SELF-STUDY REPORT

BACHELOR OF SCIENCE IN EXERCISE SCIENCE WITH A CONCENTRATION IN STRENGTH & CONDITIONING

Prepared for the Council on Accreditation of Strength and Conditioning Education

OCTOBER 2024

Milken Institute School of Public Health

THE GEORGE WASHINGTON UNIVERSITY

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GLOSSARY

AAU	Association of American Universities
ACSM	American College of Sports Medicine
AED	Automated External Defibrillator
APR	Academic Program Review
ARL	Association of Research Libraries
BS	Bachelor of Science
BS in Exercise Science	Bachelor of Science in Exercise Science
CAHME	Commission on Accreditation of Healthcare Management Education
CASCE	Council on Accreditation of Strength and Conditioning Education
CEPH	Council on Education for Public Health
CL	Concentration Lead
COTE	Committee on the Environment
CSCS	Certified Strength and Conditioning Specialist
DBB	Biostatistics and Bioinformatics
DrPH	Doctor of Public Health
DSS	GW Disability Support Services
ECG	Electrocardiogram
EMG	Electromyography
EOH	Department of Environmental and Occupational Health
EPI	Department of Epidemiology
EXNS	Department of Exercise and Nutrition Sciences; Exercise Science course subject heading
FEC	Field Experience Coordinator
FERPA	Family Educational Rights and Privacy Act
FESS	Field Experience Site Supervisor
FMS	Functional Movement Screen
FTE	Full-time equivalent
GH	Department of Global Health
GPA	Grade point average
GW	George Washington University
GW IT	GW Information Technology
GWSPH	George Washington University Milken Institute School of Public Health
HPM	Department of Health Policy and Management
ISSN	International Society of Sports Nutrition
ITL	Instructional Technology Lab
KSA	Knowledge, skills and abilities
LAI	GW Libraries and Academic Innovation
LEED	Leadership in Energy and Environmental Design
LO	Learning objectives
MCS	Motor Control Screen
METS	Metabolism and Exercise Testing Service
MTA	Master Teacher Academy

MHA	Master of Health Administration
MHA@GW	Online Master of Health Administration
MPH	Master of Public Health
MPH@GW	Online Master of Public Health
MS	Master of Science
MS in S&C	Master of Science in Exercise Science with a concentration in Strength and Conditioning
NSCA	National Strength and Conditioning Association
OECR	GW Office of Ethics, Compliance and Risk
OSS	GW Office for Student Success
PCH	Department of Prevention and Community Health
PD	Program director
PhD	Doctor of Philosophy
PUBH	Public health course subject heading
OECR	GW Office of Ethics, Compliance and Risk
S&C	Strength and Conditioning
S&C Concentration	Bachelor of Science in Exercise Science with a concentration in Strength and Conditioning
SHC	GW Student Health Center
SMHS	School of Medicine and Health Sciences
USGBC	US Green Building Council
VTSC	Virginia Science and Technology Campus
WRLC	Washington Research Libraries Consortium
YBT	Y-Balance

EXECUTIVE SUMMARY

In its 26th year, the Milken Institute School of Public Health (GWSPH) at the George Washington University stands firmly committed to advancing population health, well-being, and social justice locally and globally. Guided by this mission, GWSPH has consistently demonstrated a dedication to applying public health knowledge to enhance policy, practice, and management, solidifying its position among the most esteemed institutions in the nation. Additionally, the school has made significant strides in conducting rigorous, basic, applied, and translational research, contributing to the ongoing development of public health practices and policies worldwide.

Experiencing substantial growth over the past quarter century, GWSPH now boasts an alum network of more than 14,000 and more than 335 faculty members spanning seven distinguished academic units. With an impressive offering of more than 55 degree programs, the institution has secured a prestigious *U.S. News and World Report* national ranking of No. 11, bolstered by specific accolades such as the residential and online MHA programs' No. 8 nationwide ranking and the No. 6 ranking of the Department of Health Policy and Management. In part, GWSPH's collective achievements have propelled the George Washington University into the top echelon of premier educational institutions in North America. Notably, the recent induction into the Association of American Universities (AAU) is a powerful affirmation of the institution's enduring commitment to academic research excellence and its significant contributions to the field of public health. At the age of 27, we feel that we are just getting started on the path toward preeminence.

At the heart of its endeavors, GWSPH remains steadfast in its commitment to educating the next generation of public health leaders, policymakers, practitioners, scientists, advocates and managers. With an unwavering focus on nurturing a culture of intellectual curiosity and academic excellence, the school's faculty continue to inspire and empower students, equipping them with the knowledge and skills necessary to effect meaningful change in public health. Central to the school's growth and success has been the exceptional dedication of its faculty, whose diversity and remarkable achievements have further solidified the institution's academic standing. They lead in and outside of the classroom, serving in governmental and nongovernmental agencies, serving appointments in federal, state and local advisory bodies, advising members of Congress as well as state and local governments, and disseminating impactful research findings around the world.

Our distinguished faculty members drive research within their respective departments and collaborate extensively across more than 20 centers and institutes, spanning a vast network of more than 90 countries. Notably, we are No. 10 out of schools of public health in terms of "total grants and contracts,"[1] and our federally funded grants and contracts, paired with increasing levels of philanthropy, fuel an average annual investment of more than $80 million. In FY 2023, GWSPH ranked among the top 10 schools of public health to receive NIH funding.[2]

As the only school of public health in the nation's capital, GWSPH students maximize the

[1] ASPPH, 2022
[2] Forbes, 2024

benefits of the location and proximity to influential institutions. With 539 residential undergraduate students and 2,084 master's and doctoral students, GWSPH provides distinct opportunities for students to collaborate and work alongside prestigious organizations such as the NIH and Congress, empowering them to utilize the resources and opportunities offered by Washington, DC. Upon graduation, GWSPH graduates move directly into the field or pursue further education, including through our own PhD and DrPH programs. Our graduates make an immediate impact in the organizations they select for employment, including federal, state and local public health agencies and departments, international and domestic nongovernmental organizations, health care organizations and delivery systems, as well as an array of organizations in the private sector.

At the core of the GWSPH's mission is an unwavering dedication to systematic and precise exploration, driving the revelation of the fundamental mechanics and root causes of disease and health disparities. This wealth of knowledge is then leveraged to craft, evaluate, and disseminate innovative strategies for treatment and prevention, ultimately revolutionizing the field of public health and public health outcomes.

Looking ahead, GWSPH remains poised to continue its journey of transformative impact, guided by a vision of global leadership and a steadfast commitment to driving positive change in public health education and practice. Empowered by a foundation of excellence and fueled by a spirit of innovation, GWSPH is uniquely positioned to shape the future of public health on a global scale, fostering healthier and safer communities powered by public health.

INTRODUCTION

Briefly describe the background and history of the institution and its Strength and Conditioning program. This introduction must describe the process the program used to conduct the self-study and the names and affiliations of each person who contributed to the self-study, along with their role in the process.

The George Washington University (GW), an independent private academic institution chartered by an act of Congress of the United States in 1821, dedicates itself to furthering human well-being. The university values a dynamic, student-focused community stimulated by cultural and intellectual diversity and built upon a foundation of integrity, creativity and openness to the exploration of new ideas.

The GW comprises three main campuses: Foggy Bottom and Mount Vernon in Washington, DC, and the GW Virginia Science and Technology Campus in Ashburn, VA. The university has various medical, academic and research centers scattered throughout the greater DC metro area including Alexandria and Arlington, VA. GW offers approximately 140 undergraduate programs and 330 graduate programs through its 10 colleges and schools.

As the largest institution of higher education in Washington, DC, GW has over 26,000 undergraduate and graduate students, hailing from all 50 US states, DC and over 130 countries. The university employs over 3,700 faculty and staff (instructional and noninstructional). The student-to-faculty ratio is 12:1.

The formation of GW was the culmination of George Washington's vision for a national university in the nation's capital with funding from benefactors including John Quincy Adams, John C. Calhoun and James Monroe. The university was established by an act of Congress and approved by President Monroe, first as Columbian College and then as Columbian University, making it one of only five universities created by congressional charter. The university was renamed George Washington University in 1904 and moved to the Foggy Bottom neighborhood in 1914.

GW has a rich history of attracting prominent politicians, activists, celebrities and other renowned individuals. GW counts among its alumni 16 foreign heads of state or government, 28 US senators, 27 US governors, 18 US Cabinet members, five Nobel laureates, two Olympic medalists, two Academy Award winners and one Golden Globe winner. Former Board of Trustees members include Ulysses S. Grant, Alexander Bell and John Quincy Adams. Grant's grandson, Ulysses S. Grant III, was Vice President of the university from 1946 to 1951. The George Washington University Hospital successfully treated President Reagan after his attempted assassination in 1981, and the Emergency Department now bears his name. In 1999, GW made history as it webcast the first Presidential Town Hall featuring President Clinton. Notable faculty members have included George Gamow (scientist best known for his work on *The Big Bang Theory*), Al Gore (former US Vice President), Ketanji Brown Jackson (US Supreme Court Justice), Masatoshi Koshiba (Nobel Prize winner), Edward P. Jones (Pulitzer Prize winner) and Clarence Thomas (US Supreme Court Justice).

Over the last decade, GW has received many accolades and rankings, including:

- Top Universities for Producing Billionaires by *Times Higher Education's World University Rankings*

- Top Research Universities by *Forbes*
- Most Politically Active by *The Princeton Review*
- Best College Newspaper by *The Princeton Review*
- Most Popular Study Abroad Program by *The Princeton Review*
- Great College Towns by *The Princeton Review*
- Best in the Northeast by *The Princeton Review*
- Top Colleges or Universities for Internship Opportunities by *The Princeton Review*
- Best Global Universities for Social Sciences and Public Health by *U.S. News and World Report*
- American Association of Universities

The Milken Institute School of Public Health (GWSPH) was formally established on July 1, 1997, as the first school of public health in Washington, DC. The founding of GWSPH was an opportunity to integrate disparate programs across the university and build a powerhouse school that would educate future public health leaders and practitioners. Now, the vigor and enthusiasm that created the vision for the school has been rekindled as the institution solidifies its place as a world-renowned hub for science, learning, research, community engagement and applied practice.

GWSPH has seven academic departments,[3] most of which are based at 950 New Hampshire Avenue, Washington, DC, a 115,000 square foot award-winning LEED Platinum certified building. Our home provides a central location for faculty, students, alumni and staff to make face-to-face connections and convene with prominent leaders to exchange ideas. The building is also a focal point for hosting public health events as we continue the tradition of hosting dynamic and engaging speakers in the field of public health. GWSPH offers diverse programming from a wide range of degree programs. The school offers undergraduate, master's and doctoral degrees. GWSPH has 20 distinct residential and online Master of Public Health (MPH) programs, meeting the needs of students. The school also offers 14 undergraduate programs, plus four minors, four combined bachelor's/master's programs, four Master of Science (MS) programs, one Doctor of Public Health (DrPH) program and eight Doctor of Philosophy (PhD) programs. In addition, GWSPH has both an online and a residential Master of Health Administration (MHA) degree as well as joint degrees with medicine (SMHS), law (GW Law), nursing (GW Nursing) and the physician assistant program in SMHS.

GWSPH has been able to recruit a world-class faculty—335 strong—who have not only studied public health but also led and transformed public health. Our students have access to many only-in-DC opportunities, such as internships at the White House, on Capitol Hill, or with the Department of Health and Human Services, Environmental Protection Agency, World Bank, Pan American Health Organization, American Public Health Association, and other national or global health organizations, unmatched by any other schools of public health in the world. Our faculty and students are tackling public health's biggest problems domestically and globally through our groundbreaking research, whether by studying vectors and

[3] Biostatistics & Bioinformatics (DBB), Prevention & Community Health (PCH), Environmental & Occupational Health (EOH), Epidemiology (Epi), Exercise & Nutrition Science (EXNS), Global Health (GH), Health Policy & Management (HPM).

microbiomes to prevent infectious outbreaks and antimicrobial resistance in our state-of-the-science laboratories and genomic core, by working with government and community partners to end the HIV epidemic in DC, or by using big data and environmental surveillance to study the impact of climate change. GWSPH is changing the world through the research we do, the students we educate, and the practice and policies we transform.

Over the last decade, GWSPH has experienced tremendous growth in all its residential and online programs. Since 2015–2016, GWSPH has experienced an approximate 14% growth in primary faculty, 67% growth in staff FTE and 34% growth in enrolled students. The online MPH program (MPH@GW), which has seen the greatest growth rate, marked its 10th anniversary this past summer. Today, the MPH@GW is the single largest program, graduating approximately 400 students each academic year.

Energized by a commitment to excellence and a vision for transformative impact, GWSPH is surging forward with an expansive array of initiatives designed to elevate the field of public health. Building upon the solid foundation of our existing residential and online programs, we proudly introduce groundbreaking MPH@GW concentrations, offering a specialized focus on key disciplines within the dynamic realm of public health. This strategic move signifies our unwavering dedication to equipping future leaders with the precise expertise needed to tackle complex health challenges with precision and insight.

Moreover, in a bold step toward fostering exceptional leadership and groundbreaking research, we restructured our doctoral programs, strategically emphasizing the pivotal aspects of public health leadership training and research-driven excellence. A crowning achievement of this endeavor is the introduction of the pioneering DrPH program, a testament to our unwavering commitment to producing visionary public health leaders equipped with the necessary skills to architect, implement and assess impactful public health initiatives and policies. This program, available both in residential and online formats, harnesses the collective brilliance of our faculty and interdisciplinary experts, harmonizing the nexus of leadership and teaching excellence across diverse disciplines.

Simultaneously, GWSPH unveiled a constellation of signature discipline-specific PhD programs, deeply rooted in the cutting-edge research prowess of our esteemed faculty and aligned with the university's vision of global prominence. We are committed to fostering increased collaboration within our school and across the university, expanding George Washington University's influence in global health and development, particularly in low- and middle-income countries.

These distinctive programs are meticulously crafted to nurture a generation of scholars and researchers adept at unearthing groundbreaking solutions to pressing public health dilemmas on a national and global scale. Reflecting our unwavering commitment to advancing the frontiers of knowledge, our academic programs stand as beacons of innovation, poised to carve a path toward a healthier and safer future for communities worldwide, powered by public health.

The Department of Exercise & Nutrition Sciences' (EXNS) oldest currently operating program is the Bachelor of Science in Exercise Science (BS in Exercise Science). It launched in 1994-1995 and prior to 2022 offered four concentrations: Generalist; Pre-Medical; Pre-Athletic

Training/Sports Medicine; and Pre-Physical Therapy. Each concentration required undergraduates to complete a series of Exercise Science core courses and then a set of concentration-specific courses (electives for the Generalist). Beverly Westerman, EdD was the long-standing Program Director (PD) of the BS in Exercise Science degree program until she retired in the summer of 2024 when Matthew Barberio, PhD stepped into the role.

The Bachelor of Science in Exercise Science with a concentration of Strength and Conditioning (S&C Concentration) was officially launched in fall 2022 under the leadership of Todd Miller, PhD, CSCS*D, TSACF.

Dr. Miller continues to lead the S&C Concentration today and was the primary architect of the accreditation process for the S&C Concentration. Additional personnel involved in the self-study include:

- Lynn Goldman, MD, MS, MPH (Dean)
- Jane Hyatt Thorpe, JD (Senior Associate Dean for Academic, Student & Faculty Affairs)
- Jennifer Sacheck, PhD, MS (EXNS Chair)
- Beverly Westerman, EdD (EXNS Vice Chair, Former Program Director for BS in Exercise Science [Retired])
- Matthew Barberio, PhD (Assistant Professor, Program Director for BS in Exercise Science)
- Todd Miller, PhD, CSCS*D, TSACF (Associate Professor, Concentration Lead for S&C Concentration, Program Director for MS in S&C)
- Kyle Levers, PhD, CSCS*D (Assistant Professor in EXNS, Director of Metabolism and Exercise Testing Service [METS] Laboratory Service Core)
- Katherine Puskarz, MPH (Director of Academic Planning & Accreditation)

SECTION I. INSTITUTION

I.A. The institution has appropriate approvals and accreditation to offer programs in higher education.

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

GW is regionally accredited by the Middle States Commission on Higher Education. The university was reaccredited in 2018, with the next reaccreditation expected in 2027 (Exhibit 1.A Middle States Accreditation). All 10 schools and colleges at GW have specialized accreditation in their field (Exhibit 1.A GWU Schools and Accreditors).

- GW's accreditation webpage is available at https://academicplanning.gwu.edu/middle-states-commission-higher-education
- The Middle States website is available at https://www.msche.org/institution/0125/

GWSPH is accredited by the Council on Education for Public Health (CEPH). The school just underwent reaccreditation in 2023-2024 and its status as an accredited School of Public Health was reaffirmed in August 2024 (Exhibit 1.A). The Master of Health Administration (MHA) programs at GWSPH are accredited by the Commission on Accreditation of Healthcare Management Education (CAHME; Exhibit 1.A).

- GWSPH's CEPH accreditation webpage is available at: https://publichealth.gwu.edu/about/accreditation
- GWSPH's CAHME accreditation information is available at: https://publichealth.gwu.edu/programs/health-administration-mha

I.B. The program must demonstrate that the institution has the resources to support the program.

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

Financial Resources

GWSPH is a closed unit of the university which means that GWSPH manages revenue and expenses for its programs and administrative operations. The school is required to cover any deficits and may build reserves with surpluses. The school pays a set of levies to the university for services provided by central GW offices and is responsible for facilities payments for physical plant assets and rental properties. Through the annual budget process, each department proposes and receives a resource allotment from the Dean based on expected revenues and other incoming resources. As demonstrated in the table below, the school has had sufficient funds for the last five fiscal years to support all of its departments and programs. GWSPH anticipates that it will continue to have adequate fiscal resources to support the S&C Concentration in the future. Funds for equipment for the program are included in the EXNS annual operating budget (Exhibit 1.B). Additional information is available in V.C. Financial Support.

Sources of Funds and Expenditures by Major Category, 2018 to 2023					
	FY '18-'19	**FY '19-'20**	**FY '20-'21**	**FY '21-'22**	**FY '22-23**
Source of Funds					
Tuition & Fees	77,118,175	77,026,122	85,362,159	91,588,586	80,522,948
Grants/Contracts (Direct)	84,683,089	81,261,220	79,301,350	73,164,131	71,680,621
Indirect Cost Recovery	10,634,368	10,845,073	12,141,911	12,665,781	13,479,858
Endowment	3,132,612	3,604,934	3,037,009	4,539,263	6,351,363
Gifts	3,947,027	4,801,802	3,026,375	997,782	1,263,413
Other Miscellaneous Revenue[4]	1,389,091	755,322	847,147	1,354,607	1,421,863
Total	**180,904,361**	**178,294,472**	**183,715,951**	**184,310,148**	**174,720,067**
Expenditures					
Faculty Salaries & Benefits	25,983,312	26,302,650	25,067,275	27,281,570	29,158,973
Staff Salaries & Benefits	16,961,701	17,933,075	13,444,679	15,038,675	16,999,317
Operations[5]	6,244,356	6,114,103	5,364,139	5,851,852	7,006,889
Travel	1,823,242	1,098,820	129,165	872,191	1,431,074
Student Support[6]	7,265,578	8,525,681	11,572,148	13,111,086	12,704,506
University Tax[7]	9,542,589	9,643,771	9,617,663	9,429,937	8,900,183
Online Education Partner[8]	25,560,013	22,863,268	26,683,764	27,260,939	21,211,121
Support and Investment[9]	2,840,481	4,551,884	12,535,767	12,299,768	5,627,382
Total	**180,904,361**	**178,294,472**	**183,715,951**	**184,310,148**	**174,720,067**

Faculty

The S&C Concentration requires courses currently being offered by EXNS and taught by existing EXNS faculty. Therefore, no additional faculty hires are needed to accommodate the program, at this time. Currently, EXNS has four Assistant Professors (Barberio; Headrick; Levers; and Oretega-Santos), eight Associate Professors (Barron; Lora; Miller; Kowalcyk; Robien; Smith; Sylvetsky; and Visek), and four Professors (DiPietro; Sacheck; Talegawkar; and Van Dam) in addition to multiple adjuncts, research staff and institute managers. Additional information about faculty resources is available in Section II. Faculty and Exhibit 1.B Primary Instructional Faculty in EXNS.

4 Includes royalties, non-sponsored contracts, and auxiliary revenue.
5 Includes rent, facilities expense, supplies, equipment, purchased services, communications, interdepartmental assessments.
6 Includes scholarships, fellowships, graduate assistantships, and student wages.
7 Includes payments for central services including IT, research administration, and library resources.
8 Revenue share payment to online program partner per contractual agreement.
9 Net of operating transfers between GWSPH and other university entities, transfers to reserves, and carryover balances.

Physical Resources

GWSPH occupies space in five buildings across the District of Columbia, Maryland and Virginia. The main GWSPH building is the Milken Institute School of Public Health Building at 950 New Hampshire Avenue NW in DC. Opened on May 15, 2014, this facility houses a variety of spaces for students, faculty and staff. The nine-story building features a number of healthy design features such as a central staircase to promote walking between floors, bike rooms, water bottle filling stations, standing desks and other furniture that meets the needs of employees and staff, and a caregiver suite. The building has a platinum rating under the Leadership in Energy and Environmental Design (LEED) Green Building Rating System of the US Green Building Council (USGBC). Sustainable features in the building include a rain-water collection system, terracotta panels, an HVAC system with chilled beam and mass air displacement technologies, an enhanced stormwater management system to reduce stormwater runoff by more than 25%, a green floor, low-flow plumbing fixtures, energy-saving lighting controls and numerous local, rapidly renewable and recycled content materials. In 2017, it won the COTE (Committee on the Environment) Top Ten award from the American Institute of Architects.

The two below-ground floors of the GWSPH building house six academic laboratories for EXNS. Additionally, the department offers fee-based research and public testing services for GW and the greater Washington, DC metro region through the Metabolism and Exercise Testing Service (METS) Laboratory Service Core. All laboratory facilities offer state-of-the-art exercise and clinical equipment for metabolic, body composition and human performance testing and academic training. The METS Lab, located in the basement of 950 New Hampshire Street NW, serves to cultivate health-related research in physical activity, exercise physiology, nutrition and human performance by providing a readily accessible and professional space for principal investigators to engage in rigorous and reliable data collection.

EXNS full-time faculty have dedicated office space on the second floor of the GWSPH building. For part-time faculty and staff, shared offices, open cubicles and shared workspaces (e.g., conference rooms and open lounges) are available.

There is adequate physical space for the S&C Concentration. The space at 950 New Hampshire Avenue NW is sufficient for the majority of GWSPH functions, and whatever functions cannot be held within the GWSPH building can be accommodated by one of the other spaces occupied by GWSPH or in other buildings on GW's Foggy Bottom campus. As expected, office space and classrooms are always in demand, but GWSPH has been able to successfully navigate the growing need through flexible work schedules and expanding online course options.

For more information, see V.E. Facilities and Exhibit 1.B GWSPH Facilities and Resources.

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

Describe how the mission, goals and expected outcomes of the program align with the

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

The mission of the university (Exhibit 1.C) is to educate individuals in liberal arts, languages, sciences, learned professions, and other courses and subjects of study, and to conduct scholarly research and publish the findings of such research.

The mission of GWSPH (Exhibit 1.C) is to advance population health, well-being and social justice locally, nationally and globally by:

- Applying public health knowledge to enhance policy, practice and management;
- Conducting rigorous basic, applied and translational research; and
- Educating the next generation of public health leaders, policy makers, practitioners, scientists, advocates and managers.

The mission of EXNS (Exhibit 1.C) is to advance the scientific basis for the benefits of regular physical activity and proper nutrition and function throughout the lifespan.

The mission of the BS in Exercise Science degree program (Exhibit 1.C) is to train students in the science and practice of exercise, physical activity and health in the greater context of public health and human performance by developing critical thinking skills and fostering life-long learning. The goals of the BS in Exercise Science degree program are to ensure that graduates are able to:

- Demonstrate knowledge of systems and functions underlying physical activity, exercise, and health across levels of the human organism.
- Demonstrate knowledge of human responses and adaptations to physical activity and exercise.
- Develop critical thinking skills to evaluate, interpret, and synthesize physical activity, exercise, and health related interventions, outcomes, and research.
- Utilize oral and written communication skills to summarize, critically evaluate, and discuss scientific evidence on key physical activity, exercise, and health related topics.
- Develop and apply physical activity, exercise, and behavioral interventions to improve human health, function, and performance.
- Translate physical activity and exercise science principles across public health settings.

The S&C Concentration aims to provide an innovative and dynamic curriculum that reflects a scientific basis for understanding contemporary strength and conditioning practice, exercise testing and technique, program design, and program administration. The program allows students to gain knowledge and skills to facilitate evidence-based practice in health and human performance. Comprehensive instruction is provided in sports performance training theory and techniques, while broader instruction in anatomy and physiology, sports psychology, exercise physiology, sports nutrition, and kinesiology lay foundational multidisciplinary knowledge. Students also gain practical training and assessment experience through applied laboratory coursework in addition to an athletic or human performance internship. Ultimately, this coursework prepares students for the National Strength & Conditioning Association's (NSCA's) Certified Strength & Conditioning Specialist (CSCS) exam upon graduation.

In addition to providing an innovative and dynamic curriculum, the S&C Concentration expects faculty, students and graduates to demonstrate the following:

Faculty	**Students**	**Graduates**
Professional behaviors that reflect commitment to service to the institution, profession and community; Currency in strength and conditioning, so that the program is assured the most current evidence-based knowledge, skills, and abilities are taught by the faculty	Entry-level competency in strength and conditioning practice by the end of the program; A commitment to the profession of strength and conditioning	Competence as strength and conditioning professionals with consideration for advancing the profession

See Section IV. Outcomes for more information.

The mission and goals of the BS in Exercise Science were developed through a collaborative process between the BS in Exercise Science PD and EXNS faculty. When creating the S&C Concentration, the team reviewed CASCE standards, NSCA recommendations, GWSPH curricular standards and the school's strategic plan. Both the BS in Exercise Science degree program and the S&C Concentration were approved by the department's and school's curriculum committees.

SECTION II. FACULTY

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

II.A.1. Be a full-time employee of the sponsoring institution.

Indicate the Program Director's official title and faculty appointment.

The S&C Concentration Lead (CL) is Todd Miller, PhD, CSCS*D, TSACF, Associate Professor in EXNS. For the purposes of CASCE, Dr. Miller acts as the "program director" of the S&C Concentration, but will be referred to as CL in this report. Dr. Miller is a regular, full-time faculty member at GWSPH.

II.A.2. Have full faculty status, rights, responsibilities, privileges, and voting rights as defined by institution policy, consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.

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

As per Dr. Miller's reappointment letter (Exhibit 2.A), he is in a regular, full-time, non-tenure track appointment. A description of this academic grade is included on page 2 of the university's Faculty Code (Exhibit 2.A) and is included here:

> *Regular Faculty are full-time faculty members with the title of university professor, professor, associate professor, assistant professor, and instructor who are tenured or tenure-track, and non-tenure-track full-time faculty members who are on a renewable contract, do not hold either a regular or tenured appointment at another university, have a nine or twelve month appointment and who have contractual responsibilities for all of the following: research, teaching, and service. However, the proportion of regular faculty serving in non-tenure track appointments shall not exceed 25 percent in any school, nor shall any department have fewer than 50 percent of its regular faculty appointments either tenured or tenure-track. The foregoing shall not apply to the School of Medicine and Health Sciences, the School of Nursing, the Milken Institute School of Public Health, and the College of Professional Studies.*
>
> – George Washington University Faculty Code

Dr. Miller's faculty status, rights, responsibilities, privileges and voting rights meet institutional policy and are consistent with similar positions at GW.

II.A.3. Have a master's degree or higher in a related field.

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

Dr. Miller holds a PhD in Exercise Physiology from Texas A&M University. Please see Exhibit 2.A for Dr. Miller's CV.

II.A.4. Be in good standing with the NSCA with a current Certified Strength and Conditioning Specialist® (CSCS®) certification.

Provide reference to verification of current CSCS certification in Exhibits.

Dr. Miller's CSCS number is 976919 (Exhibit 2.A).

II.A.5. Have experience with curriculum and/or program development in a related field.

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

Dr. Miller served on curriculum committees at the university and department levels, and has extensive experience with curriculum and program development. Dr. Miller is responsible for the creation of the Master of Science in Exercise Science, with a concentration in Strength & Conditioning (MS in S&C) at GWSPH, which launched in 2007. As part of the proposed MS in S&C program, Dr. Miller designed several new classes, including EXNS 6221 Science & Theory of Resistance Training, a graduate level course that teaches advanced strength and conditioning skills and knowledge. In 2013, the MS in S&C program transitioned from a residential to an online program to meet student needs. Dr. Miller led the transition, making necessary curricular changes.

In 2021-2022, Dr. Miller led the development of the S&C Concentration, collaborating with EXNS colleague, Kyle Levers, PhD, CSCS*D, to ensure concentration content met CASCE standards. Dr. Miller continues to collaborate with faculty across EXNS to improve existing content and develop new strength and conditioning curricula. He regularly works with Matthew Barberio, PhD, the current PD of the Exercise Science undergraduate degree program, to ensure the S&C Concentration is meeting students' and employers' needs.

II.A.6. Be qualified commensurate with other administrative positions within similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions. If the institution does not sponsor other allied health programs, this standard must be benchmarked against other peer institutions (e.g., Education Recognition Program [ERP] or accredited strength and conditioning programs). Academic rank and tenure status are determined by the institution according to institutional policy

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

Across GWSPH's seven departments, there are four undergraduate majors, 26 master's programs and eight doctoral programs. Each program has a designated PD who oversees all aspects of the program. Each PD has a terminal degree and expertise in their program's field of study.

At GW, PDs are expected to play similar roles regardless of their department. The expectations, as described in the *GWSPH Faculty Guidelines for Academic and Service Activities* (Exhibit 2.A), are:

- Coordinate program admissions and recruitment;
- Manage academic advising to include course planning and scheduling, paperwork, academic issues, and faculty and staff who serve in academic advisory roles;
- Coordinate updates of curriculum/program guides/website, etc. and navigate school and university bulletin updates and requirements; and
- Coordinate additional program requirements, e.g., coordination of residency/fellowship placements, practicum, professional enhancement and CE [culminating experience/thesis/dissertation] opportunities.

Dr. Miller currently serves as CL for the S&C Concentration and PD for the MS in S&C. He was the primary architect of both degrees, the former of which is currently applying for accreditation. Dr. Miller has been CSCS certified since 1997 and has decades of experience in teaching and developing undergraduate and graduate courses and curricula in strength and conditioning. Dr. Miller performs all of above described duties, at a minimum, as do the other PDs within GWSPH. Therefore, Dr. Miller is qualified to act as CL for a CASCE accredited S&C Concentration and his experience is commensurate with other administrative positions at the school.

II.A.7. Have programmatic administrative and supervisory responsibility consistent with other similar assignments within the institution.

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

The administrative responsibilities of PDs include, but are not limited to: curriculum development and evaluation; student advising; program budgeting (where applicable); and

attending student orientations and recruitment events. These responsibilities are described in Exhibit 2.A *GWSPH Faculty Guidelines for Academic and Service Activities*.

The supervisory responsibilities of PDs vary slightly across program, depending on size, but include, but are not limited to: staff; instructors (full-time and part-time); research or graduate assistants; teaching assistants; and student workers.

Dr. Miller performs similar administrative and supervisory duties compared to PDs in the school.

II.A.8. Oversee and evaluate program-specific course content and curricular efficacy.

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

The CL ensures that program-specific courses are relevant and appropriate for meeting the goals of the program. Before the start of each semester, the CL communicates with instructors to ensure each course's content is up-to-date (e.g., readings are current) and learning objectives are met. The CL emails instructors an additional two times during the semester, at the mid-point and the end of the term, to check-in and remind faculty about grading deadlines, etc. The CL encourages faculty to email the CL on an as needed basis.

In addition to the CL reviewing course syllabi periodically, syllabi are also reviewed by the EXNS Curriculum Committee. Both reviews focus on ensuring that current readings and content are included.

The CL evaluates program-specific course content and curricular efficacy through a variety of mechanisms. Course evaluations (Exhibit 2.A) are the primary method for evaluating course content and faculty instructional effectiveness. All students complete online course evaluations at the end of each term for every course in which they are registered. Course evaluations are organized at the university level through the GW Office of Survey Research and Analysis. The university uses the SmartEvals system to gather course evaluation data. All evaluation surveys have a standard set of questions containing both open-ended and Likert-scale questions. GWSPH requested that some personalized questions specific to the school be included in GWSPH students' evaluations. While evaluations are not required, student participation is encouraged through faculty promotion and SmartEvals system reminder emails, which are sent until students complete their evaluations or the evaluation period ends, whichever comes first. The evaluation period usually opens in the last week of the term and closes before final grades are posted. Data are released three weeks after the term ends and final grades have been posted.

Additional data evaluating program-specific course content and curricular efficacy are collected via surveys of graduates. The GW Office of Survey Research and Analysis is responsible for surveying graduating students annually. Undergraduate students complete the *Graduating Senior Survey* (Exhibit 2.A), which is distributed when students register for Commencement activities, which assists in increasing response rates. The survey has a standard set of questions that cover satisfaction with their school experience, self-assessment

of skills and post-graduation plans. Students who either don't respond to the *Graduating Senior Survey* or respond that they have yet to solidify their post-graduation plans are emailed six months after graduation by the GW Office of Survey Research and Analysis. This second survey, *First Destinations Survey* (Exhibit 2.A), asks recent alumni for information about their employment outcomes. Lastly, every 2-3 years, the GWSPH Office of Academic Affairs surveys and interviews alumni regarding their skills, post-graduation career path, satisfaction with their program and curricular effectiveness (Exhibit 2.A Alumni Survey and Interview Guide).

Evaluation data are reviewed by instructors; PDs (CL in S&C Concentration); department (vice) chairs; the Associate Dean for Undergraduate Education and Senior Associate Dean for Academic, Student & Faculty Affairs; and the Dean. Data reports include deidentified and summarized quantitative data and all open-ended responses. The CL regularly updates the program's curriculum to meet the needs of graduates and employers based on trends in the evaluation data. All programmatic revisions undergo curriculum committee approval at the department and/or schoolwide-level (depending on the modification; Exhibit 2.A Curriculum Guidebook). The CL is responsible for submitting those changes to the appropriate committee(s), keeping the PD of the BS in Exercise Science and EXNS department chair abreast of latest developments and implementing any programmatic revisions.

II.A.9. Have administrative release/reassigned workload. The Program Director's release time must be equivalent to similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

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

Faculty workloads are generally split based on funding source: Part A is internal funding through teaching, service, administration, etc.; and Part B is external support such as research. A full-time, non-tenure track faculty member in EXNS typically has a teaching workload of 6-9 credits per semester (approximately 3 courses), which accounts for approximately 60-90% of the faculty member's total workload. The remaining portion of the faculty workload is usually split between administrative, service and research responsibilities.

As the PD of the MS in S&C and CL of the S&C Concentration, Dr. Miller maintains a portion of his workload for program and concentration administration of approximately 15% effort, including the FEC role. See Faculty Workload Table for more information. Faculty workload guidelines are available in Exhibit 2.A *GWSPH Faculty Guidelines for Academic and Service Activities*.

II.A.10. Have responsibilities that include input to and assurance of the following program features:

II.A.10.a. Ongoing compliance with The Council on Accreditation of Strength and Conditioning Education's (CASCE) Professional Standards and Guidelines.

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

The CL ensures the program is compliant with CASCE standards, with the full support of the department and school. The leadership within the department, school and university recognize the program's commitment to maintaining CASCE standards and accreditation. As such, they provide constructive input and assure the continuance of program resources.

The CL monitors CASCE Professional Standards and Guidelines, and updates instructors, field experience site supervisors (FESS) and other relevant university partners during regularly scheduled and ad hoc meetings.

Further supporting the program's commitment to maintaining CASCE standards and accreditation is the CL's active participation in CASCE and NSCA. Since August 2023, Dr. Miller has been acting as Executive Director of CASCE. Additionally, Dr. Miller was a member of the Board of Directors of NSCA (2010-2016) and Vice President (2014-2015). He plans to continue his association with both organizations.

II.A.10.b. Planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum.

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

The CL oversees and manages the planning, development, implementation, delivery, documentation, and assessment of the S&C Concentration, in collaboration and consultation with core S&C Concentration instructors, PD of the BS in Exercise Science and other EXNS faculty.

<u>Planning and Development</u>

All curricular modifications undergo approval at department- and/or school-level curriculum committee(s), depending on the level of change (see Exhibit 2.A Curriculum Guidebook). The S&C Concentration was originally created as a result of student and faculty interest. Per GWSPH policies, the BS in Exercise Science has clear program-specific competencies mapped to courses. Each course has measurable learning outcomes mapped to assessments. This process ensures that students, through assignments and completed coursework, are building the skills and knowledge necessary to excel in the workforce. Three new courses were developed for the S&C Concentration to fill the curricular gaps needed to meet the curriculum standards outlined by CASCE:

- EXNS 3328 Scientific Principles of Strength & Conditioning
- EXNS 4103 Training and Conditioning Program Design and Application 1
- EXNS 4104 Training and Conditioning Program Design and Application 2

The S&C Concentration curriculum received approval from the department's and school's curriculum committees in 2021-2022. Students were admitted to the program in the fall of 2022.

Implementation and Delivery

The CL and PD of the BS in Exercise Science are responsible for planning the annual course schedule and identifying potential instructors for each course. The EXNS Chair ensures that department faculty have an appropriate teaching workload. The hiring of part-time instructors is approved by the Senior Associate Dean for Academic, Student & Faculty Affairs.

Documentation and Assessment

The evaluation and assessment plan for the S&C Concentration includes the five components described below:

Quality Course Development

GWSPH promotes faculty participating in course development programming. For example, the university's Course Design Institute supports faculty as they design new or redesign existing course syllabi using learning-centered principles. The Master Teacher Academy (MTA) at GWSPH provides ongoing education, support and expertise to faculty, staff, and students regarding teaching excellence and pedagogical science. MTA core activities have included:

- Hosting faculty webinars and teaching-related opportunities
- Testing and promoting innovative GWSPH teaching practices
- Providing technical assistance for teaching reviews/practices, as requested
- Participating in peer review of teaching/internal mentorship opportunities
- Participating in GW Teaching Day
- Developing peer-reviewed articles regarding pedological excellence and innovation

The CL has extensive experience in developing quality courses and participated in GW's Online Learning Initiative. As such, he is well qualified to assess quality course development.

Faculty Evaluation

Per course instructional effectiveness is primarily evaluated by the CL through course evaluation results. As previously discussed in II.A.8., course evaluation data are collected every semester and students provide feedback on the instructor (e.g., was knowledgeable about the subject and course materials; designed and used fair grading procedures; and treats all students with respect; see Exhibit 2.A Course Evaluation Example).

Faculty instructional effectiveness is evaluated as a whole during the annual performance review process, which occurs every spring. Faculty highlight feedback from course evaluations, innovative activities they implemented in the classroom as well as resources and education they obtained and subsequently integrated into their instruction. Faculty document their instructional effectiveness in Lyterati. Annual performance reviews are conducted by department chairs with faculty during annual one-on-one review meetings as well as by the relevant academic deans (academic and research with respect to specialized

faculty) and the Dean to ensure concurrence.

Peer evaluations are an optional method for evaluating faculty. An optional structured peer evaluation process between senior and junior faculty is available to faculty in EXNS. A schoolwide process for formal peer evaluation is currently in development but has yet to be finalized and implemented. In the EXNS department, faculty mentorship is available, either in the form of co-teaching a course (particularly for new instructors) or between faculty at different levels (e.g., associate professor to assistant professor). With his years of teaching experience, the CL acts as a mentor, assisting instructors in improving their instructional effectiveness.

Assessment of Student Learning

Instructors are responsible for assessing student learning within courses through assignments including, but not limited to, exams, quizzes, papers, and presentations. Such assessments are detailed in each course syllabus and were approved by curriculum committees at the department and school levels. Each assignment links to one or more course learning objectives, allowing instructors to assess students on their attainment of those learning objectives. Typically, the CL is responsible for designing the first iteration of the assessment and approving any subsequent instructor-led modifications. Instructors are encouraged to provide detailed directions and grading rubrics for each assignment so that expectations of student learning are clear. The CL evaluates student learning at the end of each semester by assessing course grades and course evaluation data (see II.A.8.).

Students are assessed on strength and conditioning standards set by CASCE during the field experience (see III.D.). The CL evaluates students' competencies and reviews data provided by the FESS.

Data on students' self-assessments on learning are collected through the *Graduating Senior Survey* (Exhibit 2.A) and the GWSPH alumni surveys and interviews (Exhibit 2.A). See II.A.8. for more information.

Student Completion

Student completion rates are collected annually by GWSPH's Senior Data Analyst for reporting to the school's other accreditors. Data are reviewed by PDs (CL in S&C Concentration); department (vice) chairs; the Associate Dean for Undergraduate Education and the Senior Associate Dean for Academic, Student & Faculty Affairs; and the Dean.

Student Satisfaction

Students and alumni provide data on their satisfaction with courses and the program, as described above in II.A.8. Informal data collection occurs through faculty conversations with students and graduates. Data collected include, but are not limited to, students' perceptions of the learning management system, student services, advising, access to assistance and instruction. The CL reviews these data regularly.

II.A.10.c. Effective leadership in areas such as field experience, strategic planning, resources, and budget.

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

Field Experience

As PD of the MS in S&C, Dr. Miller oversees graduate field experiences in strength and conditioning. With over 15 years of experience, Dr. Miller has demonstrated expertise in effective leadership in this area.

Strategic Planning

Dr. Miller collaborated extensively in strategic planning at multiple institutions. He is a long-standing member of NSCA and, as such, participated in several strategic planning meetings for the organization. Dr. Miller was involved in several strategic planning meetings at GW, at varying levels. He has a vast institutional knowledge of school and departmental policies, processes and resources, making him an asset to any institutional strategic planning team. GWSPH is developing a new strategic plan in 2024-2025 and Dr. Miller is expected to contribute to this process.

Resources and Budget

Dr. Miller participates in the school's annual budget proposal process. PDs prepare programmatic requests to department chairs. Departments submit faculty hire requests (in light of enrollment trends and the school's teaching and research needs) and requests for additional staff (in light of the school's administrative needs and available funding) to the Dean. A slate of requests is prepared and submitted to the Provost for review. Approved requests are then included in the school's annual budget proposal for the following year.

As CL, Dr. Miller maintains fiscal responsibility for the S&C Concentration. The administrative tasks expected, directly or indirectly, relates to program financial stability. For example, Dr. Miller ensures the program is bringing in tuition funding (via recruitment of students) and not overspending on unnecessary courses (by managing annual course scheduling).

II.A.10.d. Compliance with all applicable state rules and regulations.

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

Student and personnel policies, affiliation agreements, handbooks and contracts with the program are reviewed prior to implementation, and periodically thereafter, by the school's general counsel to ensure consistency with federal and state statutes, rules and regulations. The GW Office of Ethics, Compliance and Risk (OECR) assists with issues related to compliance. As governed by the Federal Sentencing Guidelines: Chapter 8 and Department of Justice Evaluation of Corporate Compliance Programs, the OECR has oversight and monitoring responsibilities of the operational compliance units to ensure compliance, program effectiveness and risk mitigation in consideration of legal and regulatory requirements and compliance best practices. OECR also provides other institutional risk-based assurance services through oversight of university policies, ethics and non-compliance reporting hotline, the university's ethics program, internal audit and enterprise risk management.

Dr. Miller complies with all applicable state rules and regulations, and accepts responsibility for ensuring that all personnel and student policies are consistent with federal and state statutes, rules and regulations, on the advice of OECR and GWSPH's general counsel.

II.A.10.e. Compliance with institutional and program policies.

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

The CL ensures compliance with all institutional and program policies. The CL attends department and schoolwide faculty meetings to keep abreast of changes in institutional policies. The CL meets with instructors and the FESS on a regular basis to ensure that all elements are in compliance with institutional and program policies. Periodic reviews of syllabi by the CL and department curriculum committee further ensure compliance. The department conducts an academic program review (APR; Exhibit 2.A) every seven years, during which, it thoroughly reviews each program's alignment with current institutional policies. The CL is actively involved in this APR process.

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

II.B.1. Be a full-time employee of the sponsoring institution.

Indicate the Field Experience Coordinator's official title and appointment status.

The Field Experience Coordinator (FEC) role is split between Michelle Stevens, MS, Program Manager, and Todd Miller, PhD, CSCS*D, TSACF, Associate Professor. Both are in EXNS at GWSPH. A description of FEC duties at GWSPH is included as Exhibit 2.B.

Ms. Stevens handles all administrative duties associated with the FEC role. She is a full-time staff member at GWSPH. Ms. Steven's résumé is included as Exhibit 2.B.

Dr. Miller handles all tasks requiring S&C specific knowledge. He is full-time faculty member at GWSPH on a non-tenure track. Refer to Dr. Miller's 2024-2025 Faculty Contract and appointment letter included as Exhibit 2.A.

II.B.2. Have released/reassigned workload to meet the institutional responsibilities for overseeing the field experience.

Describe the typical faculty/staff workload of the unit in which the program is housed. Indicate how much of the Field Experience Coordinator's time is released/reassigned for overseeing the field experience for the program. If the Field Experience Coordinator holds a faculty position, then then the released/reassigned time must be included on the Faculty Workload

Table. If the Coordinator holds a staff position, provide documentation of the amount of released or reassigned time that is devoted to coordination of the strength and conditioning field experiences.

As Ms. Stevens is a full-time staff member, she does not receive "administrative release time" per se, but her position description lists the administrative coordination of field experience as one of her responsibilities (Exhibit 2.B). Ms. Stevens estimates that 30% of her time is spent on administration of the field experience; this includes all EXNS students, not just S&C Concentration.

Dr. Miller receives 15% release time for administrative duties, which includes the duties associated with the FEC position (see II.A.9.). As a full-time faculty member in a regular, non-tenure track appointment, Dr. Miller's workload is guided by the school's faculty coverage guidelines (see Exhibit 2.A *GWSPH Faculty Guidelines for Academic and Service Activities*). Administrative release is granted for PDs based on program size. Given that this is a concentration housed within a larger Exercise Science undergraduate program, and also anticipated to include fewer than 20 students, Dr. Miller 's administrative release time is set to 15% and combined with his coverage for being the PD for the MS in S&C.

II.A.3. Have experience with field experience oversight and development.

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

Ms. Stevens has administratively coordinated all field experiences of undergraduate students who register for EXNS 3110 since fall of 2019. As of January 2025, she was promoted to Field Experience Director and took over S&C Concentration FEC administrative duties from Dr. Miller. She works closely with the faculty who teach EXNS 3110 and will continue to work closely with the S&C Concentration Lead, Dr. Miller, to ensure that the field experience meets all program requirements.

Dr. Miller also has extensive experience with field experiences. He is the FEC for the MS in S&C and his role includes the identification, evaluation, training, and assessment of field experience sites and supervisors as well as matching students to the appropriate site.

II.B.4. Be responsible for:

II.B.4.a. Student field experience placement.

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

Ms. Stevens is responsible for all administrative tasks of the S&C Concentration field experience. This includes, but is not limited to, ensuring that students have met eligibility requirements to begin their field experience, matching students to an approved site, monitoring the student during the placement, and maintaining accurate records and affiliation agreements, as needed.

Before a student can be placed at a site, Ms. Stevens ensures that the student meets all curricular prerequisites through a review of their transcript. She assigns students to a site based on a number of factors including, but not limited to, students' site rankings, site location, site availability and the discipline-specific needs of the student and/or site. Sites may require additional items from students before accepting a placement, such as an application or interview. In these cases, Ms. Stevens communicates these additional requirements to students. Students are warned that they are not guaranteed a specific field experience placement. Should the need arise, Ms. Stevens, with the support of Dr. Miller, assists students in finding and establishing field experiences in geographical locations outside of the DC metro area. As of summer 2024, there has not been a need for a non-DC field experience placement.

When a student has been matched to a field experience site, Ms. Stevens emails the student and FESS to inform them of the match. This introductory email outlines the expectations of the student, site and FESS, and initiates the dialogue between student and FESS regarding field experience work schedule.

Per the requirements of EXNS 3110 Field Experience in Exercise and Nutritional Sciences, students are required to meet with their FESS and review the Field Experience Placement Form and Educational Plan. These documents along with the Syllabus Agreement Form must be submitted to Ms. Stevens early in the field experience placement process. See Exhibit 3.C Syllabi for more information on these forms.

Dr. Miller supports Ms. Stevens by identifying appropriate field experience sites and supervisors, training site supervisors, acting as the primary contact for FESS and students during the field experience, and conducting evaluations of the student, site and supervisor. For more information about how the identification, assessment and training of field experience sites and supervisors, see II.B.4.c. and Exhibit 3.D *Field Experience Information Guide*.

Throughout the field experience placement, Dr. Miller is the point of contact for students and FESS. Dr. Miller conducts preliminary and annual reviews of the field experience sites, ensuring that sites can meet S&C Concentration requirements, as well as provide S&C content-specific knowledge and oversight. He works closely with FESS before, during and at the completion of the field experience to ensure students are performing well and any concerns are addressed.

Both Dr. Miller and Ms. Stevens are available to students should they have concerns. Students are required to maintain weekly correspondence with the FEC, per the instructions in EXNS 3110 (Exhibit 3.D). This correspondence is monitored by Ms. Stevens who alerts Dr. Miller if an issue arises.

II.B.4.b. Maintaining current affiliation agreement(s) or Memorandum of Understanding (MOU) with field experience sites.

Describe the role of the Field Experience Coordinator with obtaining and maintaining current affiliation agreements with the field experience sites.

In collaboration with the Operations & Planning Manager at GWSPH, Ms. Stevens ensures that affiliation agreements are in place, as appropriate (Exhibit 3.D). Affiliation agreements are required for field experiences unless the field experience is within GW (as GW cannot affiliate with itself). Therefore, the two currently approved field experience sites do not require affiliation agreements. Ms. Stevens is responsible for ensuring that affiliation agreements are signed and filed with the GWSPH Contracts Office. Ms. Stevens maintains a repository of current affiliation agreements and checks it annually for needed updates.

II.B.4.c. Field Experience site evaluation.

Describe the role of the Field Experience Coordinator with the evaluation of field experience sites.

Dr. Miller conducts annual evaluations of all field experience sites. When a site is first identified, he conducts an initial screening and site visit. The screening process consists of ensuring that the site is appropriate for students, that a qualified FESS is available to supervise and that the site adheres to all applicable regulatory entities. Dr. Miller also conducts an initial site visit which serves as an opportunity for him to inspect the site and meet with the FESS to review expected learning outcomes and performance evaluation measures. Dr. Miller completes the *Initial Review Field Experience Site Evaluation Form* (Exhibit 2.B). Only after the field experience site and FESS meet Dr. Miller's approval are students assigned to the field experience site.

After the initial review and approval, Dr. Miller conducts yearly evaluations to confirm continued approval. In much the same way as the initial site visit, he conducts annual site visits at the field experience site, reviewing field experience materials and noting any modifications or clarifications with the FESS. Dr. Miller uses the *Field Experience Site Evaluation Form* (Exhibit 2.B) to evaluate the site during these annual visits. In addition, the annual visit evaluation process includes students' evaluations of their experience at the site and with the FESS, and their achievement of learning outcomes. See Section IV. Outcomes for more information on how student learning outcomes are identified and assessed.

Sites and FESS who fail to receive re-approval (e.g., loss of qualified FESS, student did not achieve learning outcomes, etc.) will be removed from the list of approved field experience sites. Dr. Miller notifies Ms. Stevens and the CL of this loss of approval to ensure students are not matched to this site. The site may request re-evaluation the following year.

II.B.4.d. Field Experience Site Supervisor training.

Describe the role of the Field Experience Coordinator in regard to Site Supervisor training.

Dr. Miller trains each FESS once the field experience has been approved for student placement. He reviews the most recent EXNS 3110 syllabus and the *Field Experience Information Guide* (Exhibit 3.D). Dr. Miller discusses the expectations and responsibilities of all involved in the field experience, the student placement process and all related policies and procedures with the FESS. The FESS signs a *Field Experience Site Supervisor Acknowledgement Form* (Exhibit 2.E) acknowledging receipt of and adherence to training

and materials.

During the annual field experience site visit review, Dr. Miller updates the FESS with annual updates. He emails mid-year updates or clarifications to FESS on an as needed basis.

II.B.4.e. Field Experience Site Supervisor evaluation.

Describe the role of the Field Experience Coordinator with Site Supervisor evaluation.

Dr. Miller evaluates the FESS during the initial and all subsequent field experience site reviews. He evaluates the FESS using the *Initial Review Field Experience Site Evaluation Form* and *Field Experience Site Evaluation Form* (Exhibit 2.B), which has questions related to the FESS' suitability to act as FESS (see II.E.).

When evaluating the FESS, Dr. Miller consults students' evaluations of the site and FESS (Exhibit 3.B) and their achievement of learning outcomes (as described in Section IV. Outcomes). If Dr. Miller determines that the FESS is unable to meet expectations and provide a quality field experience, he removes the FESS and/or field experience site from the approved site list and notifies Ms. Stevens and the CL. The site may request re-evaluation the following year. See II.B.4.c. for more information.

II.B.4.f. Regular communication with the Field Experience Site Supervisors.

Describe the communication plan between the Field Experience Coordinator and the Site Supervisors. Be sure to include frequency and type of communication.

Dr. Miller communicates regularly with the FESS during the initial field experience site review, as described in II.B.4.c.. Once a student has been matched to a field experience, Dr. Miller again communicates with the FESS, as described in II.B.4.a.. These communications occur in person, via email, by phone and through traditional mail.

During the field experience, Dr. Miller develops a plan of communication between the FESS and himself for the duration of the field experience. This is usually a planned site visit, as well as an emailed check-in/follow-up on progress communication mid-term. The FESS completes two evaluations of the students placed at their field experience site – one at the midpoint and again at the end of the experience (Exhibit 3.D). Dr. Miller emails the FESS with reminders to complete these evaluations and includes a thank you in the end-of-term email for supervising students. See Exhibit 2.B for more information about the *FEC_FESS Communication Plan*.

II.B.4.g. Following institutional and program policies.

Describe the role of the Field Experience Coordinator in assuring that Field Experience Sites are following institutional and program guidelines.

As previously described, Dr. Miller trains the FESS on university and program policies and guidelines (see Exhibit 3.D *Field Experience Information Guide*). The FESS acknowledges receipt of training materials and confirms adherence by signing the *Field Experience Site*

Supervisor Acknowledgement Form (Exhibit 2.E). Dr. Miller conducts annual reviews of each site visit, confirming that protocols have been followed and that the FESS is updated on any changes or clarifications to program policies and procedures.

During the field experience placement, Dr. Miller conducts in-person site visits and regularly checks-in with students and the FESS. These visits and check-ins ensure that the program requirements are being met. Evaluation of adherence to all institutional and program policies and guidelines are evaluated by the process outlined in II.B.4.c..

II.C. Strength and Conditioning Faculty: The teaching faculty of the strength and conditioning educational program shall be identified as those faculty members responsible for teaching in the required subject matter areas specified in Section III and other didactic courses included in the strength and conditioning curriculum as identified by the institution.

II.C.1. Members of the teaching faculty must have formal academic appointments.

Describe the teaching faculty's official roles and titles within the program and the institution.

The majority of instructors who teach courses in the S&C Concentration are faculty members of EXNS (with formal academic appointments). They include a subset of the primary instructional faculty of the department (Exhibit 1.B) plus some exceptional part-time faculty. The public health courses (PUBH) required in the Exercise Science core are taught by faculty in other departments at GWSPH. Regardless of department, all instructors have extensive research and teaching experience. A table of S&C Concentration instructional faculty (Exhibit 2.C) has been provided. Additional information about S&C Concentration faculty is available in I.B. and II.D.. Information about the curriculum may be found in Section III. Curriculum.

Faculty	Courses[10]	Primary Role in S&C Concentration	Rank	Appointment	Track
Barberio, Matthew	EXNS 3111W	PD of BS in Exercise Science; Teaching	Assistant Professor	Regular, Full-time	Tenure track
Barron, Mary[11]	EXNS 1103 EXNS 2210 EXNS 2211 EXNS 3110	Teaching	Associate Professor	Regular, Full-time	Non-tenure
Headrick, Gabrielle	EXNS 2119	Teaching	Assistant Professor	Regular, Full-time	Non-tenure
Janjigian, Kiersten	EXNS 2117	Teaching	Instructor	Adjunct, Part-time	na
Levers, Kyle	EXNS 3311 EXNS 3312 EXNS 3313 EXNS 4103 EXNS 4104	Teaching	Assistant Professor	Regular, Full-time	Non-tenure
Marcum, Megan	EXNS 1117	Teaching	Instructor	Adjunct, Part-time	na
Miller, Todd	EXNS 2118 EXNS 3328 EXNS 3110 EXNS 4103 EXNS 4104	CL of S&C Concentration; FEC; Teaching	Associate Professor	Regular, Full-time	Non-tenure
Visek, Amanda	EXNS 2116 EXNS 3123W	Teaching	Associate Professor	Regular, Full-time	Tenured
Gray, Elizabeth	PUBH 1010 PUBH 1101	Teaching	Assistant Professor	Regular, Full-time	Non-tenure

[10] Includes all required courses in the Exercise Science core and S&C Concentration taught in GWSPH.

[11] Dr. Barron is the current Field Experience Director, hence the reason that EXNS 3110 is listed as one of her courses. She will work jointly with Dr. Miller to ensure that S&C Concentration students meet all strength and conditioning requirements, as outlined in this self-study.

II.C.2. All faculty assigned and responsible for the instruction of strength and conditioning knowledge, skills, and abilities in required courses must:

II.C.2.a. Be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.

Describe how the faculty are qualified through professional preparation and experienced in their respective areas as determined by the institutions.

The full-time and part-time instructional faculty at GWSPH have extensive experience in public-sector (federal, state and local) and private-sector practice as well as academia and research. Many of our faculty have worked in and across sectors throughout their careers. GWSPH is fortunate to have a remarkable core of adjunct faculty who engage in teaching and mentoring and share their professional experience in real time with students inside and outside of the classroom.

Full-time and part-time faculty in EXNS have considerable expertise in the fields of exercise and nutrition sciences. Faculty CVs (Exhibit 2.C) showcase the academic preparation and work histories of the S&C Concentration faculty. In addition to formal academic training, many EXNS faculty members have additional certifications and licenses, including CSCS certification and Athletic Training licenses.

II.C.2.b. Be in good standing with the NSCA with a current CSCS certification if they teach courses with content specific to strength and conditioning as defined in Standard III.C.6-10 (in this document).

Indicate how the program ensures that all faculty who teach courses with content specific to Strength & Conditioning as defined in Standard III.C.6-10 are CSCS certified.

The courses in the S&C Concentration curriculum that teach content specific to strength and conditioning, as defined in Standard III.C.6-10 are:

- EXNS 3311 Exercise Physiology 1 & Lab
- EXNS 3312 Exercise Physiology 2 & Lab
- EXNS 3313 Kinesiology
- EXNS 3328 Scientific Principles of Strength & Conditioning
- EXNS 4103 Training and Conditioning Program Design & Application 1
- EXNS 4104 Training and Conditioning Program Design & Application 2

Two EXNS faculty, Todd Miller, PhD, CSCS*D, TSACF and Kyle Levers, PhD, CSCS*D, teach these classes. The CL ensures that instructors are current in their CSCS certification. The CL collects documentation of CSCS certification during the onboarding process for new hires and annually thereafter. See Exhibit 2.C Instructor CSCS Certification.

II.C.2.c. Incorporate the most current evidence- based strength and conditioning knowledge, skills, and abilities as they pertain to their respective teaching areas.

Explain how the program is assured that the most current evidence-based knowledge, skills, and abilities are taught by the faculty.

GWSPH expects faculty to maintain currency in their areas of instructional responsibility through a variety of mechanisms. Faculty are expected to engage in research with other faculty and external collaborators to maintain currency in research methodology. Faculty are encouraged to attend professional development activities, particularly related to instructional effectiveness. Many of the activities offered by the university are free of charge, or in the case of the Course Design Institute, pay faculty to attend. Last, faculty learn of emergent issues and participate in peer-to-peer learning when presenting and attending conferences, such as NSCA, American College of Sports Medicine (ACSM) and International Society of Sports Nutrition (ISSN). Financial support is available for full-time faculty to attend such meetings.

EXNS evaluates its faculty on a regular basis to ensure currency. As syllabi reflect faculty preparedness and knowledge to teach in a prescribed area, the EXNS Curriculum Committee reviews these syllabi periodically. The reviews focus on ensuring that current readings and content are included. Likewise, course evaluations provide insights into students' perceptions of faculty preparedness. On an annual basis, all faculty undergo an annual performance review, during which faculty provide evidence of their currency in their area of instructional responsibility. Faculty are further assessed when undergoing a review for promotion or tenure. Currency in instructional responsibility is evaluated using the submitted dossier (see Exhibit 2.C Performance Review).

II.D. Strength and Conditioning Faculty Number: In addition to the Program Director, the number of strength and conditioning faculty must meet the needs of the program (based on the program's student enrollment) and be sufficient to:

II.D.1. Advise and mentor students.

Describe how the number of strength and conditioning faculty are sufficient to advise and mentor students. Indicate how many students are assigned to each faculty member for advising. If the program uses central advising or other methods, please explain.

General information regarding academic advising, including contact information, is available on the GWSPH website, which includes information about undergraduate advising.

All S&C Concentration students are expected to use DegreeMAP to monitor their progression toward graduation (see Exhibit 2.C). DegreeMAP is an online advising and degree auditing system. It offers real-time mapping so when students add or drop courses in Banner, their progress toward degree completion is updated on DegreeMAP. GWSPH faculty and staff advisors guide students through their specific curricula and assist students with choosing electives. GWSPH advisors also use DegreeMAP to ensure students have met the requirements for graduation.

Undergraduate academic advisors are full-time staff at GWSPH, under the supervision of the Associate Dean of Undergraduate Education. While these are generally entry-level positions, most advisors have earned either a master's degree or are working towards one. The university mandates all new undergraduate advisors complete a series of training modules on federal guidelines (e.g., FERPA), university policies and advising systems. Regular meetings with university advisors, and school PDs and leadership keep GWSPH advisors up-to-date with the latest policy and curricular changes.

Currently, undergraduate students are assigned primary academic advisors alphabetically by last name. All advisors are cross-trained in all programs so students may reach out to another advisor if their primary advisor is not available. Students are informed of their primary academic advisor during New Student Orientation, in a newsletter and on the advising Blackboard Community.

Advisors are available via email or by appointment (virtual or in person). Students are able to schedule and reschedule their own advising appointments using a Calendly link in advisors' email signatures. Students are expected to meet with their academic advisor during their first semester in the program. After each appointment, students are sent a survey where they can rate their satisfaction with the appointment and services offered.

In addition to being advised by staff advisors at GWSPH, students enrolled in the S&C Concentration are also advised by Drs. Miller and Levers, the two CSCS certified faculty in the S&C Concentration. Drs. Miller and Levers currently advise up to 10 students each (total of 20 students in the S&C Concentration). As the program grows, additional faculty advisors who are CSCS certified will join Drs. Miller and Levers as faculty academic advisors.

II.D.2. Meet program outcomes.

Describe how faculty workload is assigned at the institution. Describe the process used to arrive at the assigned load for program faculty and how that assigned load is comparable to other faulty within the intuitions. Describe how the number of strength and conditioning faculty are sufficient to meet program outcomes.

Primary instructional faculty at GWSPH include both tenured, tenure track and non-tenure track faculty. Faculty are categorized as regular, specialized (research or teaching) and visiting, with the latter two being non-tenure track. All full-time faculty at GWSPH are 1.0 FTE. Regular and teaching faculty have a regular responsibility to teach. While research faculty do not have a requirement to teach, all of them regularly do teach.

As previously described in II.A.9., workloads vary among faculty based on funding sources. Faculty assignments are equitable but not necessarily identical. EXNS faculty with a responsibility to teach are usually assigned teaching workloads of 0.9 FTE or 9 credits per semester. This is comparable to other teaching faculty at GWSPH. Faculty workload guidelines are available in Exhibit 2.A *GWSPH Faculty Guidelines for Academic and Service Activities*.

With fewer than 20 students in the S&C Concentration, two CSCS certified instructors is

sufficient to advise students and teach content specific to strength and conditioning, as defined in Standard III.C.6-10. In addition to the other full-time and part-time instructional faculty in EXNS, the S&C Concentration has sufficient faculty to teach, advise and mentor students, and meet program outcomes.

II.D.3. Allow the institution to offer strength and conditioning courses on a regular, planned basis.

Explain the frequency of course offerings within the program and how the number of Strength & Conditioning faculty are sufficient to offer courses on a regular and planned basis.

All courses within the S&C Concentration are offered at least once per academic year. Advisors assist students with ensuring they are able to complete all required courses within a four-year timeline.

The two CSCS certified faculty (Drs. Miller and Levers) teach the six courses in the S&C Concentration that contain content specific to strength and conditioning, as defined in Standard III.C.6-10 (EXNS 3311; EXNS 3312; EXNS 3313; EXNS 3328; EXNS 4103; and EXNS 4104). This workload accounts for approximately one semester of teaching per faculty member. Currently, this is sufficient.

As the program grows, additional CSCS certified instructors will be required. EXNS currently employs two staff members with MS degrees in Exercise Physiology who are CSCS certified. These staff may teach in the S&C Concentration as part-time instructors.

II.D.4. Maintain student-to-faculty ratios that allow for effective instruction and evaluation as consistent with other allied health programs. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

Indicate the student-to-faculty ratios for both didactic and laboratory courses within the program. Explain how this is consistent with other allied health programs at the institution. If there are no similar programs at the institution, explain how benchmarking against peer institutions was completed and verified.

There is no established policy for maximum student-to-faculty ratios at GW. However, because of the selective nature of GW admissions, the resultant student-to-faculty ratio is 12:1, as compared to the national average of 14:1.[12]

The university does not impose enrollment caps on classes, however instructors and the school are permitted to cap class enrollments. All EXNS laboratory classes are capped at ten students per section. EXNS didactic classes tend to be larger than laboratory classes and enrollment caps range between 19 and 45 students per section. This is similar across all

[12] Wood, S. (2023). 16 Colleges with the Lowest Student-Faculty Ratios. *U.S. News & World Report*. https://www.usnews.com/education/best-colleges/the-short-list-college/articles/16-colleges-with-the-lowest-student-faculty-ratios

undergraduate degrees at GWSPH, thus making student-to-faculty ratios similar. S&C Concentration courses are all capped at 20 or fewer students per term, and usually enrollments do not meet those caps.

Faculty Workload Table

Please complete this table for the Program Director, the Field Experience Coordinator and other Faculty assigned to the program. Each person will be listed on a separate table. If the Program Director is also the Field Experience Coordinator, put the release time for Field Experience Coordinator in the Other column and explain above. Indicate % of workload for teaching, scholarship, administrative release/reassigned time, service and any other responsibilities. Please indicate below the table how many credit hours is considered a full workload at the institution. Many institutions use 12 credits/semester or 24 credits/year as full time. It is possible that workload for each semester will not be equal. Some institutions include summer as part of the workload, others do not. There is room to include the summer semester in the table. Please explain any total workload that does not equal 100% (e.g. if extra compensation is provided for overload, etc.). Please list a minimum of the year the self-study was started up through the anticipated site visit. For example, if the program is submitting the self-study in October of 2021, please indicate Fall of 2020, Spring 2021, Summer 2021, Fall 2021, Spring 2022.*

The expected GWSPH teaching workload for full-time teaching faculty is 9 credits per semester.

The two faculty "assigned" to the S&C Concentration are the two CSCS certified instructors, Drs. Miller and Levers. Dr. Miller is also the CL for the program. The other EXNS instructional faculty are primarily associated with other programs in EXNS.

Faculty Name: Todd Miller
Roles:

☒ Program Director *(AKA Concentration Lead)*
☒ Field Experience Coordinator
☐ Other (Please Specify)

Academic Term	Teaching Credits	Teaching Percent	Scholarship Percent	Administrative Release Percent	Service Percent	Other Percent	Total Workload
Fall 2023	8	80%	0%	10%	5%	5%	100%
Spring 2024	9	90%	0%	10%	5%	5%	110%
Summer 2024	0	0%	20%	60%	5%	5%	90%
Fall 2024	8	80%	0%	10%	5%	5%	100%
Spring 2025	9	90%	0%	10%	5%	5%	110%

Notes:
The "Administrative Release" category represents Dr. Miller's role as PD of the MS in S&C and CL of the S&C Concentration. Per CASCE requirements, 5% was moved to the "Other" category to represent Dr. Miller's FEC role. At GWSPH, these administrative roles are combined to total 15%. The per semester workloads do not equal 100%, however the average workload over the entire academic year (fall, spring and summer) is equal to 100%. EXNS faculty generally do not teach undergraduate courses in the summer, leaving more time for administration, service and scholarship.

Faculty Name: Kyle Levers
Roles:

☐ Program Director
☐ Field Experience Coordinator
☒ Other (Please Specify: CSCS Certified Teaching Faculty)

Academic Term	Teaching Credits	Teaching Percent	Scholarship	Administrative Release	Service	Other	Total Workload
Fall 2023	8	80%	5%	10%	5%	0%	100%
Spring 2024	8	80%	5%	10%	5%	0%	100%
Summer 2024	8	80%	5%	10%	5%	0%	100%
Fall 2024	8	80%	5%	10%	5%	0%	100%
Spring 2025	8	80%	5%	10%	5%	0%	100%

Notes:
The "Administrative Release" category represents Dr. Levers' role as Director of the METS Lab.

II.E. Field Experience Site Supervisor: The Field Experience Site Supervisor is the person at the field experience site responsible for the supervision of the field experience at the site. The Field Experience Site Supervisor must:

II.E.1. Be CSCS certified.

Indicate how the program ensures that all Field Experience Site Supervisors are CSCS certified.

Dr. Miller ensures that FESS are CSCS certified during the initial and annual reviews of the field experience site. Ms. Stevens maintains documentation of CSCS certification. See Exhibit 2.E FESS CSCS Certification.

II.E.2. Ensure that student interns are directly supervised during day-to-day activities.

Describe how the program determines that the students are directly supervised during day-to-day activities.

The FESS are required to directly supervise students during their day-to-day activities. This is noted in the training provided by Dr. Miller and confirmed by the FESS when they sign the *Field Experience Site Supervisor Acknowledgement Form* (Exhibit 2.E).

During the student field experience placement process, Ms. Stevens ensures that the matched student's work availability aligns with the FESS's onsite schedule. Students track daily hours worked at their field experience site on the *Student Field Experience House Tracking Sheet* (Exhibit 2.E). Each daily log requires the FESS's initials. Students also email the FEC weekly as part of their EXNS 3110 requirements (Exhibit 3.D). If students are not directly supervised, this would be indicated in these weekly correspondences.

At the end of the field experience, both the FESS and student complete evaluation forms that reference direct supervision. See Exhibit 3.D *Student Evaluation of Site Supervisor*, *Student Evaluation of Field Experience Site* and *Site Supervisor Evaluation of Student Form*.

II.E.3. Provide instruction, assessment, and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C (in this document).

Indicate how the Field Experience Site Supervisor is responsible for providing instruction, assessment and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C.

During the field experience, the FESS demonstrates hands-on techniques and provides other quality learning experiences for the student. The FESS encourages the student to ask questions and share insights, promoting a positive learning environment. Following instruction, the FESS supervises the student as they practice the skills, providing timely

feedback through constructive criticisms and guidance for improvement. Students document these instruction and supervision sessions on their *Student Field Experience Hour Tracking Sheet* (Exhibit 2.E) and in weekly correspondence emails with the FEC (Exhibit 3.D). The FESS completes a midpoint evaluation of the student which identifies any areas of weakness (Exhibit 3.D). At the end of the field experience, the FESS assesses the student's skills using the *GWU CASCE Standards Guide Evaluation Form* and the *Site Supervisor Evaluation of Student Form* (Exhibits 3.D). The former asks for the FESS's assessment of the student's application of current knowledge, skills and abilities designated in Standard III.C. The latter evaluation form asks about key areas of instruction, and professional and ethical standards.

II.E.4. Demonstrate understanding of and compliance with the program's policies and procedures.

Explain how the Site Supervisor are trained and informed of the programs policies and procedures and what measures are in place to ensure on-going compliance with those policies and procedures.

As discussed in II.B.4.d., Dr. Miller trains the FESS during the initial site visit and again at each subsequent annual site visit. The FEC also communicates regularly regarding any policy or procedural modifications or clarifications.

As described in II.B.4.g., Dr. Miller and Ms. Stevens ensure that the FESS maintains ongoing compliance with all university and program policies and procedures.

Field Experience Site and Supervisor Tables

See Exhibit 2.E Field Experience Site and Supervisor Tables.

Site	Address	# CSCS Certified Supervisors	# Students per Semester	MOU on file	FESS
GWU Department of Athletics (Foggy Bottom)	600 22nd St NW Washington, DC	1	5	NA	Eric Guthrie, M.S., CSCS, SCCC
GWU Department of Athletics (Mount Vernon Campus)	2100 Foxhall Rd NW Washington, DC	1	5	NA	Chaz Berry

SECTION III. CURRICULUM

III.A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with:

III.A.1. The program's mission and goals.

Describe the development of the curricular design and student outcomes and how they are intended to meet the mission and goals of the program.

EXNS faculty, who are experts in the fields of exercise and nutrition sciences, developed a set of core courses that meet the mission of the BS in Exercise Science. In these core major courses, students learn the knowledge, skills and abilities expected of graduates and outlined in the program's competencies. Each concentration in the major explores one or more aspects of the program's mission in greater detail and concentration-specific courses are built around that topic. For the S&C Concentration, this results in a concentration focused on exercise training methodologies designed to maximize athletic performance, prevent injury and speed rehabilitation.

When developing these courses, EXNS faculty reviewed current trends and foundational issues of the field, expert opinions, student interest, employer and workforce needs, and in-house capacity. Each course was built using course learning objectives. These learning objectives are linked to course assignments that instructors use to assess students on their level of learning objective attainment. The learning objectives also link back to the program's competencies, thus acting as the building blocks of the knowledge, skills and abilities students must learn to successfully graduate. Thus, the curriculum was designed with an ultimate focus on student outcomes. See Exhibit 3.A. BS in Exercise Science Competencies.

The curriculum of the S&C Concentration was approved at both the department-level and school-level curriculum committees. See Exhibits 3.A Justification for S&C Concentration and 3.A School Curriculum Committee Minutes – Feb 2022.

III.A.2. The Council on Accreditation of Strength and Conditioning Education's (CASCE) Professional Standards and Guidelines.

Describe the development of the curricular design and student outcomes and how they are intended to meet the CASCE Professional Standards and Guidelines.

As described in II.A.10.b., the CL ensured that the development of S&C Concentration curriculum and student outcomes met CASCE Professional Standards and Guidelines. During the curricular design phase, he developed three new courses (EXNS 3328; EXNS 4103; and EXNS 4104) to cover strength and conditioning content from Standard III.C. The curriculum and student outcomes are continuously assessed and improved, as described in II.A.10.b., ensuring continued adherence to CASCE Professional Standards and Guidelines.

III.A.3. The roles for which the program is preparing its graduates.

Indicate the role(s) for which the program is preparing its graduates.

The BS in Exercise Science prepares students for professional careers in the field and for entrance into professional graduate programs. Students enrolled in the S&C Concentration are prepared to sit for the CSCS exam, which is a requirement for many jobs in the strength and conditioning profession. Graduates are prepared to enter the workforce as entry-level strength and conditioning coaches. Graduates are also well prepared to succeed in graduate programs as the S&C Concentration provides comprehensive training in exercise physiology, metabolism and nutrition.

III.B. The program must be a minimum of a concentration, or equivalent, with a strength and conditioning title.

The S&C Concentration is one of several concentrations available to students in the BS in Exercise Science. To earn a BS in Exercise Science, students must earn a minimum of 124 credits, which surpasses the minimum required by the university. The credit breakdown and required core and S&C Concentration courses are listed below. See Exhibit 3.B BS, Exercise Science 24-25 Program Guide.

Category	**Credits**
University General Education Requirements, including but not limited to: • BISC 1111 Introduction to Biology: Cells & Molecules • STAT 1051 or STAT 1053 or STAT 1127 or PUBH 2142 Statistics course • COMM 1040 or COMM 1041 Communication course • ANTH 1002 or ANTH 1003 or ANTH 1004 Anthropology course	26
Exercise Science Core Courses • EXNS 1103 Professional Foundations in Exercise Science (1) • EXNS 2210 Applied Anatomy & Physiology I & Lab (4) • EXNS 2211 Applied Anatomy & Physiology II & Lab (4) • EXNS 2116 Exercise and Health Psychology (3) • EXNS 2119 Introduction to Nutrition Sciences (3) • EXNS 3110 Field Experience in Exercise and Nutrition Sciences (2) • EXNS 3111W Exercise and Nutrition Sciences Research Methods (3) • EXNS 3311 Exercise Physiology 1 & Lab (4) • EXNS 3312 Exercise Physiology 2 & Lab (4) • EXNS 3313 Kinesiology (4) • PSYC 1001 General Psychology (3) • PUBH 1010 First Year Experience Course (1) • PUBH 1101 Introduction to Public Health (3)	39
Strength & Conditioning Concentration Requirements • EXNS 1117 Principles of Coaching (3) • EXNS 2117 Sport Psychology (3) • EXNS 2118 Sport and Nutrition (3)	27

• EXNS 3110 Field Experience in Exercise and Nutrition Sciences (4)[13] • EXNS 3123W Psychology of Injury and Rehabilitation (3) • EXNS 3328 Scientific Principles of Strength & Conditioning (3) • EXNS 4103 Training & Conditioning Program Design & Application 1 (4) • EXNS 4104 Training & Conditioning Program Design & Application 2 (4)	
Guided Electives	14
General Electives	18
Total Required Credits	124

III.B.1. The curriculum must be of appropriate length and credit hours (as determined by the institutional policies and institutional accreditors) to fulfill requirements for the chosen degree designation.

Briefly describe how the curriculum is of appropriate length and credit hours according to institutional policies and how it fulfills the requirements for the chosen degree designation. Indicate how it meets the minimum requirements of a concentration, or equivalent with a title of strength and conditioning.

All undergraduate degrees at GW require a minimum of 120 credits and the S&C Concentration exceeds this minimum with 124 credits required to graduate. All courses in the BS in Exercise Science adhere to the university's credit hour policy (Exhibit 3.B).

The BS in Exercise Science offers five concentrations:

- Generalist (no concentration)
- Pre–Athletic Training/Sports Medicine
- Pre–Physical Therapy
- Pre–Medical Professionals; and
- Strength and Conditioning

Regardless of concentration, all BS in Exercise Science students take 39 credits of core major courses. Credit requirements for each concentration range from 23 to 31 credits. The S&C Concentration requires 27 credits, which is in line with the other curricular options.

III.B.2. Sequencing of the curriculum must provide proper progression of student learning of required knowledge, skills, and abilities. Policies must be in place to allow for student remediation.

Explain the course sequencing and how it provides proper progression of student learning of the required knowledge, skills, and abilities. Indicate the policies that are in place to allow for student remediation.

[13] Students in the BS in S&C take a total of 6 credits of EXNS 3110 to meet the required number of hours for the field experience. Two of these credits are required as part of the Exercise Science Core. Students in the S&C Concentration must register for a S&C Concentration-specific section of EXNS 3110 to ensure that they are meeting CASCE requirements. The current EXNS 3110 syllabus is available in Exhibit 3.C as well as a draft S&C Concentration-specific syllabus, modified to meet CASCE requirements.

As previously described, there are five levels of course requirements for the S&C Concentration: university general education requirements; Exercise Science core courses; S&C Concentration courses; guided electives; and general electives. University general education requirements are taken by all university undergraduate students and form the liberal arts education component of the BS in Exercise Science. While students may take their university general education requirements and general electives at any point in their degree, most tend to spend the first two years fulfilling these requirements and starting on the Exercise Science core courses. Over the final two years, students complete their core courses, S&C Concentration courses and guided electives.

Course sequencing follows a logical order, with fundamental classes being prerequisites for higher level, more specialized courses. Generally, courses with lower course numbers are the introductory courses. There are multiple prerequisite courses that must be taken at specific times in order to advance through the program. Academic advisors assist students with deciding which courses to take, ensuring that students proceed through the program in a timely manner. For example, EXNS 3311 Exercise Physiology 1 must be taken prior to EXNS 3312 Exercise Physiology 2.

All students accepted to the BS in Exercise Science must earn a minimum of a C- in all Exercise Science core courses and maintain a minimum 2.5 grade point average (GPA). The university requires students to maintain good academic standing, which is defined as having a semester and cumulative GPA of 2.0 or above. As discussed in the *Undergraduate Student Handbook* and *University Regulations* (Exhibit 6.A), undergraduate students may repeat up to three courses for credit, if the student earned a grade of D+ or below in these courses. Students who fail to meet these standards are at risk of academic probation, suspension for poor scholarship and withdrawal from the university.

III.C. The curriculum must include the following areas of instruction:

For this section of the self-study, please complete Section III. Curriculum Map Worksheet and include all syllabi indicated and required in the curriculum.

Curriculum "map," syllabi, and other course documents demonstrating inclusion of areas of instruction listed in Standards III.C; description of how the expected outcomes are met; and examples of learning experiences/objectives and documentation including course syllabi, sample exams, final exams, and practical/lab experiences.

For the Curriculum Map Worksheet (Exhibit 3.C), courses from the Exercise Science core and S&C Concentration are included.

Key	Definition
I	Introduction of the topic
R	Reinforcement of the topic
M	Mastery of the topic
	Exercise Science core courses
	Field Experience (6 credits, split across core and concentration)

	S&C Concentration courses

III.C.1. Human Anatomy and Physiology

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Structure and function of body systems				I	I		R	R	R	I			R			R	R	R	M	
Musculoskeletal system				I			R	R	R				R							
Neuromuscular system				I			R	R	R				R							
Cardiovascular system					I		R	R					R							
Respiratory system					I		R	R					R							

III.C.2. Exercise Physiology

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Bioenergetics of exercise and training				I	I		R						R			R		R	M	
Biological energy systems				I	I		R						R						M	
Substrate depletion and repletion							R	R					R							
Bioenergetic limiting factors in exercise performance							R						R					R	M	
Oxygen uptake and the aerobic and anaerobic contributions to exercise				I	I		R	R					R							
Metabolic specificity of training							R						R							
Endocrine responses to resistance exercise					I		R						R					R		
Synthesis, storage, and secretion of hormones					I		R						R							
Muscle as the target for hormone interactions				I	I		R						R							

	EXNS 1103	EXNS 2116	EXNS 2119	EXNS 2210	EXNS 2211	EXNS 3111W	EXNS 3311	EXNS 3312	EXNS 3313	PSYC 1001	PUBH 1010	PUBH 1101	EXNS 3110	EXNS 1117	EXNS 2117	EXNS 2118	EXNS 3123W	EXNS 3328	EXNS 4103	EXNS 4104
Role of receptors in mediating hormonal changes					I		R						R							
Categories of hormones					I		R						R					R		
Heavy resistance exercise and hormonal increases					I		R						R					R, M		
Mechanisms of hormonal interactions					I		R						R							
Hormonal changes in peripheral blood					I		R						R							
Adaptations in the endocrine system					I		R						R					R		
Primary anabolic hormones					I		R						R					M		
Adrenal hormones					I		R						R					R		
Other hormonal considerations					I		R			I			R					R		

III.C.3. Kinesiology/Biomechanics

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Biomechanics of resistance exercise				I	I		I	I	R				R					R	M	M
Skeletal musculature				I				I	R				R			I		R		
Anatomical planes and major body movements				I				I	R				R					R		
Human strength and power				I			I	I	R				R			I		R, M		M
Sources of resistance to muscle contraction				I			I	I	R				R					R		
Joint biomechanics: Concerns in resistance training							I	I	R				R					R	M	M

III.C.4. Sports Nutrition

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Basic nutrition factors in health	I	I	I				R						R		R	R				
Role of sport nutrition professionals	I										I	I	R		R	I				
Standard nutrition guidelines	I	I	I				R						R			R				
Macronutrients	I		I				R						R			R				
Vitamins			I				R						R			R				
Minerals			I				R						R			R, M				
Fluid and electrolytes			I	I			R						R			R, M				
Nutrition strategies for maximizing performance	I		I				R						R		R	M				
Pre-competition, during-event, and post-competition nutrition							R						R		R	R, M				
Nutrition strategies for altering body composition		I	I				R						R			R, M				

	EXNS 1103	EXNS 2116	EXNS 2119	EXNS 2210	EXNS 2211	EXNS 3111W	EXNS 3311	EXNS 3312	EXNS 3313	PSYC 1001	PUBH 1010	PUBH 1101	EXNS 3110	EXNS 1117	EXNS 2117	EXNS 2118	EXNS 3123W	EXNS 3328	EXNS 4103	EXNS 4104
Feeding and eating disorders		I	I							I			R			R				
Performance-enhancing substances and methods													R			R, M		R		
Types of performance-enhancing substances													R			R, M		R		
Hormones			I		I		R			I			R			R, M		R		
Dietary supplements			I										R							

III.C.5. Psychology of Sport and Exercise

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Psychology of athletic preparation and performance										I			R	R	R					
Role of sport psychology													R	R	R					
Ideal performance state													R	R	R					
Energy management: arousal, anxiety, and stress		I											R		R		R			
Influence of arousal and anxiety on performance													R		R		R			
Motivation		I								I			R	R	R		R			
Attention and focus		I								I			R		R		R			
Psychological techniques for improved performance		I								I			R	R			R			
Enhancing motor skill acquisition and learning									I				R				R			

III.C.6. Scientific Principles of Strength and Conditioning

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Adaptations to anaerobic training programs								R	R				R					R	M	M
Neural adaptations				I				R	R				R					R, M		
Muscular adaptations				I				R	R				R					R, M		
Connective tissue adaptations				I				R	R				R					I, R		
Endocrine responses and adaptations to anaerobic training				I	I		R						R					R, M		M
Cardiovascular and respiratory responses to anaerobic exercise					I			R	R				R					R, M	M	M
Compatibility of aerobic and anaerobic modes of training					I			R	R				R					R, M	M	M
Overtraining: definition, prevalence, diagnosis, and potential markers									I				R				I	R, M	M	M

	EXNS 1103	EXNS 2116	EXNS 2119	EXNS 2210	EXNS 2211	EXNS 3111W	EXNS 3311	EXNS 3312	EXNS 3313	PSYC 1001	PUBH 1010	PUBH 1101	EXNS 3110	EXNS 1117	EXNS 2117	EXNS 2118	EXNS 3123W	EXNS 3328	EXNS 4103	EXNS 4104
Detraining													R				I	R, M	M	M
Adaptations to aerobic endurance training					I			R	R				R					R, M	M	M
Acute responses to aerobic exercise					I			R	R				R					R, M	M	M
Chronic adaptations to aerobic exercise					I			R	R				R					R, M	M	M
External and individual factors influencing adaptations to aerobic endurance training					I			R	R				R					R	M	M
Age- and sex-related differences and their implications for resistance exercise								I					R					R	M	M
Children								I					R					R	M	M
Female athletes								I					R					R	M	M
Older adults								I					R					R	M	M
Rehabilitation and reconditioning													R				R	R		
Types of injury					I								R				R	R		
Tissue healing					I								R				R	R		
Rehabilitation and reconditioning strategies													R				R	R		
Program design						I						I	R				R	R	M	
Reducing risk of injury and reinjury									I			I	R				R	R		

III.C.7. Resistance Training and Conditioning (Practical/Laboratory)

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Warm-up and flexibility training									I				R							
Types of stretching									I				R				I			
Static stretching techniques									I				R							
Dynamic stretching techniques									I				R							
Exercise technique for free-weight and machine training													R						I	R
Fundamentals of exercise technique													R						I	R
Spotting free-weight exercises													R						I	R
Resistance training exercises													R						I	R
Olympic-style lifting techniques: progressions and regressions													R						I	R
Exercise technique for alternative modes and nontraditional implement training													R						I	R

	EXNS 1103	EXNS 2116	EXNS 2119	EXNS 2210	EXNS 2211	EXNS 3111W	EXNS 3311	EXNS 3312	EXNS 3313	PSYC 1001	PUBH 1010	PUBH 1101	EXNS 3110	EXNS 1117	EXNS 2117	EXNS 2118	EXNS 3123W	EXNS 3328	EXNS 4103	EXNS 4104
Bodyweight training methods													R						I	R
Core stability and balance training methods													R						I	R
Variable-resistance training methods													R						I	R
Unilateral training													R						I	R
Alternative modes and nontraditional exercises													R				I		I	R

III.C.8. Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Principles of test selection and administration						I							R			I				
Reasons for testing													R	I		I				
Testing terminology	I					I							R	I		I				
Evaluation of test quality													R			I			R	R
Test selection						I							R			I				
Test administration													R			I				
Administration, scoring, and interpretation of selected tests													R			I				
Measuring parameters of athletic performance						I							R							
Selected test protocols and scoring data						I						R	R							
Statistical evaluation of test data						R						R	R							

III.C.9. Program Design as Related to Strength and Conditioning

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Program design for resistance training													R						—	
Principles of anaerobic exercise prescription													R						—	
Step 1: Needs analysis													R						—	
Step 2: Exercise selection													R						—	
Step 3: Training frequency													R						—	
Step 4: Exercise order													R						—	
Step 5: Training load and repetitions													R						—	
Step 6: Volume													R						—	
Step 7: Rest periods													R						—	
Program design and technique for plyometric training													R							—

	EXNS 1103	EXNS 2116	EXNS 2119	EXNS 2210	EXNS 2211	EXNS 3111W	EXNS 3311	EXNS 3312	EXNS 3313	PSYC 1001	PUBH 1010	PUBH 1101	EXNS 3110	EXNS 1117	EXNS 2117	EXNS 2118	EXNS 3123W	EXNS 3328	EXNS 4103	EXNS 4104
Plyometric mechanics and physiology													R							I
Design of plyometric training programs													R							I
Age considerations													R							I
Plyometrics and other forms of exercise													R							I
Safety considerations													R							I
Plyometric drills													R							I
Program design and technique for speed and agility training													R							I
Speed and agility mechanics													R							I
Neurophysiological basis for speed													R							I
Running speed													R							I
Agility performance and change-of-direction ability													R							I
Methods of developing speed													R							I
Methods of developing agility													R							I
Program design													R							I
Speed development strategies													R							I
Agility development strategies													R							I
Speed and agility drills													R							I
Program design and technique for aerobic endurance training													R							I

	EXNS 1103	EXNS 2116	EXNS 2119	EXNS 2210	EXNS 2211	EXNS 3111W	EXNS 3311	EXNS 3312	EXNS 3313	PSYC 1001	PUBH 1010	PUBH 1101	EXNS 3110	EXNS 1117	EXNS 2117	EXNS 2118	EXNS 3123W	EXNS 3328	EXNS 4103	EXNS 4104
Factors related to aerobic endurance performance													R							I
Designing an aerobic endurance program													R							I
Types of aerobic endurance training programs													R							I
Application of program design to training seasons													R							I
Special issues related to aerobic endurance training													R							I
Aerobic endurance training exercises													R							I
Periodization													R							I
Central concepts related to periodization													R							I
Periodization hierarchy													R							I
Periodization periods													R							I
Applying sport seasons to the periodization periods													R							I
Undulating versus linear periodization models													R							I
Example of an annual training plan													R							I

III.C.10. Program organization, administration, and oversight

	EXNS 1103 Professional Foundations	**EXNS 2116** Exercise & Health Psychology	**EXNS 2119** Intro to Nutrition Sciences	**EXNS 2210** Applied A&P 1 and Lab	**EXNS 2211** Applied A&P 2 and Lab	**EXNS 3111W** EXNS Research Methods	**EXNS 3311** Exercise Physiology 1 and Lab	**EXNS 3312** Exercise Physiology 2 and Lab	**EXNS 3313** Kinesiology	**PSYC 1001** General Psychology	**PUBH 1010** First Year Experience	**PUBH 1101** Intro to Public Health	**EXNS 3110** Field Experience in EXNS	**EXNS 1117** Principles of Coaching	**EXNS 2117** Sport Psychology	**EXNS 2118** Sport & Nutrition	**EXNS 3123W** Psychology of Injury & Rehab	**EXNS 3328** Scientific Principles of S&C	**EXNS 4103** Training & Conditioning 1	**EXNS 4104** Training & Conditioning 2
Facility design, layout, and organization													R						I	
General aspects of new facility design													R						I	
Existing strength and conditioning facilities													R						I	
Assessing athletic program needs													R						I	
Designing the strength and conditioning facility													R						I	
Arranging equipment in the strength and conditioning facility													R						I	
Maintaining and cleaning surfaces and equipment													R						I	
Facility policies, procedures, and legal issues													R						I	
Mission statement and program goals													R						I	

	EXNS 1103	EXNS 2116	EXNS 2119	EXNS 2210	EXNS 2211	EXNS 3111W	EXNS 3311	EXNS 3312	EXNS 3313	PSYC 1001	PUBH 1010	PUBH 1101	EXNS 3110	EXNS 1117	EXNS 2117	EXNS 2118	EXNS 3123W	EXNS 3328	EXNS 4103	EXNS 4104
Legal and ethical issues													R						I	
Staff policies and activities													R						I	
Facility administration													R						I	
Emergency planning and response												I	R						I	

III.D. Strength and Conditioning Field Experience

III.D.1. The field experience must provide an opportunity for the student to demonstrate application of areas of instruction listed in Standard III.C.

Explain how the field experiences provide opportunities for student to demonstrate the skills and abilities in Standard III.C.

The field experience enables students to demonstrate their skills and abilities in strength and conditioning. All S&C Concentration students complete a minimum of six credits of EXNS 3110 Field Experiences in Exercise and Nutrition Sciences. This accounts for at least 300 hours of field experience, during which students work with approved field experiences sites and FESS.

While each field experience is unique, all S&C Concentration students demonstrate application of the areas of instruction listed in Standard III.C. Dr. Miller ensures that each approved field experience site is capable of providing a quality learning experience in which students can demonstrate their knowledge. The FESS oversees the student's experience, providing opportunities for student learning and improvement. See II.E.3. for more information on how the FESS provides instruction, assessment and feedback.

At the conclusion of the field experience, the FESS assesses the student using two forms: the *GWU CASCE Standards Guide Evaluation Form* and *Site Supervisor Evaluation of Student Form* (Exhibit 3.D). The former is specific to the areas of instruction listed in Standard III.C.. The FESS assesses each student on a five-point Likert scale with higher numbers indicating a higher quality demonstration. The second form, *Site Supervisor Evaluation of Student Form*, asks the FESS to evaluate students on their demonstration of key areas of instruction and professional and ethical standards, again using a five-point Likert scale. This form also has open-ended questions where the FESS can add comments about areas of needed improvement and strengths of the student. The completed forms are reviewed by Ms. Stevens and Dr. Miller.

Students also assess their experiences and opportunities to demonstrate the skills and abilities in Standard III.C. At the end of their field experience, students complete the *Student Evaluation of Site Supervisor* and the *Student Evaluation of the Field Experience Site* (Exhibit 3.D). As part of their EXNS 3110 course requirements, students submit a Field Experience Summary Paper, providing another opportunity for students to detail their experiences.

III.D.2. The field experience must follow a logical sequence in the curriculum, allowing the student to apply the knowledge, skills, and abilities learned through didactic and laboratory classes. Field experience should be done towards the end of the curriculum within the final year of study.

Describe the sequencing of the field experience (s) in relation to the rest of the curriculum. Reference where in the program of study the field experience(s) occur.

Students register for EXNS 3110 Field Experiences in Exercise and Nutritional Sciences only

after completing the following courses:

- EXNS 2210 Applied Anatomy & Physiology 1 & Lab
- EXNS 2211 Applied Anatomy & Physiology 2 & Lab
- EXNS 3311 Exercise Physiology 1 & Lab
- EXNS 3328 Scientific Principles of Strength & Conditioning[14]

Additionally, students must have at least junior academic standing. This ensures that students have the foundational knowledge necessary for a successful field experience.

Generally, students register for EXNS 3110 two times during their program. The first time occurs immediately after students have met the above-mentioned prerequisites, allowing for assessment of some, but not all areas of instruction listed in Standard III.C. By the time that students have completed their second field experience, they will have registered for the remainder of their upper-level courses (e.g., EXNS 3312, 3313, 4103, 4104), allowing them to successfully demonstrate the areas of instruction taught in those classes.

III.D.3. The field experience must provide opportunity for students to demonstrate professional and ethical standards within the field of strength and conditioning.

Explain how the field experiences provide opportunities for student to demonstrate professional and ethical standards with the field of S & C.

The field experience provides the opportunity for students to demonstrate professional and ethical conduct. The professional and ethical behaviors expected of students include, but are not limited to, integrity, accountability, respectful consideration for others, punctuality, active participation in educational/hands-on activities, personal and academic preparedness, contributing to a positive environment outside of the classroom, and professional appearance. Students are aware of these expectations through discussions with Dr. Miller and FESS, from reading the EXNS 3110 syllabus, and from attending a Field Experience Orientation Session.

Dr. Miller assesses the student on professional and ethical standards using the *Site Supervisor Evaluation of Student Form* (Exhibit 3.D). See III.D.1. for more information.

Explain the field experience(s) of the program and identify how it/they meet(s) the requirements listed below. Indicate specifically the requirements for tracking hours and specific experiences (as listed in III.D.4.e.) with examples of learning experiences/objectives and documentation including evaluations. Specific documents to show compliance should be uploaded to each listed field experience requirement (IIID.4.a-e) as appropriate.

As of summer 2024, no S&C Concentration student has completed the field experience so the *Student Field Experience Table* (Exhibit 3.D) is currently blank.

[14] These courses are required for S&C Concentration-specific version of EXNS 3110

III.D.4. The field experience must provide a minimum of 300 hours of contact time including:

III.D.4.a A minimum of two substantially different experiences that include two or more of the following categories: sport, gender, age range, or other.

Upload the previously created Student Field Experience table, with data for all students in the program currently/or previously enrolled in field experiences.

As part of the *Field Experience Site Evaluation* (Exhibit 2.B), Dr. Miller identifies the sports, ages and genders of the facility's athletes/clients/patients. During the field experience placement process, Ms. Stevens ensures that students are matched to two substantially different experiences based on the aforementioned categories.

III.D.4.b. Two different supervisors (does not require experiences at two different sites).

During the field experience placement process, Ms. Stevens ensures that students are matched to two different FESS. Currently, there are two approved sites, each with one approved FESS. As a result, students are assigned to both locations, and thus have two different FESS during their field experience.

III.D.4.c. Minimum of 75 hours per experience.

Hour logs for each student listed on Student Field Experience Table.

Students are required to log their hours (Exhibit 2.E Student Field Experience Hour Tracking Sheet). This log is signed daily by the FESS, ensuring students have accurately tracked their hours. Additionally, students send a weekly email to the FEC detailing hours worked and tasks completed.

S&C Concentration students register for at least two credits of EXNS 3110 a minimum of two times during their plan of study. Students are expected to complete a minimum of 100 hours of field experience for every two registered credits. Over the course of six credits of EXNS 3110, students complete a minimum of 300 hours of field experience.

III.D.4.d. One experience must be at least 6 weeks in length.

Syllabi with the requirements for the 6-week Field Experience.

The S&C Concentration adheres to a 15-week semester, which is composed of 14 weeks of instruction and one week of final exams. As field experiences are connected to EXNS 3110, which require a fall or spring semester registration, students participate in field experiences lasting at least 14 weeks.

III.D.4.e. Specifically, the field experience must minimally include the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic- style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.

Documentation showing field experiences provide opportunities (and the students are assessed) on items identified in III.D.4.e.

As previously discussed in II.B.4.c., Dr. Miller evaluates the field experience site using the *Field Experience Site Evaluation* (Exhibit 2.B). He assesses whether the field experience site can instruct students in the following key areas of instruction: warm-up, flexibility training, exercise technique, spotting, Olympic- style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization. Sites are not approved by Dr. Miller unless they can provide these areas of instruction.

Additionally, FESS evaluate students on their demonstration of knowledge relating to these key areas of instruction on the *Site Supervisor Evaluation of Student Form* (Exhibit 3.D).

III.D.5. There must be a Memorandum of Understanding (MOU) or other document signed by both the field experience site (by someone with signing authority) and the institution recognizing the student's presence at the site and giving permission for the student to participate in the field experience actively.

Describe how the program ensures that an MOU or other document is properly signed, and on-file for all sites where students are completing field experiences. Affiliations agreement for each field experience site will be included as Exhibit III.D.5. One complete MOU or affiliation agreement and signature pages of affiliation agreements or MOUs for each field experience site listed on the Field Experience Table.

The process of obtaining and maintaining affiliation agreements is discussed in II.B.4.b., as it is a responsibility of Ms. Stevens.

All current approved field experiences are unpaid and conducted within GW, so no affiliation agreements are required at this time. The affiliation agreement template is included in Exhibit 3.D.

III.D.6. Field experience must be included in the curriculum as a course or part of a course.

Explain where the field experience(s) are housed within the curriculum, either as part of a course or stand-alone course. Refer to the course syllabi where the field experience is required.

The S&C Concentration field experience is housed in EXNS 3110 Field Experiences in

Exercise and Nutrition Sciences. A syllabus for this course is available in Exhibit 3.C Syllabi.

III.D.7. Paid field experiences are permitted provided they meet all the requirements as described in this section.

Briefly describe any paid field experiences available for students and how students are selected or awarded these paid field experiences.

Currently, no paid field experiences are available to S&C Concentration students. As such, no selection or award criteria are pertinent or available.

As described in II.B.4., should a student locate a paid field experience through their own research that meets all programmatic requirements, Ms. Stevens and Dr. Miller would work together to complete the approval process.

SECTION IV. OUTCOMES

IV.A. There is an ongoing, formal program assessment process that determines the extent to which the program meets its stated outcomes.

Describe the program's formal program assessment process including measures to assess student outcomes, program outcomes, instruction and field experience and meeting CASCE Standards. Indicate how admissions criteria and prerequisites are evaluated and how retention and graduation rate are evaluated as part of the assessment process. Identify how CSCS exam success for graduates and graduate placement rates is monitored and assessed.

The Assessment Plan (Exhibit 4.A) details the measures, data sources, review plans and decision-making bodies for each of the below outcomes. The CL has primary responsibility in ensuring that data are reviewed. They also identify data outliers, commonalities, and trends over time, which may result in curricular modifications. Any such changes will be discussed among the S&C Concentration faculty and receive approval at the department and/or schoolwide curriculum committees. Program status and data results are assessed by S&C Concentration faculty annually during their annual meeting (see IV.B.).

IV.A.1. Student outcomes

Students are expected to learn, demonstrate and be assessed on three categories of strength and conditioning topics: CASCE standards, key areas of instruction, and the professional and ethical standards. FESS evaluate students on these knowledge, skills and abilities using a five-point Likert scale. Therefore, to be considered a successful field experience, students must earn a 4 or 5 on this scale. See Exhibit 3.D *Site Supervisor Evaluation of Student Form* and *GWU CASCE Standards Guide Evaluation Form*.

Additionally, students are assessed on these strength and conditioning topics through coursework in the program. As previously discussed in II.A.10.b., course assignments assess students on course learning objectives. The course learning objectives address the knowledge, skills and abilities students are expected to learn in each course.

Students are encouraged to participate in community and professional service. See 4.A Student Involvement in Community and Professional Service.

IV.A.2. Program outcomes

Graduates of the BS in Exercise Science are expected to:

1. Demonstrate knowledge of systems and functions underlying physical activity, exercise, and health across levels of the human organism
2. Demonstrate knowledge of human responses and adaptations to physical activity and exercise
3. Develop critical thinking skills to evaluate, interpret, and synthesize physical activity, exercise, and health related interventions, outcomes, and research
4. Utilize oral and written communication skills to summarize, critically evaluate, and discuss scientific evidence on key physical activity, exercise, and health related topics

5. Develop and apply physical activity, exercise, and behavioral interventions to improve human health, function, and performance
6. Translate physical activity and exercise science principles across public health settings

These competencies are assessed via assignments in the Exercise Science core courses and during the field experience.

GWSPH also conducts assessments on student and faculty involvement in research and service.

IV.A.3. Council on Accreditation of Strength and Conditioning Education (CASCE) Standards

Students are assessed on the CASCE standards during coursework and the field experience. As identified in III.C., select Exercise Science core and S&C Concentration courses cover the CASCE standards. Student assessment of these standards occur through the assignments in these courses. See Exhibit 3.C Syllabi.

IV.A.4. Instruction

Samples of assessment of instruction

Samples of assignments from the S&C Concentration are included in Exhibit 4.A. These assessments vary, allowing for multiple mechanisms by which students may show attainment of course learning objectives.

As discussed in II.A.10.b., course evaluations (Exhibit 2.A) are the primary mechanism by which faculty instructional effectiveness is evaluated. Course evaluations also collect data on students' perceptions of faculty availability and class size in relationship to learning. Additional mechanisms of evaluation, such as peer evaluations, are also discussed in this section.

GWSPH encourages faculty to improve their instructional effectiveness through participation in school, university and external opportunities (see Exhibit 4.A Faculty Instructional Effectiveness). It is also vital that faculty incorporate their practice, research and service experiences in their instruction (see Exhibit 4.A Faculty Extramural Service and Faculty Scholarship).

IV.A.5. Field experiences

Samples of assessment of field experiences

Evaluation of field experiences is discussed in II.E.3. and III.D.1. Sample assessments are available in Exhibit 3.D. In addition to students demonstrating strength and conditioning knowledge, skills and abilities, the program also collects data on students' perceptions of the field experience sites, supervisors and overall experience.

IV.A.6. Admissions criteria and prerequisites

List of prerequisites and how they are evaluated.

The undergraduate admissions process is coordinated by the University Office of Undergraduate Admissions. Prospective students apply to the BS in Exercise Science program via the Common Application and select Exercise Science as their intended major (the concentration is selected after the student matriculates into the program and meets with their academic advisor). The Common Application is open to first-year applicants, transfer students, international applicants and undocumented applicants. Generally, the university is test-optional, though there are some exceptions (the BS in Exercise Science and S&C Concentration are test-optional). The GW Office of Admissions carefully reviews each applicant based on academic background, the rigor of high school coursework, and GPA. In addition, admissions officers consider essays, letters of recommendation, and extracurricular activities. GW is looking for students who have the academic preparation, personal qualities, and motivation to thrive in GW's dynamic environment. Admissions policies and decisions are determined at the university level.

Internal transfer students are required to meet eligibility criteria and submit a transfer request form to declare Exercise Science as their major. The only criteria for internal transfer for the BS in Exercise Science is a GPA of 2.5 or higher. When students submit their internal transfer paperwork, they include an unofficial transcript, which includes their GPA. The GWSPH Office of Admissions confirms that this prerequisite is met. Students must submit internal transfer forms by February 15 (for fall transfer) and October 15 (for spring transfer). Once students transfer and meet with their academic advisor, they choose a concentration.

GWSPH is committed to increasing student enrollment, particularly among historically underrepresented minority students.

IV.A.7. Curriculum scope and sequence

Curriculum/Course of Study for program

The current program of study for the BS in Exercise Science, including all concentrations, is always available on the GWSPH website. A copy of the 2024-2025 program guide is available in Exhibit 4.A.

The primary mechanism by which data on students' satisfaction with the curriculum, experience at GWSPH and overall undergraduate experience at GW is collected is through the *Graduating Senior Survey* (Exhibit 2.A). These data are reviewed annually by the CL.

Data on students' preparation for post-graduation destinations are collected from multiple sources. Students, alumni and employers are surveyed (and interviewed) for information related to the program's curricular preparation (see Exhibit 2.A *Alumni Survey and Interview Guide* and *Graduating Senior Survey* and Exhibit 4.A *GWSPH Employer Feedback Survey*).

Data on student-advising ratios and student satisfaction with academic advising are reviewed annually.

IV.A.8. Graduate placement rates

Primary placement data will be collected using the *Graduating Senior Survey* and the *First Destinations Survey*. Graduates have one academic year after their graduation year to find employment or continue their education (both are considering successful "placements"). To reduce the number of unknown outcomes, the program may use alternative methods to identify graduates' post-graduation outcomes (e.g., internet searches). Data are collected annually for reporting to our other accreditors. An annual placement rate of 80% or higher is deemed successful.

When graduate placement rates become available, they will be placed on the GWSPH website under the Strength & Conditioning Concentration tab.

Data are also collected regarding students' use and perceptions of career advising services. While undergraduates are primarily served by the GW Center for Career Services, the GWSPH Office of Career Services open numerous events to undergraduate students in the school and never turn any GWSPH student or alumni away from receiving career advising.

IV.A.9. Retention and graduation rates

Data regarding enrollment, retention and graduation are maintained by the GWSPH Office of Student Records, analyzed by the Senior Data Analyst and reviewed annually. S&C Concentration students have a maximum time to degree of six years. A successful graduation rate is 70% or higher.

When data on graduation rates become available, they will be place on the GWSPH website under the Strength & Conditioning Concentration tab.

Retention is connected to the school's climate. Students who perceive the school to be more diverse, inclusive and culturally competent will be less likely to withdraw from the university or change majors. Data on the school's climate is collected by the university every few years. An analysis of the school's climate is included in the CEPH self-study, conducted every seven years and posted to the GWSPH website.

Another factor related to student retention is student complaints. Complaints involving GWSPH students, staff and/or faculty are maintained by the Provost and relayed to the appropriate dean in the school. An overview of complaints specific to the school are included in the CEPH self-study, conducted every seven years and posted to the GWSPH website.

Student retention rates are related to graduation rates, as students who remain in the program are more likely to graduate. As previously stated, graduation rates will be placed on the GWSPH website under the Strength & Conditioning Concentration tab.

IV.A.10. CSCS exam success for graduates of the program

By adhering to CASCE standards, the S&C Concentration hopes to ensure student success on

the CSCS exam. For students who take the CSCS exam within two years of graduation, exam success is considered a pass rate of 70% of higher.

IV.B. Identifies program strengths and weaknesses.

Describe how the program's assessment plan is used to identify the program strengths and weaknesses. Include frequency of assessment and identification of data used to consider any changes to the program.

The Assessment Plan (Exhibit 4.A) includes information related to the frequency of data collection and review, as well as the main parties responsible for making decisions.

The S&C Concentration faculty will meet annually each summer to conduct a "year in review," evaluating the strengths and weakness of the program and curriculum based on data from the previous year(s). Any proposed changes undergo an approval process before implementation. Depending on the size of the proposed change, the approval process may require multiple years. Conversely, updates to readings and course topics will likely require few approval steps and can be achieved quickly. These summer meetings will generally last a few hours, but may be more or less dependent on how much needs to be discussed. These meetings allow for the regular and ongoing assessment and planning for the S&C Concentration. Meetings will commence once the S&C Concentration has its first graduate.

IV.C. Includes decisions that were considered regarding need for change.

Indicate any decisions that are/were considered or implemented due to the results of the assessment process.

The program accepted its first students in fall 2022. As a result, there has not yet been enough data to implement any changes.

IV.D. Includes steps to achieve the changes, with anticipated dates of completion.

Indicate the steps used to achieve the change (s) above with the dates of completion or anticipated dates of completion.

The program accepted its first students in fall 2022. As a result, there has not yet been enough data to implement any changes.

IV.E. The extent to which graduates of the program meet the expected student outcomes of the program.

Provide descriptive data on the extent to which graduates of the program meet expected student outcomes of the program. Actual data shall be included as an exhibit(s).

Data not available until the first class graduates.

IV.F. First-time pass rates for the CSCS exam, based on a 3-year aggregate, must be at least 75%.

Provide data on 3-year aggregate CSCS examination first time pass rate.

Data not available until the first class graduates.

IV.G. Programs must publicly display student enrollment, graduation, retention rate, CSCS pass rate, and graduate placement rate on the institution's website.

List the URL of the website that displays student enrollment, graduation, retention rate, CSCS pass rate and graduate placement rate.

Information on student enrollment, graduation, retention rates, CSCS pass rates and graduate placement rates will be displayed on the GWSPH website, likely under the Strength & Conditioning Concentration tab.

As previously stated, such data are not yet available because the S&C Concentration only started accepting students in fall 2022.

SECTION V. RESOURCES

V.A. Student Services – The program must demonstrate that advising, academic support, disability, and financial aid services are available to students consistent with other programs at the institution.

Describe the student services available to the students in the program and how it is consistent with other programs at the institution.

The school and university provide many academic resources and services for students, ranging from health and counseling, academic support, disability accommodations and financial aid. For undergraduates, most of these services are offered through university-wide offices, however school-based offices are available to assist students, as needed (Exhibit 5.A Student Services URLs). In some instances, university support staff work onsite at GWSPH ensuring that undergraduate students have ready access. These student services are consistent with other programs at the institution. Services available to S&C Concentration students include:

Student Health and Well-being

The Student Health Center (SHC) at GW is a multidisciplinary, integrated student healthcare service that provides confidential, student-centered care in an accessible, safe, culturally sensitive, and supportive environment. The SHC seeks to promote healthy lifestyle choices and to holistically support the physical and emotional well-being of students in order to achieve academic success. Through the SHC, students may access medical, counseling and psychiatric services. All undergraduate students matriculating into an on-campus program (such as the S&C Concentration) are required to have health insurance.

Disability Support Services

The GW Disability Support Services (DSS) recognizes disability in the context of diversity. DSS works collaboratively with students, faculty and staff across the campus to foster a climate of universal academic excellence while promoting disability culture and GW's broader diversity and inclusion initiatives. DSS provides resources to students, faculty and staff regarding disabilities and accommodations.

Student Success

The GW Office for Student Success (OSS) supports academic progress, student engagement, and well-being to ensure student satisfaction and successful student experiences, thereby improving retention and graduation outcomes. GW offers students a range of resources such as individualized support, high impact academic, health and wellness programs, career services, and more. The OSS includes the Office of the Registrar, Academic Success & Retention, Summer & Non-degree Programs, and Family Engagement. OSS embraces a holistic and comprehensive approach to student success, from pre-enrollment through graduation. OSS teams oversee the implementation of academic processes and policies from registration through graduation, special programs and support services, to ensure that

students have the resources they need to thrive in this dynamic learning environment. In 2023-2024 a pilot project launched whereby a university student success coach was assigned to GWSPH, assisting undergraduate students to meet their academic potential.

Financial Aid and Admissions

Financial aid services are jointly administered through the GW Office of Student Financial Assistance, which handles federal and private loan aid, and the GWSPH Office of Admissions & Recruitment, which assists with institutional aid. The GWSPH Office of Admissions & Recruitment is staffed by a hardworking team of seven members split between admissions and financial aid. GW staff and faculty make all admission and financial aid decisions. At GW, undergraduates are free to transfer across schools once they are admitted to the university. GWSPH reduced barriers for transfers and, collectively, the undergraduate programs consistently maintain a net positive student transfer ratio. The university recently acquired Slate, a customer communications software specifically used for marketing, recruitment and admissions in a single unified interface. Undergraduate Admissions implemented Slate in 2024.

Career Services

The university's Center for Career Services offers comprehensive career development, experiential education, student employment services and resources for primarily undergraduate students. Starting in 2024, a university career services staff member operated out of the GWSPH building several times per week increasing visibility and accessible for GWSPH undergraduate students. Services offered by the GW Center for Career Services include:

- Individualized career coaching and assessment
- Virtual résumé and cover-letter development
- Coaching on networking and interviewing skills
- Workshops and events geared toward the needs of students with disabilities, students with current and former military experience, international students and alumni
- Career and internship fairs, industry career expos, skills workshops, panels, employer informational sessions, company site visits and employer consultations
- Job and internship posting board on Handshake
- Campus interviewing for employers

As previously stated, the GWSPH Office of Career Services is also available to help undergraduate students, though its primary focus is graduate students.

Academic Advising

As discussed in II.D.1., S&C Concentration students are assigned a staff academic advisor, as well as a faculty advisor. This is consistent across institutions at GW.

V.B. Support Staff – The program has, or has access to, administrative, secretarial, and technical support to meet its program outcomes.

Describe the administrative, secretarial, and technical support available to the program.

Overall, GWSPH support staff are sufficient to meet the school's needs. Departments have access to department-specific as well as centralized school and university-level support.

As GWSPH has grown in students and faculty, staff support has also grown proportionally. Over the last several years, additional staff members such as Senior Associate Dean for Diversity, Equity & Inclusion, Assistant Program Director for GWSPH Program Administration and Director of Academic Planning & Accreditation were hired to address the strategic goals of the school.

The below table lists the GWSPH staff paid through the school's budget, organized by category of responsibility. Data are from fall 2023.

Role/Function (N)	**FTE**
Academic Affairs (10)	10.0
Accreditation and Evaluation (1)	1.0
Admissions (3)	3.0
Career Services (2)	2.0
Development (1)	1.0
Finance and Administration (13)	13.0
Human Resources (2)	2.0
Other Non-Instructional Staff (11)	10.5
Public Health Practice and Training (6)	5.5
Research Administration—Post-Award (5)	5.0
Research Administration—Pre-Award (10)	10.0
Research Support (236)	223.52
Student Affairs (24)	23.5

Staff support specific to EXNS include:

- Support staff at the METS Laboratory, as describe below in V.5.. This includes Lab Director Dr. Levers and Lab Coordinator Andrew Straneieri, MS. As previously stated, Dr. Levers is CSCS certified and is one of two faculty academic advisors for S&C Concentration students. Mr. Straneieri holds an MS in Kinesiology and Exercise Science.
- CL of the S&C Concentration Dr. Miller. More information on Dr. Miller is available in II.A..
- PD of the BS in Exercise Science Dr. Barberio provides overarching administrative, technical and teaching support for the S&C Concentration.
- Administrative Assistant Samantha Appleby, MS assists the department in a number of administrative tasks. Ms. Appleby is a recent graduate of the MS in S&C and is CSCS certified. As such, Ms. Appleby could potentially serve additional roles in the S&C

Concentration beyond administrative support.
- Fiscal Manager Maggie Hacker, BA provides administrative support to the department related to financial matters.
- EXNS Chair Jennifer Sacheck, PhD provides oversight, technical and other support, as needed.
- EXNS Vice Chair Allison Sylvetsky, PhD provides oversight, technical and other support, as needed.

As previously stated, undergraduate students receive a variety of supports through university-level offices. Therefore, they have administrative, secretarial, and technical support available through those offices as well.

V.C. Financial Support – The program must receive adequate, equitable, and annually available resources necessary to meet the program's size, mission, and program outcomes, and sustainability of the program.

Describe how the program's financial resources are determined including both capital expenditures, personnel, professional development and annual expendable supplies. Indicate how those resources are equitable to other programs in the unit, based on size, mission, outcomes and sustainability of the program. income and expense data; adequacy of the budget and services to meet the needs of the program, to include supplies, equipment purchase, repair, and replacement; a description of the process used to determine short- and long-term budgetary needs that are tied to the goals and expected outcomes of the program.

As described in I.B., GWSPH is a closed unit of the university, so the budgeting process is slightly different from non-professional (open budget) schools at the university (though in line with other closed schools). The budget for GWSPH and EXNS are adequate to sustain the S&C Concentration.

Annual Budgeting

The GW fiscal year begins on July 1 and ends on June 30 of each year. The budget process starts in the fall of the previous fiscal year. The school receives planning guidelines from the Provost and Chief Financial Officer and then provides instructions to department chairs and administrative managers relating to school-level budget priorities and formats.

All department chairs, administrative managers and deans present their draft budgets for the next year at a meeting held in late November/early December. They highlight requests for additional resources and cost savings relative to the current year's budget in the context of the school's strategic plan and in light of the priorities set by the Dean.

The Dean makes resource allotment decisions based on expected revenues and other incoming resources. Those decisions feed into the development of a final budget proposal. In January/February, the Dean presents the school's budget proposal to the Provost, Chief Financial Officer and other university leaders, and answers any questions they have. The departments are notified of the final budget after the Board of Trustees has approved the university's budget in the spring.

GWSPH is responsible for securing the revenue for additional funds for operational costs, student support and faculty development expenses. However, all increases in budget areas must be vetted through the annual budget process.

The sources of funds and expenditures over the last five years for GWSPH has been included in I.B.. While it is nearly impossible to calculate operating costs at the level of a concentration, the EXNS department-level budget is also available in I.B..

School Requests for New Hires

The Provost's Office solicits requests for faculty hire proposals annually. The Dean, in turn, solicits requests from each department chair and assesses them in light of enrollment trends and the school's teaching and research needs. A slate of requests is prepared and submitted to the Provost for review. Approved requests are then included in the school's annual budget proposal for the following year. It is possible to submit off-cycle requests for opportunity hires or unanticipated urgent needs.

Departments submit requests for additional staff to the Dean as part of the annual budget planning process. These requests are reviewed in light of the school's administrative needs and available funding. Internally approved requests are then included in the school's annual budget proposal that goes to the Provost and Chief Financial Officer. It is possible for departments to submit off-cycle requests.

GWSPH is responsible for hiring per course instructors and select teaching and research faculty without approval from the Provost's Office. These faculty are reviewed and appointed at the department level, reviewed by the Office of Academic Affairs and finally approved for hire by the Assistant Dean for Faculty Affairs.

Faculty Salaries

Most faculty are expected to raise a portion of their salary from external sources. The proportion of external funding depends on the faculty member's role and is assessed annually. Tenured and tenure-track faculty are typically expected to fund 25-50% effort from external sources (grants and contracts), except for newly hired faculty in their first year who typically receive full salary coverage from the school. Research faculty must fund a minimum of 70% effort from external research grants. Limited-service teaching faculty do not have an expectation for external funding.

Funding for Operational Costs, Student Support and Faculty Development

Operational costs include expenses that support instruction, administration and some research activities such as faculty startup packages and research infrastructure. Support for these costs is funded by a combination of tuition and fee revenues, indirect cost recovery, pledges and gifts, endowment payout and fees for service.

Support for student support costs and faculty development is funded by a combination of

tuition and fee revenues, indirect cost recovery, pledges and gifts, endowment payout, and fees for service.

Support for faculty development costs is funded by a combination of tuition and fee revenues, indirect cost recovery, pledges and gifts, endowment payout, and fees for service.

Tuition and Fees

GWSPH receives tuition and fees differently depending on the student's level. For undergraduate tuition, the school receives a set amount per credit hour for each undergraduate credit hour taught as well as a fixed supplemental instructional payment. The per-credit-hour amount is adjusted annually based on tuition rate increases. Undergraduate financial aid is managed by a central office outside of the school's budget. This allocation is not tied to the number of majors but instead to the number of students enrolled in GWSPH courses. Course fees constitute an insignificant source of revenue for the school. GWSPH does not charge an application fee.

Indirect Costs

GWSPH retains 100% of the indirect cost received from grants and contracts and pays a proportion of it to the university for shared research services. Currently, the school does not return indirect cost to departments or to individual faculty and instead uses it to support facilities and administrative costs involved in supporting research activities.

Department Level Budgeting

The budget for EXNS is commiserate with other departments at GWSPH, based on size, faculty and equipment needs. The department is able to purchase supplies and equipment (purchase, repair and replacement), as appropriate. As shown in the EXNS Budget (Exhibit 1.B), both short- and long-term budgetary needs are being met, allowing the department's and BS in Exercise Science program's outcomes and goals to be met.

V.D. Academic Resources – The institutional library system and/or associated learning resources are adequate to support faculty and student scholarship and the educational needs of the program.

Briefly describe how the institutional library system is adequate to support faculty and student scholarship as well as the educational needs of the program. Please include description of both on-campus and on-line resources.

Library Resources

GW Libraries and Academic Innovation (LAI) provides teaching, learning and research services and resources for students, staff and faculty. Libraries that are part of LAI include the flagship Estelle and Melvin Gelman Library on the main campus in Foggy Bottom, Eckles Library on the Mount Vernon Campus in Northwest DC, and the Virginia Science and

Technology Library (VSTC Library) on the Virginia Science and Technology Campus in Ashburn, VA. Members of the GWSPH community also have access to the Himmelfarb Health Sciences Library, a specialized medical and health science resources library on the Foggy Bottom campus. GW LAI is a member of the Association of Research Libraries (ARL) and part of the Washington Research Libraries Consortium (WRLC), which makes GW students, staff and faculty eligible to borrow from any WRLC library.

Gelman Library is open 24 hours, 7 days per week, during the academic year and offers a variety of individual and group study spaces, some of which are reservable. Lockers are currently available for rent in Gelman Library on the fourth and fifth floors. A floor-by-floor breakdown of available spaces at Gelman Library is available on the library website.

Himmelfarb Health Sciences Library is open 24 hours a day, Monday through Friday, during the academic year. As a center for research, learning and creativity, Himmelfarb provides resources and services focused on the health sciences. Physical access to Himmelfarb is restricted to students, residents, faculty and staff from GWSPH, SMHS and GW Nursing. Specialty services offered at Himmelfarb include free 3D printing for students, staff and faculty, systematic review services and a research profile audit service. Most public health subscriptions are made available via Himmelfarb and Himmelfarb library faculty are available to teach in GWSPH classrooms and consult on major research projects' systematic reviews. They also keep a database of all publications by current GWSPH faculty, staff and students.

Through GW LAI, students, staff and faculty have access to:

- Thousands of physical and e-books from most major publishers, thousands of scholarly journals, millions of articles and over 700 databases that provide website access to major news sources such as *The New York Times*, *The Washington Post* and *The Wall Street Journal.*
- Instructional guidance for the development of both online and residential courses through the Instructional Core team.
- Multimedia project development through the CREATE Digital Studio.
- Free, peer-based writing support for students and faculty through the GW Writing Center (offers both virtual and in-person support appointments).
- Consultations with research librarians for strategizing and finding resources for projects, papers, presentations, articles and more.
- Consultations for assistance with quantitative, computational and spatial reasoning tasks through STEMworks (software includes GIS, R, Python, Stata, SAS).
- GW's online institutional repository, ScholarSpace, which provides access to scholarly works by GW faculty and students, including journal articles, book chapters, and conference papers.

The majority of LAI services and resources are also available online. The library's catalog is digital making it easy for students, staff and faculty to search for publications from anywhere with internet access. Should students need access to print publications, LAI staff either create digital downloads or mail students the publication.

GW LAI provides instructional technical assistance for faculty. The Instructional Technology Lab (ITL) offers faculty workshops and consultations on Blackboard, TurningPoint and other instructional technologies. They can assist faculty in the creation of multimedia course

content and guide faculty through creating content for fully online courses. Last, LAI works with faculty to implement accessibility best practices.

LAI offers services for faculty in continuous improvement in teaching practices and student learning. Faculty receive support through one-on-one consultations, in-depth workshops and teaching programs.

- The Instructional Core consists of educational consultants, instructional designers, media producers and instructional technology specialists. It partners with faculty to facilitate syllabus and course design and enhanced teaching methods (both residential and online).
- The Course Design Institute is open to a limited number of faculty each year. During this virtual event, experienced facilitators support faculty as they design new or redesign existing course syllabi. Learning-centered design principles are emphasized.
- Faculty may request access to specific course materials (articles, media, book chapters, etc.), which can be linked directly in Blackboard or searchable via the library catalog (course reserves).
- The Instructional Technology Laboratory provides technical support and guidance on choosing specific tools to help facilitate learning.
- Librarians help identify open educational resources, improving access for students.
- The Strategic Digital Learning Initiatives team guides faculty on integrating technology and creative design concepts into instructional activities.
- Librarians assist faculty with designing a class, workshop or online module focused on using library resources such as citation managers, search databases and specialty software.

Information Technology

GW Information Technology Support (GW IT) offers assistance to faculty, staff and students. They are available 24 hours a day, 7 days a week, by phone and have several walk-in support centers on all three GW campuses, which are open during business hours, Monday through Friday.

GWSPH was the first school at the university to work extensively with GW IT to meet the needs of faculty and students during the COVID-19 pandemic. GWSPH faculty have extensive experience with teaching and learning in remote settings through the online programs. Cameras and microphones were installed in every classroom during the remote learning period, ready for hybrid learning when students returned to campus. GWSPH also held numerous workshops for faculty on designing lessons and engaging students during remote and hybrid teaching and learning.

GWSPH students, staff and faculty have access to several software licenses, including:

- GIS
- SAS
- Adobe Creative Cloud
- Microsoft 365
- Box
- Gmail/Google Drive

- Zoom
- Blackboard/Blackboard Collaborate Ultra
- VoiceThread
- Qualtrics
- Redcap
- SafeAssign (plagiarism software)
- TurningPoint (audience response system)
- Respondus LockDown Browser and Monitor (custom browser that locks down a virtual testing environment)
- 2GW (GWSPH's third-party learning management system for fully online programs and courses)

GW offers a Virtual Computer Lab, a cloud-based service that runs Windows-based software through a web-browser. This system allows users to access university-licensed applications remotely, 24/7. Available software includes Microsoft Office Apps (Excel, OneNote, PowerPoint, Publisher, Word 2016), Google Chrome Browser, ArcGIS, SAS, SPSS, NVivo12, RStudio, R, and GeoDA. Technology support services are offered through several specialized offices including GW IT Support Center, and Buff and Blue Apple Repair Center.

All students are required to have access to a laptop or desktop (see recommended specifications), secure, high-speed internet access, a web camera and headphones. GW libraries provide access to Windows and Mac workstations equipped with a variety of software, as well as printers, scanners, photocopiers and microform reader/scanners. Free Wi-Fi is available in all GW buildings. Wired connections are available in the residence halls and students may request internet connection equipment through the IT Support Center. Media equipment (e.g., camera, lights, microphones) are available for borrowing from the CREATE Digital Studio with a reservation.

In addition to the software listed above, faculty also have access to:
- Blackboard Ally (scores accessibility of files and provides guidance and tips).
- Echo360 (video recording, editing and sharing).

The S&C Concentration has adequate library and IT support to meet the needs of faculty and student scholarship and the educational needs of the program.

V.E. Facilities – The program has, or has access to:

V.E.1. Classroom/laboratory/training space of sufficient quality and quantity to carry out program goals. The physical environment is supportive of effective teaching and learning processes.

Describe the classroom/laboratory and training spaces for the program. If shared with other programs in the unit, describe how these classrooms/laboratories are scheduled and adequately available for instruction. Indicate how the classroom/laboratory spaces have appropriate environment to support effective teaching and learning.

As discussed in I.B., the S&C Concentration has adequate classroom and laboratory space.

Most classes are held in the GWSPH building's fourteen classrooms and two lecture halls. The ground floor of 950 New Hampshire Avenue NW includes a 227-seat auditorium as well as a separate convening center that allows the school to host a variety of conferences and academic events. The convening center is a multipurpose, flex space that can be used for large events or partitioned into up to four spaces for classes.

All academic spaces are outfitted with advanced audio-visual equipment that allows for virtual attendance/participation and lecture recording through GW Lecture Capture. This technology was updated during the COVID-19 pandemic and is periodically refreshed. For example, the convening center underwent audiovisual renovations to improve remote participation in summer 2023. Many spaces feature moveable furniture to create a flexible classroom where professors and students can customize the environment that best facilitates learning. All classrooms across campus are equipped with a "red button" that locks classroom doors in the event of emergency as well as a phone for calling security or DC police.

The classrooms, laboratories and training spaces available to the S&C Concentration are of sufficient quality and quantity to carry out program goals. The physical environment is supportive of effective teaching and learning processes.

V.E.2. The program has offices and other space of sufficient quantity and quality for faculty to carry out their teaching, advisement, and service activities efficiently and effectively.

Indicate how the offices and other space for teaching, advisement, and service activities are efficient and adequate for the faculty of the program.

As discussed in I.B., EXNS faculty have dedicated office space on the second floor of the main GWSPH building. The six academic laboratories in the basement of GWSPH and the METS are generally of sufficient quality and quantity for faculty to carry out their teaching, advisement and service activities efficiently and effectively.

Each building has security personnel in the lobby and GWorld cards must be shown and worn at all times. Public spaces are generally unlocked during normal business hours. After-hours access is available for GWorld card holders, with appropriate access. Spaces containing research or student confidential information are locked when not occupied.

V.F. Equipment, Technology, and Materials – The program has, or has access to, equipment, technology, and materials necessary to meet program and student outcomes and CASCE Professional Standards and Guidelines.

Describe the equipment, technology, and materials available to the program and indicate how it is adequate to meet the program and student outcomes and the CASCE Standards. If equipment/technology/materials are shared with other programs or outside of the institution, or is rented or borrowed, please indicate how that arrangement provides adequate opportunities for student learning/practice.

The EXNS houses the METS, which includes a laboratory research service center and a public

testing program. The METS offers state-of-the-art exercise and clinical equipment for metabolic, body composition, and human performance testing and training protocols. The facility houses five individual laboratory spaces: Anatomy and Physiology Laboratory; two Body Composition and Resting Metabolism Laboratories; Kinesiology and Neuromuscular Performance Laboratory; Exercise Physiology Laboratory; and Health and Human Performance Laboratory. The METS offers fee-based research and public testing services to the GW community and the greater Washington, DC metro region to fulfill its mission to cultivate and translate public health-related research initiatives in physical activity, exercise physiology, nutrition, and human performance by providing readily accessible and professional spaces for rigorous and reliable data collection.

For assessing body composition, the laboratory spaces currently contain two full-body dual energy X-ray absorptiometry devices (GE Lunar iDXA) for body composition and bone density measures (whole body and segmental capability); two bioelectrical impedance devices (one In-Body 770 and one In-Body 720 (multi-frequency BIA, whole body and segmental analytical capability) for body composition, body water status [total, intracellular, and extracellular] and cellular damage; one air displacement plethysmography unit (Bod-Pod) for body composition, body density, and surface area; and eight Lange skinfold calipers for body composition assessment.

For assessing resting and exercise metabolism and performance, the labs contain three metabolic carts (two Cosmed Quark CPET units and one ParvoMedics unit for resting metabolism, maximal aerobic capacity, and spirometry); one Cosmed Quark CX12 12-Lead Electrocardiogram (ECG) system for stress testing and maximal cardiorespiratory testing; two Korr REEvue resting metabolic rate analyzers (oxygen-only sensing capability); four motorized treadmills (two Woodway treadmills [one w/adjustable handrails to best accommodate clinical and youth participants] and two Trackmaster motorized treadmills) for aerobic training, submaximal and maximal aerobic testing; one Woodway self-propelled treadmill for running-based anaerobic power testing, gait analysis, aerobic/anaerobic training; four upright cycle ergometers (one Velotron [electromagnetically braked], one Monark LC6 [electromagnetically braked], one Monark 939E [electromagnetically braked], and one Monark 894-E Peak Power [weight braked]) for cycling anaerobic power testing, submaximal and maximal aerobic capacity, and anaerobic/aerobic training; one Schwinn Airdyne for aerobic/anaerobic testing and training; one Monark 881E Upper Body Ergometer for upper body anaerobic power testing, submaximal and maximal aerobic capacity, and anaerobic/aerobic training; and one Concept 2 rowing ergometer for aerobic/anaerobic testing and training.

For assessing muscular strength and endurance, the labs contain two Olympic weight lifting platforms with two sets of Perform Better Olympic bumper plates for muscular strength and power testing/training integrated with two fully-equipped Sorinex squat racks w/benches for muscular strength and power testing/training; four selecterized and adjustable Sorinex cable pully systems for muscular strength and power testing/training; one Keiser functional trainer air pressure resistance system for muscular strength and power testing/training; 4-28kg series of Perform Better kettlebells for strength and power testing/training; one Hawkin Dynamics bilateral force platform for force application, power, and symmetry analysis; various sandbag weights for strength and power testing/training; various weighted medicine balls both with and without accelerometers for strength and power testing/training; four

adjustable 5-50lb Power Block dumbbells for strength and power testing/training; one Zeus isometric mid-thigh-pull-rig for strength and power testing/training; one Tendo and one RepOne linear position transducers for neuromuscular testing unit for velocity and power testing/training; two Jump Mats for vertical power testing; three Jamar handgrip dynometers for muscular strength assessments; four Functional Movement Screen (FMS) test kits for movement quality assessment; four Motor Control Screen (MCS) kits for upper and lower body motor control assessment; two Y-Balance (YBT) kits for upper and lower body motor control, stability, and mobility assessment; one kBox for flywheel isoinertial training; one Biodex isokinetic and isometric dynamometer for muscular strength, symmetry, and joint integrity testing/training; eight Noraxon electromyography (EMG) sensors for muscle activity assessment; one OptoGait system for gait analysis; and one Zebris pressure platform for lower body pressure assessment. For other health and fitness assessments, the labs contain two phlebotomy stations; one counter-top micro centrifuge; one normal 40 degree F refrigerator for temporary sample and analyte storage; four portable Lactate Pro blood lactate analyzers; four portable One Touch Ultra Smart blood glucose analyzers; one portable Cardiocheck blood cholesterol analyzer; one SphygmoCor XCEL for assessing central hemodynamics and arterial stiffness, multiple automated blood pressure monitors; multiple blood pressure cuffs with assorted cuffs/stethoscopes; one automated external defibrillator (AED), two Seca platform scale-stadiometer combination units; and two wall-mounted stadiometers.

This equipment is owned and operated exclusively by the EXNS, and academic use of the facilities takes precedence over research use or public testing.

SECTION VI. POLICIES

VI.A. Prospective and enrolled students are provided with relevant information about the institution and program that may affect them, including, but not limited to:

Indicate where materials are available to prospective and enrolled students for each of the areas listed in these standards and how students are made aware of those materials.

Undergraduate New Student Orientation (for all BS degrees at GWSPH, including the S&C Concentration) occurs in August and January for fall and spring enrollees, respectively. New Student Orientation is in person and covers information relating to students' majors as well as opportunities to meet fellow students. In-person drop-in hours are offered in the weeks surrounding the opening of registration to assist students with the process of course selection and registration. Students also are strongly encouraged to attend the virtual webinars and advising drop-in hours, which cover GWSPH-specific content, including registration. All GWSPH first-year undergraduate students enroll in PUBH 1010 First-Year Experience in Public Health, which requires students to map out their plans for degree completion. Students are encouraged to input their course selections in Plan Ahead, a course management tool that generates proposed course schedules based on course availability and likelihood of successful registration.

All materials mentioned during New Student Orientation are posted to the GWSPH website and students are reminded about them periodically through discussions with academic advisors and faculty, and through regularly sent student newsletters. Every course syllabus also has an appendix of important policies which is made available on Blackboard for students near the start of each semester.

VI.A.1. Catalogs

The GW Bulletin is the official catalog of the university. The S&C Concentration is available at https://bulletin.gwu.edu/public-health/exercise-science/ms-concentration-strength-conditioning/#text.

VI.A.2. Academic calendars

The academic calendar is available at https://www.gwu.edu/academic-calendar.

VI.A.3. Grading policies

Grading policies are available to students in a number of locations:

- GW Bulletin Undergraduate Regulations - https://bulletin.gwu.edu/university-regulations/#undergraduatetext
- Office of Registrar Grading - https://registrar.gwu.edu/grading
- GWSPH Undergraduate Student Handbook - https://publichealth.gwu.edu/resources-students (under Undergraduate Resources)
- Course Syllabi - https://publichealth.gwu.edu/academic-resources (syllabus template

available here)

VI.A.4. Financial aid

Information about financial aid is available through the GW Office of Student Financial Assistance (https://financialaid.gwu.edu/) and the GWSPH website about funding for current students (https://publichealth.gwu.edu/funding-current-students).

VI.A.5. The program's accreditation status

The program is not currently accredited. However, the school is accredited by CEPH and this information is available at https://publichealth.gwu.edu/about/accreditation.

VI.A.6. The process to register a complaint with the accrediting agency

Once the program is accredited, information on how students can register a complaint with the accrediting agency will be posted on https://publichealth.gwu.edu/programs/exercise-science-bs.

VI.A.7. Student grievances

Information about school-level procedures for complaints and/or grievances are available in the GWSPH Undergraduate Student Handbook (https://publichealth.gwu.edu/resources-students).

The university process of filing a complaint or grievance varies by type of grievance. The Division of Student Affairs' website for Student Rights & Responsibilities outlines what types of incidents students may submit and how to do so (https://studentconduct.gwu.edu/report-incident).

VI.A.8. Program/student outcomes information

Information about program outcomes, potential careers and more are available on the program guide for the BS in Exercise Science at https://publichealth.gwu.edu/programs/exercise-science-bs.

VI.A.9. Tuition costs/program fees

Information about tuition, fees and other charges is available at https://studentaccounts.gwu.edu/tuition.

VI.A.10. Withdrawal/refund

Information about withdrawals and refunds is available at https://studentaccounts.gwu.edu/refunds.

VI.A.11. Remediation, retention, and other pertinent information

Information related to student remediation is available in the GWSPH Undergraduate Student Handbook (https://publichealth.gwu.edu/resources-students).

Plans to address retention are included in the GWSPH Strategic Plan (https://publichealth.gwu.edu/our-strategic-plan).

All materials, URLs and information related to VI.A.1-VI.A.11 are included in Exhibit 6.A Prospective and Enrolled Students.

VI.B. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

Describe how the program ensures that materials related to the institution and program are accurate, current, and provide to students in a timely manner.

EXNS faculty review all BS in Exercise Science policies, program guide, GW Bulletin pages and other materials annually to ensure they are accurate, comprehensive, and current. The university sets strict deadlines by which these reviews must be completed (usually early to mid-spring) in preparation for the upcoming academic year. During this review, faculty discuss areas of concern or need for policy development or revision. They also review relevant institutional policies to identify any changes. Usually, the GW Bulletin for the upcoming academic year is publicly posted by the end of June.

The GWSPH Undergraduate Handbook is reviewed and updated by the Office of Academic Affairs annually. Final edits are usually ready for review in July with an expected posting by August 1.

If a problem or concern arises during the academic year, faculty are expected to review relevant policies/procedures to determine how to proceed. If the faculty member determines that there is no policy that addresses the problem or concern, the matter is brought to the PD and department chair for discussion. A new policy/procedure may be developed or an existing policy may be revised, as needed. Generally, implementation of new policies is scheduled for the following academic year. The S&C Concentration faculty will review specific policies and procedures during the annual summer retreat to ensure that program practices are consistent with department, school and university policies and procedures.

These policies, procedures and materials are provided to students in a timely manner during New Student Orientation and throughout the program when any change is implemented. See VI.A. for more information.

VI.C. Program policies, procedures, and practices related to student recruitment, admission, and field experience placement are based on appropriate and equitable criteria and applicable law, and ensure nondiscrimination and equal opportunity.

Describe the recruitment and admission process and how the program ensures that criteria are applied equitably and ensure non-discrimination and equal opportunity. Indicate how field experience placements are determined.

The S&C Concentration abides by several overarching institutional policies to ensure equity, non-discrimination and equal opportunity for all students.

- GW Student Basic Rights - https://studentconduct.gwu.edu/basic-rights
- GW Bias and Discrimination - https://studentconduct.gwu.edu/bias-and-discrimination
- GW Bias Incident Response - https://diversity.gwu.edu/bias-incident-response
- GW Equal Opportunity, Nondiscrimination, Anti-Harassment and Non-Retaliation Policy - https://compliance.gwu.edu/equal-opportunity-nondiscrimination-anti-harassment-and-non-retaliation
- GW Student Discrimination Reporting Options - https://studentconduct.gwu.edu/student-discrimination-reporting-options
- GW Student Discrimination Report Procedures - https://studentconduct.gwu.edu/student-discrimination-report-procedures
- Title IX Sexual Harassment and Related Conduct Policy - https://compliance.gwu.edu/title-ix-sexual-harassment-and-related-conduct-policy
- Code of Student Conduct - https://studentconduct.gwu.edu/code-student-conduct
- Equal Opportunity Complaint Process - https://hr.gwu.edu/equal-employment-opportunity-complaint-process
- GWSPH Student Resources - https://publichealth.gwu.edu/resources-students
- GWSPH Diversity and Inclusion - https://publichealth.gwu.edu/diversity-and-inclusion

Recruitment at the undergraduate level is managed by the GW Office of Undergraduate Admissions. They are responsible for promoting undergraduate academic programs across the university, and most recruitment is focused on the student experience and usually is not specific to strength and conditioning or GWSPH. The Associate Dean of Undergraduate Education and the undergraduate academic advisors connect with accepted students during the university's "Inside GW" days, both in person and virtually. GWSPH also emails accepted students, welcoming them to the school and encouraging them to deposit and cement their status.

As described in IV.A.6., undergraduate admissions (including for the S&C Concentration) are coordinated by the GW Office of Undergraduate Admissions. Generally, the GW Office of Undergraduate Admissions conducts a holistic review of each application, looking for students who will thrive at GW. Undergraduates are free to transfer across schools once they are admitted to university. GW Admissions also controls undergraduate admissions numbers to the school.

The university has issued preliminary guidance about the recent SCOTUS ruling on affirmative action. The school and the university are committed to ensuring a diverse community of students within the parameters of the law.

The process of student field experience placement is discussed in II.B.4.a.. Ms. Stevens abides by all institutional policies and procedures when placing students at each site.

VI.D. Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of students are written, disseminated, and applied equitably.

Describe how the program ensures all policies and procedure are accessible to students in the program, protect the student's privacy, and are applied equitably.

Many of the links relating to these policies are listed in VI.C.. The GW Office of Conflict Education and Student Accountability[15] ensures that all students have access to written policies and procedures regarding their rights, responsibilities, privacy and dignity (https://studentconduct.gwu.edu/). The GW Office of Safety ensures that students have written policies and procedures regarding their safety (https://safety.gwu.edu/).

This information is readily available on the web and students are directed to this information during New Student Orientation, on Blackboard, and in each course syllabi's appendix. Students are be notified, in writing, of any program policy changes that impact the program and/or students. A complete list of resources related to student privacy is included in Exhibit 6.C Non-Discrimination Policies.

VI.E. Policies, procedures, and practices are in place to handle student complaints and grievances and are followed.

Describe the policies and procedures for handling student complaints and procedures. Include pages of student handbook, catalog, or other documentation containing these policies as Exhibit VI.E.

Complaints and/or grievances may be handled at the school or university level, depending on type.

School Level

Grade appeals are handled at the school level. Before students file a formal grievance, they are asked to approach the instructor for an acceptable resolution on an informal basis within 30 days of the start of the next term. If a satisfactory resolution is not reached with the course instructor, the student may consult the PD, the appropriate undergraduate or graduate dean and the Senior Associate Dean for Academic, Student & Faculty Affairs, in sequential order. Should the student feel that their concern was not appropriately addressed at any level, they may file a formal appeal letter with the Senior Associate Dean for Academic, Student & Faculty Affairs. The Senior Associate Dean will convene a group of three impartial faculty members from GWSPH, who will review the appeal and communicate a final decision. The process is explained in greater details in the GWSPH Undergraduate Student Handbook (Exhibit 6.A).

The Senior Associate Dean for Academic, Student & Faculty Affairs and the Assistant Dean for Student Services have an open-door policy. This policy is promoted at New Student

[15] Formerly the Office of Student Rights & Responsibilities

Orientation and Welcome Student events and encourages students to provide informal feedback, complaints and/or grievances. Faculty, academic advisors, PDs (or CL) and department chairs and vice chairs are also available should students wish to informally address concerns.

University Level

The university process of filing a complaint or grievance varies by type of grievance. The Office of Advocacy and Support and Counseling and Psychological Services are available to offer emotional, administrative and mental health support to students as needed. The Division of Student Affairs' website for Conflict Education and Student Accountability outlines what types of incidents students may submit and how to do so.

Information about these university-level processes is available in Exhibit 6.E Complaints and Grievances.

VI.F. Policies, procedures, or practices provide for compliance with accreditation standards, including:

Narrative not required for these Standards for initial accreditation. Please put NA.

VI.F.1. Timely submission of required fees

NA

VI.F.2. Timely submission of required documentation

NA

VI.F.3. Timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post- secondary education

NA

VI.G. Accreditation status (and changes in status) will be publicly available. Current students will be immediately notified of a change in accreditation status.

Indicate the URL where students will be able to find the accreditation status publicly displayed. Once the program is accredited, the CASCE will provide a "seal" that may be displayed by accredited programs. Until that time, programs may indicate that they have applied for accreditation but must not indicate that the program is accredited until official notification has been received.

The S&C Concentration webpage will be where the CASCE accreditation seal will be posted. https://publichealth.gwu.edu/programs/exercise-science-bs.

SIGNATURE PAGE

All program administrators must sign and date the CASCE-provided signature page. Please upload a signed copy of the signature page to this question.