



**Florida Atlantic University
Academic Program Review
Self-Study Report**

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Mission and Purpose of the Program

The Department of Exercise Science & Health Promotion (ESHP) is headquartered on the Boca Campus and offers interdisciplinary undergraduate and graduate degrees in exercise science and health promotion. The ESHP programs are designed to prepare students for careers in clinical, corporate, and community/non-profit based physical fitness and health promotion, post graduate study in applied health sciences (e.g. physical therapy, physician assistant) as well as advanced study in human biology/physiology. Ultimately, whether in the role of practitioner or scientist the ESHP graduate is uniquely prepared to impact the health and well-being of their fellow citizens. Importantly, the impact of ESHP graduates includes the potential to reduce health care costs when those they touch adopt a healthy lifestyle and dramatically reduce the occurrence and severity of diseases (obesity, heart disease, hypertension, diabetes, cancer) associated with sedentary living.

Introduction

Originally a physical education program, the ESHP's degree programs including the BS (one year college level language req.) or BSE and MS began in 1987. While the baccalaureate degree incorporates both exercise science and health promotion coursework, the MS degree offers specializations in exercise physiology, strength and condition and health promotion, all with thesis option.

Peer/Regional Program Comparisons

The Department of Exercise Science & Health Promotion's BS/BSE program is similar to state (i.e. University of Central Florida, University of North Florida, Florida State University) and regional (i.e. University of Kentucky, University of Georgia) programs. As shown in Appendix A, program similarities include specialized content (e.g. exercise physiology, kinesiology), credit hours (e.g. 60) and practical applications courses (i.e. internship, fitness assessment, laboratory experiences). Programs are dissimilar in terms of the required coursework in mathematics and basic sciences such as physics and chemistry. Specifically, FSU, UK and UGA require more math and basic science courses than do FAU, UCF and UNF. Interestingly, a growing trend among FAU ESHP undergraduates is to take basic science courses (e.g. physics) in conjunction with their degree requirements in order to meet requirements for post-graduate study. Finally, after talking with colleagues around the region and country we have come to realize that our undergraduate program stands out in terms of research opportunities and clinical experiences. For example, our exercise biochemistry and muscle physiology labs are frequently populated by undergraduates who under the direction of several faculty participate in IRB approved studies. Additionally, undergraduates have opportunities to work with older adults in an ESHP university sponsored exercise program (practicum course).

The ESHP MS degree tracks compare with other state and regional programs in terms of content and hours (see Appendix B). The exercise physiology and strength & conditioning tracks serve those students seeking advanced study with expectations of greater remuneration as practitioners, whereas a growing number of students are seeking admission to biological/physiological or neuroscience based PhD programs that employ human/animal research models. Importantly, the MS track in health promotion is fully online making it unique among the three ESHP MS tracks. Our MS in health promotion track is similar in content to the traditionally offered non-thesis Health Education & Behavior MS program at the University of Florida. Like UF, our program includes 15 hours of required core coursework (See Appendix B) and 12 elective credits to match the student's personal and professional interests. The degree prepares health education specialists to work in local, state, and federal health agencies, voluntary health organizations, patient care settings, and private

industry. The degree also prepares students for additional post-graduate study in health professions. Like other HP programs, our graduates are prepared to take the CHES, a national level certification examination. Finally, full-time students typically complete the MS with thesis option in six semesters while the non-thesis student can finish in four semesters.

Perhaps the most salient difference between the ESHP programs at FAU and others programs is not content but in the number of faculty that deliver the program. The FAU ESHP program includes 12 faculty (chair included) serving approximately 1200 undergraduates and 65 MS students. Of the state programs cited, UCF and UNF are most similar to FAU, yet they have 20 and 17 faculty respectively.

Program Improvement

At the undergraduate level we have made several notable changes to the program of study: 1) we expanded course offerings in health promotion in response to student exit surveys in which they expressed the need for more health promotion content, 2) we dropped practicum (clinical experience working with older adults) from the required course list in favor of elective status. Assigning practicum elective status allowed us to increase the total elective credits to 12. Again, students have requested program flexibility in the form of electives that could be taken outside the department to meet admissions requirements for post-graduate study in applied health sciences (e.g. PT, OT, PA) programs. In the MS program we have made several significant changes over the last couple of years including: 1) running the health promotion (HP) track exclusively online, 2) revising the HP course content to include SLO that directly address the content knowledge associated with the Certified Health Education Specialist (CHES) certification exam, 3) expand our laboratory facilities for all ESHP students (BS/MS) including an exercise biochemistry lab, muscle physiology lab and animal lab (Koi fish model) with nearly \$500,000 spent on laboratory equipment. I would point out that the \$500,000 came from FAU tech fee grants obtained by ESHP faculty. Additionally, we have hired a laboratory manager trained in the basic sciences with requisite laboratory skills. The collective impact of the aforementioned changes has been to support rapidly growing programs at the BS/MS levels. For example, ESHP's Brandon Fico was awarded the College of Education Undergraduate Researcher of the Year award for 2014. Brandon worked with an ESHP faculty mentor in the exercise biochemistry lab. Similarly, Arun Maharaj a first year MS student was awarded a university grant to support his research on the effects of excessive endurance exercise on the heart using a Koi fish model. Finally, over the last two years five of our ESHP MS graduates have gone on to PhD programs around the country (i.e. Texas, Wisconsin, Alabama, Florida, Virginia), all fully funded for the duration of their PhD programs. All five of our MS graduates completed theses based on results obtained in our new exercise biochemistry laboratory.

ESHP Program Requirements

Prerequisites, Access, Admission Requirements

Although the ESHP program is not a limited access program, student applicants must satisfy all university entrance and Intellectual Foundation requirements (see Table 1). Upon admission, ESHP students must be advised in the Office of Academic & Student Services in the College of Education before being programmed by an assigned ESHP advisor.

Although not a limited access program, all students applying to the MS program must have: 1) a minimum grade point average of 3.0 in the last 60 credits of undergraduate work attempted prior to receiving the bachelor's degree and minimum Graduate Record Examination (GRE) scores of 141 on both the verbal and quantitative portions, as well as an analytical writing score of 3.5; or, for those who took the exam before

August 2011, a minimum combined score of 800 or equivalent on the verbal and quantitative portions; OR a minimum grade point average of less than 3.0 in the last 60 credits of undergraduate work attempted prior to receiving the bachelor's degree and minimum GRE scores of 146 on both the verbal and quantitative portions, as well as an analytical writing score of 4; or, for those who took the exam before August 2011, a minimum combined score of 1000 or equivalent on the verbal and quantitative portions. Students without Exercise Science undergraduate degrees who desire to pursue a master's degree in FAU's Exercise Science and Health Promotion Program must complete specific undergraduate prerequisites (see Appendix A). These prerequisite courses may not be used as electives. Graduate students are required to have current CPR certification (HSC 2400, Emergency First Aid/CPR, 3 credits) and CITI (Collaborative Inter-Institutional Training) certification.

Table 1. Minimum Scores required for Admission to FAU

Test				
SAT	Critical Reading	Math	Writing	Composite
	460	460	440	1390
ACT	English & Writing	Math	Reading	Composite
	18	19	19	20
High School GPA	2.6			

Transfer Student Admission

Students who have attended other regionally accredited postsecondary institutions may be admitted as transfer students. A student who has completed the Associates of Arts degree at a Florida state college has met the requirements for admission as a transfer student. Lower division transfers with less than 60 transferable credits must meet the same admissions criteria as freshman and a minimum 2.5 cumulative grade point average in their college or university coursework. They should also be in good academic standing at their last institution attended with a 2.0 GPA or above. Upper division transfers have 60 or more transferable credits but have not received the Associate of Arts degree. The applicant must have a minimum 2.5 cumulative GPA in all prior college or university courses and be in good academic standing at the last institution attended with a 2.0 GPA or above.

Advising Procedures

Most of the undergraduate advising is handled by several instructors with faculty advising graduate students exclusively. More specifically, upon acceptance, undergraduate ESHP students meet with an advisor from the Office for Academic and Student Services (OASS) before being assigned an advisor in the ESHP department. Graduate students are advised by tenured and tenure earning faculty in the department all of whom hold graduate faculty status. Undergraduate advisors generate an academic contract that is signed by the student, advisor, department chair and OASS. Graduate students complete a program of study, originating from the Graduate College website, which is forwarded and signed off electronically by the department chair and OASS.

Student profile

The ESHP demographic for race, as shown in Table 2 below is changing. That is, between 2009 and 2014 the enrollment demographics for undergraduate ESHP students increased by 4% and 7.2% for Black and Hispanic majors, while there was a decline in the percentage of white undergraduate ESHP students of 11.9%. The demographic for graduate level students during the same time period was a 4.9% decrease in the percentage of Black students, a decrease of 4.4% of White students and 2.9% increase of Hispanic students. The ESHP demographic mirrors, to some extent, college (COE) and university (FAU) race demographics changes from 2009 to 2014 (COE-Undergrad): ↑2.2% in Blacks, ↑4.1% in Hispanic and ↓of 6.9% in Whites; (COE-Graduate) ↓4.2% in Blacks, ↓7.1% in Whites and ↑0.1% in Hispanic; (FAU-Undergrad) ↑1.3% in Blacks, ↑4.2% in Hispanic and ↓of 6.7% in Whites; (FAU- Graduate) ↑4.4% in Blacks, ↑2.7% in Hispanic and ↓of 7% in Whites. Some of the variability associated with the changing ESHP demographics can be explained by population shifts in South Florida. Based on the state of Florida census from 2000 to 2010, the South Florida's Hispanic and black population rose by 31.8% and 16.3% respectively while the white population dropped by 18.5%. Not surprisingly, it appears that the ESHP demographic reflects not only the university but the southern part of the state as well.

Table 2 – Race Demographics by Department, College and University

		Exercise Science & Health Promotion					College Total	University Total	
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
Undergraduate	American Indian/Alaskan Native	Female	1	2	3	5	2	12	92
		Male	1	1	1	4	3	8	88
		Total	2	3	4	9	5	20	180
	Asian or Pacific Islander	Female	8	12	15	22	21	70	849
		Male	6	10	13	15	15	25	668
		Total	14	22	28	37	36	95	1,517
	Black (Not of Hispanic Origin)	Female	40	66	97	106	125	548	3,648
		Male	53	65	84	101	131	192	2,216
		Total	93	131	181	207	256	740	5,864
	Hispanic	Female	35	49	81	102	135	581	4,133
		Male	43	67	93	115	125	181	2,940
		Total	78	116	174	217	260	762	7,093
	White (Not of Hispanic Origin)	Female	175	226	283	306	502	1,407	7,204
		Male	137	159	210	282	267	457	6,070
		Total	312	385	493	588	569	1,864	13,274
	Non-Resident Alien	Female	5	3	3	1	4	34	342
		Male	3	5	5	8	6	7	287
		Total	8	8	8	9	10	41	629
	Not Reported	Female	1	2	1	4	6	25	213
		Male			1	4	8	10	149
		Total	1	2	2	8	14	35	362
Total	Female	265	360	483	546	595	2,677	16,501	
	Male	243	307	407	529	555	880	12,418	
	Total	508	667	890	1,075	1,150	3,557	28,919	

	Exercise Science & Health Promotion					College Total	University Total		
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014		
Graduate	American Indian/Alaskan Native	Female			1		3	15	
		Male		1	1	1	1	4	
		Total		1	2	1		4	19
	Asian or Pacific Islander	Female	1	1		1	2	25	148
		Male	1	1	1	1		11	114
		Total	2	2	1	2	2	36	262
	Black (Not of Hispanic Origin)	Female	5	5	4	4	6	145	652
		Male	3	4	6	3	1	54	243
		Total	8	9	10	7	7	199	895
	Hispanic	Female	4	4	4	7	9	104	495
		Male	4	5	3	3	4	35	346
		Total	8	9	7	10	13	139	841
	White (Not of Hispanic Origin)	Female	16	25	29	20	14	559	1,848
		Male	22	27	28	32	34	171	1,211
		Total	38	52	57	52	48	730	3,059
	Non-Resident Alien	Female	1	2	1		3	24	195
		Male			3	4	4	12	213
		Total	1	2	4	4	7	36	408
	Not Reported	Female						3	36
		Male		0		1			20
		Total		0		1		3	56
Total	Female	27	37	39	32	34	863	3,389	
	Male	30	38	42	45	43	284	2,151	
	Total	57	75	81	77	77	1,147	5,540	

Curriculum

Both the BS/BSE and MS degree programs are comparable to other state (i.e. see Appendix A,B - University of South Florida, University of Florida, Florida State University) institutions with the undergraduate upper division requirements spanning preparatory science classes to practical application classes. A unique feature of the ESHP undergraduate program is the inclusion of the Health Promotion component. The HP component is applied in comparison to the traditional singularly focused exercise science degree. We see this as a plus for the undergraduate student in that they acquire skills that reflect an understanding of local and global health issues. In our opinion, the ESHP undergraduate's training in HP translates to additional career opportunities (e.g. non-profits, corporate fitness/health promotion programs) not necessarily afforded the student trained in only exercise science. The MS tracks, while comparable to other state and regional programs, benefit from the collective expertise of highly trained faculty and the recent addition of several laboratories (i.e. biochem, muscle physiology, animal) all complementing an already well defined teaching laboratory. *Both undergraduate and graduate curricula can be seen in Appendices A and B.*

Internship, practical/field experiences

The ESHP internship is a 400-hour field experience and serves as the capstone course for the undergraduate degree program. Students select the internship site from more than 75 affiliations including private, community, and corporate fitness, clinical settings such as hospitals, chiropractic and rehabilitation

(cardio/pulmonary, physical/occupational therapy). Finally, students are also able to select FAU internship sites such as athletics (strength and conditioning), campus recreation/wellness, ESHP exercise biochemistry, muscle physiology and animal laboratories. Given that undergraduate students have varied career goals; we are committed to offering internships that reflect student interests. Similarly, our graduate course, Practical Applications, provides students with field experiences that reflect the diverse and changing fields of Exercise Science and Health Promotion. They include experiences in professional and collegiate sports, physical therapy, chiropractic, corporate wellness, cardiopulmonary rehabilitation and the fitness industry,

Scope of institutional contributions

Table three lists ESHP courses currently taught as electives and open to the university community. The headcount for the 2015 fall term exceeds 1600. We categorize the courses in Table 3 as service courses. The service courses represent our mission statement in action including *to impact the health and well-being of their fellow citizens and reduce health care costs when those they touch adopt a healthy lifestyle and dramatically reduce the occurrence and severity of diseases (obesity, heart disease, hypertension, diabetes, cancer) associated with sedentary living.* Moreover, most of our service courses and many of our majors courses directly align with the “Exercise is Medicine” initiative put forth by the American College of Sports Medicine and the American Medical Association which encourages exercise being prescribed to prevent disease. In essence, our catalog of service courses sets us apart from all other departments by delivering an array of opportunities aimed at promoting the health and well-being of FAU students.

Table 3 – Courses Open to the University Community

Class	Number of sections	Total number of students
Health Fitness for Life	8	280
First Aid & CPR	12	360
Pilates	3	105
Weight Training	6	150
Jogging	6	210
Swimming	2	40
Swim Fitness	2	40
Yoga	1	35
Weight Management	3	160
Stress Management	3	120
Substance Abuse	2	80
Perspectives in Health	2	80

Enrollment, FTE

As shown in Table 4, during the time period from 2009-2014, enrollment for the undergraduate ESHP program increased 126%, with the graduate ESHP program increasing by 3.5% while the COE and University enrollment increased by 2.01% and 21.1% respectively. Figure 1 illustrates the number of matriculated ESHP MS students by term and year. While there is a slight decline from fall 2013 to fall 2014 (33 to 29), spring numbers are up (9 to 16) over the same time period. Looking at Table 5, graduate FTE production is virtually unchanged from 2010-2014. We would attribute this to an increase in student DIS and thesis as more graduate students engage in faculty guided research. We expect continued graduate program growth as evidenced by HP and

strength & conditioning interest (based on inquiries directly to the graduate coordinator and phone calls to the ESHP office). Similarly, Table 5 reveals that ESHP increased FTE (Undergraduate and Graduate combined) over the same period by 36.5%. Still another revealing fact, ESHP generated 28.7% of the total COE FTE in 2011-2012, and increased further to 29.4% of the total COE FTE in 2013-2014. This finding is remarkable given the number of faculty in ESHP. With the fourth largest undergraduate degree program at FAU and a growing graduate program, there is no denying that ESHP is an enormously popular department.

Table 4 – Enrollment Totals

	Exercise Science & Health Promotion					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Professional							187
Bachelors	508	667	890	1,075	1,150	3,557	28,919
Masters/Specialist	57	75	81	77	77	846	4,569
Doctoral						301	971
Unclassified							2,912
Total	565	742	971	1,152	1,227	4,704	37,558

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Table 5 - ESHP, College and University Generated Full-Time Teaching Equivalents (FTE) by Year

	Exercise Science & Health Promotion					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate Total	390.4	450.5	505.5	534.4	541.6	1,458.1	15,526.9
Graduate Total	25.5	29.1	25.7	25.7	26.1	470.9	2,195.3
Grad I	25.2	29.0	25.7	25.3	25.9	342.7	1,796.2
Grad II	0.3	0.1		0.4	0.2	128.2	399.1
Classroom	24.9	28.6	25.3	25.4	25.1	445.0	2,064.1
Thesis-Dissertation	0.6	0.5	0.3	0.3	1.0	25.8	131.2
Grand Total	415.9	479.6	531.2	560.2	567.7	1,929.0	17,722.2

Source: Student Data Course File

Based On State-Fundable Credit Hours

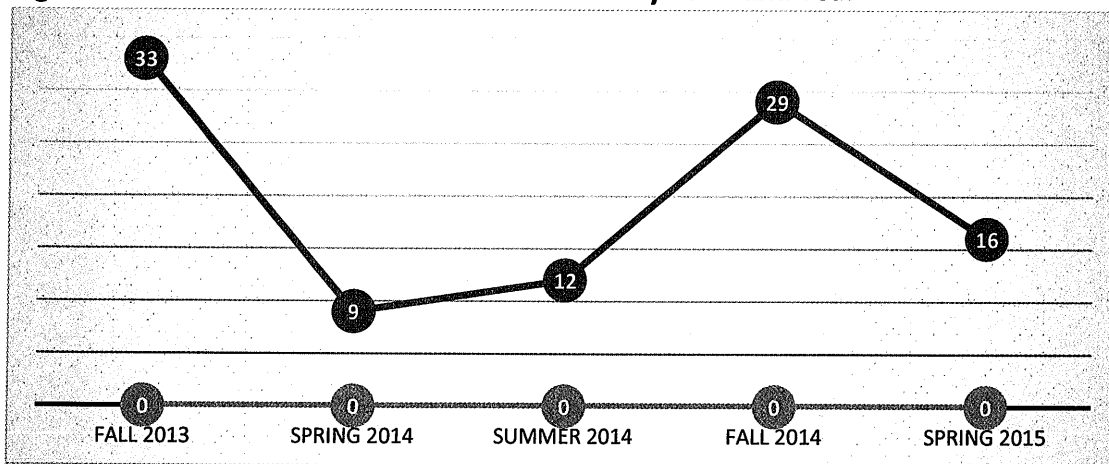
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Table 6 - Annualized State Fundable FTE produced in/out of department or College

Course Level	FTE produced by students who are:	Courses offered by:						
		Exercise Science & Health Promotion					College of Education	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Lower Division Undergraduate	Majors within the department	28.5	38.2	41.4	59.1	60.4	91.4	727.9
	Majors outside the department, but within the college	8.6	8.5	8.6	6.5	6.4	53.0	1,753.5
	Majors outside the college	109.1	125.9	120.2	106.5	93.1	125.0	4,312.6
	Total	146.2	172.7	170.2	172.1	159.9	269.4	6,794.0
Upper Division Undergraduate	Majors within the department	133.1	186.2	251.9	294.7	315.9	794.6	5,096.5
	Majors outside the department, but within the college	37.2	32.0	25.2	20.3	20.2	275.6	2,434.0
	Majors outside the college	73.9	59.7	58.3	47.4	45.6	118.5	1,202.4
	Total	244.2	277.8	335.3	362.4	381.7	1,188.7	8,732.9
Graduate	Majors within the department	21.1	25.9	23.3	23.1	24.5	361.3	1,749.1
	Majors outside the department, but within the college	2.1	1.8	1.5	0.9	0.4	64.3	303.7
	Majors outside the college	2.3	1.4	0.8	1.7	1.3	45.3	142.5
	Total	25.5	29.1	25.7	25.7	26.1	470.9	2,195.3
Total	Majors within the department	182.7	250.4	316.7	376.9	400.8	1,247.3	7,573.6
	Majors outside the department, but within the college	48.0	42.3	35.3	27.7	27.0	392.9	4,491.2
	Majors outside the college	185.3	186.9	179.3	155.6	139.9	288.8	5,657.4
	Total	415.9	479.6	531.2	560.2	567.7	1,929.0	17,722.2

Source: Student Data Course File
Based On State-Fundable Credit Hours

Figure 1. ESHP Graduate Students Matriculated by Term and Year



Class Size & Faculty/Student Ratio

Table 7 suggests a very stable class size and student faculty ratio between the years 2009-10 and 2013-14. However, these number do not accurately reflect ESHP growth. That is, between years 2010 and 2014 the total number of major's classes we deliver has increased from 105 to 119. Ultimately, we added two instructors over this time period while increasing the total number of courses offered and increasing the caps

in three key undergraduate courses (i.e. exercise physiology, neurophysiology, exercise testing). Clearly, our FTE reflects change without providing insight into other features of program growth.

Table 7 - Average class size and faculty/student ratio

Course Level	Type			Exercise Science & Health Promotion					College Total	University Total
				2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	Lecture/Seminar	Sections Offered	#	154	177	194	182	204	696	5,152
			# Enrolled	4,790	5,665	6,213	6,420	6,739	18,426	195,222
			Avg Section Enrollment	31.1	32.0	32.0	35.1	33.0	26.6	37.9
		Sections Faculty-Taught	#	56	56	73	78	79	315	3,563
			%	36.4	31.6	37.6	42.6	38.7	45.3	69.2
	Lab	Sections Offered	#	14	18	24	28	31	31	915
			# Enrolled	185	255	359	389	456	456	17,644
			Avg Section Enrollment	13.2	14.2	15.0	13.9	14.1	14.1	19.3
		Sections Faculty-Taught	#	0	0	6	0	0	0	394
			%	0.0	0.0	25.0	0.0	0.0	0.0	42.0
	Discussion	Sections Offered	#							270
			# Enrolled							7,599
			Avg Section Enrollment							28.1
Sections Faculty-Taught		#							246	
		%							91.1	
Other Course Types	Sections Offered	#	56	55	55	46	42	84	1,300	
		# Enrolled	1,600	1,666	1,649	1,550	1,283	1,685	8,149	
		Avg Section Enrollment	28.6	30.3	30.0	33.7	30.6	20.1	6.3	
	Sections Faculty-Taught	#	11	6	10	8	9	25	984	
		%	19.6	10.9	18.2	17.4	21.4	29.8	75.7	
Graduate	Lecture/Seminar	Sections Offered	#	14	14	14	12	13	337	1,639
			# Enrolled	229	252	219	217	211	4,263	21,647
			Avg Section Enrollment	16.4	18.0	15.6	18.1	16.2	12.6	13.2
		Sections Faculty-Taught	#	12	13	12	10	11	269	1,403
			%	85.7	92.9	85.7	83.3	84.6	79.8	85.6
	Lab	Sections Offered	#							55
			# Enrolled							507
			Avg Section Enrollment							9.2
		Sections Faculty-Taught	#							36
			%							66.5
	Other Course Types	Sections Offered	#	18	16	17	18	19	340	1,979
			# Enrolled	43	60	53	53	60	1,171	5,590
			Avg Section Enrollment	2.4	3.8	3.1	2.9	3.2	3.4	2.8
Sections Faculty-Taught		#	18	16	17	18	18	307	1,848	
		%	100.0	100.0	100.0	100.0	94.7	90.3	93.4	

Source: Instruction and Research File and Student Data Course File

Instruction

Student Learning Outcomes (SLO)

The BS/BSE program is aimed at ensuring that all students receive a diverse exposure to the basic sciences and the applied field of health promotion. To that end, graduates will demonstrate the content knowledge and discipline-specific skills necessary for beginning generalist practice with individuals, groups, and communities in the Exercise Science and Health Promotion field. The program aligns with the American College of Sports Medicine Health Fitness Specialist guidelines and the National Strength and Conditioning Association CSCS certification. Importantly, the SLO are included in all course syllabi as statements specifying the content knowledge and/or practical skills that each student will acquire as a result of their participation in each ESHP course. ESHP undergraduates can and frequently elect to take a directed independent study (DIS). All DIS require a written contract detailing exactly what the student will be doing with specific SLO listed on the DIS form. As mentioned, the MS program focuses on three tracks or areas (i.e. exercise physiology, health promotion (all online) and strength and conditioning) of study. All syllabi for all courses within each track include SLO statements that reflect advanced study of contemporary discipline specific content and requisite

practical skills (e.g. body composition assessment methods, exercise biochemistry techniques, planning/evaluating the efficacy of community health assessments).

Assessment of SLO

The BSE/BS program includes an assessment plan that addresses instructional effectiveness. Instructional effectiveness is measured using SPOT's across the curriculum as well as a student survey completed by every student upon completion of the capstone course, internship. Similarly, the MS degree program utilizes SPOT's and an exit interview to obtain information concerning the student's perception of instruction. The content we deliver and subsequently measure spans basic theory, methodology as well as practical skills associated with the biological/physiological correlates of physical activity and accepted best practices in promoting health across the lifespan. Whether at the undergraduate or graduate level, SLO's are measured in all courses using formative and summative assessments. We employ formative assessments in all laboratory course work, courses that require students to demonstrate skill, courses that include individual and group presentations and the DIS. With the exception of the internship, all ESHP coursework includes summative assessments including quizzes and unit examinations. Detailed assessment plans can be found in Appendix C.

Instructional Format/Innovations

The BS/BSE program and the Exercise Physiology and Strength & Conditioning tracks are all delivered in traditional format while the MS HP track is delivered exclusively online. The online courses and HP track have allowed us to reach a much larger audience. Notable online undergraduate and elective courses include: Health Promotion, Nutrition in Health and Exercise, Management Principles in ESHP, Perspectives in Health, Weight Management, and Obesity: Biological, Psychological and Cultural Factors.

Our undergraduate practicum course is a unique opportunity for undergraduates who want hands on experience prior to the internship. Specifically, practicum requires students to work directly with older/elderly adults in a department/university sponsored community exercise program. Students work under the direction of an ESHP faculty member who delivers the program based on the American College of Sports Medicine "best practices" guidelines. Interestingly, participants often present challenging health histories that students must consider when assisting the older adult during their supervised exercise. Many students comment on how the practicum builds confidence and serves as a bridge to their internship.

Service/Community Engagement

As previously mentioned, the ESHP department offers a well-rounded community health-fitness program open to FAU faculty and staff as well as older adults from the surrounding community. This program is geared to provide safe, supervised exercise based on individualized assessments. Since its inception in 1988, the program has retained members for 10+ years and several participants have been in the program for 20 years. The participants are educated, retired older adults from Boca Raton and surrounding cities. They enjoy getting to work with different students each day and each semester. The conversations that go along with the workout help both the students and participants to get to know each other and form friendships. The intergenerational aspect of the program is a great addition to our students' education. Beyond the practical experience for the students, the program serves the community by promoting active aging. In addition, the ESHP department touches the community through our numerous internship sites. Our students log 400 hours at their site, most of which involve direct contact with community members.

Graduation rates and Student Recruitment

The ESHP department has seen a 138% increase in undergraduate graduation numbers from 2009 to 2014 (see table 8). This increase demonstrates the growing interest in ESHP as a pre-professional degree for students seeking careers in physical therapy, occupational therapy and physicians' assistant as well as advanced study in our MS degree tracks. While MS applications are up by 60% over the same time period, students actually admitted and who graduate is down (see Table 9). Ultimately, the MS program is not having a problem attracting students. It appears that we are losing some students to other institutions who have lower or no entry requirements and other state institutions whose graduate stipends are greater.

The department of ESHP has no formal recruitment process at the undergraduate level. However, ESHP has received funding (\$1,000 - \$2,000 per year) from the Graduate College to promote our graduate program. Recruitment initiatives include advertising in the American Journal of Health Education, the largest health education organization in the nation, published four times a year with circulation reaching over 6,500 students and professionals. In the past the ESHP Department has advertised our graduate programs in the Journal of Strength and Conditioning Research, one of several journals affiliated with the National Strength and Conditioning Association (NSCA). NSCA is one of the major professional organizations in our field and we are one of the few programs endorsed by them. We have historically had very good responses through this venue. We also actively promote our graduate program at professional conferences such as the American College of Sports Medicine (ACSM), the National Strength & Conditioning Association (NSCA) and Society of Health and Physical Educators (SHAPE).

Table 8 – All Programs Graduation numbers by Department, College and University

		Exercise Science & Health Promotion					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Associates	Degrees awarded with a:							
	Single major							353.0
	All							353.0
Bachelors	Degrees awarded with a:							
	Single major	60.0	65.0	100.0	142.0	143.0	524.0	4,813.0
	Double or triple major						1.0	204.0
	All	60.0	65.0	100.0	142.0	143.0	525.0	5,017.0
Masters	Degrees awarded with a:							
	Single major	11.0	23.0	29.0	20.0	16.0	274.0	1,355.0
	All	11.0	23.0	29.0	20.0	16.0	274.0	1,355.0
Specialist	Degrees awarded with a:							
	Single major						35.0	35.0
	All						35.0	35.0
Doctorate	Degrees awarded with a:							
	Single major						40.0	128.0
	All						40.0	128.0
Total	Degrees awarded with a:							
	Single major	71.0	88.0	129.0	162.0	159.0	873.0	6,684.0
	Double or triple major						1.0	204.0
	All	71.0	88.0	129.0	162.0	159.0	874.0	6,888.0

Source: Student Data Course File

Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.

A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Table 9 – Graduate Graduation Numbers by Department, College and University

	Exercise Science & Health Promotion					College	University
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total	Total
Applied	72	101	95	115	123	1,259	6,243
Admitted	50	62	53	71	51	484	2,654
Currently Enrolled	29	37	33	36	34	349	1,976
Graduated	11	23	29	20	16	274	1,355

Instructional Effectiveness

Table 10 reveals that ESHP students find the courses, instructors and advising to be good and very similar to college and university values for the same categories. When you re-frame the question such that students are asked how well the instruction contributed to learning in a specific course, the ESHP student responses for both undergraduate and graduate courses were better than the college and university means (see Table 11). It is difficult to accurately assess instruction based on student perception of teaching when most students elect not to evaluate the instructor and/or course. Still, ESHP takes pride in teaching and maintains high standards through continuous improvement based on peer to peer feedback and continual dialog with students.

Table 10 - Student Satisfaction with Program/Instruction/Instructors by ESHP, College & University

Student Level			Exercise Science & Health Promotion						College Total	University Total	
			2000-2001	2002-2003	2004-2005	2006-2007	2008-2009	2010-2011	2012-2013	2012-2013	2012-2013
Undergraduate	Quality of courses in degree program	# Responses	11	19	5	28	48	35	143	334	2,211
		Mean	3.0	2.7	3.0	2.7	3.0	2.9	3.0	3.0	3.0
	Quality of instructors in degree program	# Responses	11	18	4	27	47	34	139	323	2,137
		Mean	3.0	3.1	3.0	2.9	2.9	2.7	3.1	3.0	3.0
	Quality of advising in college advising office	# Responses	9	18	4	27	43	32	133	298	1,933
		Mean									
Graduate	Quality of advising by faculty	# Responses	10	15	4	24	44	30	128	295	1,808
		Mean	2.7	2.7	2.7	2.8	2.8	2.4	2.9	2.9	2.9
	Quality of courses in degree program	# Responses	15	4	24	13	28		8	112	476
		Mean	2.8	2.5	2.7	2.0	3.0		2.6	3.2	3.1
	Quality of instructors in degree program	# Responses	15	4	23	12	27		7	107	461
		Mean	2.9	2.2	2.6	2.4	3.0		3.4	3.2	3.2
Graduate	Quality of advising in college advising office	# Responses	10	3	9	9	23		7	78	308
		Mean									
	Quality of advising by faculty	# Responses	14	3	20	13	28		7	95	358
		Mean	2.9	2.9	3.0	2.9	2.8		2.7	3.1	3.1

Scale 1=Poor 4=Excellent
Source: Student Satisfaction Survey

Table 11 – Student Rating the Quality of Instruction by Department, College and University

Scale 1=Excellent 5=Poor		20. Rate the quality of instruction as it contributed to your learning in the course.						
		Exercise Science & Health Promotion					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	# Sections	187	226	248	230	157	383	3,329
	Mean Rating	1.7	1.7	1.6	1.5	1.6	1.7	1.9
Graduate	# Sections	9	9	9	7	4	118	562
	Mean Rating	2.3	2.0	2.2	1.8	1.4	1.5	1.6
Total	# Sections	196	235	257	237	161	501	3,891
	Mean Rating	1.8	1.7	1.7	1.5	1.6	1.6	1.8

Source: Student Perception of Teaching Results, Summer 2011 to Fall 2013

Program Strengths/Weaknesses

There are three immediately identifiable program strengths including the faculty, laboratories and an enormous state and national interest in ESHP academic programs. Weaknesses are also readily apparent including not enough faculty and woefully inadequate physical space. Still with the demanding workload, the faculty remains engaged and committed to the mission of the department. With our rapid growth faculty have assumed additional teaching duties (all teach overloads each term) while still maintaining service commitments and a robust research agenda. Again, with the effort from faculty the department has been able to acquire university tech fee grants in excess of 500K which has gone toward purchasing laboratory equipment for the exercise biochemistry laboratory, muscle physiology lab, animal lab as well as devices to assess blood flow, body composition and balance. As a result, we can offer students a range of laboratory experiences as part of their academic courses, DIS and faculty sponsored research. Programmatically, ESHP is riding high on what appears to be a sustained interest at the state and national level in ESHP as one of the most viable pre-professional programs available. Students report they are curious about human physiology with regard to exercise induced stress and practical in terms of taking just enough pre-requisites coursework to be viable candidates for post graduate study in medically oriented fields. In other words, ESHP's academic requirements (including 12 hours of electives) place them in good standing from a pre-requisite standpoint without having to study a purely science based curriculum (e.g. biology, chemistry).

Given our rapid and sustained growth, we need more staff to deliver the program to an ever increasing student body. For example, in just five years ESHP courses like exercise physiology and neurophysiology have doubled in size (now at 150, 100 respectively). Additionally, it's not enough to simply deliver the "old standard". We need to deliver additional content specific coursework (exercise biochemistry, advanced biomechanics, public health, biostatistics) if we are to keep pace with science (if in fact you can keep pace with science). Finally, we need a larger and modern physical plant to house all faculty as well as our laboratory space. Currently, we have faculty offices in four different spaces including the College of Education, Arena, Fieldhouse 11A and the Fieldhouse offices. This is not an optimal arrangement for sharing ideas and facilitating collaboration.

Faculty

Administrative Structure

ESHP is one of seven departments in the College of Education with all chairs answering to the Dean of the college. ESHP has a chair who relies on two full-time secretaries and a laboratory manager to oversee and manage all instructional, research and service driven activities for 11 full-time faculty. Additionally, we have 18-20 graduate assistants, who all teach in the service program and deliver the undergraduate laboratory sections.

Faculty profile

The ESHP faculty consists of 11 full-time faculty. There are 4 assistant professors, 2 associates, one full professor, 3 full-time instructors and 1 visiting instructor. The faculty is 30% female. Academic specialty can be categorized as exercise physiology, kinesiology/biomechanics, health promotion, strength & conditioning. Following the 2015 spring term, a white female instructor resigned. This person was replaced with a white male visiting instructor line. Recent hires include a female assistant professor in a tenure earning line in January of 2014. Prior to that we hired two white males (one in health promotion, one in exercise science) in 2012. Although the number of adjuncts hired from term to the term varies slightly, the mean number of adjuncts hired for spring and fall 2015 was 19, covering on average 30 sections p/term. See the Diversity Data Report <http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.pdf> for department, college, university and the state of Florida provided.

Questions for the Reviewer:

1. What are the space requirements for a program of our size?
2. How many faculty should a program of our size have to serve the needs of the students?
3. Given our current faculty make-up and based on national accreditation guidelines, how many additional faculty will ESHP need to deliver an MHP program?

Table 12 Faculty Headcount, Person Years and FTE

			Exercise Science & Health Promotion					College Total	University Total
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount	7	5	5	7	7	74	631
		Total Person-Years	3.9	5.4	4.8	7.4	7.9	68.2	556.6
		Person-Years Devoted To Instruction	3.9	3.0	2.9	4.6	5.3	40.2	305.0
		Total FTE	7.8	7.2	6.4	9.9	10.5	91.0	742.1
		FTE Devoted to Instruction	5.2	4.1	3.9	6.1	7.0	53.5	406.7
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount	4	5	7	5	4	31	259
		Total Person-Years	3.3	4.8	6.6	4.3	4.4	28.6	217.4
		Person-Years Devoted To Instruction	3.1	4.2	5.7	3.7	4.0	20.8	178.6
		Total FTE	4.4	6.4	8.8	5.7	5.9	38.1	289.9
		FTE Devoted to Instruction	4.1	5.6	7.7	4.9	5.3	27.7	238.1
Other personnel paid on faculty pay plan	Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc	Total Headcount							67
		Total Person-Years							51.5
		Person-Years Devoted To Instruction							7.4
		Total FTE							68.7
		FTE Devoted to Instruction							9.9
Adjuncts		Total Headcount	21	17	18	18	16	194	600
		Total Person-Years	3.6	3.5	3.5	3.2	3.2	30.5	113.6
		Person-Years Devoted To Instruction	3.6	3.5	3.5	3.2	3.2	29.3	108.1
		Total FTE	4.8	4.7	4.7	4.3	4.3	40.7	151.5
		FTE Devoted to Instruction	4.8	4.7	4.7	4.3	4.3	39.1	144.2
Graduate Assistants		Total Headcount	19	24	25	24	29	129	1,143
		Total Person-Years	7.3	7.3	8.1	8.2	9.0	32.4	349.0
		Person-Years Devoted To Instruction	5.0	5.3	5.0	3.9	3.8	15.0	234.8
		Total FTE	10.0	9.7	10.7	11.0	12.1	43.2	465.4
		FTE Devoted to Instruction	6.7	7.1	6.6	5.2	11.8	30.0	313.1
Other		Total Headcount			1			57	249
		Total Person-Years			0.0			6.4	42.1
		Person-Years Devoted To Instruction			0.0			1.8	12.7
		Total FTE			0.1			8.6	56.1
		FTE Devoted to Instruction			0.1			2.4	17.0
Total		Total Headcount	51	51	56	54	56	455	2,949
		Total Person-Years	20.2	21.1	23.0	23.2	24.5	166.2	1,330.2
		Person-Years Devoted To Instruction	15.6	16.1	17.2	15.4	21.3	107.0	846.7
		Total FTE	26.9	28.1	30.7	30.9	32.7	221.3	1,773.6
		FTE Devoted to Instruction	20.8	21.5	22.9	20.5	28.4	142.7	1,129.0

Source: Instruction and Research File

Table 13 Faculty by Gender and Ethnicity

B2 Faculty by Gender and Ethnicity

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Exercise Science & Health Promotion					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
American Indian/Alaskan Native	Male							1
	Total							1
Asian or Pacific Islander								0
	Female						2	29
	Male	1	2	2	2	2	6	81
	Total	1	2	2	2	2	8	110
Black (Not of Hispanic Origin)	Female						6	33
	Male						1	19
	Total						7	52
Hispanic								1
	Female						6	33
	Male						2	21
Total							8	55
	Female	4	5	6	5	4	45	277
	Male	5	3	4	5	5	30	387
Total		9	8	10	10	9	75	664
	Male	1						
	Total	1						
Total								1
	Female	4	5	6	5	4	59	372
	Male	7	5	6	7	7	39	509
	Total	11	10	12	12	11	98	882

Source: Instruction and Research File
 Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

Table 14 Adjunct Faculty by Gender and Ethnicity

Adjuncts		Exercise Science & Health Promotion					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Asian or Pacific Islander	Female						5	13
	Male						1	10
	Total						6	23
Black (Not of Hispanic Origin)	Female						7	26
	Male	1	1	1	1	1	9	20
	Total	1	1	1	1	1	16	46
Hispanic	Female						4	10
	Male						2	11
	Total						6	21
White (Not of Hispanic Origin)	Female	11	10	11	12	10	123	290
	Male	9	6	6	5	5	43	220
	Total	20	16	17	17	15	166	510
Total	Female	11	10	11	12	10	139	339
	Male	10	7	7	6	6	55	261
	Total	21	17	18	18	16	194	600

Source: Instruction and Research File

Faculty Teaching Loads

The standard teaching load for the college is 3-3. All tenured and tenure earning faculty members teach courses from the lower division to graduate level with instructors only teaching at the undergraduate level. Additionally, 3-4 faculty supervise directed independent study (DIS) work with students. Similarly, 3-4 faculty (does not include chair who is typically on MS thesis committees) chair and populate thesis committees. Until recently, ESHP did not count DIS and thesis work within the 3-3 teaching load calculation. However, one faculty member who typically chairs thesis committees (specialization – strength & conditioning) was given a one course release resulting in a 2 course teaching load for fall term 2015. The course release equivalent for chairing thesis committees is based on 3-4 students registered for thesis credits (credits range from 1-6). Faculty members who serve as committee members have received no credit to date. New tenure earning assistant professors are given a 2-3 load for the first year of employment. As a department we are moving towards reducing the teaching load (e.g. 3-2, 2-2) for those faculty who are publishing and directing thesis projects. Finally, given the rapid growth of ESHP, the chair and all faculty are on an overload each term.

Faculty Scholarship and Research Productivity

The faculty members of the Department of Exercise Science & Health Promotion are active researchers making significant contributions in the fields of exercise physiology, strength & conditioning and health promotion. However, the submission of competitive external grants, while not discouraged, is not emphasized in the College of Education P&T guidelines as criteria for promotion and tenure. Moreover, our heavy teaching load remains a barrier to seeking external funding. However, ESHP faculty have been extremely successful in acquiring internal technology fee grants for equipment totaling more than \$500,000 dollars over the last three years. As previously mentioned, tech grant funds have underwritten equipment purchases. Importantly, counting peer reviewed publications for ESHP faculty (8 tenured and tenure earning) reported in the attached abbreviated CV's reveals 29 publications from 2014-2015. This is particularly noteworthy given the heavy teaching load (all faculty on overloads each semester).

Table 15 Faculty Person Years and FTE Devoted to Research

				Exercise Science & Health Promotion					College Total	University Total
				2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.4	0.5	0.1	0.6	0.9	5.4	98.6
			FTE	0.6	0.7	0.2	0.8	1.2	7.2	131.5
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.1	0.2	0.1				6.0
			FTE	0.1	0.3	0.1				8.0
	Other personnel paid on faculty pay plan --		Person-Years							11.2
			FTE							14.9
	Total		Person-Years	0.5	0.8	0.2	0.6	0.9	5.4	115.8
FTE			0.7	1.0	0.3	0.8	1.2	7.2	154.4	
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.0				0.1	4.4	24.9
			FTE	0.0				0.2	5.9	33.2
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years						1.9	5.1
			FTE						2.6	6.8
	Other personnel paid on faculty pay plan --		Person-Years							25.6
			FTE							34.2
	Total		Person-Years	0.0				0.1	6.4	55.7
FTE			0.0				0.2	8.5	74.2	

Source: Instruction and Research File
 'Other personnel paid on faculty pay plan' includes Scholar Scientist Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Table 16 Research and Scholarly Productivity

	Exercise Science & Health Promotion					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Books (including monographs & compositions) per faculty member	0.1	0.0	0.4	0.1	0.1	0.3	0.2
2. Other peer-review publications per faculty member	2.4	3.4	0.6	0.6	0.7	0.9	1.6
3. All other publications per faculty member	0.0	0.0	0.2	0.0	0.1	0.9	0.9
4. Presentations at professional meetings or conferences per faculty member	2.4	2.8	2.8	1.9	2.6	2.9	2.4
5. Productions/Performances/Exhibitions per faculty member	0.0	0.0	0.0	0.0	0.0	0.1	0.5
6. Grant proposals submitted per faculty member	0.1	0.2	0.0	0.0	0.0	0.0	0.0
Sponsored Research & Program Expenditures							
7. Organized research expenditures per faculty member	\$1,148	\$0	\$0	\$0	\$0	\$0	\$0
8. Sponsored instruction expenditures per faculty member	\$0	\$1,863	\$2,140	\$2,146	\$0	\$0	\$0
9. Other sponsored activity expenditures per faculty member	\$28	\$0	\$0	\$0	\$0	\$0	\$0

Scholarly output (Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

**C 1-9 Research Scholarly Productivity
Exercise Science & Health Promotion**

		Exercise Science & Health Promotion					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Books (including monographs & compositions)	#	1	0	2	1	1	22	114
2. Other peer-reviewed publications	#	17	17	3	4	5	70	1,019
3. All other publications	#	0	0	1	0	1	70	565
4. Presentations at professional meetings or conferences	#	17	14	14	13	18	213	1,517
5. Productions/Performances/Exhibitions	#	0	0	0	0	0	5	330
6. Grant Proposals Submitted	#	1	1	0	0	0	0	0
Sponsored Research & Program Expenditures								
7. Organized Research	#	\$8,033	\$0	\$0	\$0	\$0	\$0	\$0
8. Sponsored Instruction	#	\$0	\$9,314	\$10,700	\$15,019	\$0	\$0	\$0
9. Other Sponsored Activities	#	\$198	\$0	\$0	\$0	\$0	\$0	\$0

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

Strategic Planning for Hires

This fall the department is engaged in recruiting two faculty, a replacement for a retiring instructor and a new tenure earning line at the assistant professor rank. Other potential hires include a data analytics specialist and a biomechanist (see explanation below). With the hiring of the instructor we see an opportunity to address our supervisory needs pertaining to the undergraduate program. That is, our rapid and sustained growth at the undergraduate level necessitates that we re-allocate a percentage of the instructor's effort (50%) to assist with scheduling, advising and oversight of the internship program.

In terms of the assistant professor, we see this as an opportunity to recruit someone who can help us align our department with the "healthy aging" pillar as described in the FAU Strategic Plan. That is, we will recruit an exercise biochemist with a background in animal as well as human aging research. Ultimately, this person will compliment current faculty research interests and expand our existing animal research.

We have submitted a proposal to the Provost for funding of two GA's, funding for the purchase of movement/physiological analytics software and to hire a data analyst who can interpret GPS and physiological data obtained in real time from FAU athletes. Briefly, data gathered during practice and games can be used to identify strengths/weaknesses in players as well as predict the physical requirements and abilities necessary for success at a particular position for any given sport. Prediction models based on the analysis of real-time movement and physiological responses to exercise is an emerging trend in sports performance. Thus, ESHP MS students skilled in the use and interpretation of this kind of data would be highly sought after by collegiate and professional sports teams. Importantly, this type of academic program could include interdisciplinary studies in engineering, medicine and computer science.

Lastly, we should hire a PhD with a specialty in biomechanics. Again, in an effort to align with the healthy aging pillar and serve our community/state/region, a biomechanist would be able to address mobility/stability and gait issues associated with fall risk. Given the aging of America and the health care costs associated with falls, a biomechanist specializing in movement analysis would be an important addition to our staff. Again, this person would be uniquely qualified and able to collaborate with a number of other FAU faculty/groups including the Clinical Translational Research Unit in the College of Medicine. At no other time in the history of ESHP has there been such an opportunity to grow in ways that both serve and interface with our students, the community at large and the FAU strategic plan.

Brief Overview: A 5 year Strategic Plan for the Dept. of Exercise Science & Health Promotion

With health care costs expected to double over the next decade there will be a shift from disease management to prevention. If proactive, ESHP will be uniquely positioned to lead the surge in preventative health care in America. To effectively lead, ESHP must expand in three ways; first, we must strengthen relationships with medical/health oriented programs to enrich our understanding of how existing health care providers can include a preventative element in their delivery system; second, ESHP should take the lead in developing an interdisciplinary academic program (MPH) in public health that provides students with an academic program aimed at promoting preventative health care delivery within existing health care delivery models; third, we must expand our basic science programs so that all ESHP students have the opportunity to experience a broader range of laboratory and research programs emphasizing applied physiology, community based health promotion as well as the molecular and genetic basis of exercise induced plasticity, particularly in the area of healthy cognitive aging. To truly expand and have a relatively immediate impact, ESHP must be charged with creating a School of Preventative Health Care. School status would include a research mission in which Exercise Science & Health Promotion takes a lead role among a select group of academic programs at FAU who will be given the charge of creating academic and research programs that cross academic boundaries aimed at predicting health care cost savings associated with an active lifestyle. The formation of the School of PHC is a timely and inclusive venture that aligns with the Institute for Healthy Aging and Lifespan Studies in the COM and the Healthy Aging Pillar. Clearly, this would require additional faculty and adequate space.

ESHP UNDERGRADUATE PROGRAMS

	FAU	UCF	UNF	FSU	UK	UGA
PREREQUISITES						
Activity Class (1)	X				X	
Activity Class (2)	X					
Analytic Trigonometry				X		
Anatomy & Phys 1 & Lab	X	X	X	X	X	
Anatomy & Phys 2 & Lab	X		X	X		
Basic Nutrition			X	X	X	
Biological Science 1 & Lab		X		X	X	X
Biological Science 2 & Lab				X		
College Algebra	X		X	X		
First Aid & CPR	X				X	
Fundamentals of Speech			X			
General Chemistry & Lab	X		X	X	X	X
General Chemistry II & Lab				X		
General Psychology	X	X	X	X	X	X
Health & Fitness for Life	X	X				
Info Systems Fundamentals	X					X
Physics						X
Pre-Calc Algebra				X		X
Statistics	X	X	X	X	X	X
REQUIRED COURSES						
Adv Meth in S & C	X	X	X		X	X
Assessment Tech in HS						
Athletic Training					X	
College Physics A & Lab				X	X	
College Physics B & Lab				X		
Developmental Psychology					X	
Elementary Physiology					X	
Epidemiology						X
Exercise Leadership 1	X		X			
Exercise Leadership 2	X		X			
Exercise Physiology & Lab	X	X	X	X	X	X
Exercise Testing & Lab	X	X		X	X	
Fitness Assmnt & Exercise Rx	X	X		X	X	X
Health Promotion	X	X			X	
Hist & Phil of PE and Sport					X	
Human Injury Prevention		X	X			

Internship in ESHP	X		X			
Intro to Biochemistry				X		X
Intro to ESHP	X	X		X		
Kinesiology	X	X	X		X	X
Measrmt & Eval in Kinesiology						X
Metabolism of Nutrients 1, 2				X		
Mgmt Principles in ESHP	X		X		X	
Neurophys Human Movmnt	X	X			X	X
Nutrition in Health & Exercise	X	X	X	X	X	
Phys Actv & Prev Medicine						
Pre-Internship in Ex Sci			X			
Sport Psychology					X	X
Survey of Organic Chemistry				X		
REQ'D ELECTIVE CREDIT HOURS	12	25	9	9	enough to total 120	19
TOTAL NUMBER OF DEPARTMENT FACULTY	12	20	17	15	32	24
TOTAL REQ'D CREDIT HOURS	120	120	120	120	120	120

ESHP & Peer MS Programs

	FAU	UCF	UNF	FSU	UK	UF	UGA
PREREQUISITES							
Anatomy & Phys 1 w/lab Optional	X		X				X
Anatomy & Phys 2 w/lab Optional	X		X				
Elementary Statistics			X	X	X		
Exercise Leadship II**	X						
Exercise Physiology	X		X				X
Exercise Physiology Lab	X		X				
Exercise Testing	X				X		
Exercise Testing Lab	X						
Fitness Ass & Ex Prescription	X						X
General Chemistry 1 w/ Lab			X				
Kinesiology	X						
Nutrition in Health & Exercise	X						X
REQUIRED COURSES							
Adv Exercise Physiology	X			X	X		X
Adv Sports Nutrition	X			X			
Aging, Decision Making & Mobility*	X						
Assessment & Evaluation in Sport & Ex Sci		X					
Cardiorespiratory Evaluation				X			
Cardiovascular Ex Phys and ECG			X				
Chronic Disease Epidemiology			X				
Exercise and Health		X					
Exercise Science Lab Methods	X				X		
Experimental Design							
Functional Biomechanics**	X						X
Fund of Grad Research in Education		X					
Human Systems Physiology	X						
Muscle Physiology					X		
Physical Activity Epidemiology & Evid Revw			X				X
Physiological Aspects of Sport & Training		X					
Practical Applications**	X						
Program Design in S & C		X					
Public Health Biostatistics			X				
Research Design and Methodology				X			
Research Design and Methodology Lab				X	X		
Research Methods				X			
Research Methods in Physical Activity			X				X

Philosophy & Prin Health Programs						X	
Evaluation of Health Promotion^	X					X	
Epidemiological Basis of Health Promotion^	X					X	
Health Behavior, Health Ed and Hlth Promotion^	X					X	
Health Promotion Techniques							
Needs Assess & Program Plan in Health Promotion^	X					X	
Personal & Community Health^							
S & C Program Design**	X						
Seminar				X			
Supervised Teaching				X			
REQUIRED CORE CLASSES							
Educational Research	X						
Educational Statistics	X						
Research and Evaluation	X						
REQ'D ELECTIVE CREDIT HOURS	3**,9*12^	15 -18	9-15	9-10	6-9	15	
Thesis Option	34* 37**	36	39	37	36		
Non-Thesis Option	34* 34**	36-39	39	45	36		N/A
TOTAL HOURS REQUIRED	34-37	36 -39	39	37-45	34-37	30	36

Exercise Physiology Track *

Strength & Conditioning Track **

Health Promotion Track^

Appendix C

B.S. and B.S.E. Exercise Science and Health Promotion 2014-2015 Assessment Plan

Learning Outcome 1

Description and Methodology

Outcome Description

The ESHP student will show mastery of their content knowledge and discipline-specific skills necessary for beginning generalist practice in the Exercise Science and Health Promotion field by successfully demonstrating their understanding of techniques as assessed by the PET 4550 YMCA Cycle-Ergometer Test rubric.

Academic Learning Categories related to this outcome:

- Content Knowledge
- Procedural Knowledge (Technical Skills)
- Procedural Knowledge (Research skills)
- Declarative Knowledge

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Objective 2: Increase funded research

Objective 3: Enhance the regard and visibility of our research, scholarship and creativity

Objective 4: Strengthen and support interdisciplinary research and its visibility in the University

Objective 5: Involve students at all levels in research, scholarship and creative activity

Objective 6: Foster new types of research funding

Implementing Strategy:

All ESHP students are required to take PET 4550L Exercise Testing Lab, which is a practical course covering the application of physiological principles in the evaluation of health and performance-related fitness. Methods and protocols to measure cardiovascular, respiratory, muscular strength, power, and/or endurance as well as flexibility and body composition are addressed. The requirements for this course align with the American College of Sports Medicine Health Fitness Specialist guidelines (see attachment).

Assessment Method:

Students enrolled in PET 4550L will be assessed using the PET 4550 YMCA Cycle-Ergometer Test rubric (see attachment).

Criterion for success

70% of students enrolled in PET 4550 will meet expectations of the PET 4550 YMCA Cycle-Ergometer Test which aligns with ACSM Health Fitness Specialist: Domain 1.D.1) a and b, in order to receive passing credit for this course.

The “content knowledge” for outcome assessment established for ESHP majors during the 2013-2014 reporting cycle was met. Therefore, new “content knowledge” student learning outcomes have been established for 2014-2015 reporting cycle.

PET 4550L is a required course for all ESHP majors and is offered every semester on the Boca Raton campus. All students must meet “expectations” during the assessment in order to receive a passing grade for PET 4550.

The faculty member in charge of the assessment reviews all exams for reliability, he is also responsible to inter-rater reliability by providing training for each rater. No one without training is allowed to rate student performance during this assessment.

Results

Data Summary

As per Dr. Zoeller, instructor of record, students achieved a 95% pass rate for the Cycle Ergometer Test for the 2014-2015 academic year.

Program Improvement

As this measure has proven to be a good indicator of demonstrable skills and there continues to be a large student load the department will investigate obtaining more resources to allow students to practice and prepare for the final evaluation.

Program Improvement Codes

6. Reallocation of Resources?

Learning Outcome 2

Description and Methodology

Outcome Description

The ESHP student will demonstrate their communication skills necessary for beginning generalist practice in the Exercise Science and Health Promotion field by having a satisfactory review during their field site internship.

Academic Learning Categories related to this outcome:

 Communication

- Team/Collaborative communication
- Multimedia/Graphic communication
- Oral Communication
- Written Communication

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Objective 2: Increase funded research

Objective 3: Enhance the regard and visibility of our research, scholarship and creativity

Objective 4: Strengthen and support interdisciplinary research and its visibility in the University

Objective 5: Involve students at all levels in research, scholarship and creative activity

Objective 6: Foster new types of research funding

Implementing Strategy:

All ESHP students are required to take PET 4946 Internship, which is a supervised field experience in one or more of the following professional settings: recreation, administration, physical fitness leadership, health promotion, sports management. Supervision is provided by both the cooperating agency and the university. The requirements for this course align with the American College of Sports Medicine Health Fitness Specialist guidelines (see attachment).

Assessment Method:

Students enrolled in PET 4946 evaluation of individual students' performance, agency-based directors and faculty will evaluate each student's ability for written and oral communication via the ESHP Internship Evaluation. Specifically, field directors and faculty evaluate the students' ability in both written and oral communication as it relates to performance within their agency setting. The supervisors will complete the "Employer's Evaluation of the Student" form with an overall evaluation of 'satisfactory' or 'unsatisfactory'.

Criterion for success

100% of students enrolled in PET 4946 will meet expectations of the Employer's Evaluation of the Student form which aligns with ACSM Health Fitness Specialist: Domain (varies according to internship setting) in order to receive passing credit for this course.

The "content knowledge" for outcome assessment established for ESHP majors during the 2013-2014 reporting cycle was met. The assessment method was deemed adequate therefore, no new "communication skill" student learning outcomes have been established for 2014-2015 reporting cycle.

PET 4946 is a required course for all ESHP majors and is offered every semester on the Boca Raton campus. All students must meet “expectations” during the assessment in order to receive a passing grade for PET 4946.

The faculty member in charge of the assessment reviews all evaluations for reliability, he is also responsible to inter-rater reliability by providing instruction for each rater. No one without training is allowed to rate student performance during this assessment.

Results

Data Summary

100% of students enrolled in PET 4946 met expectations of the Employer’s Evaluation of the Student form for the 2014-2015 academic year.

Program Improvement

The internship Employer Evaluation of the Student has proven to be an effective measure of the department's mission to prepare majors for the demands of the workforce. No changes to the implementation of Internship is planned, however advisors will discuss the importance of utilizing the internship experience to enhance the classroom instruction received.

Program Improvement Codes

7. Improving Advising?

Learning Outcome 3

Description and Methodology

Outcome Description

All ESHP students are required to take PET 4404 Management Principles in Exercise Science and Health Promotion, which is study of management principles in the field of exercise science and health promotion. Emphasis will be placed on entrepreneurial skills, leadership techniques, advertising, media issues, and time management. Budget, facility design, purchasing, scheduling, supervision, personnel issues, and development strategies relating to creating a business will be covered. The requirements for this course align with the American College of Sports Medicine Health Fitness Specialist guidelines (see attachment).

Academic Learning Categories related to this outcome:

- Critical Thinking
- Practical Skills
- Creative Skills
- Analytical Skills

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Objective 3: Enhance the regard and visibility of our research, scholarship and creativity

Objective 5: Involve students at all levels in research, scholarship and creative activity

Implementing Strategy:

All ESHP students are required to take PET 4404 Management Principles in Exercise Science and Health Promotion, which is study of management principles in the field of exercise science and health promotion. Emphasis will be placed on entrepreneurial skills, leadership techniques, advertising, media issues, and time management. Budget, facility design, purchasing, scheduling, supervision, personnel issues, and development strategies relating to creating a business will be covered. The requirements for this course align with the American College of Sports Medicine Health Fitness Specialist guidelines (see attachment).

Assessment Method:

Students enrolled in PET 4404 will be assessed using the “course business plan project” which is a deciding component of their final grade.

Criterion for success

100% of students enrolled in PET 4404 will meet expectations of the “course business plan project” which aligns with ACSM Health Fitness Specialist: Domain V.A.1) a and b, 2) a and b; B.1) a-e, 2) a and b, in order to receive passing credit for this course.

PET 4404 is a required course for all ESHP majors and is offered every semester on the Boca Raton campus. All students must meet “expectations” during the assessment in order to receive a passing grade for PET 4404.

The faculty member in charge of the assessment reviews all projects and therefore avoids inter-rater reliability issues. There are no other faculty or adjuncts that assess this measure.

Results

Data Summary

This is a new assessment for 2014-2015

Program Improvement

Program Improvement Codes

**M.S. Exercise Science & Health Promotion
2014-2015 Assessment Plan**

Learning Outcome 1

Description and Methodology

Outcome Description

Graduating students will demonstrate knowledge in the areas of exercise science and health promotion through comprehensive exam or thesis defense.

Academic Learning Categories related to this outcome:

- Critical Thinking
- Practical Skills
- Creative Skills
- Analytical Skills

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 5: Involve students at all levels in research, scholarship and creative activity

Goal 4: Leverage momentum toward achieving FAU's strategic goals by being good stewards of its human, technological, physical and financial resources

Objective 4: Build and sustain a state-of-the-art Information Technology Infrastructure

Implementing Strategy:

Students will have exit exams/thesis defense, certification exams, and/or internship (practical applications) evaluations as methods to demonstrate knowledge in the field.

Assessment Method:

The graduate student will pass either a written comprehensive exam or successfully defend a thesis project.

Criterion for success

80% of students will pass either a written comprehensive exam or successfully defend a thesis project.

Results

Data Summary

During the 2014-2015 academic year all but one student passed the comprehensive and/or thesis defense. The student that initially failed the comprehensive exam went through remediation processes and subsequently retook and passed, effectively raising the overall pass rate to 100%.

Program Improvement

It was decided by the department to institute a new metric in place of the comprehensive exam. This new criteria will be reflected in the 2015-2016 ALC.

Program Improvement Codes

5. Assessment Plan Change?

Learning Outcome 2

Description and Methodology

Outcome Description

Graduating Students will become actively involved in the use of the knowledge and skills needed to operate effectively in the profession.

Academic Learning Categories related to this outcome:

- Content Knowledge
- Procedural Knowledge (Technical Skills)
- Procedural Knowledge (Research skills)
- Declarative Knowledge

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Implementing Strategy:

Students will have research projects that are part of the academic curriculum. These projects will include laboratory experiences, poster presentations, and research papers

Assessment Method:

70% or more of graduating students will have actively participated in a community service project or been involved with a research project and/or presentation while in the program.

Criterion for success

Exit survey results will be reviewed to determine if students are generally satisfied with the program. Often the survey is the result of a face-to-face or phone interview.

Results

Data Summary

The previous implementation of face-to-face interviews of graduating students has proved difficult in execution. The evaluation criteria will be revisited and a more practical metric will be utilized in the future.

Program Improvement

The department will identify a more practical means of evaluation for this objective effective 2015-2016.

Program Improvement Codes

5. Assessment Plan Change?

Learning Outcome 3

Description and Methodology

Outcome Description

Graduating Students will demonstrate mastery of writing and research skills within the exercise science and health promotion field

Academic Learning Categories related to this outcome:

- Communication
- Team/Collaborative communication
- Multimedia/Graphic communication
- Oral Communication
- Written Communication

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 5: Involve students at all levels in research, scholarship and creative activity

Implementing Strategy:

All ESHP graduate students are required to take PET 6505C. This course does include one major research project, with other research assignments, required in our academic curriculum. This particular project includes writing the first three chapters of a potential thesis project.

Assessment Method:

Using the rubric designed to measure writing and research skills (attached) aggregate data will be analyzed by assignment category to look at areas of greatest student success and potential areas students may be in need of more coaching. Categories to be assessed include: Chapter 1 Introduction, Chapter 2 Literature Review, and Chapter 3 Methods included in a Research and Evaluation Project, Chapter 4 References.

Criterion for success

70% or more of graduating students will have completed and passed PET 6505C Using the rubric designed to measure writing and research skills (attached)

Results

Data Summary

As per Dr. Penhollow, instructor of record, there was a 100% pass rate for the course.

Program Improvement

This course was identified as the 'capstone' for graduate students in ESHP for 2015-2016. The project tied to this course will be reviewed by 3 senior faculty to assess student competence. The project itself will be revised to allow for evaluation of competence.

Program Improvement Codes

2. Course Revision?

Appendix D Abbreviated Faculty CV's

Abbreviated Curriculum Vitae: Christopher M. Boerum, M.S.

A. Professional Preparation

M.B.A., Business Administration, FAU, *In Progress*, Tentative Graduation Date of August 2016

M.S., Exercise Science, Exercise Science and Health Promotion, FAU, 2010

B.G.S., Exercise Science, Biology, Political Science Concentrations, General Studies, Kent State University, 2008

Adult CPR/AED, American Red Cross Certification

Certified Strength and Conditioning Specialist, National Strength and Conditioning Association

B. Appointments

Instructor, Department of Exercise Science and Health Promotion, FAU 2012-

Visiting Instructor, Department of Exercise Science and Health Promotion, FAU, 2011 – 2012

Adjunct Instructor, Department of Exercise Science and Health Promotion, FAU, 2011

Graduate Assistant, Department of Exercise Science and Health Promotion, FAU, 2009 – 2010

Teacher, Broward County Public Schools, 2010 - 2011

C. Selected Peer-Reviewed Publications

D. Selected Other Publications or Products/Grants

E. Synergistic Activities

F. Collaborators and Other Affiliations

G. Courses Taught

Health Fitness for Life

Exercise Leadership II

Advanced Methods of Strength and Conditioning

Introduction to Exercise Science and Health Promotion

Kinesiology

Management Principles in ESHP

Tactical Strength & Conditioning

H. Community Engagement or Outreach

Guest Speaker, Boca Raton Police Department, October 2013

Guest Speaker, FAU College of Business, November 2013

Member, National Strength and Conditioning Association, 2010 – Present

Member, Southeast Chapter of the American College of Sports Medicine, 2012 – Present

Member, American College of Sports Medicine, 2015 – Present

Abbreviated Curriculum Vitae: Anita D'Angelo-Herold, M.Ed.

A. Professional Preparation

M.Ed., Exercise Science & Wellness Education, Florida Atlantic University, 1994
B.S., Health and Physical Education, Southern Connecticut State University, 1972
Certified ACSM Health Fitness Instructor
American Red Cross – CPR and First Aid Instructor

B. Appointments

Instructor, Department of Exercise Science and Health Promotion, FAU, 1997 – Present
Visiting Instructor, Department of Exercise Science and Health Promotion, FAU, 1996 – 1997
Adjunct Instructor, Department of Exercise Science and Health Promotion, FAU, 1995 – 1996
Adjunct Instructor, Physical Education Department, Broward Community College, 1995 – 1996
Women's Gymnastic Coach, University of Pennsylvania, Philadelphia, PA, 1974 – 1976
Health and Physical Education Teacher, Philadelphia Public Schools, Philadelphia, PA, 1972 - 1979

C. Selected Peer-Reviewed Publications

D. Selected Other Publications or Products/Grants

E. Synergistic Activities

F. Collaborators and Other Affiliations

G. Courses Taught

Practicum in Exercise Science & Health Promotion
Exercise Leadership I
Physical Education in the Elementary School
Advanced First Aid
Health Fitness for Life

H. Community Engagement or Outreach

Abbreviated Curriculum Vitae: Elise K. Eifert, Ph.D.

A. Professional Preparation

Ph.D., Public Health Education, University of North Carolina, Greensboro, NC, 2014
Graduate Certificate of Gerontology, University of North Carolina, Greensboro, NC, 2014
M.S., Health Promotion, Indiana University, Bloomington, IN, 2005
B.S., Health Education, Southern Illinois University, Carbondale, IL, 2004

B. Appointments

Assistant Editor, American Journal of Health Education, 2012 – Present
Graduate Teaching and Research Assistant, Office of Academic Outreach, Department of Public Health Education, University of North Carolina, Greensboro, NC, 2010 – 2014
Health Educator, Alvin A. Dubin Alzheimer's Resource Center, Ft. Myers, FL, 2006 - 2010

C. Selected Peer-Reviewed Publications

Eifert, E. K., & Eddy, J. (2012). The role of needs assessments in enhancing support service utilization by family caregivers of persons with Alzheimer's disease. *American Journal of Health Studies*, 27(4), 227 – 235.
Eifert, E. K., Wideman, L., Oberlin, D. J., & 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 Woman and Aging*, 26(4), 305-318.
Eifert, E. K., Adams, R., Dudley, W., & Perko, M. (forthcoming). Family caregiver identity development: A literature review. *American Journal of Health Education*.

D. Selected Other Publications or Products/Grants

Eifert, E. K., Eddy, J., Adams, R., Dudley, W., & Perko, M. (under review). Measuring family caregiver identity: Scale development and validation. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*.
Eifert, E. K., Eddy, J., Adams, R., Dudley, W., & Perko, M. (under review). Emerging trends in family caregiving using the life course perspective. *American Journal of Health Education*.
Eifert, E. K., Eddy, J., Adams, R., Dudley, W., & Perko, M. (2015). Emerging trends in family caregiving using the life course perspective (poster). Gerontological Society of America (GSA) Annual Meeting, Orlando, FL.
Eifert, E. K., & Milroy, S. (2013). Ease into Health and Fitness – Evaluation of a functional fitness program in adult day centers in North Carolina (poster). Society of Public Health Education, Orlando, FL.
Eifert, E. K., & Taylor, E. M. (2013). Evaluation of a functional fitness program on quality of life in adult day centers in North Carolina. Southern Gerontological Society Annual Meeting, Charlotte, NC.
Eifert, E. K. (2012). Effects of physical activity on the avoidance of disease and disability: Findings from the woman's College Alumni Study (poster). Gerontological Society of America (GSA) Annual Meeting, Boston, MA.
Eifert, E. K., & Chrismon, M. (2012). Teaching critical thinking in distance and online education. Lilly Conference, Greensboro, NC.
Eifert, E. K., & St. Pierre, R. (2012). An online solution to train the workforce on aging issues. Association for Gerontology in Higher Education (AGHE) Annual Meeting, Arlington, VA.

E. Synergistic Activities

George and Beatrice Goldman Fisher Gerontology Dissertation Award, Graduate School, University of North Carolina, Greensboro, NC, \$1,000, 2014.
Dissertation Research Award, School of Health and Human Sciences, University of North Carolina, Greensboro, NC, \$1,000, 2014.

F. Collaborators and Other Affiliations

Melissa Kondor, Assistant Director, OWLs Care Health, Florida Atlantic University

G. Courses Taught

PET 4930 Introduction to Health Communication (FAU)
HSC 4139 Weight Management- online (FAU)
HSC 3102 Perspectives in Health (FAU)
HSC 3102 Perspectives in Health- online (FAU)
HSC 4104 Stress Management (FAU)
HEA 201 Personal Health (UNCG)

H. Community Engagement or Outreach

Ad Hoc Peer Abstract Reviewer, Gerontological Society of America Annual Meeting, 2014 – Present
Ad Hoc Peer Manuscript Reviewer, American Journal of Health Education, 2011 – Present
Member, Gerontological Society of America, 2011 – Present
Member, American Public Health Association, 2011 – Present
Certified Health Education Specialist, The National Commission for Health Education Credentialing, Inc., 2005 – Present
Member, College of Education Outstanding Dissertation of the Year Award Committee, FAU, 2014
Judge, Graduate and Professional Student Association Research Day, FAU, 2014
Judge, Undergraduate Research Symposium, FAU, 2014
Member, Gerontology Strategic Directions Committee, UNCG, 2013- 2014
Moderator, The Graduate School Writing Group, UNCG, 2013 – 2014
Volunteer, Adult Center for Enrichment, Greensboro, NC, 2010 – 2014
Certified Trainer, Memory Training, Longevity Center, University of California, Los Angeles, CA, 2008 – 2009
Member, UNCG Gerontology Research Network, UNCG, 2010 – 2014
Southwest Florida Coalition Improving End-of-Life Care, Ft. Myers, FL, 2006 – 2010
Elder Abuse, Federal Law Enforcement Training Center, Glynco, GA, 2007 – 2009

ABBREVIATED CURRICULUM VITAE: B. SUE GRAVES, ED.D.

PROFESSIONAL PREPARATION

Ed.D. University of North Carolina, Greensboro. 1983. (Exercise Physiology & Biomechanics). Dissertation topic, Physiological response of female sport divers to exercise during Treadmill and underwater workouts.
M.S.E., Henderson State University, Arkadelphia, Arkansas. 1972. (Physical Education)
B.S.E., Henderson State University, Arkadelphia, Arkansas, 1969. (Physical Education and Math)

APPOINTMENTS

Associate Professor. Department of Exercise Science and Health Promotion. Florida Atlantic University. Boca Raton Campus. (August 2007 to present)
Chair and Faculty Member. Department of Exercise Science and Health Promotion. Florida Atlantic University. Boca Raton Campus. (May 2007 to August 2013)
Interim Chair and Faculty Member. Department of Exercise Science and Health Promotion. Florida Atlantic University. Davie Campus. (August 2006 to 2007)
Associate Professor. Tenured. Department of Exercise Science and Health Promotion. Florida Atlantic University. Davie Campus. (August 2003 to present)
Assistant Professor. Tenure tract. Department of Exercise Science and Health Promotion Florida Atlantic University. Davie Campus. (1997 to 2003)
Visiting Assistant Professor. Department of Exercise Science and Wellness Education. Florida Atlantic University. Davie Campus. (1995 to 1997)

Selected Peer-Reviewed Publications

Journal Articles:

International/National: Refereed

Graves, B.S. (2015, accepted). University football players, postural stability, and concussions. *Journal of Strength and Conditioning*.
Brazendale, K., **Graves, B.S.**, Penhollow, T., Whitehurst, M., Pittinger, E., & Randel, A. B. (2015). Children's enjoyment and perceived competence in physical education and its effects on their physical activity participation outside of school. *Report on Emotional & Behavioral Disorders in Youth*, 15(3), pp. 65-69.
Johnson, M. M., Kumi-Diaka, K.J., Zoeller, R., **Graves, B.S.** (May 2012). Merchant, K.T. and Hormann, V.P. Therapeutic efficacy of Genistein- Cytoreg@ combination in breast cancer cells. *Functional Foods* 2(5), 137-150.

Selected other publications or Products/Grants

Graves, B.S. (2013). Participation health screening and risk stratification, *In American College of Sports Medicine's Resources for the Personal Trainer 3e*, Chapter 2. Philadelphia: Lippincott Williams & Wilkins.
Graves, B.S., Whitehurst, M. and Jacobs, P. Lifespan effects of aging and deconditioning. (2010). Chapter 6, Lifespan effects of aging and deconditioning. *In American College of Sports Medicine's Resource manual for exercise testing and prescription (6th edition)*, Philadelphia: Lippincott Williams & Wilkins.

Competitive Grants and External Funding (\$103,869 awarded), abbreviated listing

Federal Grants (\$64,000 awarded)

Principle Investigator. U. S. Department of the Interior/U. S. Fish and Wildlife Service. August 1999 to November 30, 1999. Education and Outreach Program. \$5,000.

Other funding, abbreviated listing:

Principle Investigator. \$3000 (awarded, 2006). College of Education, Research Incentive Seed Grant, A twelve-week training study of the effect of creatine monohydrate supplementation on neuromuscular fatigue in community-dwelling older adults.
Co-Principle Investigator with Anita D'Angelo-Herold. \$4,469 (awarded Fall 2005 to Spring 2006). FAU Fitness Video, The Allegany Franciscan Ministries of Palm Beach County, Florida.
Co-Investigator with Dr. Torok. The Starting Place Inc. of Hollywood, Florida. Evaluation of Not On Tobacco Program. \$2,500. (Awarded January 2004 to December 31, 2005).

Internal funding (competitive grants, abbreviated listing, Florida Atlantic University), \$300,000+

Principle investigator. Technology grant (awarded, April 2015), \$172, 235

- Funded, \$172,235, Equi-test machine, ESHP Lab

Principle investigator. Technology grant (awarded, April 2014), \$1968.40

- Funded, \$1968.40, Electronic scale

Synergistic Activities

Work with John Knox Village, American Lung Associate of South Florida, United States Tennis Association, Impact Sports, Bommarito's Performance Systems, Institute of Human Performance, National Strength and Conditioning of Japan, National Taiwan University, International Council of Active Aging, National Football League, National Baseball League, Florida Panthers, Miami Dolphins, St. Louis Cardinals and more.

Collaborators and other affiliations

Worked with FAU athletics, Graduate office, Communication Disorders Department, Undergraduate and graduate research and more.

Courses Taught Professional Issues: Exercise Science and Health Promotion, Kinesiology, Management Principles in Exercise Science and Health Promotion, Teaching Health in the Elementary School, Exercise Leadership 2, Fitness Assessment and Exercise Prescription, Advanced Sport Nutrition, Personal & Community Health, Behavior and Performance in Sport and Exercise, Perspectives in Health and Wellness, Health Promotion, Introduction to Exercise Science and Health Promotion, Physical Education in the Elementary School Teacher, Seminar in Exercise Science and Health Promotion, Entrepreneurship for the Health Fitness Industry, Management of Organizational Behavior in Health/Fitness Programs, Professional Seminar, Internship, Programming Exercise for the Older Adult, Practical Applications, Special Topics: Exercise and the Older Adult, Teaching Team Sports, Special Topics: Exercise and the Older Adult, various undergraduate and graduate directed independent studies, and master's thesis.

Community engagement or out-reach (abbreviated listing)

(see above synergistic activities' listing and below for service)

American College of Sports Medicine (ACSM)

Mentor, Leadership and Diversity Training Program. Level 2 Mentor, Dr. Alicia Bryan, faculty, Columbus State University. June 2012 to present. Recognized at Diversity Reception at National Meeting.

National Strength and Conditioning Association (NSCA)

Reviewer. April 2014 to present. NSCA Special Interest Group, review articles for website.

Judge. July 2013. PhD student posters. Las Vegas, Nevada.

Regional (Southeast American College of Sports Medicine)

President candidate for organization. February 2014 to present.

Memberships and activities:

International Society of Sports Nutrition, Fellow Status, (2008 to present)

American College of Sports Medicine, Fellow Status, (2002 to present)

American College of Sports Medicine, Health Fitness Instructor (1997 to present)

American Physiological Society (1997 to 2005)

International Society of Sports Nutritionists (2004 to present)

National Strength and Conditioning Association (1999 to present)

Southeast American College of Sports Medicine (1997 to present)

Women of Southeastern American College of Sports Medicine

Abbreviated Curriculum Vitae: Michael E. Hall, Ph.D.

A. Professional Preparation

University of Tennessee, College of Education, Health and Human Sciences, Knoxville, Tennessee
Doctor of Philosophy in Human Ecology, Concentration in Community Health
East Tennessee State University, College of Public and Allied Health, Johnson City, Tennessee
Master of Science in Environmental Health, Concentration in Water Resource Management
Salisbury University, Henson School of Science and Technology, Salisbury, Maryland
Bachelor of Science in Environmental Health

B. Appointments

Assistant Professor, Florida Atlantic University, 2012 - Present
Visiting Assistant Professor, Florida Atlantic University, 2009 – 2012
Assistant Professor, Mississippi State University, Starkville, MI, 2006 - 2009

C. Selected Peer-Reviewed Publications

Hall, M.E., Williams, R.D., Penhollow, T.P., Rhoads, K.E., Hunt, B.P. (2015) Factors Associated with Discrimination among Minority College Students. *American Journal of Health Behavior*, 39(3), 318-329. DOI: <http://dx.doi.org/10.5993/AJHB.39.3.4>
Hall, M.E., Williams, R.D., Hunt, B.P. (2015). Assessment of Attitudes Regarding Tobacco Free Campus Policy and Secondhand Smoke Exposure among College Students, Faculty, and Staff. *American Journal of Health Education*. 46(1), 48-57. DOI:10.1080/19325037.2014.945671
Williams, R.D., Barnes, J.T., **Hall, M.E.**, Day, T.F. & Hunt, B.P. (2014). Analysis of Restaurant Indoor Air Quality in Smoking-Allowed vs. Smoke-Free College Communities. *American Journal of Health Studies*, 29(1), 17-24.
Hall, M.E., Bergman, R.J., & Nivens, S. (2013). Worksite Health Promotion Program Participation: A Study to Examine the Determinants of Participation. *Health Promotion Practice*, 15(4), 768-776.
Hall, M.E., Blair, E.H., Smith, S.M., and Gorski, J.S. (2013). Development of a Theory Based Safety Climate Instrument, *Journal of Safety, Health and Environmental Research*, 8(3), 58-69.

D. Selected Other Publications or Products/Grants

Cromeans, E., **Hall, M.**, Ford-Wade, A., Bergman, R. (2015) Exploring Sexting Behaviors as a Mediator of the Association Between Religiosity and Hooking-Up among University Students. Society for Public Health Education 66th Annual Meeting. Portland, OR April 2015.
Penhollow, T, Hall, M, Rhodes, K., Young, M. (2014) Does Sexting Predict Sexual Risk Taking Behavior? American Public Health Association National Convention. New Orleans, LA November 2014.
Hall, M and Bergman, R. (2013) Dialog with Your Children and Perceived Norms About Alcohol. American Association for Health Education/ American Alliance for Health, Physical Education, Recreation and Dance, AAPHERD Conference. Charlotte, NC. April 2013.
Hall, M. – Principal Investigator (2014-15)
Grant # 540033 Florida Dept. of Health – FAU Tobacco Free Campus Initiative
\$12000 (awarded)
Hall, M. – Principal Investigator (2013-14)
Grant # 540032 Florida Dept. of Health – FAU Tobacco Free Campus Initiative
\$8000 (awarded)

E. Synergistic Activities

 FAU Healthy Campus 2020 Committee

F. Collaborators and Other Affiliations

Kirk Dougher, PhD – Director, Counseling and Psychological Services
Raquel Cabral, PhD – Director, OWLSCare Health and Wellness
Laura Johnson – Director, Campus Recreation & Fitness

G. Courses Taught

HSC 6248 Needs Assessment (FAU)
HSC 6115 Eval of HP Prgms (FAU)
HSC 4591 Health Promotion (FAU)
HSC 4143 Substance Abuse (FAU)
HSC 4104 Stress Management (FAU)
PET 3361 Nutrition on Health and Exercise (FAU)

H. Community Engagement or Outreach

Society of Public Health Educators, SOPHE
American Public Health Association, APHA

Abbreviated Curriculum Vitae: Chun-Jung "Phil" Huang, Ph.D.

A. Professional Preparation

Ph.D., Rehabilitation and Movement Science, Exercise Physiology, Virginia Commonwealth University, Richmond, VA, 2009

Doctoral Program, Exercise Physiology, University of Mississippi, Oxford, MS, 2005 – 2006

M.S., Exercise Science, Indiana State University, Terre Haute, IN, 2004

B.S., Physical Education, Fu-Jen Catholic University, Taipei, Taiwan, 2000

B. Appointments

Assistant Professor, Dept. of Exercise Science and Health Promotion, FAU, 2010–Present

Visiting Assistant Professor, Dept. of Exercise Science and Health Promotion, FAU, 2009–2010

Graduate Teaching and Research Assistant, Department of Health and Human Performance, Virginia Commonwealth University, Richmond, VA, 2006–2009

Graduate Teaching and Research Assistant, Department of Health, Exercise Science, and Recreation Management, University of Mississippi, Oxford, MI, 2005–2006

C. Selected Peer-Reviewed Publications

Huang, C-J., Slusher, A.L., Whitehurst, M., Wells, M., Maharaj, A., & Shibata, Y. (2015).

The Impact of Acute Aerobic Exercise on Chitinase-3-like Protein 1 and Intellectin-1 Expression in Obesity. *Experimental Biology and Medicine*. (In Press).

Slusher, A.L., Whitehurst, M., Zoeller, R.F., Mock, J.T., Maharaja, A., & Huang, C-J. (2015).

Attenuated Fibroblast Growth Factor 21 Response to Acute Aerobic Exercise in Obese Individuals. *Nutrition, Metabolism and Cardiovascular Diseases*, 25, 839-845.

Huang, C-J., Stewart, J.K., Shibata, Y., Slusher, A.L., & Acevedo, E.O. (2015).

Lipopolysaccharide-Binding Protein and Leptin are Associated with Stress-Induced Interleukin-6 Cytokine Expression ex vivo in Obesity. *Psychophysiology*, 52, 687-694.

Slusher, A.L., Mock, J.T., Whitehurst, M., Maharaj, A., & Huang, C-J. (2015). The Impact of Obesity on Pentraxin 3 and Inflammatory Milieu to Acute Aerobic Exercise. *Metabolism*, 64, 323-329.

Huang, C-J., Acevedo, E.O., Mari, D.C., Randazzo, C., & Shibata, Y. (2014). Glucocorticoid Inhibition of Leptin- and Lipopolysaccharide-induced Interleukin-6 Production in Obesity. *Brain, Behavior, and Immunity*, 35, 163-168.

D. Selected Other Publications or Products/Grants

Huang, C-J., Stewart, J.K., Shibata, Y., Slusher, A.L., & Acevedo, E.O. (2015, May).

Lipopolysaccharide-Binding Protein and Leptin are Associated with Stress-Induced Interleukin-6 Cytokine Expression ex vivo in Obesity. Paper Presented at the Annual American College of Sports Medicine Conference, San Diego, CA. *Medicine & Science in Sports & Exercise*, 47(5).

Slusher, A.L., Mock, J.T., Whitehurst, M., Maharaj, A., & Huang, C-J. (2015, May). The Impact of Obesity on Pentraxin 3 and Inflammatory Milieu to Acute Aerobic Exercise. Paper Presented at the Annual American College of Sports Medicine Conference, San Diego, CA. *Medicine & Science in Sports & Exercise*, 47(5).

Maharaj, A., Slusher, A.L., Whitehurst, M., Zoeller, R.F., Mock, J.T., & Huang, C-J. (2015, May). Fibroblast Growth Factor 21 Expression and Insulin Resistance to Acute Aerobic Exercise in Obese Individuals. Paper Presented at the Annual American College of Sports Medicine Conference, San Diego, CA. *Medicine & Science in Sports & Exercise*, 47(5).

Huang, C-J., Johnson, A., & Herrick, J.E. (2013). Chapter 5: Lifespan Effects of Aging and Deconditioning. *American College of Sports Medicine's Resource Manual for Guideline for Exercise Testing and Prescription* (7th edition). Lippincott Williams & Wilkins: Philadelphia, PA.

Acevedo, E.O., Webb, H.E., & Huang, C-J. (2012). Chapter 10: Cardiovascular Health

Implications of Combined Mental and Physical Challenge. The Oxford Handbook of Exercise Psychology. Oxford University Press: New York, NY.

E. Synergistic Activities

The Effect of Glucocorticoid Sensitivity on M1/M2 Phenotypic Switching of Peripheral Monocytes (Collaborated with Researchers at FAU), 2012.

The Synergistic Effects of Concurrent Stress on the Inflammatory Response in Healthy Individuals (Collaborated with researchers at Mississippi State University), 2012.

Co-PI, VCU Presidential Research Incentive Program Award, "The Effects of Acute Stress on NF- κ B Binding Activity and LPS-stimulated Pro-inflammatory Cytokine Concentration and mRNA Expression in Obese and Non-obese Subjects" \$50,000. 2011-2012.

F. Collaborators and Other Affiliations

G. Courses Taught

PET 6930	Advanced Exercise Physiology (FAU)
PET 6355	Exercise Immunobiology (FAU)
PET 6905	Directed Independent Study (FAU)
PET 4351	Exercise Physiology (FAU)
PET 4263	Obesity: Biological, Psychological, and Cultural Factors (FAU)
PET 3361	Nutrition in Health and Exercise (FAU)
PET 4330C	Kinesiology (FAU)
PET 4905	Directed Independent Study (FAU)
HEMS 601	Movement Physiology (Graduate Course) (VCU)
HPEZ 375	Exercise Physiology Lab (VCU)
HPEZ 334	Measurement and Analysis Lab (VCU)
HPEX 250	Medical Terminology (VCU)
HPEX 200	Strength, Endurance, and Flexibility (VCU)

H. Community Engagement or Outreach

Editorial Board Member: Integrative Obesity and Diabetes
Editorial Board Member: Journal of Exercise, Sports & Orthopedics
Editorial Reviewer: Neuroscience Letters
Editorial Reviewer: Nutrition Research
Editorial Reviewer: Cleveland Clinic Journal of Medicine
Editorial Reviewer: Journal of Endocrinology
Editorial Reviewer: Journal of Translational Medicine
Editorial Reviewer: Brain, Behavior, and Immunity
American College of Sports Medicine
Southeast American College of Sports Medicine

Abbreviated Curriculum Vitae: Tina M. Penhollow, Ph.D., MCHES

A. Professional Preparation

Ph.D., Health Science, University of Arkansas, 2006

M.S., Health Education, University of West Florida, 2003

B.S., Health Services Administration, State University of New York (SUNY) at Fredonia, 2001

Certification, Master Certified Health Education Specialist (MCHES), National Commission for Health Education Credentialing, Inc., 2011 – Present

Certification, Certified Health Education Specialist (CHES), National Commission for Health Education Credentialing, Inc., 2002 - 2011

B. Appointments

Associate Professor, Health Promotion, Department of Exercise Science and Health Promotion, College of Education, FAU, 2012 - Present

Assistant Professor, Health Promotion, Department of Exercise Science and Health Promotion, College of Education, FAU, 2006 – 2012

Doctoral Academy Fellow and Senior Graduate Assistant, Program in Health Science, Department of Health Science, Kinesiology, Recreation, and Dance, University of Arkansas, 2003 – 2006

Graduate Teaching/Research Assistant, Program in Health Education, Division of Health, Leisure, and Exercise Science, 2001 - 2003

C. Selected Peer-Reviewed Publications

Brazendale, K., Graves, S., Penhollow, T., Whitehurst, M., & Pittinger, E. (2015). Children's enjoyment and perceived competence in physical education and its effects on their physical activity participation outside of school. *Report on Emotional & Behavioral Disorders in Youth*, 15, 65-69.

Young, M., & Penhollow, T. (2015). Religiosity and sexual behavior among Hispanic college students. *Sexuality Research and Social Policy*. Accepted for publication.

Hall, M., Williams, R., Penhollow, T., Rhoads, K., & Hunt, B. (2015). Factors associated with discrimination among minority college students. *American Journal of Health Behavior*, 39, 318-329.

Young, M., Denny, G., Penhollow, T., Palacios, R., & Morris, D. (2015). Hiding the word: Examining the relationship between a new measure of religiosity and sexual behavior. *Journal of Religion and Health*, 54, 922-942.

Markil, N., Geithner, C., & Penhollow, T. (2010). Hatha Yoga: Benefits and principles for a more meaningful practice. *American College of Sports Medicine (ACSM), Health & Fitness Journal*, 14, 1-6.

Young, M., Penhollow, T., & Bailey, W. (2010). Hooking-up and condom provision: Is there a double standard? *American Journal of Health Studies (AJHS)*, 25, 156-164.

Penhollow, T., Marx, A., & Young, M. (2010). Impact of recreational sex on sexual satisfaction and leisure satisfaction. *Electronic Journal of Human Sexuality*, 13.

Goldstein, E., Jacobs, P., Whitehurst, M., Penhollow, T., & Antonio, J. (2010). Caffeine enhances upper body strength in resistance-trained women. *Journal of the International Society of Sports Nutrition (JISSN)*, 7, 18.

D. Selected Other Publications or Products/Grants

Penhollow, T. (2013). *Points to Health: Theory and Practice of Health Education and Health Promotion – Revised Edition*. Kendall Hunt Publishing. ISBN: 978-1-4652-4388-1.

Penhollow, T., Jackson, M., & Hartzell, R. (2010). *Leisure, Health and Wellness: Making the Connections*. Chapter 33: Healthy Sexual Expression, 383-393. Venture Publishing. ISBN: 978-1-892132-89-5.

Penhollow, T. (2010). *Sexuality, Longevity, and Quality of Life: A Study of America's Largest Active Retirement Community*. Lambert Academic Publishing.

Goldstein, E., Jacobs, P., Antonio, J., Whitehurst, M., & **Penhollow, T.** (2010). The effects of caffeine supplementation on strength and muscular endurance in resistance-trained women. *Journal of Strength and Conditioning Research*, 24.

E. Synergistic Activities

Penhollow, T., Young, M., Perez, J., & Palacios, R. (March, 2012). Impact of the Health Belief Model on Tobacco Use. Research Consortium for the AAHPERD/AAHE National Convention and Exposition. Boston, MA.
Young, M., Denny, G., **Penhollow, T.**, Donnelly, J., & Morris, D. (March, 2012). Hiding the word: Religiosity and sexual behavior. Research Consortium for the AAHPERD/AAHE National Convention and Exposition. Boston, MA.
Young, M., Penhollow, T., & Perez, J. (November, 2011). Sexual satisfaction in the context of hooking up. The Society for the Scientific Study of Sexuality (SSSS). Houston, TX.
Young, M., **Penhollow, T.**, & Perez, J. (March, 2011). College student's judgments of others based on described hooking-up and condom provision behaviors. The American Academy of Health Behavior (AAHB) 11th Scientific Meeting. Hilton Head, SC.

F. Collaborators and Other Affiliations

G. Courses Taught

HSC 5203	Personal and Community Health (FAU)
HSC 6115	Evaluation of Health Promotion and Health Ed Programs (FAU)
HSC 6248	Needs Assessment and Program Planning in Health Promotion (FAU)
HSC 6505	Epidemiological Basis of Health (FAU)
PET 6505	Research and Evaluation (FAU)
HSC 6585	Health Behavior, Health Education, and Health Promotion (FAU)
PET 6905	Directed Independent Study (DIS) (FAU)
PET 6971	Master's Thesis (FAU)
HSC 3102	Perspectives in Health and Wellness (FAU)
HSC 4581	Health Promotion (FAU)
PET 4404	Management Principles in ESHP (FAU)
PET 4946	Internship (FAU)
HLSC 1002	Wellness Concepts (U of Arkansas)
HLSC 1103	Personal Health (U of Arkansas)
HLSC 1303	Human Sexuality (U of Arkansas)
HLSC 2101	Drug Education (U of Arkansas)
HLSC 2101	Stress Management (U of Arkansas)
HLSC 2101	Nutrition & Performance (U of Arkansas)
HLSC 2101	Alternative Health (U of Arkansas)
HLSC 2101	Weight Control (U of Arkansas)
HSC 2100	Personal Health (U of West Florida)

H. Community Engagement or Outreach

Faculty Advisor, Exercise Science and Health Promotion Student Club, 2007 – Present
Member, ESHP Graduate Curriculum Committee, 2007 – Present
Archivist, Faculty Assembly, 2011 – Present
Member, International Committee, 2007 – Present
Research Interview, Health.com (CNN), Spring 2011
Manuscript Reviewer, Journal of Health Psychology (JHP), 2011 – Present
Manuscript Reviewer, International Journal for the Psychology of Religion (IJPR), 2010 - Present
Manuscript Reviewer, Journal of School Health (JOSH), 2006 – Present
Abstract Reviewer, American Association for Health Education (AAHE), 2007 – Present
Academic Advisory Board, Taking Sides: Clashing Views in Health and Society, McGraw-Hill Higher Education, 2009 – Present
American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
American Association for Health Education (AAHE)
Society for the Scientific Study of Sexuality (SSSS)
Florida Alliance for Health, Physical Education, Recreation, Dance and Sport (FAHPERDS)

Abbreviated Curriculum Vitae: Ian B. Pyka, M.S.

A. Professional Preparation

M.S., Exercise Physiology, The University of Tennessee, 1984
B.S., Kinesiological Sciences, The University of Maryland, 1979

B. Appointments

Adjunct Instructor, Exercise Science and Health Promotion, FAU, 2006 – 2007, 2010 – Present
Head Strength and Conditioning Coach, Florida Panthers Hockey Club, Sunrise, FL, 1998-2002
Head Strength and Conditioning Coach, New England Patriots, Foxboro, MA, 1991 – 1993
Head Strength and Conditioning Coach, Tulane University, New Orleans, LA, 1989 – 1991
Head Strength and Conditioning Coach, University of Massachusetts, Amherst, MA, 1985-1989

C. Selected Peer-Reviewed Publications

D. Selected Other Publications or Products/Grants

Pyka, I. "Goaltender Physiology: Energy Systems Part II – Aerobic Activity" From The Crease 4(11): 677 - 678, 2004

Pyka, I. "Goaltender Physiology: Energy Systems Part III – Science of the Anaerobic System" From The Crease 4(6): 709 - 710, 2004

Pyka, I. "Power Snatch: King of Power" Pure Power 3(3): 42 - 44, May 2003.

Pyka, I. "Basic Fitness" Men's Journal 9(12): 73 - 81, January 2001 Feature Article

Pyka, I. and D. Vives "Quickness Training" Chapter in Training for Speed, Agility and Quickness Human Kinetics 2000

Pyka, I. "The Healthy Back: Balance is the Key" Coaching Challenge Issue 1: 2-3 Fall 1994

Pyka, I. "Conditioning for Volleyball" Chapter in The AVCA Volleyball Handbook: The Official Handbook of the American Volleyball Coaches' Association. Masters Press, 1987

Pyka, I. "Effects of High Frequency Electrical Muscle Stimulation on Dynamic Strength of the Quadriceps Muscle Group" A Thesis presented for the Master of Science Degree, University of Tennessee, Knoxville TN December 1984

E. Synergistic Activities

Guest lecturer University of Miami Physical Therapy School "Strength and Conditioning and the PT", Athletic Injuries class Miami, FL

Alternate Member 1980 US Olympic Track & Field Team

Three time NCAA All America Track & Field (Shot Put)

F. Collaborators and Other Affiliations

National Strength and Conditioning Association (CSCS)

International Sports Science Association (MSS)

American Heart Association (CPR)

G. Courses Taught

PET 4330 Kinesiology

PET 4340 Biomechanics

PET 4138 Advanced Strength and Conditioning

PET 3102 Introduction to Exercises Science

PET 3136 Leadership II

PET 6346 Functional Biomechanics

H. Community Engagement or Outreach

Boys and Girls Club of Broward County Corporate Board Member

Boys and Girls Club "Reitman Unit" Advisory Board President Ft. Lauderdale, FL

Business Networking International (BNI) President -Platinum Chapter Pompano Beach, FL

Abbreviated Curriculum Vitae: Michael Whitehurst, Ed.D.

A. Professional Preparation

Ed.D., Education - Exercise Science, The University of Georgia, 1981
M.Ed., Education – Exercise Science, The University of Georgia, 1978
B.S., Physical Education/Biology, The University of Arizona, 1975
Certified by ACSM as an Exercise Test Technologist, 1984

B. Appointments

Chair, Department of Exercise Science & Health Promotion, 2015 - present
Professor, Exercise Science and Health Promotion, FAU, 2001 – Present
Interim Dean, College of Education, FAU, 2000 - 2001
Associate Dean and Professor, College of Education, FAU, 1993 – 2000
Department Chair, Exercise Science/Wellness Education, College of Education, FAU, 1991 – 1993
Faculty, Department of Exercise Science/Wellness Education, College of Education, FAU, 1986 – 1991
Department Chair, Sports Medicine and Management, Division of Science, Pfeiffer College, 1982 – 1986
Graduate Assistant, Department of Physical Education, Division of Health, Physical Education, Recreation and Dance, The University of Georgia, 1977 – 1981
Teacher, Health and Physical Education, The Ramah Navajo School Board, Inc., New Mexico, 1975 - 1977

C. Selected Peer-Reviewed Publications

Brazendale, K., Graves, B.S., Penhollow, T., Whitehurst, M., & Pittinger, E. (2015) Children's enjoyment and perceived competence in physical education and its effects on their physical activity participation outside of school. *Report on Emotional & Behavioral Disorders in Youth*, 15(3), pp. 65-69
Huang, C-J., †Slusher, A.L., Whitehurst, M., Wells, M., Maharaj, A., & Shibata, Y. (2015). The Impact of Acute Aerobic Exercise on Chitinase-3-like Protein 1 and Intellectin-1 Expression in Obesity. *Experimental Biology and Medicine*. (In Press).
Slusher, A.L., Whitehurst, M., Zoeller, R.F., Mock, J.T., Maharaja, A., & Huang, C-J. (2015). Attenuated Fibroblast Growth Factor 21 Response to Acute Aerobic Exercise in Obese Individuals. *Nutrition, Metabolism and Cardiovascular Diseases*, 25, 839-845.
Slusher, A.L., McAllister, M., & Huang, C-J. (2015). A Therapeutic Role for Vitamin D on Obesity-associated Inflammation and Weight-Loss Intervention. *Inflammation Research*, 64, 565-576.
Huang, C-J., Slusher, A.L., Whitehurst, M., Wells, M., Mock, J.T., Maharaj, A., & Shibata, Y. (2015). Acute Aerobic Exercise Mediates G Protein-Coupled Receptor Kinase 2 Expression in Human PBMCs. *Life Sciences*, 135, 87-91.
Rossi MD, Brown LE, Whitehurst M. Knee extensor function before and 1 year after simultaneous bilateral total knee arthroplasty: Is there asymmetry between limbs? *Am J Orthop* 40: (1) 29-33, 2011.
Goldstein E, Jacobs PL, Whitehurst M, Penhollow T, Antonio J. Caffeine enhances upper body strength in resistance-trained women. *J Int Soc Sports Nutr*. 14:7-18, 2010. Stanziano DC, Whitehurst M, Graham P, Roos BA. A review of selected longitudinal studies on aging: Past findings and future directions. *J Am Geriatr Soc*. 58:Suppl 2:292-7, 2010.

D. Selected Other Publications or Products/Grants

Graves, B. S., Whitehurst, M., & Jacobs, P. ACSMs Resource Manual for Guidelines for Exercise Testing and Prescription (6th edition). Philadelphia, PA: Lippincott, Williams & Wilkins, 2010.
Whitehurst M., Markil, N., Penhollow, T., & Hartman, M. (2010). Cognitive performance in high and low fit children. Presented at the ACSM National Meeting, Baltimore, MD.

E. Synergistic Activities

F. Collaborators and Other Affiliations

G. Courses Taught

Nutrition for Health and Exercise
Motor Learning/Control
Aging, Decision Making, and Mobility
Research Methods
Educational Statistics

H. Community Engagement or Outreach

The American College of Sports Medicine, 1985
American Association for the Advancement of Science, 2002
Consultant: Aetna, Inc., Mission Bay Community Association, Inc., Palm Beach Orthopaedic and Spinal
Research Foundation, Florida Power & Light, Motorola Corporation, IBM

Abbreviated Curriculum Vitae: Robert F. Zoeller Jr., Ph.D.

A. Professional Preparation

Ph.D., Exercise Physiology, University of Pittsburgh, 1997
M.S., Exercise Physiology, University of Pittsburgh, 1995
B.S., Business Administration, Accounting, Duquesne University, 1978

B. Appointments

Professor, Department of Exercise Science and Health Promotion, FAU, 2011 – Present
Associate Professor, Department of Exercise Science and Health Promotion, FAU, 2005 – 2011
Assistant Professor, Department of Exercise Science and Health Promotion, FAU, 2001 – 2005
Assistant Professor, School of Human Performance and Recreation, University of Southern Mississippi, 1997 - 2001
Teaching Fellow, Department of Health, Physical, and Recreation Education, University of Pittsburgh, 1993 – 1997
Graduate Teaching Assistant, Department of Health, Physical, and Recreation Education, University of Pittsburgh, 1992 - 1993

C. Selected Peer-Reviewed Publications

- Lowndes J, Zoeller RF, Kyriazis GE, Miles MP, Seip RL, Moyna NM, Visich P, Pescatello L, Gordon P, Thompson PD, Angelopoulos TJ. Hyperleptinemia is associated with CRP, but not Apolipoprotein E, and is reduced by exercise training. *Int J Sport Nutr Exerc Metab.* 2014;24:524-31
- Sprouse C, Gordish-Dressman H, Lipof JS, Moeckel-Cole S, Patel RR, Adham K, Larkin JS, Hubal MJ, Kearns AK, E. Funda Orkunoglu-Suer EF, Clarkson PM, Thompson PD, Angelopoulos TJ, Gordon PM, Moyna NM, Pescatello LS, Visich PS, Zoeller RF, Hoffman EP, Tosi LL, Devaney JM. SLC30A8 Non-synonymous variant is associated with recovery following exercise and skeletal muscle size and strength. *Diabetes.* 2014;63:363-8.
- Hoffman EP, Gordish-Dressman H, McLane VD, Devaney JM, Thompson PD, Visich P, Gordon P, Pescatello LS, Zoeller RF, Moyna NM, Angelopoulos TJ, Pegoraro E, Cox GA, Clarkson PM. Alterations in osteopontin modify muscle size in females in both humans and mice. *Med Sci Sports Exerc.* 2013 Jun;45:1060-1068.
- Guidry M, Kostek M, Angelopoulos T, Clarkson PM, Gordon P, Moyna NM, Visich P, Zoeller Jr. R, Thompson PD, Devaney J, Gordish-Dressman H, Hoffman E, Pescatello L. Endothelial nitric oxide synthase (NOS3) +894 G>T associates with physical activity and muscle performance among young adults. *ISRN Vasc Med.* 2012; Article ID 901801, doi:10.5402/2012/901801
- Walsh S, Haddad CJ, Kostek MA, Angelopoulos TJ, Clarkson PM, Gordon PM, Moyna NM, Visich PS, Zoeller RF, Seip RL, Bilbie S, Thompson PD, Devaney J, Gordish-Dressman H, Hoffman EP, Price TB, Pescatello LS. Leptin and leptin receptor genetic variants associate with habitual physical activity and the arm body composition response to resistance training. *Gene.* 2012;510:66-70.

D. Selected Other Publications or Products/Grants

- Book Chapter: Physical Activity and Fitness in the Prevention of Cardiovascular Disease. In: *Lifestyle Medicine, Second Edition.* Boca Raton, London & New York, CRC Press. March 2013.
- Lee H, Ash GI, Angelopoulos TJ, Gordon PM, Moyna NM, Visich PS, Zoeller RF, Gordish-Dressman H, Thompson PD, Hoffman EP, Devaney JM, Pescatello LS. Obesity-related genetic variants and their associations with physical activity. *Med Sci Sports Exerc.* 2015; 45 (Supplement) #322.
- Maharaj A, Slusher AL, Whitehurst M, Zoeller RF, Mock JT, Huang C-J. Fibroblast growth factor 21 expression and insulin resistance to acute aerobic exercise in obese individuals. *Med Sci Sports Exerc.* 2015; 45 (Supplement) #862.
- Suh H-G, Ash GI, Kostek MA, Angelopoulos TJ, Clarkson PM, Gordon PM, Moyna NM, Visich PS, Zoeller RF, Price TB, Devaney JM, Gordish-Dressman H, Hoffman EP, Thompson PD, Pescatello LS. Apolipoprotein E genotype and the muscle size and strength response to resistance training. *Med Sci Sports Exerc.* 2015; 45 (Supplement) #325.
- Slusher AL, Mock JT, Whitehurst M, Zoeller RF, Maharaj A, Fisher CB, Huang C-J. Relationship between brain-derived neurotrophic factor and substrate utilization in healthy individuals. *Med Sci Sports Exerc.* 2014; 45 (Supplement) #2499
- Harold L, Ash GI, Angelopoulos TJ, Clarkson PM, Gordon PM, Moyna NM, Visich PS, Zoeller RF, Devaney JM, Gordish-Dressman H, Thompson PD, Hoffman EP, Pescatello LS. Fat mass and obesity associated (FTO) T>A (rs9939609) genetic variant associates with physical activity. *Med Sci Sports Exerc.* 2013; 45 (Supplement) #287.

E. Synergistic Activities

Exercise and CAD Risk Factors: How much is enough and what should I expect? Presented at the Florida Cardiovascular & Pulmonary Rehabilitation Association (FCVPR) Annual Seminar. Orlando, FL September 12, 2012
Exercise Prescription in Cardio-Pulmonary Rehabilitation. Presented at the Florida Cardiovascular & Pulmonary Rehabilitation Association (FCVPR) Annual Seminar. Orlando, FL October 12, 2011

F. Collaborators and Other Affiliations

Member, Genetics and Exercise Collaborative Research Group

G. Courses Taught

Cardiovascular Physiology (FAU)
Laboratory Methods in Exercise Science (FAU)
Human Systems Physiology in Exercise Science (FAU)
Exercise Testing (FAU)
Fitness Assessment and Exercise Prescription (FAU)
Exercise Testing and Prescription for Special Populations (FAU)
Exercise Physiology (USM)
Graded Exercise Testing (USM)
Cardiac Rehabilitation (USM)
Electrocardiography (USM)
Physiology of Aging (USM)
Techniques for Evaluating Fitness (USM)
Clinical Exercise Physiology (USM)
Exercise Leadership (USM)
Nutrition and Human Performance (USM)
Practicum Supervision (USM)
Nutrition in Sport and Exercise (metabolism) (U Pittsburgh)
Advanced Laboratory Techniques (all laboratory sessions) (U Pittsburgh)
Advanced Exercise Physiology (all laboratory sessions) (U Pittsburgh)
Skeletal Muscle Biochemistry (protein metabolism) (U Pittsburgh)
Exercise Specialist Workshop (cardiovascular case studies) (U Pittsburgh)
Human Physiology (U Pittsburgh)
Exercise Physiology (U Pittsburgh)
Track and Field (U Pittsburgh)
Cross-Country (U Pittsburgh)
Weight Training (U Pittsburgh)
Personal Fitness (U Pittsburgh)

H. Community Engagement or Outreach

Florida Association of Cardiovascular and Pulmonary Rehabilitation Association (FCVPR, Education Co-Chair))
Sigma Xi – The Scientific Research Society (Member)
American Physiological Society (Member)
Editorial Board, American Journal of Lifestyle Medicine (2006 – 2013)
Editorial Reviewer, Medicine and Science in Sports and Exercise
Editorial Reviewer, Archives of Physical Medicine and Rehabilitation
Editorial Reviewer, European Journal of Applied Physiology
Editorial Reviewer, International Journal of Sports Medicine
Editorial Reviewer, Journal of Applied Sport Psychology

Abbreviated Curriculum Vitae: Michael C. Zourdos, Ph.D., CSCS

A. Professional Preparation

Ph.D., Exercise Physiology. The Florida State University, 2012
M.S., Applied Health Physiology. Salisbury University, Salisbury, MD, 2008
B.S., Exercise Science, Minor in Sports Management. Marietta College, 2006

B. Appointments

Assistant Professor, Department of Exercise Science and Health Promotion,
Florida Atlantic University, 2012 – Present
Director of FAU Muscle Physiology Research Laboratory: 2015 - Present

C. Selected Peer-Reviewed Publications

Zourdos, M.C., Jo, E., Khamoui, A.V., Lee, S-R., Park, B-S., Ormsbee, M.J., Panton, L.B., Contreras, R.J., and Kim, J-S. Modified daily undulating periodization model produces greater performance than a traditional configuration in powerlifters. The Journal of Strength and Conditioning Research - Accepted [Epub Ahead of Print] 2015.

Zourdos, M.C., Klemp, A., Dolan, C., Quiles, J.M., Schau, K.A., Jo, E. Helms, E., Esgro, B., Garcia Merino, S., Blanco, R. Novel Resistance training-specific RPE scale measuring repetitions in reserve. The Journal of Strength and Conditioning Research. - Accepted [In Press] 2015.

Zourdos, M.C., Henning, P.C., Jo, E., Khamoui, A.V., Lee, S-R., Park, Y-M, Naimo, M., Nosaka, K., and Kim, J-S. The Repeated Bout Effect in Muscle-Specific Exercise Variations. The Journal of Strength and Conditioning Research. [Epub Ahead of Print] 2015.

Mielgo-Ayuso, J., **Zourdos, M.C.**, Calleja-Gonzalez, J., Urdampilleta, A., Ostojic, S. Dietary intake habits and controlled training on body composition and strength in elite female volleyball players during the season. Applied Physiology, Nutrition, and Metabolism. – Accepted [Epub Ahead of Print] 2015.

Zourdos, M.C., Sanchez-Gonzalez, M.A., and Mahoney, S.E. A Brief Review: The Implications of Iron Supplementation for Marathon Runners on Health and Performance. (2015). The Journal of Strength and Conditioning Research. 29(2):559-565.

Huang, C-H, Acevedo, E.O., Webb, H.E., and Zourdos, M.C. Cardiovascular Reactivity, Chronic Stress, and Physical Activity, (2013). Frontiers in Physiology, 4.

D. Selected Other Publications or Products/Grants

Zourdos, M.C., Dolan, C., Quiles, J.M., Klemp, A., Jo, E., Loenneke, J.P., Blanco, R., Whitehurst, M. Efficacy of daily 1RM training in well-trained powerlifters and weightlifters: Individual case studies. [Submitted to International Journal of Sports Physiology and Performance]. 2015.

NSCA National Conference (2015)

Selected Keynote Presenter: Integration of Periodization, Autoregulation, and Structured Overreaching for Muscle Performance **Noted Celebrated Speaker**

National Strength and Conditioning Association

International Collaborative Grant 2015: \$50,000 [Submitted - 2015]

Primary Investigator: Michael C. Zourdos (Florida Atlantic University)

International Collaborator: Eric Helms (Auckland, New Zealand)

Florida Atlantic University Technology Fee Grant 2013: \$112,285 [Funded - 2013]

Optimizing Endurance Equipment Technology and Implementation

Lee, S-R, Khamoui, A.V., Jo, E., Park, B-S, **Zourdos, M.C.**, Panton, L.B., Ormsbee, M.J., and Kim, J-S. Effects of Chronic High Fat Feeding on Skeletal Muscle Mass in Middle-Aged Mice. Aging Clinical and Experimental Research. [Epub Ahead of Print] 2015.

Scivation□: Product Grant: Supplementation Equivalent of \$1,000 **[Funded - 2014]**
Examination of High and Low Repetition DUP Training with Equated Volume on
Muscle Performance in Trained Males

E. Synergistic Activities

The University of Madrid Physical Activity and Exercise Conference.
Madrid, Spain. October 4th, 2013.

Reactive Training Systems Strength and Power Seminar. Sydney, Australia.
December, 2013.

BioLayne Natural Figure and Bodybuilding VIP Camp. Toronto, Ontario, Canada. October 2014.

F. Collaborators and Other Affiliations

Collaborator: Auckland University of Technology, Auckland, New Zealand. Sports Performance Research Institute.

Collaborator: European University of Madrid, Madrid, Spain. Department of Motricity, Human Performance and Sports Management.

G. Courses Taught

PET6346 Functional Biomechanics (FAU – Graduate Level)
PET4330 Kinesiology (FAU)
PEP4138 Advanced Methods Strength/Conditioning (FAU)
HUN6247 Advanced Sport Nutrition (FAU – Graduate Level)
PET5391 Strength and Conditioning Program Design (FAU – Graduate Level)
HUN2201 Principles of Nutrition Guest Lecture: Florida International University (FIU)

H. Community Engagement or Outreach

USA Powerlifting Coaching Curriculum Author
USA Powerlifting State Referee
FAU Orthodox Christian Fellowship Advisor
Certified Strength and Conditioning Specialist (CSCS)