:

Dr. Brad Schoenfeld, Professor,  
Department of Exercise Science  
and Recreation

Telephone : 718-960-1999

Fax:

E-mail:  
brad.schoenfeld@lehman.cuny.edu

D. Proposed doctoral program title: Human Performance and Fitness

E. Proposed degree or other award: Doctor of Philosophy

F. Proposed HEGIS code

G. Total program credits: 62

H. Program Format: Full-time or Part-time: Full-time

- 
- I. If the program will be offered jointly with another institution, name and address of the institution/branch below:

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IF THE OTHER INSTITUTION IS DEGREE-GRANTING, ATTACH A CONTRACT OR LETTER OF AGREEMENT SIGNED BY THAT INSTITUTION'S CEO. IF IT IS NON-DEGREE-GRANTING, REFER TO MEMORANDUM TO CHIEF EXECUTIVE OFFICERS No. 94-04. CONTACT THIS OFFICE IF YOU WOULD LIKE TO RECEIVE A COPY.

Institution	Lehman College	Date	1/13/2024
Program	Human Performance and Fitness	Degree	PhD

**TABLE 1  
DATA ON FACULTY MEMBERS DIRECTLY ASSOCIATED WITH THE PROPOSED DOCTORAL PROGRAM**

Name (Use "D" to Specify Program Director and "C" to Specify Core Faculty)	FT/PT	Dept	Sex M/F	R/E <sup>1</sup>	Articles in Refereed Journals in the past 5 yrs	External Research Support in Current AY <u>2022-2023</u> <sup>2</sup>	Dissertation Load Current AY <u>2022-2023</u> <sup>2</sup>		Any Dissertation Load in the previous 5 yrs.		# of Advisees Current AY <u>2022-2023</u> <sup>2</sup>		# of Classes Taught Current AY <u>2022-2023</u> <sup>2</sup>		% FTE Time to Proposed Program
							Com	Chr	Com	Chr	Doc	Mstrs	GR	UG	
<i>Full Professor</i>															
Brad Schoenfeld	FT	Exercise Science and Recreation	F	W	200+	NIH-RO1: \$32,291 Tonal: \$25,820 RP-Research: \$10,000 PSC-CUNY: \$6000		1	2		6	6			33-50%
Gul Sonmez	FT	Exercise Science and Recreation	M	W	2				2		2	2	2		17-33%
<i>Assistant Professor</i>															
Douglas Oberlin	FT	Exercise Science	M	W	14	PSC-CUNY:					2	3	3		17-33%

		and Recreation				\$4521 GRTI: \$6534 SRAB Seed Grant: \$3000								
Andrew Alto	FT	Exercise Science and Recreation	M	W	4	GRTI \$9,685.25							3	17-33%
Other														
Orlando Rivera	FT	Exercise Science and Recreation	M	H								2	2	17%
Patrick Ward	PT	Exercise Science and Recreation	M	W	16		3					1		

<sup>1</sup> Racial/Ethnic Groups - Black (B), White (W), Hispanic (H), Native American Indian/Alaskan Native (N), Asian/Pacific Islander (A), Foreign (F)

<sup>2</sup> Specify the academic year.

Institution	Lehman College	Date	1/13/2024
Program	Human Performance and Fitness	Degree	PhD

**NOT APPLICABLE**

**TABLE 2—DATA ON OTHER FACULTY ASSOCIATED WITH THE PROPOSED DOCTORAL PROGRAM  
(e.g., collaborative programs, master's programs)**

Name	FT/PT	Dept	Sex M/F	R/E <sup>1</sup>	Articles in Refereed Journals in the past 5 yrs	External Research Support in Current AY <u>          </u> <sup>2</sup>	Dissertation Load Current AY <u>          </u> <sup>2</sup>		Any Dissertation Load in the previous 5 yrs.		# of Advisees Current AY <u>          </u> <sup>2</sup>		# of Classes Taught Current AY <u>          </u> <sup>2</sup>		% FTE Time to Proposed Program
							Com	Chr	Com	Chr	Doc	Mstrs	GR	UG	
Full Professor															
Associate Professor															
Assistant Professor															

Other															

<sup>1</sup>Racial/Ethnic Groups - Black (B), White (W), Hispanic (H), Native American Indian/Alaskan Native (N), Asian/Pacific Islander (A), Foreign (F)

<sup>2</sup> Specify the academic year.

Institution	Lehman College	Date	1/13/2024
Program	Human Performance and Fitness	Degree	PhD

**TABLE 3  
PROJECTED STAFF FOR THE PROPOSED PROGRAM**

<b>Faculty/Staff</b>	<b>1st Year Academic Year <u>2025</u></b>	<b>2nd Year Academic Year <u>2026</u></b>	<b>3rd Year Academic Year <u>2027</u></b>	<b>4th Year Academic Year <u>2028</u></b>	<b>5th Year Academic Year <u>2029</u></b>
<i>Faculty</i> 01. Full-Time <sup>2</sup> 02. Existing <sup>3</sup> 03. New <sup>4</sup>	1. 5 2. 5 3. 0	1. 5 2. 5 3. 0	1. 6 2. 5 3. 1	1.6 2.6 3.0	1.6 2.0 3.0
<i>Faculty</i> 04. Part-Time <sup>2</sup> 05. Existing <sup>3</sup> 06. New <sup>4</sup>	4. 1 5. 1 6. 0	4. 2 5. 1 6. 1	4. 2 5. 2 6. 0	4. 3 5. 2 6. 1	4.3 5.3 6.0
<i>Faculty</i> 07. Full-Time Equivalents (FTE) <sup>5</sup> 08. Existing FTE <sup>3</sup> 09. New FTE <sup>4</sup>	7. 1.5 8. 1.5 9. 0	7. 2.0 8. 2.0 9. 0	7. 3.0 8. 2.0 9. 1.0	7. 3.5 8. 2.0 9. 1.5	7. 3.5 8. 2.0 9. 1.5
<i>Administrative Staff</i> 10. Full-Time 11. Part-Time 12. Full-Time Equivalent (FTE) <sup>5</sup> 13. Existing FTE <sup>3</sup> 14. New FTE <sup>4</sup>	10. 0 11. 0 12. 0 13. 0 14. 0				
<i>Support Staff</i> 15. Full-Time 16. Part-Time 17. Full-Time Equivalent (FTE) <sup>5</sup> 18. Existing FTE <sup>3</sup> 19. New FTE <sup>4</sup>	15. 0 16. 0 17. 0 18. 0 19. 0				

<sup>1</sup> Specify the academic year.

<sup>2</sup> This line must equal the total of Existing faculty plus New faculty.

<sup>3</sup> Existing means faculty and/or staff in the proposed program that would have existed at the institution even if the proposed program were not approved.

<sup>4</sup> New means staff that will be employed specifically as a consequence of the proposed program. New FTE staff should be carried over to the following year as existing FTE staff, if a continuing staff need.

<sup>5</sup> Describe the method used to compute Full-Time Equivalent faculty, administrative staff, and support staff. This number must equal the total of Existing plus New.

**Description:**

<sup>5</sup>Calculations based on the expected % of courses taught for doctoral students multiplied by annual teaching load.

Institution	Lehman College	Date	1/13/2024
Program	Human Performance and Fitness	Degree	PhD

**TABLE 4  
STUDENT CHARACTERISTICS**

**A. Anticipated Geographic Origin of Students in the Proposed Program**

<u>Time</u>	<u>Indicate the percent from:</u>	<u>Full-Time</u>	<u>Part-</u>
	01. County in which the program will be offered	45	
	02. Remainder of Regents Post-secondary Region in which the program will be offered	15	
	03. Remainder of New York State	5	
	04. Other State	25	
	05. Foreign	10	
	<b>06. Total</b>	<b>100%</b>	<b>100%</b>

**B. Anticipated Racial/Ethnic Characteristics of Full-Time and Part-Time Students (Headcount) in the Proposed Program**

	<u>Percent</u>
07. Non-resident Alien	10
08. Black Non-Hispanic	20
09. American Indian or Alaskan Native	5
10. Asian or Pacific Islander	10
11. Hispanic	35
12. White, Non-Hispanic	20
<b>13. Total</b>	<b>100%</b>

Institution	Lehman College	Date	1/13/2024
Program	Human Performance and Fitness	Degree	PhD

**TABLE 5  
PROJECTED ENROLLMENT IN THE PROPOSED PROGRAM**

Enrollment	1st Year Academic Year <u>2025</u>	2nd Year Academic Year <u>2026</u>	3rd Year Academic Year <u>2027</u>	4th Year Academic Year <u>2028</u>	5th Year Academic Year <u>2029</u>
01. Full-Time Students	01. 9	01. 17	01. 25	01. 32	01. 37
02. Part-Time Students	02. 0	02. 0	02. 0	02. 0	02. 0
03. Total <sup>2</sup>	03. 9	03. 17	03. 25	03. 32	03. 37
04. Full-Time Equivalent (FTE) <sup>3 4</sup>	04. 9	04. 17	04. 25	04. 32	04. 37
05. Existing FTE <sup>5</sup>	05. 0	05. 0	05. 0	05. 0	05. 0
06. New FTE <sup>6</sup>	06. 9	06. 17	06. 25	06. 32	06. 37

<sup>1</sup> Specify the academic year; state whether enrollment is for the fall term or the average for the academic year.

<sup>2</sup> Describe how you arrived at the projected enrollment.

<sup>3</sup> Describe the method used to compute full-time equivalent enrollment.

<sup>4</sup> Must equal total of lines 05 and 06.

<sup>5</sup> Existing FTE enrollment means the FTE enrollment that would have existed at the institution even if the proposed program were not approved.

<sup>6</sup> New FTE Enrollment means the FTE enrollment that will be engendered specifically by the proposed program. New FTE enrollment from the previous year should be carried over to the following year as new FTE enrollment, with adjustments for attrition and completions.

**Description:**

<sup>2,3</sup>The projected enrollment is based on the number of inquiries that we have received over the past several years, the marketing efforts that we will pursue, and the anticipated publicity that is generated from the program's success while factoring in an attrition rate of 5 students over the 5-year period (estimated from discussion with colleagues who have doctoral programs). We will have a rolling recruitment and admit students in both the Fall and Spring semesters. Given our projections, we anticipate that the program will approach 37 enrolled students after 5 years, graduating 4 to 5 students per semester after the fourth year.

Institution	Lehman College	Date	1/13/2024
Program	Human Performance and Fitness	Degree	PhD

**TABLE 6—PROJECTED EXPENDITURES FOR THE PROPOSED PROGRAM**

Expenditures <sup>1</sup>	Actual				Projected					
	Specify Previous <u>2025</u> Academic Year <sup>2</sup>		Specify Current <u>2026</u> Academic Year <sup>2</sup>		Specify <u>2027</u> Academic Year <sup>2</sup>		Specify <u>2028</u> Academic Year <sup>2</sup>		Specify <u>2029</u> Academic Year <sup>2</sup>	
	Existing <sup>3</sup>	New <sup>4</sup>	Existing <sup>3</sup>	New <sup>4</sup>	Existing <sup>3</sup>	New <sup>4</sup>	Existing <sup>3</sup>	New <sup>4</sup>	Existing <sup>3</sup>	New <sup>4</sup>
<b>Personnel Expenditures</b>										
<i>Faculty</i>										
01. Existing Faculty				5 7 2 0		130834		5 7 2 0		
02. New Faculty										
03. Total Faculty										
<i>Administrative Staff</i>										
04. Existing Administrative Staff										
05. New Administrative Staff										
06. Total Administrative Staff										
<i>Clerical Staff</i>										
07. Existing Clerical Staff										
08. New Clerical Staff										
09. Total Clerical Staff										
<b>10. Total Personnel Expenditures</b>										
<i>Non-Personnel Expenditures</i>										
11. Conference Travel										
12. Professional Development										
13. Instructional Materials										
14. Supplies		1 7 5 0		1 7 5 0		1 7 5 0		1 7 5 0		1 7 5 0
15. Equipment										
16. Proposal Development										
17. Computer Equipment										
18. Library Acquisitions										
<b>19. Total Non-Personnel Expenditures</b>										
<i>Aid to Students<sup>6</sup></i>										
20. Existing Aid to Students <sup>4</sup>										
21. New Aid to Students <sup>5</sup>										
<b>22. Total Aid To Students</b>										
<i>Facilities Renovations/Additions<sup>7</sup></i>										
23.		1 7 5 0		7 4 7 0		138304		144024		144024
<b>24. Total Facilities Renovations/Additions</b>										

<sup>1</sup> Specify inflation rate used for projections.

<sup>2</sup> Specify the academic year.

<sup>3</sup> Existing resources means expenditures pertaining to the proposed program that the institution would have or would receive even if the proposed program were not approved.

<sup>5</sup> New resources means expenditures engendered specifically by the proposed program. The expenditures for new resources from the previous year should be carried over to the following year as expenditures for new resources with adjustments for inflation, if a continuing cost.

<sup>5</sup> Continuing FTE enrollment means the FTE enrollment that was enrolled in the previous academic year.

<sup>6</sup> List number, type, source and dollar amounts of financial awards under the control of the institution.

<sup>7</sup> Include here minor renovations not considered capital expenditures.

**Description:**

<sup>1</sup>Salary for F/T faculty projected at \$86,645, as per current PSC-CUNY Agreement with fringe benefits calculated at 51% of projected salary.

<sup>1</sup>Salary for P/T faculty projected at \$112.50/hr, as per current PSC-CUNY Agreement with fringe benefits calculated at 13% of projected salary.

Institution	Lehman College	Date	1/13/2024
Program	Human Performance and Fitness	Degree	PhD

**TABLE 7**  
**PROJECTED<sup>1</sup> EXPENDITURES FOR THE PROPOSED PROGRAM**  
**IN OTHER DEPARTMENTS**

**NOT APPLICABLE**

Expenditures	1st Year Academic Year _____ <sup>2</sup>	2nd Year Academic Year _____ <sup>2</sup>	3rd Year Academic Year _____ <sup>2</sup>	4th Year Academic Year _____ <sup>2</sup>	5th Year Academic Year _____ <sup>2</sup>
Faculty <sup>3</sup>					
New Resources <sup>4</sup>					
Equipment <sup>5</sup>					
New Resources <sup>4</sup>					
Other <sup>6</sup>					
New Resources <sup>4</sup>					
Total (Other Departments)					
New Resources <sup>4</sup>					

- <sup>1</sup> Specify inflation rate used for projections.
- <sup>2</sup> Specify academic year.
- <sup>3</sup> Include fringe benefits.
- <sup>4</sup> New resources means resources ***in other Departments*** engendered by the proposed program (e.g., additional faculty teach support courses). The new resources from the previous year should be carried over to the following year as new resources with adjustments for inflation, if it is a continuing cost.
- <sup>5</sup> Include here equipment which is not a capital expenditure.
- <sup>6</sup> Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff).

Institution	Lehman College	Date	1/13/2024
Program	Human Performance and Fitness	Degree	PhD

**TABLE 8  
PROJECTED<sup>1</sup> REVENUE RELATED TO THE PROPOSED PROGRAM**

Revenues	1st Year Academic Year <u>2025</u>	2nd Year Academic Year <u>2026</u>	3rd Year Academic Year <u>2027</u>	4th Year Academic Year <u>2028</u>	5th Year Academic Year <u>2029</u>
<i>Tuition Revenue</i> <sup>3</sup>	01. 0	01. 0	01. 0	01. 0	01. 0
01. From Existing Sources <sup>4</sup>	02. 112,905	02. 269,235	02. 408,195	02. 529,775	02. 625,320
02. From New Sources <sup>5</sup>					
03. Total	03. 112,905	03. 269,235	03. 408,195	03. 529,775	03. 625,320
<i>State Revenue</i> <sup>6</sup>	04. 0	04. 0	04. 0	04. 0	04. 0
04. From Existing Sources <sup>4</sup>	05. 0	05. 0	05. 0	05. 0	05. 0
05. From New Sources <sup>5</sup>					
06. Total	06. 0	06. 0	06. 0	06. 0	06. 0
<i>Other Revenue</i> <sup>7</sup>	07. 0	07. 0	07. 0	07. 0	07. 0
07. From Existing Sources <sup>4</sup>	08. 0	08. 0	08. 0	08. 0	08. 0
08. From New Sources <sup>5</sup>					
09. Total	09. 0	09. 0	09. 0	09. 0	09. 0
<i>Grand Total</i> <sup>8</sup>	10. 0	10. 0	10. 0	10. 0	10. 0
10. From Existing Sources <sup>4</sup>	11. 112,905	11. 269,235	11. 408,195	11. 529,775	11. 625,320
11. From New Sources <sup>5</sup>					
<b>TOTAL</b>	112,905	269,235	408,195	529,775	625,320

- 1 Specify inflation rate used for projections.
- 2 Specify the academic year.
- 3 Please explain how tuition revenue was calculated.
- 4 Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.
- 5 New sources means revenue engendered by the proposed program. The revenues from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.
- 6 Include here regular State appropriations applied to the program.
- 7 Specify what is included in "other" category.
- 8 Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

Name (Use "D" to Specify Program Director and "C" to Specify Core Faculty)	FT/PT	Dept	Sex M/F	R/E <sup>1</sup>	Articles in Refereed Journals in the past 5 yrs	External Research Support in Current AY <u>2022- 2023</u> <sup>2</sup>	Dissertation Load Current AY <u>2022-2023</u> <sup>2</sup>		Any Dissertation Load in the previous 5 yrs.		# of Advisees Current AY <u>2022-2023</u> <sup>2</sup>		# of Classes Taught Current AY <u>2022- 2023</u> <sup>2</sup>		% FTE Time to Proposed Program
							Com	Chr	Com	Chr	Doc	Mstrs	GR	UG	
<i>Full Professor</i>															
Brad Schoenfeld	FT	Exercise Science and Recreation	F	W	200+	NIH-RO1: \$32,291 Tonal: \$25,820 RP- Research: \$10,000 PSC- CUNY: \$6000	1	1	2			6	6		33-50%
Gul Sonmez	FT	Exercise Science and Recreation	M	W	2				2			2	2	2	17-33%

<i>Assistant Professor</i>															
Douglas Oberlin	FT	Exercise Science and Recreation	M	W	14	PSC-CUNY: \$4521 GRTI: \$6534 SRAB Seed Grant: \$3000						2	3	3	17-33%
Andrew Alto	FT	Exercise Science and Recreation	M	W	4	GRTI \$9,685.25								3	17-33%
Other															
Orlando Rivera	FT	Exercise Science and Recreation	M	H									2	2	17%
Patrick Ward	PT	Exercise Science and Recreation	M	W	16		3						1		

<sup>1</sup> Racial/Ethnic Groups - Black (B), White (W), Hispanic (H), Native American Indian/Alaskan Native (N), Asian/Pacific Islander (A), Foreign (F)

<sup>2</sup> Specify the academic year.

## APPENDIX K References

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**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF SOCIAL WORK**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Master of Social Work (M.S.W.)

Hegis Number: 210400

Program Code: 29654

Effective Term: Fall 2024

1. **Type of Change:** Deactivate Subplan

2. **From:**

The Master of Social Work (M.S.W.) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and gain the knowledge, values and skills of the competencies of the social work profession required for Advanced Generalist Practice with individuals, families, groups, communities, and organizations, as well as for supervision, administration, research, and policy practice. The M.S.W. program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

Three ~~tracks~~ are offered:

Requirements

Type: Prerequisite

Notes for all ~~Tracks~~:

1. The program does not grant social work course credit for life experience or previous work experience.
2. Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.
3. The program does not accept non matriculated Students unless special permission is granted.

All ~~Tracks~~

Bachelor's degree from an accredited college or university, including 45 liberal arts credits

Minimum undergraduate grade average of 3.0

Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values

Three letters of recommendation addressing applicant's suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work

Resume

An interview may be required

Applicants to the 1-Year, Advanced Standing Program

In addition to the above:

Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education;

Minimum 3.2 cumulative index in the major;

Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director, and another from a field supervisor;

Include an additional essay question that focuses on an illustration from the field.

Selection Process

Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications will be evaluated on:

Academic history

Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills

Letters of recommendation

Additional Comments:

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Type: Completion requirement  
Earn at least 65 credits

Type: Completion requirement  
Fulfill ALL of the following requirements:  
Core Courses

Complete ALL of the following Courses:

SWK 605 - Human Behavior and the Social Environment  
SWK 606 - Human Diversity and the Social Environment  
SWK 611 - Generalist Social Work Practice I  
SWK 612 - Generalist Social Work Practice II  
SWK 639 - Social Welfare Institutions and Programs  
SWK 643 - Social Welfare Policy Analysis  
SWK 646 - Social Work Research I  
SWK 707 - Understanding Clinical Assessment and Diagnosis  
SWK 713 - Advanced Social Work Practice in the Urban Environment I  
SWK 714 - Advanced Social Work Practice in the Urban Environment II  
SWK 727 - Supervision in Agency-Based Practice  
SWK 729 - Administration in Urban Agencies  
SWK 745 - Social Welfare Policy Practice  
SWK 747 - Social Work Research II

Elective Courses

Earn at least 3 credits from the following:

SWK 681 - Social Work with Immigrants  
SWK 682 - The Criminal Justice System and its Impact on Urban Families  
SWK 683 - Issues in Urban Child Welfare  
SWK 684 - Mass Violence: Dynamics of Helping Urban Populations  
SWK 685 - Gender Issues and the Practice of Social Work

Required Internship

Complete ALL of the following Courses:

SWK 673 - Extended Fieldwork and Seminar I  
SWK 674 - Extended Fieldwork and Seminar II  
SWK 675 - Extended Fieldwork and Seminar III  
SWK 775 - Extended Fieldwork and Seminar IV  
SWK 776 - Extended Fieldwork and Seminar V  
SWK 777 - Extended Fieldwork and Seminar VI

Additional Comments:

Notes for all Tracks:

1. The program does not grant social work course credit for life experience or previous work experience.
2. Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.

3. The program does not accept non-matriculated Students unless special permission is granted.

**Masters Requirements - 2-Year Program**

Type: Completion requirement

Year One: Full-time Student Status

Classes meet two evenings per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Fulfill ALL of the following requirements:

Fall Semester

Complete ALL of the following Courses:

SWK 611 - Generalist Social Work Practice I

SWK 605 - Human Behavior and the Social Environment

SWK 639 - Social Welfare Institutions and Programs

SWK 671 - Fieldwork and Seminar I

Spring Semester

Complete ALL of the following Courses:

SWK 612 - Generalist Social Work Practice II

SWK 606 - Human Diversity and the Social Environment

SWK 643 - Social Welfare Policy Analysis

SWK 646 - Social Work Research I

SWK 672 - Fieldwork and Seminar II

Year Two: Full-time Student Status

Fulfill ALL of the following requirements:

Fall Semester

Complete ALL of the following Courses:

SWK 713 - Advanced Social Work Practice in the Urban Environment I

SWK 707 - Understanding Clinical Assessment and Diagnosis

SWK 727 - Supervision in Agency-Based Practice

SWK 773 - Fieldwork and Seminar III

SWK 747 - Social Work Research II

SWK 680 Special Topics in Social Work Or Elective: Chosen from SWK 681-SWK 694.

Spring Semester

Complete ALL of the following Courses:

SWK 714 - Advanced Social Work Practice in the Urban Environment II

SWK 729 - Administration in Urban Agencies

SWK 745 - Social Welfare Policy Practice

SWK 774 - Fieldwork and Seminar IV

SWK 680 - Special Topics in Social Work

**~~Masters Requirements—3-Year Extended Program~~**

~~Type: Completion requirement~~

~~\*Students are no longer being accepted into this program. Please refer to the 3-Year Extended with 6-Semester Fieldwork program below. Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the first-year curriculum in two years and take the second year on a full-time basis.~~

~~Year One: Part-time Student Status: Classes meet two evenings per week.~~

~~Year Two: Part-time Student Status: Classes meet one evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.~~

~~Year Three: Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.~~

#### Masters Requirements - 1-Year Advanced Standing Program

Type: Completion requirement

Students enter as second year students.

Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

#### Masters Requirements - 3-Year Extended with 6-Semester Fieldwork

Type: Completion requirement

#### Additional Comments:

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the classroom coursework over three years rather than two years. Academic coursework is the same, but number of hours of fieldwork per week changes. Students in this track have a September graduation date.

Academic coursework is the same as the 2-Year program above.

Year Two: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Year Three: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Each candidate entering the Master in Social Work program without an undergraduate degree in Social Work from an accredited program must complete an approved program of study of at least 65 credits. This includes core courses, electives and field placement internships at social services organizations. Students are required to complete two internships of 600 hours each. Students in the 3-year Extended Program are required to complete these 600 hours of internship in 15 hours per week over the Fall, Spring, and Summer semesters.

### **3. To:**

The Master of Social Work (M.S.W.) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and gain the knowledge, values and skills of the competencies of the social work profession required for Advanced Generalist Practice with individuals, families, groups, communities, and organizations, as well as for supervision, administration, research, and policy practice. The M.S.W. program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

Three subplans are offered:

1-Year, Advanced Standing Program

2-Year Program

3-Year Extended with 6-Semester Fieldwork

Requirements

Type: Prerequisite

Notes for all subplans:

1. The program does not grant social work course credit for life experience or previous work experience.
2. Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.
3. The program does not accept non matriculated Students unless special permission is granted.

All Subplans

Bachelor's degree from an accredited college or university, including 45 liberal arts credits

Minimum undergraduate grade average of 3.0

Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values

Three letters of recommendation addressing applicant's suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work

Resume

An interview may be required

Applicants to the 1-Year, Advanced Standing Program  
In addition to the above:

Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education;

Minimum 3.2 cumulative index in the major;

Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director, and another from a field supervisor;

Include an additional essay question that focuses on an illustration from the field.

Selection Process

Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications will be evaluated on:

Academic history

Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills

Letters of recommendation

Additional Comments:

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Type: Completion requirement  
Earn at least 65 credits

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Courses

Complete ALL of the following Courses:

SWK 605 - Human Behavior and the Social Environment

SWK 606 - Human Diversity and the Social Environment

SWK 611 - Generalist Social Work Practice I

SWK 612 - Generalist Social Work Practice II

SWK 639 - Social Welfare Institutions and Programs

SWK 643 - Social Welfare Policy Analysis

SWK 646 - Social Work Research I

SWK 707 - Understanding Clinical Assessment and Diagnosis

SWK 713 - Advanced Social Work Practice in the Urban Environment I

SWK 714 - Advanced Social Work Practice in the Urban Environment II

SWK 727 - Supervision in Agency-Based Practice

SWK 729 - Administration in Urban Agencies

SWK 745 - Social Welfare Policy Practice

SWK 747 - Social Work Research II

Elective Courses

Earn at least 3 credits from the following:

SWK 681 - Social Work with Immigrants

SWK 682 - The Criminal Justice System and its Impact on Urban Families

SWK 683 - Issues in Urban Child Welfare

SWK 684 - Mass Violence: Dynamics of Helping Urban Populations

SWK 685 - Gender Issues and the Practice of Social Work

Required Internship

Complete ALL of the following Courses:

SWK 673 - Extended Fieldwork and Seminar I

SWK 674 - Extended Fieldwork and Seminar II

SWK 675 - Extended Fieldwork and Seminar III

SWK 775 - Extended Fieldwork and Seminar IV

SWK 776 - Extended Fieldwork and Seminar V

SWK 777 - Extended Fieldwork and Seminar VI

Additional Comments:

Notes for all subplans:

1. The program does not grant social work course credit for life experience or previous work experience.
2. Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.
3. The program does not accept non-matriculated Students unless special permission is granted.

Masters Requirements- Subplan: 2-Year Program

Type: Completion requirement

Year One: Full-time Student Status

Classes meet two evenings per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Fulfill ALL of the following requirements:

Fall Semester

Complete ALL of the following Courses:

SWK 611 - Generalist Social Work Practice I

SWK 605 - Human Behavior and the Social Environment

SWK 639 - Social Welfare Institutions and Programs

SWK 671 - Fieldwork and Seminar I

Spring Semester

Complete ALL of the following Courses:

SWK 612 - Generalist Social Work Practice II

SWK 606 - Human Diversity and the Social Environment

SWK 643 - Social Welfare Policy Analysis

SWK 646 - Social Work Research I

SWK 672 - Fieldwork and Seminar II

Year Two: Full-time Student Status

Fulfill ALL of the following requirements:

Fall Semester

Complete ALL of the following Courses:

SWK 713 - Advanced Social Work Practice in the Urban Environment I

SWK 707 - Understanding Clinical Assessment and Diagnosis

SWK 727 - Supervision in Agency-Based Practice

SWK 773 - Fieldwork and Seminar III

SWK 747 - Social Work Research II

SWK 680 Special Topics in Social Work Or Elective: Chosen from SWK 681-SWK 694.

Spring Semester

Complete ALL of the following Courses:

SWK 714 - Advanced Social Work Practice in the Urban Environment II

SWK 729 - Administration in Urban Agencies

SWK 745 - Social Welfare Policy Practice

SWK 774 - Fieldwork and Seminar IV

SWK 680 - Special Topics in Social Work

Masters Requirements - Subplan: 1-Year Advanced Standing Program

Type: Completion requirement

Students enter as second year students.

Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

**Masters Requirements - Subplan: 3-Year Extended with 6-Semester Fieldwork**

Type: Completion requirement

**Additional Comments:**

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the classroom coursework over three years rather than two years. Academic coursework is the same, but number of hours of fieldwork per week changes. Students in this subplan have a September graduation date.

Academic coursework is the same as the 2-Year program above.

Year Two: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Year Three: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Each candidate entering the Master in Social Work program without an undergraduate degree in Social Work from an accredited program must complete an approved program of study of at least 65 credits. This includes core courses, electives and field placement internships at social services organizations. Students are required to complete two internships of 600 hours each. Students in the 3-year Extended Program are required to complete these 600 hours of internship in 15 hours per week over the Fall, Spring, and Summer semesters.

**4. Rationale:**

We have not accepted students into subplan SW3YR since subplan SW3YREXT was approved by New York State on August 22, 2019. Because we have no students left in that program and are not accepting new ones, we would like to remove/de-activate subplan SW3YR.

**5. Date of departmental approval: January 31, 2024**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of change:** Experimental Course

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Hearing Sciences
Course Prefix & Number	SPE 773
Course Title	Introduction to Clinical Research Methods I
Description	Introduction to experimental designs, measurements, and statistical analyses commonly used for evidence-based practice in the field of speech-language pathology. Human-subjects research ethics will be discussed.
Pre/ Co Requisites	Departmental permission
Credits	1.5
Hours	1.5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale**

This new course will serve as part one of two-part research courses (SPE 773 & SPE 774), which together will cover the content currently covered in one three-credit course, SPE 700. Based on data collected by the graduate program director, students exhibit difficulty managing 15 credits in the first semester of graduate studies. Splitting the course into two sections, each worth 1.5 credit, and requiring taking them in two successive semesters will reduce the total number of credits required in the first semester to 13.5 credits. In addition, requiring part II (SPE 774) to be taken in the second semester, in conjunction with the first clinical practicum, will support classroom-to-clinic connection and the application of research into clinical practice.

**4. Learning Outcomes (By the end of the course students will be expected to):**

After satisfactory completion of this course, students will be able to:

1. Conduct a literature search
2. Critically evaluate variety of research designs, methods, and measures used in clinical research in Speech-Language Pathology and Audiology
3. Analyze the results and draw conclusions relevant to the diagnosis and remediation of speech, language and communication disorders.
4. Critically evaluate clinical research in the field from ethical perspectives.
5. Employ effective oral communication demonstrated through oral presentations

**5. Date of Departmental Approval: 12/18/2023**

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of change:** Experimental Course

2.

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Hearing Sciences
Course Prefix & Number	SPE 774
Course Title	Introduction to Clinical Research Methods II
Description	Critical analysis of peer-reviewed research articles and integrating their findings into clinical decision making and practice.
Pre/ Co Requisites	Pre-req: SPE 773, departmental permission
Credits	1.5
Hours	1.5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale**

This new course will serve as part two of two-part research courses (SPE 773 & SPE 774), which together will cover the content currently covered in one three-credit course, SPE 700. Based on data collected by the graduate program director, students exhibit difficulty managing 15 credits in the first semester of graduate studies. Splitting the course into two sections, each worth 1.5 credit, and requiring taking them in two successive semesters will reduce the total number of credits required in the first semester to 13.5 credits. In addition, requiring part II (SPE 774) to be taken in the second semester, in conjunction with the first clinical practicum, will support classroom-to-clinic connection and the application of research into clinical practice.

**4. Learning Outcomes (By the end of the course students will be expected to):**

After satisfactory completion of this course, students will be able to:

1. Critically evaluate efficacy of research and make independent judgments about its relevance and application to clinical practice
2. Critically analyze each section of a research article and judge its validity and soundness.
3. Employ effective oral communication through oral presentations

**5. Date of Departmental Approval: 12/18/2023**

## Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: March 6, 2024

The committee met on Tuesday, February 13, and a quorum was present.

The committee discussed the wording of the residency portion of the “Credit Requirements” part of the “Degree Requirements” section of the undergraduate catalog. The committee was alerted to potential confusion that might arise since the residency portion refers to courses taken at Lehman College but does not specify that courses taken in one degree at Lehman cannot also count toward the residency requirement of another degree, also completed at Lehman. The committee voted unanimously to add a clarifying note to the end of that section in order to remove any ambiguity. The committee now brings this policy change to the Senate floor for a vote.

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**SENATE COMMITTEE ON ADMISSIONS, EVALUATION AND ACADEMIC  
STANDARDS**

**POLICY CHANGE**

1. **Type of Change:** Clarification note added to the Lehman residency policy in Undergraduate catalog
2. **From:**  
To earn a bachelor's degree at Lehman College, students must earn a minimum of 120 credits. All students must complete at least thirty credits in residence at Lehman, including at least half of the credits of their chosen major and minor (if ~~required~~). Credits in residence are defined as credits earned in Lehman College course work.
3. **To:**  
To earn a bachelor's degree at Lehman College, students must earn a minimum of 120 credits. All students must complete at least thirty credits in residence at Lehman, including at least half of the credits of their chosen major and minor (if applicable). Credits in residence are defined as credits earned in Lehman College course work. Note: Credits used to satisfy the residency requirement in one degree cannot be used to satisfy the residency requirement of another degree.
4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**  
The clarification note is added at the end of the "Credit Requirements" part of the "Degree Requirements" section, in the Undergraduate catalog. This note is added to remove any ambiguity or potential confusion that might arise from the preceding sentence.
5. **Date of CAEAS approval:** February 13, 2024

## **Governance Committee Report**

### **March 6<sup>th</sup>, 2024**

1. Campus Life & Facilities Vacancy
  - a. Nominate Di Wu For Term Expiring 6/25
  - b. Any Additional Nominations?
  - c. Move To a Vote
  
2. Committee Nomination Solicitation & Election
  - a. Roughly Half of Faculty Committee Positions Expire 6/24
  - b. Three-Step Process
    - i. Nomination Round: March 11<sup>th</sup>-25<sup>th</sup>
    - ii. Slate Prepared: April
    - iii. Elections: May Senate Meeting
  - c. See Attached Information, Memo, and Ballot (Links Not Active Yet)
  
3. Bylaws Amendments
  - a. Apologies: Planned Informational Item For February
  - b. Review of Suggested Changes and Reasoning
  - c. Questions/Discussion
  - d. Move To A Vote (2/3 Required)
  
4. Next Governance Meeting is Wednesday, March 7<sup>th</sup> at 12pm via Zoom.

# The Lehman College Senate Standing Committee Faculty Member Election Process 2024

## Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2023.

*March 11<sup>th</sup> – March 25<sup>th</sup> by Email*



## Step 2: Slate Prepared

The Senate Governance Committee prepares a slate of candidates to fill committee vacancies using the collected solicitations. The Governance Committee attempts to prepare a slate that balances school representation; it also verifies that those nominated are willing to serve.

*April Governance Meeting*

## Step 3: The Senate Votes

The Governance Committee brings the prepared slate of candidates to the Senate floor. Additional nominations are called for and then the Senate votes.

*May Senate Meeting*

**SHARED**  
Governance

## LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE

March 11<sup>th</sup>, 2024

To Members of the Lehman College Faculty and Staff:

The Lehman College Senate Governance Committee solicits nominations for the standing committees of the Senate for the 2024-2025 and 2025-2026 academic years.

Nominees **do not need to be members of the Senate**; they can be

- full-time faculty (Lecturers, Assistant, Associate, and/or Full Professors),
- adjunct faculty, or
- staff members in the CLT or HEO series.

The term of service is **two years**. Descriptions of the function of each committee are available online at: <https://www.lehman.edu/college-senate/documents/SenateBylaws-April-2023.pdf>.

To submit nominations, please click [here](#). The linked page shows each committee's current faculty/staff members and specifies which of these members have expiring terms. You may nominate up to three candidates for each committee. You can nominate yourself, and current members can be renominated. **Please nominate only individuals who have agreed to serve if nominated and elected.**

We are also seeking nominees for the Lehman College Auxiliary Enterprise Corporation. More information about these positions can be found on the last page of the attached document.

Please submit nominations by **Monday, March 25<sup>th</sup>**. Your cooperation is most appreciated; thank you.

Sincerely,  
Joseph Fera  
Chair, Governance Committee

**NOMINATION INFORMATION AND LINKS  
FACULTY AND STAFF VACANCIES  
STANDING SENATE COMMITTEES**

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**Academic Freedom Committee**

*Members With Continuing Terms*

Diane Auslander (HIS)  
Duran A. Fiack (POL)  
Kevin Johnson (MAT)

*Members With Expiring Terms*

David Manier (PSY)  
Mohan Vinjamuri (SWK)

To Submit Nominations For  
This Committee Please Click

HERE

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**Assessment Committee**

*Members With Continuing Terms*

Gary Ford (AAS)  
Yaswantie Persaud (SOE)  
Sean Stein Smith (ACC)

*Members With Expiring Terms*

Tom Hattori (POL)  
Evan Seinreich (SWK)  
Devrim Yavuz (SOC)

To Submit Nominations For  
This Committee Please Click

HERE

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**Admissions, Evaluations, and Academic Standards**

*Members With Continuing Terms*

Monica Duncan (MMTD)  
Tanja Haxhoviq (MAT)  
Andrei Jitianu (CHE)

*Members With Expiring Terms*

Sandra Campeanu (PSY)  
Brenda Hernandez-Acevedo (NUR)  
Benjamin Holtzman (HIS)

To Submit Nominations For  
This Committee Please Click

HERE

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## Budget and Long-Range Planning

### Members With Continuing Terms

Agustina Checa (MMTD)  
Theresa Lundy (NUR)  
Ruth Wangerin (ANT)

### Members With Expiring Terms

Rafael Gonzalez (MAT)  
Brian Murphy (CS)  
Alexander Nunez Torres (ECO BUS)

To Submit Nominations For  
This Committee Please Click

HERE

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## Campus Life and Facilities

### Members With Continuing Terms

Carole Baraldi (NUR)  
Christine Neumayer (SLHS)  
*Vacancy*

### Members With Expiring Terms

Kofie Benefo (SOC)  
Penny Prince (MMTD)  
Maurice Vann (SWK)

To Submit Nominations For  
This Committee Please Click

HERE

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## Equity, Inclusion, Accessibility, and Anti-Racism

### Members With Continuing Terms

Takiyah Ali (GRAD STUD)  
Diana Almodovar (SLHS)  
Alyssa Lyons (SOC)

### Members With Expiring Terms

Matthew Frye-Castillo (ENG)  
Gabiella Kohler (STUD DIS SERV)  
Mary Phillips (AS)

To Submit Nominations For  
This Committee Please Click

HERE

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## Graduate Studies

### Members With Continuing Terms

Janet Desimone (CLLSE)  
Liat Seiger (SLHS)  
Smee Wang (MMTD)

### Members With Expiring Terms

Maryam Bah,shad (BIO)  
Justine McGovern (SWK)  
Lalitha Samuel (HEA SCI)

To Submit Nominations For  
This Committee Please Click

HERE

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## Library, Technology, and Telecommunications

### Members With Continuing Terms

Sheery Deckman (MHSE)  
Dana Fenton (SOC)  
Joseph J. Mohorcich (POL)

### Members With Expiring Terms

Stephen Castellano (IT)  
Jennifer McCabe (MMTD)  
Jennifer Van Allen (CLLSE)

To Submit Nominations For  
This Committee Please Click

HERE

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## Undergraduate Curriculum Committee

### Members With Continuing Terms

Yuri Gorokhovich (EEGS)  
Julie Maybee (PHI)  
Lynn Rosenberg (SLHS)

### Members With Expiring Terms

Andrea Honig (ECO BUS)  
Douglas Oberlin (HEA SCI)  
Daniel Stuckart (MHSE)

To Submit Nominations For  
This Committee Please Click

HERE

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## Section 6. Committee on Governance

- a) Membership: ~~Nine~~ Ten senators as follows: ~~five~~ six elected faculty; ~~three~~ two elected students, ~~the student vice president of legislative affairs~~, and one administrator.
- b) Chair: The chair of the Governance committee shall be a full-time member of the faculty.
- c) Functions:
  - i. Serves as the Executive Committee of the Senate: ~~provides leadership and guidance to facilitate the Senate's successful meeting of its roles, goals, and objectives;~~
  - ii. ~~Advises and offers general counsel on all college-wide shared governance issues;~~
  - iii. Sets the agenda, prepares the calendar of the Senate meetings and consults with the President concerning Senate business;
  - iv. Reviews the operation of and recommends changes to the Senate committee system;
  - v. Reviews and makes recommendations on all proposed changes to Senate Bylaws;
  - vi. Resolves questions of committee jurisdiction;
  - vii. Nominates candidates to committees, soliciting nominations and presenting slates of nominations to the Senate no later than the last Senate meeting of the academic year;
  - viii. Administers the election of the at-large faculty and Non-Teaching Instructional Staff representatives to the Senate.

**Note:** If adopted, these changes will not take effect until Fall 2024.



## EIAAR (Equity, Inclusion, Accessibility, and Anti-Racism)

### Committee Report | Senate Meeting: March 6, 2024

Attendance: Takiyah Ali, Mary Phillips, Maritza Rivera

Guests: David Hyman

#### **Committee Updates:**

We discussed ideas involving the President's Initiative on anti-racism trainings. Maritza offered a summary of upcoming diversity trainings in development. One of our goals is to understand preferences for the kind of diversity training faculty and staff would like to have on campus. The committee proposed the idea of inviting groups to our future meetings for further discussion.

We also discussed the idea of adopting guidelines from the CUNY Central Diversity Fund for our own development fund to support faculty and staff with an interest in facilitating a diversity training. Other ideas included the establishment of an anti-racist reading group.

#### **Next Meeting:**

March 4, 2024, 2:30p

Zoom Meeting ID: 844 3244 7686

Passcode: 406485

Respectfully Submitted,

Mary and Takiyah

Campus Life & Facilities Committee Report to Be Delivered by Prof Penny Prince at the March 6, 2024  
Senate meeting

Next Committee Meeting: February 28th, 2024 at 2pm

Location: ZOOM

1. **SHUSTER HALL PEST ISSUE:** The committee was informed that the mice issue in Shuster Hall that was reported by Shuster Hall workers at the November 29, 2023 meeting is being resolved with the help of an exterminator. If anyone has further problems they should please contact the Buildings and Grounds office by phone or email.
2. **MUSIC BUILDING CAFETERIA PROBLEMS:** The committee learnt that investigations by members established that the Music Building cafeteria is adding coffee choices and has been made aware of an ongoing ice machine problem.
3. **MUSIC BUILDING RESTROOM HANDRYERS:** A committee member mentioned that there is some dissatisfaction with the hand dryers in the Music Building's female restrooms. The committee was informed that the college is currently in the process of replacing paper towel dispensers around the campus. The problem in the Music Building restroom will likely get resolved in the process.
4. **COMMITTEE MEMBERS TO BE REPLACED:** Committee noted that John Ongley and possibly Maurice Vann will have to be replaced.

The Committee on Assessment met on December 11, 2023 and February 5, 2024

1. **Assessment survey rollout in March 2024.** Donald Sutherland from the *Office of Assessment and Institutional Effectiveness* presented a draft of a survey to gauge the effectiveness of assessment. Based on the recommendations of the committee several measures were incorporated into the design of the survey, including:
  - 1.1. Our input was taken into account when preparing questions
  - 1.2. The different survey populations were clearly defined as general faculty, people who participated regularly in assessment activity, heads and personnel of AES units and students. Each population will be given a different survey.
  - 1.3. The following clear principle was reiterated: the survey is to get feedback on how to improve the assessment experience for the campus community with shared governance in mind and *not* to measure top-down the level of commitment to assessment.
  - 1.4. As such, it is our hope that the campus community will participate widely when the office of assessment circulates the survey in March. *The point is to provide feedback.*
2. **The General Education Council**, which was formed with the hopes of overseeing general education at Lehman and potentially assess it, was brought to our attention as a body that can potentially report to our committee. Given that the GEC would need to report to many different stakeholders to serve a meaningful function, we felt that any decision we took would be hasty. The committee voted to charge Devrim Yavuz with discussing how this body could work moving forward with different interested parties.



## Library Technology and Telecommunications Committee Report

Next Meeting: March 27th, 2024

### Library

\*\* Library recently conducted a user survey and the survey questioned Library patrons on a number of areas including: visiting habits, value judgements about what is available in the Library, and suggestions for improvement.

\*\* Visiting habits were ascertained from responses to five close-ended questions. Opinions were gathered in two questions that included statements to be ranked on a Likert scale and, finally, suggestions were collected via two open-ended questions. The survey received a total of 301 responses.

\*\* Survey findings suggest that majority of those who visit Library spend considerable amount of time in building and expect space to accommodate this type of use. This was evidenced by multiple suggestions for more comfortable seating, better lighting, and additional areas where eating is permitted. In terms of wishes for space zoning – additional spaces designed for quiet, individual study ranked highly in respondents' priorities. Spaces and tools to facilitate group work were also important to respondents, indicating multiplicity of ways survey respondents use Library space.

\*\* Access to technology – especially printers and scanners – also emerged as frequent reason for visiting Library. Survey revealed resounding demand for additional electrical outlets throughout building, likely related to amount of time spent in Library doing schoolwork.

\*\* Library and History Department offer Reading and Discussion on Tuesday, March 12<sup>th</sup>, 1:00-2:00 PM, in Library Treehouse of Amanda Wunder's *Spanish Fashion in the Age of Velazquez: A Tailor at the Court of Philip IV*. Registration on Library Homepage.

### Information Technology

\*\* As indicated last senate meeting, our new Lehman Homepage launched in early February with pages for individual schools and academic departments. Notice the enhanced webpages, designed to improve user experience. Take a look at our enhanced search functionality on the homepage. The IT Division and the Office of Communications and Marketing welcome your feedback on our website which you can submit via the "**Website**

**Migration User Inquiry Form**” under the Login page. We are also happy to report the team is moving on to phase 3 which will follow the “Student Journey.” Keep an eye out for an email providing more details.

\*\* The Call for Tech Fee Proposals is Open through Friday, March 15<sup>th</sup>. Members of the Tech Fee Committee will meet between April 15<sup>th</sup> and May 8<sup>th</sup> to Review the submitted proposals. The theme of this year’s Tech Fee is: Technology Across the Curriculum. For more detail, refer to the email sent from [Tech.Fee@lehman.cuny.edu](mailto:Tech.Fee@lehman.cuny.edu) on February 12<sup>th</sup>.

\*\* The IT Workshop Schedule is now available. There are many workshops for both students, faculty, and staff. Please take advantage of the offerings. Alternatively, we also have a Skillsets Online subscription, available to students, faculty, and staff. In addition, every member of the Lehman community is eligible to receive a New York Public Library Card which in turn provides access to LinkedIn Learning. For more details, please check our training page which can be accessed through the homepage menu for **Students** and **Faculty/Staff**.

\*\* We urge members of the college community to complete the Cyber Security Training on Bb. There is much useful information in the training and once completed, you will have a much better understanding of how internet scammers work and how they can harm us. The student program takes about 30 minutes to complete. Staff Faculty will take about 45 minutes to complete.

\*\* We received the laptops (PC and MAC’s) through the Office of Digital Inclusion grant. We are in the process of making them ready for distribution. The laptop loaner form can be accessed through the homepage menu for **Students**

\*\* As announced last senate meeting, we have received additional strategic funds to begin the replacement of older computers. The order is going to be submitted this week.

\*\* We continue to enhance our cybersecurity posture, with the latest initiative being the implementation of MFA for VPN - Virtual Private Network. The new VPN features improved and enhanced security.

\*\* Remember to continue to be vigilant with your email. Please don't click on any links that appear to be suspicious. Know your sender! If it sounds too good to be true, it is!

### **Blackboard/Learning Management System**

- Members of the Campus Implementation team have been attending LMS Admin training as well as Train the Trainer training. While the focus is on Group 1 and 2 readiness which includes training of the faculty community, CUNY is offering Brightspace Training Through May and more dates will be added – These LIVE sessions cover: Getting Started, The A, B, C’s of Content, Engaging Learners and Accessing Learning. Register and the CUNY LMS Transition Website.

- Please remember that Spring 2025 is when Lehman College is scheduled to begin migration to Brightspace. Summer and Fall 2025 is when we will begin using Brightspace.
- Save the Date and [consider submitting a proposal](#) for 2024 Bronx EdTech Showcase “Let’s Talk: Rethinking Authentic Learning & Assessment In The Age Of AI” on Friday, May 3, 2024 at Hostos Community College

### **Online Education**

- 5 faculty are serving as faculty mentors this Spring semester as part of the [Faculty Mentoring for Teaching with Technology](#). Reach out to a faculty mentor to discuss best practices for teaching in all learning modalities.
- Preparation for Teaching Online (PTO) two-week workshop will be held from March 18th to the 31st, 2024. If you are scheduled to teach online in Summer 2024, please register by March 7.
- Enhancing your Online or Hybrid Course Through the Use of Open Educational Resources (OER) two-week workshop will be held from April 1- 12, 2024. If you are interested in integrating OER into your courses for any modality (online, blended, or in-person), please [register by March 18](#).
- One more AI focused webinar this semester titled: "Careers, Workplace and Generative AI" is scheduled on Friday, April 12, 11:00 –12:15 pm Please contact the Office of Online education for additional information and to register.

# Joint Budget and Long-Range Planning Committee

Meeting called to order at 1:00 pm on February 15<sup>th</sup> 2024

FY 2024 Financial Update: Mid Year (Q2) : Budget Director Ortega

- \$1.4 million added by NYS to cover Collective Bargaining
- Projected Year End Balance: \$25.7 million
- CUTRA: \$23.7 million

In Attendance:

SENATE REPRESENTATIVES

BRIAN MURPHY  
ALEXANDER NUNEZ-TORRES  
BETHANIA ORTEGA

FP&B REPRESENTATIVES

ELHUM HAGIGHAT  
MARIE MARIANETTI  
RAZIYE GUL TIRYAKI SONMEZ

STUDENT REPRESENTATIVES

ADMINISTRATION

RENE ROTOLO  
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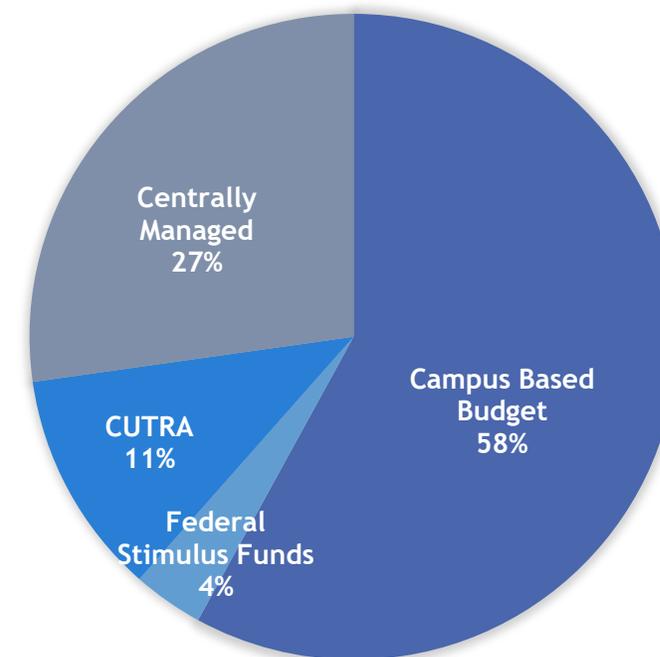
RENE ROTOLO

JORGE SILVA-PURAS

# FY 2024 Projected Resources (Q2) *(\$000)*

- ❖ Projected resources for Lehman College amount to \$210.8 million
  - ❖ A net decrease of **\$1.7** million or 0.8% from the Financial Plan projection.

	Fin Plan	Mid-Year	I/(D)	%
Based Budget	\$111,993	\$117,332	\$5,339	4.77%
Add'l Allocations & LS	\$3,951	2,868	(\$1,083)	-27.41%
Revenue Collections	\$2,158	1,983	(\$175)	-8.11%
<b>Campus Based Budget</b>	<b>\$118,102</b>	<b>\$122,183</b>	<b>\$4,081</b>	<b>3.46%</b>
Federal Stimulus Funds	\$12,128	\$7,440	(\$4,688)	-38.65%
CUTRA	\$23,754	\$23,754	\$0	0.00%
<b>Total Resources</b>	<b>\$153,984</b>	<b>\$153,377</b>	<b>(\$607)</b>	<b>-0.39%</b>
Centrally Managed	\$58,455	\$57,403	(\$1,052)	-1.80%
<b>Grand Total Resources</b>	<b>\$212,439</b>	<b>\$210,780</b>	<b>(\$1,659)</b>	<b>-0.78%</b>

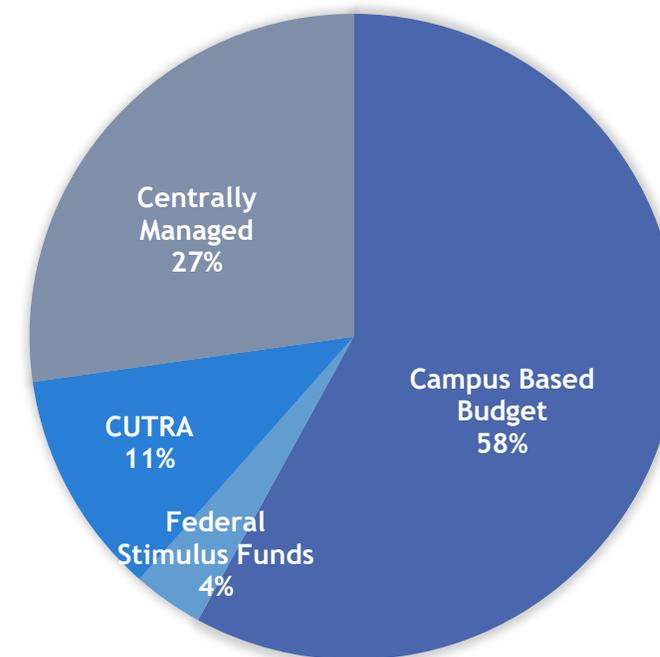


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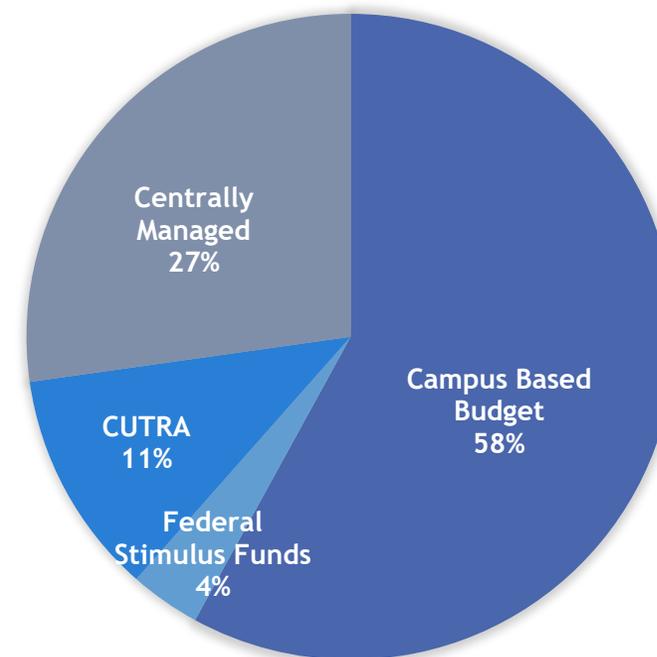
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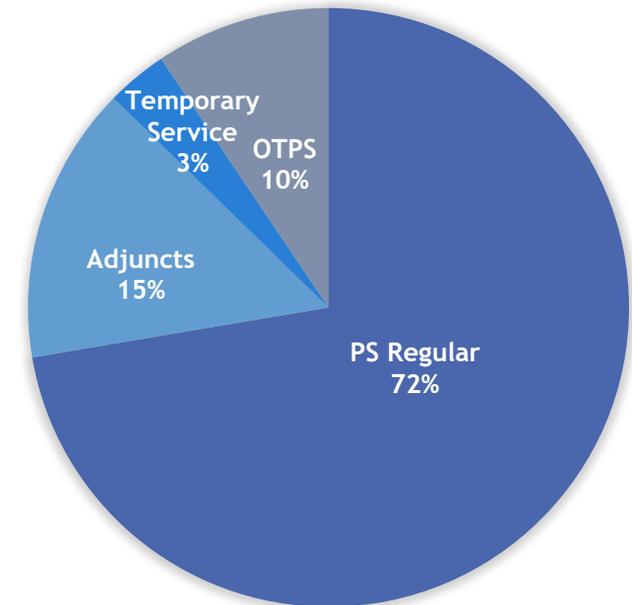
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# FY 2024 Projected Expenditures (Q2) (\$000)

- ❖ Campus managed expenditures are projected at **\$127.6** million, or \$185.0 million including Centrally managed expenses of \$57.4 million.
  - ❖ a net decrease of **\$1.5** million or **0.8%** from the Financial Plan projection.

	Fin Plan	Mid-Year	I/(D)	%
PS Regular	\$93,070	\$92,319	(\$751)	-0.81%
Adjuncts	\$19,452	19,137	(\$315)	-1.62%
Temporary Service	\$4,550	4,183	(\$367)	-8.07%
OTPS	\$11,000	\$12,000	\$1,000	9.09%
<b>Campus Expenditures</b>	<b>\$128,072</b>	<b>\$127,639</b>	<b>(\$433)</b>	<b>-0.34%</b>
Centrally Managed	\$58,455	\$57,403	(\$1,052)	-1.80%
<b>Total Expenditures</b>	<b>\$186,527</b>	<b>\$185,042</b>	<b>(\$1,485)</b>	<b>-0.80%</b>

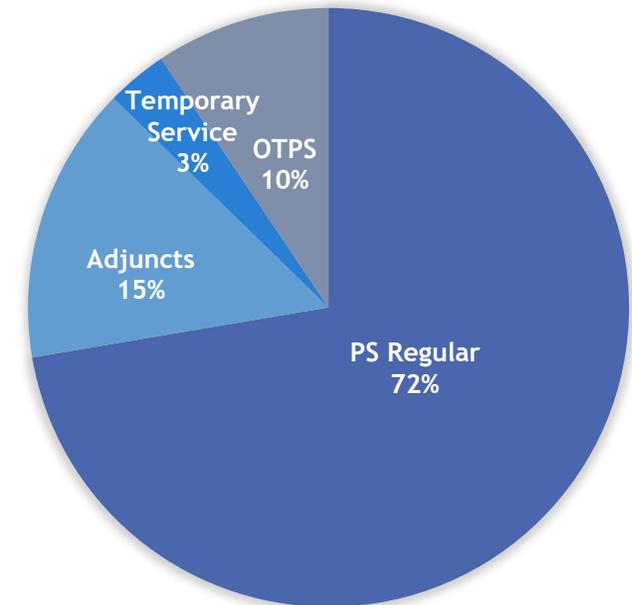


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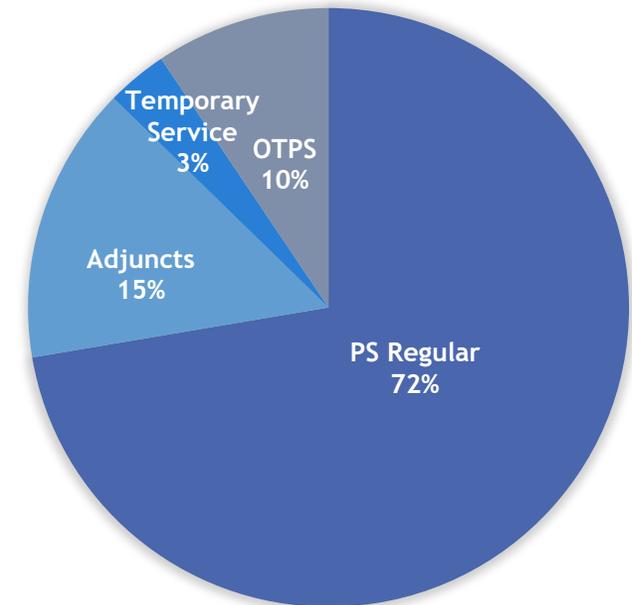


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# FY 2024 Tuition Revenue Trends (\$000)

	FY2019	FY2020	FY2021	FY2022	Fall 22	Spring 23	Subtotal	Summer	FY2023	Fall 23	Spring 24	Subtotal	Summer	FY2024
Gross Revenue	94,851	100,872	106,823	95,383	39,611	40,074	79,685	9,186	88,871	39,675	34,183	73,859	8,677	82,536
Less Waivers	(10,358)	(11,794)	(9,449)	(6,915)	(3,189)	(2,887)	(6,077)	(268)	(6,345)	(3,207)	(87)	(6,077)	(161)	(6,238)
Fees	564	474	444	350	139	108	247	13	260	141	35	176	8	184
Net Revenue (billable)	85,058	89,552	97,817	88,819	36,560	37,295	73,855	8,932	82,786	36,610	34,131	67,958	8,524	76,482
<b>Revenue Collections</b>	<b>78,621</b>	<b>79,731</b>	<b>85,542</b>	<b>77,287</b>	<b>32,469</b>	<b>31,750</b>	<b>64,219</b>	<b>8,038</b>	<b>72,258</b>	<b>33,606</b>	<b>32,400</b>	<b>66,006</b>	<b>8,020</b>	<b>74,026</b>
<i>Collection Rate (net revenue)</i>	92.4%	89.0%	87.5%	87.0%	88.8%	85.1%	87.0%	90.0%	87.3%	91.8%	94.9%	97.1%	94.1%	96.8%
Prior-Year Cash Collections	3,694	5,903	\$8,736	\$6,666					\$6,947					\$7,500
<b>Total Cash Collections (Actual + Prior Year)</b>	<b>82,315</b>	<b>85,671</b>	<b>94,277</b>	<b>83,952</b>					<b>79,205</b>					<b>81,526</b>
<b>Tuition Revenue Target</b>	<b>77,005</b>	<b>84,371</b>	<b>85,928</b>	<b>88,088</b>					<b>86,160</b>					<b>79,543</b>
<b>Revised Actual Collections vs Revenue Target</b>	<b>5,310</b>	<b>1,300</b>	<b>8,349</b>	<b>(4,136)</b>					<b>(6,955)</b>					<b>1,983</b>

# FY 2024 Tuition Revenue Trends (\$000)

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# FY 2024 Mid-Year Financial Update (Q2)

(\$000)

	Sept.	Nov.	Now	Latest Quarter vs Prior Year Actuals [\$]	Latest Quarter vs Prior Year Actuals [%]	Latest Quarter vs Financial Plan [\$]	Latest Quarter vs Financial Plan [%]	
	Prior Year Actuals	Financial Plan	Q1 Projection	Projection				
Campus based Allocation	122,570	111,993	116,357	117,332	(6,213)	-5%	4,363	4%
Pending Allocations	-	3,951	1,551	2,868	1,551	0%	(2,400)	-61%
Tuition Revenue Above Target	(6,955)	2,158	2,158	1,983	9,113	-131%	-	0%
<b>Total Campus Based Resources</b>	<b>115,615</b>	<b>118,102</b>	<b>120,066</b>	<b>122,183</b>	<b>4,451</b>	<b>4%</b>	<b>1,964</b>	<b>2%</b>
Centrally Administered Resources	58,296	58,455	58,415	57,403	119	0%	(40)	-0%
<b>Total Resources (\$000)</b>	<b>173,911</b>	<b>176,558</b>	<b>178,481</b>	<b>179,585</b>	<b>4,570</b>	<b>3%</b>	<b>1,923</b>	<b>1%</b>
PS Regular	88,486	93,070	93,336	92,319	4,850	5%	266	0%
Adjuncts	19,833	19,452	19,328	19,137	(505)	-3%	(124)	-1%
Temporary Services	5,614	4,550	4,696	4,183	(918)	-16%	146	3%
<b>Total PS</b>	<b>113,933</b>	<b>117,072</b>	<b>117,360</b>	<b>115,640</b>	<b>3,427</b>	<b>3%</b>	<b>288</b>	<b>0%</b>
OTPS	15,194	11,000	11,000	12,000	(4,194)	-28%	-	0%
<b>Total Campus Based Expenditures</b>	<b>129,127</b>	<b>128,072</b>	<b>128,360</b>	<b>127,640</b>	<b>(767)</b>	<b>-1%</b>	<b>288</b>	<b>0%</b>
Centrally Administered Expenditures	58,296	58,455	58,415	57,403	119	0%	(40)	-0%
<b>Total Expenditures (\$000)</b>	<b>187,423</b>	<b>186,527</b>	<b>186,775</b>	<b>185,043</b>	<b>(648)</b>	<b>-0%</b>	<b>248</b>	<b>0%</b>
Fringes	50,106	50,059	50,018	49,739	(87)	-0%	(40)	-0%
Energy	5,696	5,821	5,821	5,088	125	2%	-	0%
Building Rentals	1,020	1,101	1,101	1,101	81	8%	-	0%
Financial Aid	1,475	1,475	1,475	1,475	-	0%	-	0%
<b>Total Centrally Administered Funds (\$000)</b>	<b>58,296</b>	<b>58,455</b>	<b>58,415</b>	<b>57,403</b>	<b>119</b>	<b>0%</b>	<b>(40)</b>	<b>-0%</b>
<b>Balance (\$000)</b>	<b>(13,512)</b>	<b>(9,970)</b>	<b>(8,294)</b>	<b>(5,457)</b>	<b>5,218</b>	<b>-39%</b>	<b>1,676</b>	<b>-17%</b>
Stimulus Funds Used for Pandemic Related Expenses	6,108	-	-	-	(6,108)	-100%	-	0%
Stimulus Funds Used for Revenue Loss	7,404	-	-	-	(7,404)	-100%	-	0%
Stimulus Funds	-	12,128	10,452	7,440	10,452	0%	(1,676)	-14%
<b>Stimulus Funds</b>	<b>13,512</b>	<b>12,128</b>	<b>10,452</b>	<b>7,440</b>	<b>(3,060)</b>	<b>-23%</b>	<b>(1,676)</b>	<b>-14%</b>
Projected CUTRA and Reserve Balance	23,754	23,754	23,754	23,754	-	0%	-	0%
<b>Projected Year-End Balance (\$000)</b>	<b>23,754</b>	<b>25,912</b>	<b>25,912</b>	<b>25,737</b>	<b>2,158</b>	<b>9%</b>	<b>-</b>	<b>0%</b>



# On Hiring

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- ▶ The Adjunct budget is down 3% YoY in part due to the hiring of lecturers.
- ▶ The projected budget assumes 87 new hires, some of which have already been made.

# Next Meeting

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April 18, 2024

3:00 pm

Shuster 336

Thank You

USF Lehman Representatives Report for Lehman College Senate, February 20, 2024, Prepared by Naomi Zack, delivered by Stephen Castellano for Mar 6 Lehman College Senate

The University Faculty Senate met on Feb 20, 2024. This was the agenda. Meeting minutes are not available at this time:

## PROPOSED AGENDA

The 440th Plenary Session of The University Faculty Senate of The City University of New York Rooms 0818/0819

Tuesday, February 20, 2024 6:30 – 8:00 p.m.

1. Approval of the Agenda
2. Approval of the Minutes of December 5, 2023
3. Remarks by Chairman of the CUNY Board of Trustees William Thompson – 6:35 – 7:05 p.m.
4. Remarks by Executive Vice Chancellor and University Provost Wendy Hensel – 7:05 – 7:35 p.m.
5. Chair's Report – John Verzani – 7:35 – 7:45 p.m.
6. New Business – 7:45 – 8:00 p.m.

## REPORT

EVP Hensel appeared virtually for questions about her Jan 25 Memorandum, attached. Faculty raised issues about faculty governance during the plenary, voicing concern that that the Memorandum would be taken as a directive on specific campuses, again without faculty governance. Several USF committees are drafting resolutions to be transmitted to the USF executive committee, from which a Plenary resolution may be forthcoming.



Executive Vice Chancellor  
and University Provost

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## MEMORANDUM

**To:** College Presidents and Deans  
**From:** Executive Vice Chancellor and University Provost Wendy Hensel  
**Re:** Strategies for the Optimal Use of Academic Resources  
**Date:** January 25, 2024

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Together we begin the new year acutely aware of the budget challenges that we face as a system and at nearly all campuses. The Office of Academic Affairs is here to work with you and your teams to surmount these challenges and advance our common mission.

To these ends, we have collaborated with campus provosts to identify both short and long-term strategies and academic practices that have been successful at CUNY and elsewhere in reducing costs without compromising academic quality. A few immediate recommendations for your consideration are below, focusing on optimal scheduling because most campuses are now in the process of creating the Fall 2024 schedule of classes.

We encourage you to consider the approaches that fit best with your campus culture and use these ideas to spark innovation and conversation with faculty in support of your work during these difficult budgetary times. Central staff is available to provide technical support and other expertise to help your campus as needed.

### **1. Primary Recommended Action: Improve Scheduling Optimization**

**Move to average enrolled section size of twenty-five students and raise fill rates to 85% in a manner that will not adversely impact educational outcomes.**

#### **Summary**

The management of course sections is a critical operational issue with substantial financial consequences.

From 2018 to 2023, enrollment at CUNY has fallen faster than section offerings, with enrollment down 18% and sections down 13%. During that same period, the average number of enrolled students per section fell slightly at the senior colleges and by about 3 students per section (11%) at the community colleges. Average section sizes vary substantially among the colleges.

In Fall 2023, nearly 75% of all course enrollments systemwide were in courses with three or more sections. Of this group, more than 3,000 sections had 4-15 students per section. This information strongly suggests that it is possible to eliminate sections without creating overly large classes or affecting educational outcomes while simultaneously realizing significant savings.

## Impact

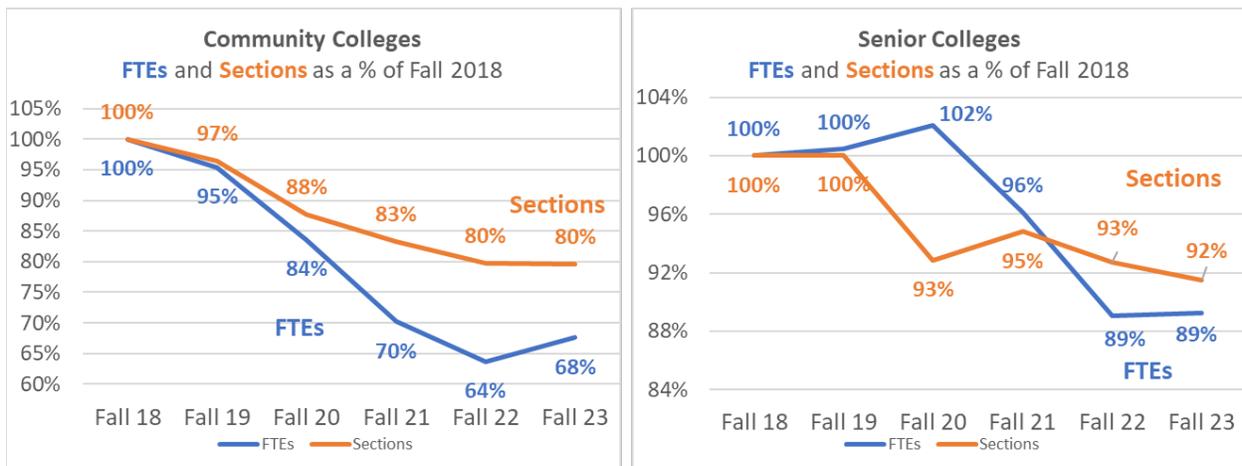
If colleges return to the 2018 average class size, it could save > \$20M systemwide. If senior and community colleges set the average section size at 25 for appropriate courses, it could save \$40M per year (at 27 students per section, savings could reach \$60M).<sup>1</sup>

## Explanation

In AY 2022-2023, CUNY taught nearly 88,000 course sections, more than 50 percent of which were taught by adjunct faculty. The cost of a typical 3-credit course taught by an adjunct faculty member ranges from \$5,558 to \$6,694. In 2022-2023, total adjunct costs totaled \$369 million.

Adjunct faculty typically fill the gap between the demand for instruction (determined by student enrollment in programs and courses) and the supply of instruction (determined by the number of full-time faculty). Holding the number of full-time faculty constant, the number of sections taught by adjunct faculty typically should grow or shrink with enrollment.

If section offerings are managed optimally, there will be a tight relationship between enrollment (student FTEs) and sections offered. However, that largely has not been the case, especially in the last few years. Since 2018, community college enrollment is down 32 percent while sections are down only 20 percent. Collectively, at the senior colleges, enrollment is down 11 percent while sections are down only 8 percent. Because a few senior colleges have strong scheduling optimization, this discrepancy is significantly larger at some senior colleges.



<sup>1</sup> Please note that the section size statistics and section savings analyses cited in this memo are based on data that *exclude* any course section with fewer than four students. This is to ensure that we do not inappropriately assume that additional students could be added to independent study and clinical coursework sections, which cannot be easily identified in the data. However, by excluding the lowest enrollment course sections from the analysis, we are likely understating some of the efficiency opportunities.

The chart below shows average section sizes at each college from Fall 2018 to Fall 2023, and the fiscal impact of the change during that period. Spring section size trends and costs are similar.

College	Average Section Size						% Change F18-F23	Millions of \$ (Savings)/Cost
	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23		
Baruch	33	35	36	36	35	36	7%	\$ (1.09)
Brooklyn	27	26	30	25	23	23	-13%	\$ 1.87
City	25	24	26	24	23	25	1%	\$ (0.17)
Hunter	29	29	33	31	30	30	6%	\$ (1.22)
John Jay	25	26	28	24	24	24	-3%	\$ 0.47
Lehman	22	23	26	25	23	25	12%	\$ (1.43)
Medgar Evers	26	24	30	24	20	22	-16%	\$ 0.70
NYCCT	23	23	23	22	21	22	-8%	\$ 1.30
Professional Studies	18	18	19	18	18	19	8%	\$ (0.25)
Queens	26	27	31	29	26	27	3%	\$ (0.45)
Staten Island	28	27	30	28	26	27	-3%	\$ 0.28
York	25	24	25	23	20	20	-22%	\$ 1.63
Graduate School	12	12	12	11	12	11	-4%	\$ 0.13
Journalism School	13	13	12	12	12	12	-9%	\$ 0.04
Labor & Urban Studies	11	12	12	11	13	13	11%	\$ (0.04)
Law School	28	28	28	29	28	29	3%	\$ (0.02)
Macaulay Honors College	12	11	15	14	11	11	-14%	\$ 0.01
Medical School	26	23	28	25	26	23	-12%	\$ 0.04
Public Health	22	25	30	24	25	27	26%	\$ (0.14)
<b>Senior College Average</b>	<b>26</b>	<b>26</b>	<b>28</b>	<b>26</b>	<b>25</b>	<b>26</b>	<b>-1%</b>	<b>\$ 1.66</b>
BMCC	25	25	25	23	21	23	-10%	\$ 1.89
Bronx	22	23	23	20	17	20	-8%	\$ 0.68
Guttman	23	24	26	23	22	24	3%	\$ (0.04)
Hostos	24	23	24	20	21	22	-9%	\$ 0.52
Kingsborough	24	23	23	20	20	21	-14%	\$ 2.05
LaGuardia	24	25	23	22	20	20	-17%	\$ 2.76
Queensborough	24	25	26	23	22	23	-6%	\$ 0.73
<b>Community College Average</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>22</b>	<b>20</b>	<b>21</b>	<b>-11%</b>	<b>\$ 8.59</b>
<b>CUNY Average</b>	<b>25</b>	<b>25</b>	<b>27</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>-4%</b>	<b>\$ 10.25</b>

**Recommended Actions:**

- **Determine which courses can strategically increase seat capacity without negatively affecting educational outcomes.**

CUNY OAREDA provides a dashboard ([here](#)) that will enable colleges to make useful comparisons across CUNY. For example, the average English course clusters around 22.2 students per course section. At some schools, this average is significantly lower. Adding a nominal number of seats and reducing the number of sections could save considerable expense without harming student learning.

In some cases, there may be good reasons for section size variability. Colleges should carefully consider the costs and benefits of these changes.

- **Allocate budgets to encourage careful monitoring of class size and scheduling.**

Presidents and deans are empowered by the CUNY bylaws as the [executive agents](#) of the Chancellor and authorized to oversee the use of all campus resources, including the scheduling of classes. They may delegate responsibility for management of scheduling to key administrators on their campuses.

Campuses should administratively develop budgets for the scheduling of programs on the front end and maintain oversight on the number of sections offered.

There are many methods that are possible in this regard. Each campus is aware of what has worked and not worked in the past. A few operational suggestions follow:

- Campus VPs for Finance may work with OAA's Budget and Finance team to create financial plans that reinforce campus scheduling goals.
- Campus VPs for Finance should collaborate with the Provost and local IR to develop specific budgets that allocate funding to each academic program in consultation with the Dean in the case of senior colleges, or directly with department chairs on campuses where deans do not oversee schools. The Provost or Dean should allocate the funds to the chairs of the departments in which the specific programs reside.
- The program that is scheduling the faculty for a cross-listed course should be assigned the funds for the course. Stated differently, the department in which the faculty member resides or the department that is hiring the adjunct faculty to teach the specific course should receive the funds specifically allocated to that distinct program's budget.
- The program that is scheduling the faculty for a general education course should receive those funds. Stated differently, the department in which the faculty member resides or the department that is hiring the adjunct faculty to teach the specific course should receive the funds specifically allocated to that distinct program's budget.
- To manage the schedule, shadow sections and a rigorous cancellation schedule need to be put in place as well as daily monitoring and adjustments. Further progress can be gained by the following:
  - Establishing optimal course caps and section floors.
  - Instituting regular chair training that includes the effective use of available data and student-centered scheduling approaches. Central OAA can serve as a resource with this. It is critical that chairs understand the adjunct budget and the importance of distribution of courses across bell codes, the

alignment of contact hours and semester hours, and other scheduling strategies to be effective.

- **Communicate the importance of optimized scheduling to all stakeholders repeatedly if the campus has not been socialized to these concepts.**

The President and Provost must publicly champion the importance and significance of optimal academic scheduling. Faculty and staff should be engaged early and provided with data that supports this approach. To the extent that challenges arise regarding control over scheduling, it should be emphasized that accountability is a partner to control, and that failure to make changes in section management will directly diminish the resources available for other critical work in faculty development, faculty hiring, and necessary activities of the college.

## **2. Other recommended actions that are in development**

### **a. Institute annual campus-based "program review" to determine vitality**

The Council on Academic Policy (CAP) is developing parameters to guide this effort based on national practices.

CAP is likely to recommend that campuses be guided by a limited number of criteria, such as the program's mission, its purpose in the campus' portfolio of offerings, trends in enrollment numbers, graduation and retention rates, trends in degree production levels, and related considerations. CAP will recommend a threshold for what constitutes a low-enrolled or a low-degree producing program. For programs that do not meet this threshold, or the criteria established, CAP will propose remedies for the campuses, such as identifying a specified time period to achieve enrollment and graduation increases, consideration of consolidation or consortial approaches, or closure of programs.

The University will provide professional development to campuses after the guidance from CAP is established. The University also plans to send reports on the low-enrolled, low-degree producing and low graduation and retention rate programs to the campuses after CAP makes its recommendations.

### **b. Conduct a faculty workload audit**

#### **Inventory and assess the use of faculty reassigned time annually.**

Central administration is working to provide guidance that specifies the average teaching workload by sector so that colleges with an excess of reassigned time outside of these averages and budgetary challenges may consider appropriate action. Colleges also can regularize chair and other academic administrative reassigned time, such as time allocated for major program director and graduate program director responsibilities.

The University is working on considerations about percent effort for determining faculty workload assignments. This will be helpful for differentiating between service that is already compensated as part of workload and "extra" service for which reassigned time is appropriate.

**c. Fully implement *Navigate* to assist with decreasing credits that do not count toward degree completion (“unproductive credits”)**

Advisors can use *Navigate* in multiple ways, including ensuring that students are following their degree plan, which helps ensure that all credits attempted count toward degree completion. Campuses may elect to begin identifying all sources of unproductive credits, such as those lost in transfer, those related to academic policies, and those forfeited in high DFWI rate courses, and develop strategies to address these losses.

The University plans to work with campus IR departments to help them leverage reports on unproductive credits. Based on the data and analysis, a campus may develop an action plan to address the problems. The University plans to monitor changes to the level of unproductive credits and assist with suggestions to the campuses for a further decrease.