

Department of Health and Human Performance
Concentrations: Exercise Science & Wellness, K-12 Licensure Health & Physical Education,
Human Performance & Public Health

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University of Tennessee at Martin Mission Statement

The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world.

Core Values

We value...

- ☐ Academic Program Excellence
- ☐ Student Experience and Success
- ☐ Inclusion
- ☐ Advocacy and Service

Department of Health and Human Performance Mission

The Department of Health and Human Performance prepares career ready students in a diverse world through engagement in public service, scholarship and a commitment to lifetime behaviors that promote health, fitness, sport and physical activity.

Goals and Objectives:

- To provide an effective learning environment through enhancement of professional development of the faculty within the Department.
- To provide quality instruction to prepare graduates for today's dynamic and diverse work environments in education, exercise science, public health, and human performance.
- To enhance the Department's outreach efforts in communities, schools, and organizations at the local, regional, state and national level.

Student Learning Outcomes – Exercise Science & Wellness

Upon graduating from the University of Tennessee at Martin with a B.S. in Health and Human Performance and a concentration in Exercise Science students will be able to:

Outcome 1: Identify and explain evidence-based principles and theories of exercise and wellness.

Outcome 2: Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness.

Outcome 3: Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness.

Outcome 4: Demonstrate proficiency in technology within the exercise science and wellness domains.

Outcome 5: Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments.

Curriculum Map

Exercise Science/Wellness 2018/2019

The following map depicts the required courses for (Exercise Science & Wellness) and the SLOs associated with those courses. “I” indicates the course where an outcome is first introduced. “D” indicates the courses where the outcome is further developed. “A” indicates the course in which the outcome is assessed.

Required courses	Course	Outcomes				
		1 Identify and explain evidence-based principles and theories of exercise science and wellness.	2 Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness.	3 Demonstrate decision making influenced by evidence-based practices within the domains of exercise science and wellness.	4 Demonstrate proficiency in technology within the exercise science and wellness domains.	5 Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related and training environments.
EXSC 305		I,A	I,A	I,A		
EXSC 430		I,A	I,A	I,A		
EXSC 429		I,A	I,A	I,A	I,A	D
EXSC 431		D,A	D,A	D,A	D,A	D, A
HPER 327		I,A	D			
HPER 350		I	I			
HPER 440		D	D	D	D	
HPER 491		D	D	D	D	D, A

Student Learning Outcomes – K-12 Licensure in Physical Education and Health

Upon graduating from the University of Tennessee at Martin with a B.S. in Health and Human Performance and a concentration in K-12 Licensure in Physical Education and Health students will be able to:

Outcome 1: Demonstrate proficiency with Health Education as a discipline.

Outcome 2: Demonstrate proficiency with Physical Education as a discipline.

Outcome 3: Demonstrate behaviors essential to becoming effective Health/Physical Education professionals.

Outcome 4: Plan/Implement standards-based practices in Health and Physical Education.

Curriculum Map

K-12 Licensure 2018/2019

The following map depicts the required courses for the K-12 Licensure Concentration and the SLOs associated with those courses. “I” indicates the course where an outcome is first introduced. “D” indicates the courses where the outcome is further developed. “A” indicates the course in which the outcome is assessed.

Required courses	Course	Outcomes			
		1 Demonstrate proficiency with Health	2 Demonstrate proficiency with	3 Demonstrate behaviors essential to becoming effective	4 Plan/Implement standards-based

		Education as a discipline.	Physical Education as a discipline.	Health/Physical Education professionals.	practices in Health and Physical Education.
HLTH 111		I			
HLTH 220		I			
HLTH 475		D A		I	I
HPED 300/301					
HPED 308				I	I
HPED 309		I	A	D	D
HPED 320			D	D	D
HPED 321			D	D	D
HPED 410			D	D	D
HPED 411			A	A	A
HPED 412			I		
HPER 327					
HPER 350				I	
HPER 432					
HPER 440					
HPED 485					
HHP 351					
HHP 353		D			
TCED 405/406		A	A	A	A

Student Learning Outcomes – Public Health

Upon graduating from the University of Tennessee at Martin with a B.S. in Health and Human Performance and a concentration in Public Health students will be able to:

Outcome 1: Discuss essential services that public health programs provide to protect and improve the health of populations.

Outcome 2: Use research tools and analytical methods to critically analyze, methods and assess the health status of populations.

Outcome 3: Discuss the impact of policies and legislation on individual and population health.

Outcome 4: Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organizations and initiatives.

Outcome 5: Effectively communicate public health messages to a variety of audiences from professionals to the general-public.

Curriculum Map

Public Health 2018/2019

The following map depicts the required courses for the Public Health Concentration and the SLOs associated with those courses. “I” indicates the course where an outcome is first introduced. “D” indicates the courses where the outcome is further developed. “A” indicates the course in which the outcome is assessed.

Outcomes				
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Required courses	1 Discuss essential services that public health programs provide to protect and improve the health of populations.	2 Use research tools and analytical methods to critically analyze, methods and assess the health status of populations.	3 Discuss the impact of policies and legislation on individual and population health.	4 Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives.	5 Effectively communicate public health messages to a variety of audiences from professionals to the general- public.
HLTH111	Introduced				
HPER 327					
HHP 330	I	I, A	I		
HLTH427	A	D	D	I	D, A
HLTH428	D, A	D	A		
HLTH441			D, A	A	
HLTH491	D, A	D, A	D, A	D, A	D, A

Alignment to the DQP

Broad, Integrative Knowledge: This area “should involve students in the practices of core fields ranging from science to social sciences through the humanities and arts, and in developing global, cultural, and democratic perspectives” (Lumina Foundation, 2018)

Baccalaureate Level Student Learning Objective	Similar Program SLO	Program Courses that address this SLO	Assessment
B1: Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these fields.	<ul style="list-style-type: none"> ▫ Discuss essential services that public health programs provide to protect and improve the health of populations. ▫ Use research tools and analytical methods to critically analyze, methods and assess the health status of populations. ▫ Discuss the impact of policies and legislation on individual and population health. ▫ Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives. ▫ Effectively communicate public health messages to a variety of audiences from professionals to the general - public. 	HHP 330 HLTH 427 HLTH 428 HLTH 441 HLTH 491	<p>Community health organization activity</p> <p>Community health assessment/photo voice assignment</p> <p>Data scavenger hunt</p> <p>Policy development activity</p> <p>Internship written report</p>
B2: Produces an investigative, creative or practical work that draws on specific			

theories, tools and methods from at least two core fields of study.			
B3: Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields.	<ul style="list-style-type: none"> ▫ Discuss the impact of policies and legislation on individual and population health. 	HLTH 428	Policy development activity

Specialized Knowledge: Each discipline or major field of study defines specific requirements and/or field-specific outcomes. But across all of these fields there are common learning outcomes involving terminology, theory, tools, methodologies, literature, complex problems or applications, and some understanding of the limits of the field.

Baccalaureate Level Student Learning Objective	Similar Program SLO	Program Courses that address this SLO	Assessment
B1: Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.	<ul style="list-style-type: none"> ▫ Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness. ▫ Identify and explain evidence-based principles and theories of exercise science and wellness. ▫ Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness. ▫ Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments. 	HPER 327 EXSC 429 EXSC 430 EXSC 431	BP, cardiovascular, and Wingate Lab assignment Bioenergetic, cardio exam Case study work
B2: Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.			
B3: Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.	<ul style="list-style-type: none"> ▫ Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organizations and initiatives. 	HLTH 441	
B4: Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.	<ul style="list-style-type: none"> ▫ Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments. 	EXSC 431 EXSC 433	Fitness evaluation project Case studies

	<ul style="list-style-type: none"> ▫ Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness. 		
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Applied and Collaborative Learning: Beyond what a graduate may know, the ultimate benchmark of learning is what that graduate can *do* with what he/she knows. This section “underscores the interaction of academic and non-academic settings and the corresponding integration of theory and practice. Research of different kinds and intensities and ‘field-based’ experiences (internships, practicums, community and other service learning) ... are examples of applied learning” (Lumina Foundation, 2018).

Baccalaureate Student Learning Objective	Similar Program SLO	Program Courses that address this SLO	Assessment
B1: Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.	<ul style="list-style-type: none"> ▫ Effectively communicate public health messages to a variety of audiences from professionals to the general public. 	HLTH 491	Internship written report
B2: Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results.			
B3: Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.	<ul style="list-style-type: none"> ▫ Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness. ▫ Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments. ▫ Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness. 	EXSC 429 EXSC 431 EXSC 433	Lab reports Lab reports and case studies Case studies
B4: Completes a substantial project that evaluates a significant question in the student’s field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project.			

Intellectual Skills: The six crosscutting Intellectual Skills presented below define proficiencies that transcend the boundaries of particular fields of study. They overlap, interact with and enable the other major areas of learning described in the DQP. (Lumina Foundation, 2018).

<p>Analytic inquiry: The synthesizing cognitive operations of assembling, combining, formulating, evaluating and reconstructing information, foundational to all learning, are addressed throughout the DQP. But analytic inquiry, though it is involved in such synthesis, requires separate treatment as the core intellectual skill that enables a student to examine, probe and grasp the assumptions and conventions of different areas of study, as well as to address complex questions, problems, materials and texts of all types.</p>			
<p>Baccalaureate Level Student Learning Objective</p>	<p>Similar Program SLO</p>	<p>Program Courses that address this SLO</p>	<p>Assessment</p>
<p>B1: Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.</p>	<ul style="list-style-type: none"> ▫ Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives. 	<p>HLTH 491</p>	<p>Internship written report</p>
<p>Use of informational resources: There is no learning without information, and students must learn how to find, organize and evaluate information in order to work with it and perhaps contribute to it. At each degree level, these tasks become more complicated — by language, by media, by ambiguity and contradictions — and the proficiencies offered below reflect that ladder of challenge.</p>			
<p>Baccalaureate Level Student Learning Objective</p>	<p>Similar Program SLO</p>	<p>Program Courses that address this SLO</p>	<p>Assessment</p>
<p>B1: Locates, evaluates, incorporates, and properly cites multiple information resources in different media or different languages in projects, papers or performances.</p>	<ul style="list-style-type: none"> ▫ Use research tools and analytical methods to critically analyze, methods and assess the health status of populations. 	<p>HLTH 427 HLTH 428 HLTH 441</p>	<p>Community health assessment/photo voice assignment</p> <p>Data scavenger hunt</p>
<p>B2: Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.</p>	<ul style="list-style-type: none"> ▫ Discuss essential services that public health programs provide to protect and improve the health of populations. ▫ Use research tools and analytical methods to critically analyze, methods and assess the health status of populations. ▫ Discuss the impact of policies and legislation on individual and population health. ▫ Apply evidence-based principles to the process of planning, development, 		<p>Internship written report</p>

	<p>budgeting, management, and evaluation of public health organization and initiatives.</p> <ul style="list-style-type: none"> ▫ Effectively communicate public health messages to a variety of audiences from professionals to the general public. 		
<p>Engaging diverse perspectives: Every student should develop the intellectual flexibility and broad knowledge that enables perception of the world through the eyes of others, i.e., from the perspectives of diverse cultures, personalities, places, times and technologies. This proficiency is essential to intellectual development and to both Applied and Collaborative Learning and Civic and Global Learning.</p>			
<p>Baccalaureate Level Student Learning Objective</p>	<p>Similar Program SLO</p>	<p>Program Courses that address this SLO</p>	<p>Assessment</p>
<p>B1: Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities.</p>	<ul style="list-style-type: none"> ▫ Discuss the impact of policies and legislation have on individual and population health. 	<p>HLTH 428</p>	<p>Policy development activity</p>
<p>B2: Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views.</p>	<ul style="list-style-type: none"> ▫ Discuss the impact of policies and legislation on individual and population health. 		<p>Policy development activity</p>
<p>Ethical reasoning: Ethical reasoning thus refers to the judicious and self-reflective application of ethical principles and codes of conduct resident in cultures, professions, occupations, economic behavior and social relationships to making decisions and taking action.</p>			
<p>Baccalaureate Level Student Learning Objective</p>	<p>Similar Program SLO</p>	<p>Program Courses that address this SLO</p>	<p>Assessment</p>
<p>B1: Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and either (a) arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles or (b) explains why such a reconciliation cannot be accomplished.</p>	<ul style="list-style-type: none"> ▫ Discuss essential services that public health programs provide to protect and improve the health of populations. ▫ Use research tools and analytical methods to critically analyze, methods and assess the health status of populations. ▫ Discuss the impact of policies and legislation on individual and population health. 	<p>HLTH 427 HLTH 428 HLTH 441</p>	<p>Community health organization activity</p> <p>Community health assessment/photo voice assignment</p> <p>Data scavenger hunt</p> <p>Policy development activity</p> <p>Internship written report</p>

	<ul style="list-style-type: none"> ▫ Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives. ▫ Effectively communicate public health messages to a variety of audiences from professionals to the general public. 		
B2: Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision making concerning those problems, and develops and defends an approach to address the ethical issue productively.	<ul style="list-style-type: none"> ▫ Discuss essential services that public health programs provide to protect and improve the health of populations. ▫ Use research tools and analytical methods to critically analyze, methods and assess the health status of populations. ▫ Discuss the impact of policies and legislation on individual and population health. ▫ Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives. ▫ Effectively communicate public health messages to a variety of audiences from professionals to the general public. 		<p>Community health organization activity</p> <p>Community health assessment/photo voice assignment</p> <p>Data scavenger hunt</p> <p>Policy development activity</p> <p>Internship written report</p>
Quantitative fluency: Quantitative expressions and the issues they raise inform many tasks. In addition to essential arithmetic skills, the use of visualization, symbolic translation and algorithms has become critically important.			
Baccalaureate Level Student Learning Objective	Similar Program SLO	Program Courses that address this SLO	Assessment
B1: Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations.	<ul style="list-style-type: none"> ▫ Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments. ▫ Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness. 	EXSC 431	Fitness evaluation project. Students use metabolic calculations to provide rational for their exercise prescription.
B2: Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms.			

<p>Communication fluency: The use of messages to achieve shared understanding of meaning depends on effective use of language, intentional engagement of audience, cogent and coherent iteration and negotiation with others, and skillful translation across multiple expressive modes and formulations, including digital strategies and platforms.</p>			
<p>Baccalaureate Level Student Learning Objective</p>	<p>Similar Program SLO</p>	<p>Program Courses that address this SLO</p>	<p>Assessment</p>
<p>B1: Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.</p>	<ul style="list-style-type: none"> ▫ Discuss essential services that public health programs provide to protect and improve the health of populations. ▫ Use research tools and analytical methods to critically analyze, methods and assess the health status of populations. ▫ Discuss the impact of policies and legislation on individual and population health. ▫ Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives. ▫ Effectively communicate public health messages to a variety of audiences from professionals to the general - public. 	<p>HLTH 427 HLTH 428 HLTH 441</p>	<p>Community health organization activity</p> <p>Community health assessment/photo voice assignment</p> <p>Data scavenger hunt</p> <p>Policy development activity</p> <p>Internship written report</p>
<p>B2: Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources.</p>			
<p>B3: Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.</p>	<ul style="list-style-type: none"> ▫ Discuss essential services that public health programs provide to protect and improve the health of populations. ▫ Use research tools and analytical methods to critically analyze, methods and assess the health status of populations. ▫ Discuss the impact of policies and legislation on individual and population health. ▫ Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives. ▫ Effectively communicate public health messages to 	<p>HLTH 427 HLTH 428 HLTH 441</p>	<p>Community health organization activity</p> <p>Community health assessment/photo voice assignment</p> <p>Data scavenger hunt</p> <p>Policy development activity</p> <p>Internship written report</p>

	a variety of audiences from professionals to the general public.		
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Civic and Global Learning: Civic and global learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of institutions of higher education, but they also include evidence of civic activities and learning beyond collegiate settings. Such activities may of course take the form of service learning, in which community engagement prompts reflection and explication. These proficiencies also reflect the need for analytic inquiry and engagement with diverse perspectives. Together, they underscore the interplay of proficiencies from the major components of higher learning

Baccalaureate Level Student Learning Objective	Similar Program SLO	Program Courses that address this SLO	Assessment
B1: Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.			
B2: Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment.			
B3: Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result.			
B4: Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.	<p>Discuss essential services that public health programs provide to protect and improve the health of populations.</p> <p>Use research tools and analytical methods to critically analyze, methods and assess the health status of populations.</p> <p>Discuss the impact of policies and legislation on individual and population health.</p> <p>Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives.</p> <p>Effectively communicate public health messages to a variety of audiences from professionals to the general public.</p>	<p>HLTH 427 HLTH 428 HLTH 441</p>	<p>Community health organization activity</p> <p>Community health assessment/photo voice assignment</p> <p>Data scavenger hunt</p> <p>Policy development activity</p> <p>Internship report</p>

High Impact Practices

See the explanation of terms in the Appendices for descriptions of these HIPs. Please note that you are not necessarily expected to utilize every HIP in the list below.

HIP	Description of how this HIP fits into this program
First year Seminars	<ul style="list-style-type: none"> ▫ The majority of HHP freshman enroll in GENS 101: First Year Initiative. The Department of Health and Human Performance has two sections of GENS 101 each fall semester.
Common Intellectual Experiences	<ul style="list-style-type: none"> ▫ Teacher Preparation Program Residency; Learning cohorts HPED 308, 309, 410, 411 & HLTH 475
Learning Communities	
Writing Intensive Courses	<ul style="list-style-type: none"> ▫ Students enrolled in the K-12 Licensure concentration prepare lesson plans in HPED 309, 321 and 411 as well as HLTH 475. ▫ HHP 351: Students reflect on experiential learning and/or complete a research paper on a substance or substance use/abuse related behavior. ▫ Students are required to complete numerous case studies and lab reports in EXSC 429, 431, and 433.
Active and Collaborative Learning	
Undergraduate Research Experiences	<ul style="list-style-type: none"> ▫ All HHP faculty promote the benefits of undergraduate research in their classes and all full-time tenure track faculty members engage in research with undergraduate students. ▫ K-12 Licensure student present at state, regional and national conferences. The goal is to have Exercise Science and Public Health concentrations presenting at conferences in the near future.
Diversity/Global Learning (including Study Abroad)	
Service or Community-based Learning	<ul style="list-style-type: none"> ▫ Health and Human performance students and faculty from our four concentrations provide Olympic-type sport and fitness sessions for the Upper West Tennessee Special Olympic program. Special Olympic Athletes participate in a variety of sports and physical activities year-round and gain valuable sport skills while developing physical fitness and friendships. Partnering with Upper West Tennessee Special Olympics has been a rewarding experience for our HHP program and has provided our students and faculty with opportunities to meet and coach individuals with intellectual disabilities. ▫ HHP students had the opportunity to developed event planning and execution with their involvement with the TSSAA Cross Country Meet. ▫ Through their involvement with the HHP majors club, SHAPE students are involved in select activities including but not limited to: hosting and volunteering at Special Olympics training nights, organizing and implementing a Disc Golf Tournament, volunteering at campus and local 5K runs, All Ball (special Olympics baseball/softball, 6- week program), Special needs prom.

	<ul style="list-style-type: none"> ▫ HHP students enrolled in HLTH 427: Introduction to Health Education and Promotion and HHP 351: Substance Abuse Prevention engage in various service learning experiences. Students presented in school in both Weakley, Gibson and Henry county. Students also participated with the “Drug Take Back” days and “Kick Butt” day and made presentations at the Martin Housing Authority. ▫ Health 427 and Health 428 classes collaborated with SOARx and Healthy Hawks, Healthy Hawks Student Advisory Council and the Weakley County Health Department to implement a campus health fair. ▫ SOARx students working through a CHASCO grant developed a social awareness campaign that rolled out during tailgating for the first UTM home football game.
Internship or Field Experience	<ul style="list-style-type: none"> ▫ Exercise Science and Public Health Concentration requires a capstone 12 credit (400-clock-hour) internship. The K-12 Licensure program incorporates both field-based experiences and a 12-credit hour student teaching experience. ▫ The Human Performance concentration now offers a 3 credit (45-clock-hour) practicum course for students to gain exposure to their chosen profession(s).
Capstone Courses and Projects	<ul style="list-style-type: none"> ▫ The department curriculum committee is exploring the development of a capstone course for the Human Performance concentration.
E-Portfolios	

SLO Reporting 2017/2018

Department of Health & Human Performance

Fall 2017/Spring 2018 Exercise Science & Wellness Student Learning Outcome

Student Learning Outcome # 1 Identify and explain evidence-based principles and theories of exercise and wellness.

Assessment: EXSC 430 Exercise Physiology Bioenergy/Energy Metabolism Exam # 1 Benchmark: 80% of the students will score 70% or >

Semester	CRN	Students Submitting	Students Score 70% or Above	Percentage Meeting Benchmark	Instructor
201740	40878	21	14	67%	Korgaokar
201740	40880	18	7	39%	Korgaokar
201820	21220	14	13	93%	Korgaokar
201820	21221	14	13	93%	Korgaokar

Data analysis:

Overall passing rate is 70%. This is 10% lower than the EXSC selected passing rate for this SLO

How has this data been used to implement change or inform decisions?

The instruction of this course has been a concern. Instructor was able to modify some of his pedagogy. The instructor moved away from essay questions to multiple choice questions. This may have been more appropriate for the current students. Also, implementing weekly quizzes may have provided more feedback.

Assessment EXSC 430 Exercise Physiology Response to Acute and Chronic Exercise Exam # 3 Benchmark: 80% of the students will score 70% or >

Semester	CRN	Students Submitting	Students Scoring 70% or Above	Percentage Meeting Benchmark	Instructor
201740	40972	21	17	81%	Korgaokar
201740	40972	18	12	67%	Korgaokar
201820	21220	14	9	64%	Korgaokar
201820	21221	14	10	71%	Korgaokar
Data analysis: <i>Overall passing rate is 71.6%. This is 9.4% lower than the EXSC selected passing rate for this SLO.</i>					
How has this information been used to implement changes or inform decisions? <i>The instruction of this course has been a concern. The instructor modified his pedagogy. More time will be spent on these chapters. This may be the solution.</i> 2016/2017 Assessment Remarks: <i>Both classes scored lower in the third exam, which typically contains material with difficult concepts. More time spent on these chapters might be a solution.</i>					

Student Learning Outcome # 2: Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness.

Assessment: EXSC 429 Exercise Physiology Lab Energy Metabolism Assessment e.g., Wingate Benchmark: 90% of students will score 70% or >

Semester	CRN	Students Submitting	Students Scoring 70% or Above	Percentage Meeting Benchmark	Instructor
201740	40871	11	9	82%	Sherman
201740	40875	11	10	91%	Sherman
201740	40877	5	4	80%	Sherman
201740	40972	13	11	85%	Taylor
201820	21216	4	4	100%	Sherman
201820	21217	7	6	86%	Sherman
201820	21218	5	5	100%	Sherman
201820	21219	11	9	70%	Taylor
Data analysis: <i>The weighted average for the classes is 86%. We do recognize that one student not passing the SLO is a small class size can skew the data.</i>					

EXSC faculty recognize that the number of students in the course can skew the percentage of passing scores. In a class of 7 and 6 pass, this would yield a passing rate of 86%. This is not reflective of the level of learning. Our overall pass rate is 89.5%

How has this information been used to implement change or inform decisions?

The EXSC faculty still feels that this is an important concept to understand. We will continue to track passing rates for the next year and potentially raise the required passing score from 70% to 80%.

Assessment EXSC 429 Exercise Physiology Lab Cardiovascular Assessment physiological response to submaximal testing Benchmark: 90% of the students will score 70% or >

Semester	CRN	Students Submitting	Students Scoring 70% or Above	Percentage Meeting Benchmark	Instructor
201740	40871	11	10	91%	Sherman
201740	40875	11	10	91%	Sherman
201740	40877	5	5	100%	Sherman
201740	40972	13	12	92%	Taylor
201820	21216	4	4	100%	Sherman
201820	21217	7	5	71%	Sherman
201820	21218	5	4	80%	Sherman
201820	21219	11	9	70%	Taylor

Data analysis:

The weighted average for the classes is 86%. We do recognize that one student not passing the SLO is a small class size can skew the data.

How has this data been used to implement change or inform decisions?

The faculty agreed, we will look at the passing rates for next year and will potentially raise the required passing score from 70% to 80%.

HPER 491 Internship: Final Evaluation Benchmark: 80% of the students will score 80% or >

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201740	40937	12	12	100%	Gibson
201820	21380	8	8	100%	Gibson
201820	22240	12	12	100%	Sherman

Data analysis:

100% of the students met this benchmark.

How has this been used to implement change or inform decisions?

We would like to discontinue monitoring HPER 491 for this SLO. During the hiatus, HPER 491 grading is going to change. Dr. Sherman will be looking for a different way to monitor HPER 491 in the future.

Student Learning Outcome # 3: Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness.

Assessment: EXSC 433 Exercise Testing & Prescription in Special Populations Case Study Assignment Benchmark: At least 80% of student will score 70% or >

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage of Students	Instructor
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					Meeting Benchmark
201820	21224	13	100	100%	Reid
Data analysis: <i>EXSC 433 was not taught during the fall semester 100% of the students met this benchmark in the spring.</i>					
How has this data been used to implement change or inform decisions?					
The benchmark for this assessment will be increased to at least 80% of the students will score 80%.					

Student Learning Outcome # 4: Demonstrate proficiency in technology within the exercise science and wellness domains.

Assessment: EXSC 429 Exercise Physiology Lab Blood Pressure Assessment Benchmark: 100% of the students will score 70% or >

Semester	CRN	Students Submitting	Students Scoring 70% or Above	Percentage Meeting Benchmark	Instructor
201740	40871	11	10	91%	Sherman
201740	40875	11	10	91%	Sherman
201740	40877	5	5	100%	Sherman
201740	40972	13	11	85%	Taylor
201820	21216	4	4	100%	Sherman
201820	21217	7	5	71%	Sherman
201820	21218	5	5	100%	Sherman
201820	21219	11	11	100%	Taylor
Data analysis:					
<i>Our overall pass rate is 91%. We do recognize that one student not passing the SLO in a small class size can skew the data.</i>					
How has this data been used to implement change or inform decisions?					
<i>The faculty will potentially raise the required passing score from 70% to 80%.</i>					

Assessment EXSC 431 Exercise Testing & Prescription Cardiovascular RX Benchmark: 100% of students will score 70% or >

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage Meeting Benchmark	Instructor
201740	40881	8	6	75%	Moran
201740	40883	11	10	91%	Sherman
201820	21222	14	13	93%	Moran
201820	21223	20	19	95%	Moran
Data analysis:					
<i>HHP had a new instructor to teach EXSC 431. Overall, we had 90.5% of the students passing the SLO.</i>					
How has this data been used to implement change or inform decisions?					

EXSC faculty will be providing a clearer grading rubric. Additionally, we will provide better instructions to clarify expectations.

Student Learning Outcome # 5: Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments.

Assessment: EXSC 431 Exercise Testing & Prescription Total Assessment and Exercise Rx Project Benchmark: 90% of the students will score 80% or >.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201740	40881	8	6	75%	Moran
201740	40883	11	10	91%	Sherman
201820	21222	14	12	86%	Moran
201820	21223	20	16	80%	Moran

Data analysis:

HHP had a new instructor to teach EXSC 431. Overall, 83% of the students passing the SLO.

How has this data been used to implement change or inform decisions?

This assignment is the last assignment of the semester. Students do not take the assignment as seriously as they should. Faculty find that students cut corners or do just enough to pass the class. We will look at making this assignment carry more weight in the overall evaluation of the course.

Assessment: HPER 440 Evaluation in Human Performance, Health-Fitness, Sports Skills Needs Assessment Benchmark: 90% of the students will score at least 70% or >

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage Meeting Benchmark	Instructor
201740	40932	35	32	91%	Moran
201740	40934	32	27	84%	Moran
201820	21629	21	18	86%	Moran
201820	21379	26	20	77%	Moran

Data analysis:

The benchmark was met in only 3 of the four sections of the course.

How has this data been used to implement change and inform decisions?

This assessment measure was related to the MILE program. EXSC faculty are currently determining the future direction of this course. Dr. Dasinger (New HHP Assistant Professor) will be working with the EXSC faculty to identify new SLOs for Spring 2019.

Fall 2017/Spring 2018 K-12 Physical Education & Health

Student Learning Outcome # 1: Demonstrate proficiency with Health Education as a discipline.

Assessment: HHP 351 Substance Abuse Prevention- Health Research Paper Benchmark: 80% of the students will score 70% or > on the Health Research Paper.

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage Meeting Benchmark	Instructor
201740	40887	28	24	85.7%	Greer
201740	40888	31	21	67.7%	Greer
201820	21227	31	27	87%	Greer
201820	21228	29	21	72.4%	Greer
201820	22370	1	0	0	Greer
Data analysis: <i>In all sections combined 78% of the students met the stated benchmark</i>					
How has this data been used to implement change and inform decisions? <i>Data was reported on all students enrolled in the class and not limited to K-12 Licensure students. In the future data will only be submitted for K-12 Licensure Students. The library staff will be utilized to supplement instruction on usage of digital databases to locate peer reviewed journals and APA style.</i>					

Assessment: HLTH 475 Health Methods – Field Based Teaching Assignment Benchmark: 100% of the students will score 80% or > on the Field Based Teaching Assignment.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201820	21256	7	7	100%	Cupples
HLTH 475 not taught in fall semester					
Data analysis: <i>100% of the students met this benchmark.</i>					
How has this data been used to implement change or inform decisions? <i>Students are currently meeting the benchmark. In preparation for EdTPA, the rigor of assignments will increase which may affect future scores.</i>					

Assessment: PRAXIS Series Health Education 5551 Benchmark – 100% of the students will pass the Health Education Praxis (passing score 144).

Semester	Students taking Exam	Students Passing First Attempt	Students Meeting Benchmark
2017/2018 students who had completed HLTH 475	4 students set for the exam	4 students passed on the 1 st attempt	100%
<p>Data Analysis: All students must pass PRAXIS exams prior to student teaching. Three students have not taken the Health Praxis exam as of 8/18/2018. Students have 1 year from the time they are given a PRAXIS voucher to take the examination.</p> <p>How has this data been used to implement change or inform decisions? No change is required at this time.</p>			

Assessment: TCED 405/406 Final Student Teaching Performance Evaluation by University Supervisor Benchmark: 100% of students will obtain 80% or > on the Final Student Teaching Assessment.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Students Meeting Benchmark
201740	42488	1	100%	Cupples
201740	42493	2	100%	Cupples
201820	22312	7	100%	Cupples
201820	22402	1	100%	Cupples
<p>Data analysis: 100% of the students met the benchmark.</p> <p>How has this data been used to implement change or inform decisions? No change is required at this time. 80% is the minimum score for passing.</p>				

Student Learning Outcome # 2: Demonstrate Proficiency with Physical Education as a Discipline. Assessment: HPED 309 Methods of Teaching Elementary Health & Physical Education Field-Based Assignment Benchmark: 100% of the students will score 80% or > on the Field-Based Assignment.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Students Meeting Benchmark
201820	21264	–	–	Brown
<p>Data analysis: HPED 309 is not taught in the fall. HPED 309 students did not participate in public school clinicals spring 2018 due to content change for EdTPA. Spring 2019 the class will be back in the schools</p> <p>How has this data been used to implement change or inform decisions?</p>				

Assignment: HPED 411: Secondary Instruction Strategies and Curriculum Development Field-Based Assignment Benchmark: 100% of the students will score 80% or > on the Field-Based Assignment

Semester	CRN	Students Submitting	Students Scoring 80% or >	Students Meeting Benchmark	Instructor
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201740	40913	10	7	70%	Currie
201820	Not Taught in spring				
Data analysis: 7 students out of a total of 10 students scored 80% or >					
<i>How has this data been used to implement change or inform decisions? A review of candidate teaching performance has identified areas of strengths and weaknesses relating to the candidate content and pedagogical knowledge. This information will be used to review our program in preparation for edTPA.</i>					

Assessment PRAXIS Series Physical Education Content Design 5095 (Passing score 169) Benchmark: 75% of the students will obtain a passing score on their 1st attempt. (Began measuring this fall 2017).

Assessment PRAXIS Series Physical Education Content Design 5095 (Passing score 164) Benchmark: 100 % of the students will obtain a passing score.

Assessment PRAXIS Series Physical Education Content Design 5095 (passing score 164) Benchmark: 75% of the students will obtain a passing score on their 1st attempt, 100% will pass.

Semester	CRN	Students Taking Exam	Students Passing on First Attempt	Students Meeting Benchmark
201740	CRN# 40913 HPED 411 10 students were enrolled in HPED 411	7 students completing HPED 411 sat for the PE Content PRAXIS exam	2 of the 7 (28.6%) passed the exam on the first attempt.	5 of 7 (71.4%) students have passed the exam as of 8/28/2018
Data analysis: <i>Two of the seven (28.6%) students who took the PE Content Design PRAXIS passed on the first attempt. Five of the seven (71.4%) students who took the PE Content Design PRAXIS passed the exam.</i>				
How is this data used to implement change or inform decisions?				
<ul style="list-style-type: none"> ▫ K-12 Licensure faculty have taken strategic measures to address the low PRAXIS pass rate. They have developed workshops including mini workshops that would be more conducive to student schedules. They have updated textbooks to ensure that they are aligned with new National Standards for PE and Health. They encourage and help finance student participations in and attendance at professional conference. Dr. Brown and Dr. Currie have sat for the PRAXIS exams to ensure that they are providing adequate coverage of content. ▫ Since the PLT exam is no longer required a modified, comprehensive PACT course was added to the curriculum to enhance the students' knowledge base. ▫ SLO Map and communication between non-TCED faculty regarding items that need to be addressed to help students be successful on the PRAXIS. 				
2016/2017				
<i>Previously the department only Reported PRAXIS scores for students who were student teaching. Education Preparation Program candidates are prohibited from student teaching until they have passed their PRAXIS exams. Students are advised to take the PRAXIS (PE Content Design) following completion of HPED 411. They are advised to take the Health PRAXIS during the summer upon completion of HLTH 475 where the vouchers are given. The PRAXIS calendar may alter the time in which exams are taken.</i>				

Student Learning Outcome # 3: Demonstrate behaviors essential to becoming effective Health/Physical Education Professionals.: HPED 309 Methods of Teaching Elementary Health & Physical Education Field-Based Teaching Assignment Benchmark: 100% of the students will score 80% or >.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201820	21264	–	–	–	–
Data analysis: <i>Students did not participate in field-based experience due to edTPA.</i>					

Assessment: HLTH 475 Health Lesson Plan Benchmark: ~~80%~~ 100% of the students will score 80% or >

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201820	21329	7	7	100%	Cupples
Data analysis: <i>100% of the students met the benchmark.</i>					
How has this data been used to implement change or inform decisions? <i>The benchmark for this SLO will be increased from 80% of students scoring 80% to 100% of students scoring 80% to align with student teaching requirements on lesson plan rubrics.</i>					

Assessment: HPED 321 Individual Lifetime Activity: Education Lesson Plan Benchmark: 100% of the students will score 80% or >.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201820	21363	9	6	66.6%	Currie
<i>HPED 321 is not taught during the fall semester</i>					
How is this data used to implement change or inform decisions? <i>edTPA lesson planning was introduced this semester in this course. In spring 2017 HPED 321 implemented the TEAM lesson plan which was used in HPED & HLTH classes. edTPA is now being taught across all HPED courses. As a result, students will become more familiar with edTPA language, requirements, and lesson planning.</i>					

Assessment: HPED 411 Secondary Instructional Strategies and Curriculum Development Field-Based Teaching Assignment (Pedagogical and Instructional Skills) Benchmark: 100% of the students will score 80% or >.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201740	40813	10	7	70%	Currie

Data analysis:

7 students out of a total of 10 students scored 80% or >

How is this information used to implement change or inform decisions?

A review of candidate teaching performance has identified areas of strengths and weaknesses in regards candidate content and pedagogical knowledge. This information will be used to review our program in preparation for edTPA.

Assessment: HPER 327 Principles of Fitness Practical Instructional Design Assessment Assignment Benchmark: 80% of students will score 70% or >.

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage Meeting Benchmark	Instructor
201740	40915	27	25	92.5%	Taylor
201740	40919	29	29	100%	Taylor
201820	21370	27	27	100%	Taylor
201820	21371	30	22	73%	Taylor

Data analysis: All students completing the assignment met the stated benchmark.

How has this data been used to implement change or inform decisions? This assessment continues to be an appropriate assessment for students to demonstrate behaviors essential to becoming effective Health/Physical Education Professionals.

Student Learning Outcome # 4: Plan/Implement Standards-Based Practices in Health and Physical Education

Assessment: HPED 410 Teaching Models in Physical Education TGFU Model of Instruction Peer Teaching Assignment Benchmark: 100% of the students will score 80% or >.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201740	40911	10	8	80%	Currie

Data analysis: 8 students out of a total of 10 students scored 80% or >

How is this data used to implement change or inform decisions?

A review of candidate teaching performance has identified areas of strengths and weaknesses in regards candidate content and pedagogical knowledge. This information will be used to review our program in preparation for edTPA.

Assessment: HPED 411 Secondary Instructional Strategies and Curriculum Development Field-Based Teaching Assignment (Pedagogical and Instructional Skills) Benchmark: 100% of the students will score 80% or >.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
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201740	40913	10	7	70%	Currie
Data analysis: <i>7 students out of a total of 10 students scored 80% or ></i>					
How is this data used to implement change or inform decisions? <i>A review of candidate teaching performance has identified areas of strengths and weaknesses in regards candidate content and pedagogical knowledge. This information will be used to review our program in preparation for edTPA.</i>					

Assessment: HLTH 475 Health Methods Field-Based Teaching Assignments Benchmark: 100% of the students will score 80% or > on the Field-Based Teaching Assignment

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201820	21239	7	7	100%	Cupples
Data analysis: <i>100% of the students met the benchmark.</i>					
How has this data been used to implement change or inform decisions? <i>The benchmark for this SLO will be increased from 80% of students scoring 80% to 100% of students scoring 80% to align with student teaching requirements on lesson plan rubrics.</i>					

Assessment: TCED 405/406 Final Student Teaching Performance Evaluation by University Supervisor Benchmark: 100% of students will obtain 85% or > on the Final Student Teaching Assessment.

Semester	CRN	Students Submitting	Students Scoring 85% or >	Percentage Meeting Benchmark	Instructor
201740	42488	1	1	100%	Cupples
201740	42493	2	2	100%	Cupples
201820	22312	7	7	100%	Cupples
201820	22402	1	1	100%	Cupples
Data analysis: <i>100% of the students met the stated benchmark.</i>					
How is this data used to implement change or inform decisions? <i>No changes at this time. All changes concerning Education Preparation Program Student Teaching Performance evaluations are a group decision that is guided by accreditation standards.</i>					

Fall 2017/Spring 2018 Public Health Student Learning Outcomes

Student Learning Outcome # 1 Discuss essential services that public health programs provide to protect and improve the health of populations. Assessment: Community Health Organization Activity completed in **HLTH 427**. Benchmark: 90% of the students will earn a score of 80% or > on the Community Health Organization Activity

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201740	40902	20	20	100%	Gibson
201820	21239	32	32	100%	Greer
<p>Data analysis: CRN# 40902 <i>During the fall semester five students did not complete the assignment. 100% of those completing the assignment met the stated benchmark.</i> <i>During the spring semester one student failed to complete the assignment. All students completing the assignment met the stated benchmark.</i></p>					
<p>How has this data been used to implement change and inform decisions? <i>The public health concentration is a new concentration and we have just began measuring SLOs. The benchmarks were met for this SLO. The curriculum continues to evolve so changes in the assessment measures are expected.</i></p> <p><i>New assessment measure for Fall 2018</i> <i>Student Learning Outcome # 1 Discuss essential services that public health programs provide to protect and improve the health of populations. Assessment: Community Health Organization Activity completed in HLTH441. Benchmark: 90% of the students will earn a score of 80% or > on the Community Health Organization Activity</i></p>					

Student Learning Outcome # 1 Discuss essential services that public health programs provide to protect and improve the health of populations. Assessment: Campus-Wide Health Fair completed in **HLTH 428**. Benchmark: 90% of the students will earn a score of 80% or > on the Campus-Wide Health Fair Activity.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201740	40903	2	2	100%	Greer
201820	21253	10	10	100%	Gibson
<p>Data analysis: <i>100% of the students me the stated benchmark.</i></p>					
<p>How has this data been used to implement change and inform decisions? <i>The public health concentration is a new concentration and we have just began measuring SLO. The benchmarks were met for this SLO. The curriculum continues to evolve so changes in the assessment measures are expected in the future.</i></p> <p><i>New assessment measure for Fall 2018</i> <i>Student Learning Outcome # 1 Discuss essential services that public health programs provide to protect and improve the health of populations. Assessment: Case Studies HLTH 428. Benchmark: 90% of the students will earn a score of 80% or > on the Case Studies</i></p>					

Student Learning Outcome # 2 Use research tool and analytic methods to critically analyze, monitor and assess the health status of populations. Assessment: Community Health Assessment or Photovoice assignment completed in HLTH 427. Benchmark: 90% of the students will earn a score of 80% or > on the Community Health Assessment or Photovoice assignment.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201740	40902	20	20	100%	Gibson
201820	21239	32	32	100%	Greer
<p>Data analysis: CRN# 40902 - During the fall semester five students did not complete the assignment. 100% of those completing the assignment met the stated benchmark. During the spring semester one student failed to complete the assignment. All students completing the assignment met the stated benchmark.</p>					
<p>How has this data been used to implement change and inform decisions? The public health concentration is a new concentration and we have just began measuring SLO. The benchmarks were met for this SLO. The curriculum continues to evolve so changes in the assessment measures are expected in the future.</p> <p><i>New assessment measure for Fall 2018</i> Student Learning Outcome # 1 Discuss essential services that public health programs provide to protect and improve the health of populations. Assessment: Case Studies HLTH 428. Benchmark: 90% of the students will earn a score of 80% or > on the Case Studies</p>					

Student Learning Outcome # 2 Use research tool and analytic methods to critically analyze, monitor and assess the health status of populations. Assessment: Data Scavenger Hunt completed in HHP 330. Benchmark: 90% of the students will earn a score of 80% or > on the Data Scavenger Hunt.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201740	40886	30	30	100%	Gibson
201740	41780	24	24	100%	Gibson
201820	21226	26	24	92.3%	Gibson
201820	21470	19	17	89.4%	Gibson
<p>Data analysis: Collectively 90% or above of the students met the stated benchmark.</p>					
<p>How has this data been used to implement change and inform decisions? This data support that students are learning the skill set needed to use online resources to monitor and assess the health status of populations. This assignment will be expanded to include additional online resources and research tools for future semesters. The library staff will be utilized and invited to provide a presentation on using online data base tools to supplement the instruction they are currently getting.</p>					

Student Learning Outcome # 3: Understand the Impact of policies and legislation on individual and population health. Assessment: Policy Development Assignment HLTH 428. Benchmark: 90% of the students will earn a score of 80% or > on the Policy Development Assignment.

Alternate assessment for this SLO - Experiential Learning Paper completed in conjunction with attendance at Day at the Hill or Child Advocacy Days (when it applies) 90% of the students will earn a score of 80% or > on the Experiential Learning Paper.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
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Data analysis: Due to curriculum realignment this assignment is being presented for the first time fall 2018.					

Student Learning Outcome # 4: Apply evidence-based principles to the process planning, development, budgeting, management, and evaluation of public health organization and initiatives. Assessment Identification and Allocation of Resources Assignment completed in HLTH 441. Benchmark: 90% of the students will earn a score of 80% or > on the Identification and Allocation of Resources Assignment completed in HLTH 441.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
This course is being taught for the first time Fall 2018.					

Student Learning Outcome # 5: Effectively communicate public health message to a variety of audiences from professionals to the general public. Assessment: Health Communication Assignment completed in HLTH 427. Benchmark: 90% of the students will earn 80% or > on the Health Communication Assignment completed in HLTH 427.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201820	21239	33	33	100%	Greer
Data analysis:	100% of the students met the benchmark for this assignment.				
How has this data been used to implement change and inform decisions?					
This assignment provided a wonderful opportunity for students to effectively communicate public health messages to a variety of audiences from professionals to the general-public. During the spring students presented health education messages to public schools in Henry County, Weakley County, Milan Special School District and at the Weakley County Prevention Coalition and the Martin Housing Authority. No changes will be made with the assessment measure at this time.					

Student Learning Outcome # 4 Apply evidence-based principles to the process planning, development, budgeting, management, and evaluation of public health organization and initiatives. Assessment: Internship Report completed in HLTH 491. Benchmark: 100% of the students will earn 80% or > on the Internship Report completed in HLTH 491 (Capstone Internship)

Semester	CRN	Students Submitting	Percentage Meeting Benchmark	Instructor
201820	21985	1	100%	Gibson
Data analysis: <i>The first public health internship was completed in the spring of 2018. The student surpassed the stated benchmark.</i>				
How has this data been used to implement change and inform decisions? <i>A more comprehensive rubric is needed to assess the internship report. After grading the first report the process of revision is underway. Addition SLO #4 assessment measure for Fall 2018</i>				

Assessment Identification and Allocation of Resources Assignment completed in HLTH 441. Benchmark: 90% of the students will earn a score of 80% or > on the Identification and Allocation of Resources Assignment completed in HLTH 441.

SOCIAL AND BEHAVIORAL SCIENCES

Course:	Health 111	Date:	October 1, 2018
Department:	Health & Human Performance	Chair:	Dr. Todd Sherman

Curriculum Goals: The purpose of the Social and Behavioral Sciences requirement is to help students understand human society, in relation to the interdependence among individuals, families and societies. Students will examine human behavior and social institutions within the context of multiple contributing influences. (2015-16 UTM Catalog) *Course(s) satisfying this category must meet four (4) or more of the learning outcomes.*

Student Learning Outcome	Assessment Cycle	Assessment(s)	Benchmark(s)	Data Results	Decision Improvement Made
1. Students will analyze social institutions, processes, and structures within a diverse society.	Course Outcome: Describe the types of social support available and the impact of social networks on health status.	Assessment: Chapter 5 Test Bank Question # 36 Chapter 5 Reading Question # 9	75% of student completing assessment item will correctly respond.	Using a weighted average from all sections of Health 111 from the fall and spring semester, 71.1 % of the students met the benchmark test bank question #36 Using a weighted average from	Beginning in the fall of 2018 we will begin measuring the new SLO # 1 Students will describe the influence of geographic, political, economic, cultural and/or family institutions on the individual and society. <u>Assessment:</u> Chapter One Coaching Activity

				all sections of Health 111 from the fall and spring semester, 95.1 % of the students met the benchmark on Q 36.	- Introduction to Health and Wellness. <u>Benchmark:</u> 80% or more of students completing this assignment will earn 100%. (aggregate of all sections)
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Student Learning Outcome	Assessment Cycle	Assessment(s)	Benchmark(s)	Data Results	Decision Improvement Made
2. Students will examine how individuals are influenced by political, geographic, economic, cultural and/or family institutions in their own and other diverse cultures and belief systems.	Course Outcome: Identify modifiable and non-modifiable personal and social factors that influence your health; discuss the importance of a global perspective on health; and explain how gender, racial, economic, and cultural factors influence health disparities.	Chapter # 1 Homework Coaching Activity/Intro to Health and Wellness. Final Exam Question # 5 Final Exam Question # 16	75% of student completing assessment item will correctly respond.	Using weighted averages from all sections of Health 111 from fall and spring semester, 94.2% of the students met the benchmark for the Chapter 1 Coaching Assignment. Using weighted averages from all sections of Health 111 from fall and spring semester, 90.6% of the students met the benchmark for final exam question # 5 Using weighted averages from all sections of Health 111 from fall and spring semester, 81% of the students met the	Beginning fall 2018 we will begin measuring SLO # 2_Students will explain the connection between social/behavioral science research and everyday life. <u>Assessment:</u> Chapter 13 Homework – Protecting Against Infectious Disease and Sexually Transmitted Infections. <u>Benchmark:</u> 80% or more of students completing this assignment will earn 100%. (aggregate of all sections)

				benchmark for the final exam question # 16.	
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Student Learning Outcome	Assessment Cycle	Assessment(s)	Benchmark(s)	Data Results	Decision Improvement Made
3. Students will explore the relationship between the individual and society as it affects the personal behavior, social development and quality of life of the individual, the family and the community.	Course Outcome: Discuss the rate of tobacco use in the United States in general and among college students and explain the social and political issues involved in tobacco use and prevention. Final Exam Test Bank Question # 32	Final Exam Test Bank Question # 32	75% of student completing assessment item will correctly respond.	Using a weighted average from all sections of Health 111 for spring and fall semesters, 94.5% of students met the benchmark for final exam question # 32.	Beginning fall 2018 we will begin measuring SLO # 3: Students will analyze key ethical issues as examined by the social/behavioral sciences. <u>Assessment:</u> Coaching Activity – Physiological and Psychological Changes of Aging <u>Benchmark:</u> 80% or more of students completing this assignment will earn 100%. (aggregate of all sections)

Student Learning Outcome	Assessment Cycle	Assessment(s)	Benchmark(s)	Data Results	Decision Improvement Made
4. Students will examine the impact of behavioral and social scientific research on major contemporary issues, individuals, and society.	Course Outcome: Discuss issues facing our healthcare system today, including those related to cost, quality, and access to services.	Assessment: Chapter 16 Homework Study Plan Making Smart Healthcare Choices	75% of student completing assessment item will correctly respond.	Using a weighted average from all sections of Health 111 from the fall and spring semester, 93.1% of the students met the benchmark for the Chapter 16 Homework	Due to changes in the General Education Assessment Process we will no longer be measuring this SLO.

				Study Plan: Making Smart Healthcare Choices.	
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Student Learning Outcome	Assessment Cycle	Assessment(s)	Benchmark(s)	Data Results	Decision Improvement Made
5. Students will, using appropriate principles, methods, and technologies, analyze social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society.	Course Outcomes: Demonstrate an understanding of the impact of science on society. Demonstrate the ability to think critically and employ critical thinking skills.	Chapter 9 Homework ABC News Video: FDA Proposes New Food Safety Rules Chapter 13 Homework Coaching Activity: Protecting Against Infectious Diseases and STI Chapter 15 Homework Study Plan for Promoting	75% of student completing assessment item will correctly respond.	Using a weighted average for all sections of Health 111 from fall and spring semester, 90.8% of the students met the benchmark for the Chapter 9.	Due to changes in the General Education Assessment Process we will no longer be measuring this SLO.

Student Learning Outcome	Assessment Cycle	Assessment(s)	Benchmarks(s)	Data Results	Decision Improvement Made
6. Students analyze the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences.	Course Outcome: Compare and contrast the Health Belief model, the Social Cognitive model, and the Transtheoretical model of behavior change and explain how you might use them in making a specific	Assessment: Chapter 1 Coaching Activity: Introduction to Health and Wellness	75% of student completing assessment item will correctly respond.	Using weighted averages from all sections of Health 111 from fall and spring semester, 94.2% of the students met the benchmark for the Chapter 1 Coaching Assignment.	Due to changes in the General Education Assessment Process we will no longer be measuring this SLO.

	behavior change.				
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Student Learning Outcome	Assessment Cycle	Assessment(s)	Benchmark(s)	Data Results	Decisions Improvements Made
7. Students will take ethical stands based on appropriate research in the social and behavioral sciences.	Course Outcomes: Explain the ethical concerns that arise from the concepts of the right to die and rational suicide.	Assessment: Chapter 14 Quiz – Reaching Question # 6	75% of students completing assessment item will correctly response.	Using a weighted average from all sections of Health 111 for the fall and spring semester, 34.3% of the students met the benchmark on Chapter Quiz Question # 6. Fell short of stated benchmark	Due to changes in the General Education Assessment Process we will no longer be measuring this SLO.

Faculty Accomplishments Report

Faculty Accomplishments in Research, Scholarly, and Creative Activities

Department Health and Human Performance

Date 10/1/2018

Departmental Goal regarding research, scholarly, and creative activities: *All full-time tenure-track faculty members are expected to engage in scholarly endeavors with either junior faculty members or students on an annual basis.*

Faculty Member	Peer Reviewed Publications / Recordings	Peer Reviewed Conference Proceedings	Other scholarly/creative projects (books, music, art works, presentations, etc.)	Faculty-mentored undergraduate research projects	Faculty Research Projects	Externally funded sponsored projects
Laura Brown Full-time Tenure-track	Brown, L. and Sherman, T. (2017). Determining the Relationship Between Self-Efficacy and Exercise Frequency Among University Students. <i>International Journal of Health Sciences</i> . DOI: 10.15640/iihs.v5na			Mentored research - junior faculty member, Ryan Moran		

Matt Cupples		TAHPERD Convention Coaching education workshop. Murfreesboro, TN 2017				
Ryan Moran						
Ajit Korgaokar Full-time Tenure-track	<i>Relative Age Effect Among Elite Youth Female Soccer Players across the United States</i> Published: <i>Sport Mont</i> 2018, 16(3), 37-41	TAHPERD Convention Coaching education workshop. SHAPE National Convention Coaching Education Workshop. <i>Game-Based Approach to Coaching Soccer.</i>		Main Faculty advisor to Scholar student. <i>The Effects of Brain-Engaging Physical Activity on Executive Function</i>	<i>The Effects of Brain-Engaging Physical Activity on Executive Function.</i> Collected data for research project with Scholar student	
Josh Greer						
Stuart Currie Full-time Tenure-track		SHAPE National Convention Coaching Education Workshop. <i>Game-Based Approach to Coaching Soccer.</i> TAHPERD Convention Coaching education workshop.	TAHPERD LDC Conference, Nov,17. <i>Telling the TAHPERD story & value of physical education.</i>	Faculty advisor for Honors Research Project. <i>The Effects of Brain-Engaging Physical Activity on Executive Function.</i>		
Tara Tansil-Gentry						
Deborah Gibson Full-time Tenure-track		Gibson, D.J., Allen, B., Snider, T. & Kempton, B. (2017, Oct). <i>Whole School, Whole Community, Whole Child: Addressing Food Insecurities in a Rural Community.</i> Poster session presented at the Annual School Health Association, St. Louis, MO.	2017 Tennessee Teen Institute Evaluation	Faculty Advisor, TTI Evaluation, Cannon Brawley, Shawnee Edwards, Matthew Grantham, Aziz Abdulah		
Laura Taylor						

Todd Sherman	Brown, L. and Sherman, T. (2017). Determining the Relationship Between Self-Efficacy and Exercise Frequency Among University Students. <i>International Journal of Health Sciences</i> . DOI: 10.15640/iijhs.v5na					

<p>Please give 3 or 4 specific examples of activities that advance the regional and global community through research and scholarship (UT Martin Mission).</p>	<p>Dr. Korgaokar and Dr. Currie serve as faculty advisors for an Honors Research Project. <i>The Effects of Brain-Engaging Physical Activity on Executive Function</i>.</p> <p>Dr. Laura Brown in her role as mentor is collaborating with junior faculty member Ryan Moran developing a research project.</p> <p>Dr. Gibson engaged students with survey development data collection, data entry into SPSS, data analysis and report creation as part of the Tennessee Teen Institute Annual Evaluation.</p>
<p>Based on this information what can you conclude (e.g., are you meeting your goals, department strengths, areas for improvement).</p> <p>The department has met the 2017/2018 goal of all full-time tenure-track faculty members engaging in scholarly endeavors with either junior faculty members or students.</p>	<p>All full-time tenure-track faculty members are expected to engage in scholarly endeavors with either junior faculty members or students on an annual basis. Drs. Brown, Currie, Gibson and Korgaokar are the only full-time tenure-track faculty in the department. All engage students in undergraduate research or engage junior faculty members in undergraduate research.</p> <p>Strengths</p> <p>The Department Chair keeps faculty apprised of research and funding opportunities. The department financially supports, to the extent possible, students to attend professional conferences.</p>
<p>Based on this information what changes have you already made to your department or what changes could you implement to reach your goals (e.g., training about a topic, resources, etc.).</p>	<p>The faculty is involved in setting department goals for research, scholarship and creative endeavors. This past year the University worked to develop a new Strategic Plan. A goal in the new plan is to provide high-quality education experiences to all students through high-impact practices, including an opportunity to engage in undergraduate research with the benefit of strong mentorship. The new faculty evaluation system will more clearly delineate expectations relating to Research, Scholarship and Creative activities.</p> <p>The department bylaws have been updated following many discussions related to faculty expectations to merit tenure and promotion. In future department meetings a separate conversation will need to be held to see if we will ultimately change the department overall goal for Research, Scholarship and Creative activities.</p> <p>The department chair meets individually with each faculty member during the annual review process to develop a plan to meet current department expectations in this area and to keep faculty on track for tenure and promotion.</p>

Comments:

The new evaluation system will to some extent drive department goals relating to scholarship, service and outreach. Faculty want to understand expectations for teaching, service and scholarship as it relates to their annual evaluations, tenure, promotion and post-tenure, before setting department goals. We will address possible changes in our goals when the dust settles.

Faculty Accomplishments in Outreach

Department: Health and Human Performance

Date: 10/1/ 2018

Departmental goal regarding outreach: *All full-time HHP tenure-track faculty members will engage in at least 15 hours of service to the profession or community and serve on at least two campus committees (department/college or university wide). HHP faculty view Service & Outreach as overlapping entities and do not differentiate between the two.*

Faculty Member	Presentations for schools, teacher groups, student groups	Presentations to civic clubs/organizations, libraries, museums, etc.	Faculty-mentored student presentations	Faculty-oversight of student competitions/contests	Leadership role for non-credit classes/workshops or other outreach events
Laura Brown Full-time Tenure-Track			TAHPERD Convention November, 2017 <i>Volleyball lead-up games.</i>		Healthy Hawks Volleyball
Matt Cupples	Weakley County Physical Education & Health/Wellness In-Service, 2017. UT Martin Student Teacher Seminar Brain Boosts, 2017. Educator Preparation Program Retreat, Brain Boosts, 2017.				
Ryan Moran					
Ajit Korgaokar Full-time Tenure-Track	Special Olympics Soccer Clinic I (Sept. 2017) Weakley County PE In-Service, August 2017. Professional Development Weakley County PE In-Service, August 2017. <i>Introduction to Teaching Sport Using A Game-Based Approach</i>	<i>Coaching Pedagogy.</i> Presented at the TN Soccer AGM, Nashville, TN. (Feb, 2018) <i>Nutrition for Performance</i> TN Soccer AGM, Nashville, TN. (Feb, 2018) Coaching Education. Presented to Jackson Wolves Soccer Club, Jackson, TN. (March 2018)			

	Weakley County PE In-Service, August 2017. Game-based Approach to Short Tennis				
Josh Greer	Student Presentation for: Henry County Schools Weakley County Schools Milan Special School District Martin Housing Authority UTM Health Fair Weakley County Prevention Coalition	Training/Overview of SAMSHA's Eight Strategies to Affect Community Change.		CHASCo's and GHSo's "Arrive Alive" social awareness campaign. Two public health students will participate in a stipend awarded, state awareness program with my guidance. The students will participate in five trainings, develop a campus-wide message, and help develop a state-wide message to reducing college-age drinking and driving.	
Stuart Currie Full-time Tenure-Track	Special Olympics Soccer Clinic I (Sept. 2017) Special Olympics Soccer Clinic II (Sept,2017) Weakley County PE In-Service, August 2017. <i>Introduction to Teaching Sport Using A Game-Based Approach</i> Weakley County PE In-Service, August 2017. Game-based Approach to Short Tennis Weakley County PE In-Service, August 2017. Game-Based Approach to Teaching Floor Hockey Weakley County PE In-Service, August 2017. Professional Development	<i>Coaching Pedagogy.</i> Presented at the TN Soccer AGM, Nashville, TN (Feb. 2018) Coaching Education. Presented to Jackson Wolves Soccer Club, Jackson, TN. (March 2018)			Spring, 18. PRAXIS HHP Mini-Workshop
Tara Tansil-Gentry	Cleveland State Community College P-16 Technology Summit, Cleveland, TN.				

	OLC Innovative Conference, Nashville, TN.				
Deborah Gibson Full-time Tenure-Track		Weakley County Prevention Coalition Lunch & Learn, The Role of Adverse Childhood Experiences in Substance Abuse and Other Behavioral Health Disorders, July 17, 2018. Weldon Library, Martin, TN.			Program Evaluator, TTI, Jackson Area Council on Alcoholism and Drug Dependency (JACO)
Laura Taylor					Volunteer Assistant Coach – Youth League Sports Faculty Advisor – HHP Majors Club Student are involved with Special Olympics Athlete Training Night, Special Olympic March Madness, Special Olympics Track and Field, A Disc Golf Tournament, and an All-Ball Special Olympics.
Todd Sherman	Gibson County- Allied health profession presentation				

<p>Please give 3 or 4 specific examples of activities that advance the regional and global community through outreach (UT Martin Mission).</p>	<p>The Department of Health and Human Performance faculty are heavily engaged with service to their profession and the university. Additionally, they continue to excel regarding outreach to local and regional schools and communities across West Tennessee. Contributions range from providing Special Olympic soccer clinics, to providing lunch and learns regarding Adverse Childhood Experiences at the Weldon Library for the community at large.</p> <ul style="list-style-type: none"> ▫ HHP faculty partner with Weakley County Coordinated School Health to provide a K-12 Health and Physical Education all day In-Service. This interactive in-service provides our local teachers and coaches with evidence-based research and best teaching/coaching practices that can be applied to maximize K-12 student learning and student athlete performance. ▫ K-12 Licensure faculty within the department analyzed past PRAXIS scores, plan and implemented a mini-workshops for licensure students. Workshop participation can aid students in passing the required PRAXIS exams. ▫ HHP students & SOARx developed and are implementing a social awareness campaign “Arrive Alive”. The students will also be helping to develop a state-wide message focusing on reducing college-age drinking and driving.
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<p>Based on this information what can you conclude (e.g., are you meeting your goals, department strengths, areas for improvement).</p> <p>HHP faculty view Service & Outreach as overlapping entities and do not differentiate between the two.</p>	<p>The Department of Health and Human Performance is meeting the goal for all full-time tenure-track faculty members to engage in at least 15 hours of service to the profession or community and serve on at least two campus committees (department/college or university wide).</p>
<p>Based on this information what changes have you already made to your department or what changes could you implement to reach your goals (e.g., training about a topic, resources, etc.).</p>	<p>The Department has not modified its goals for Service or Outreach at this point. During the beginning fall department faculty meeting, the faculty generally has an opportunity to discuss goals. This fall changes in the evaluation system and bylaws monopolized the conversation. Many faculty want to understand expectations for teaching, service and scholarship as it relates to their annual evaluations, tenure, promotion and post-tenure, before setting department goals.</p> <p>The Department views service and outreach as overlapping entities. The current goal is in line with Goal V of the University Strategic Plan.</p> <p><i>HHP Goal: All full-time HHP tenure-track faculty members will engage in at least 15 hours of service to the profession or community and serve on at least two campus committees (department/college or university wide).</i></p> <p><i>UTM Strategic Plan Goal V: Improve the vitality and prosperity of West Tennessee and beyond and increase the visibility of UT Martin through service and advocacy.</i></p>
<p>Comments:</p> <p>The new evaluation system will to some extent drive department goals relating to scholarship, service and outreach. Faculty want to understand expectations for teaching, service and scholarship as it relates to their annual evaluations, tenure, promotion and post-tenure, before setting department goals. We will address possible changes in our goals when the dust settles.</p>	

Faculty Accomplishments in Service

Department: Department of Health and Human Performance

Date: 10/1/ 2018

Departmental goal regarding service: *All full-time HHP tenure-track faculty members will engage in at least 15 hours of service to the profession or community and serve on at least two campus committees (department/college or university wide). HHP faculty view Service & Outreach as overlapping entities and do not differentiate between the two.*

Faculty Member	Reviewer for professional publications, sponsored funding agencies, etc.	Leadership role (chair, co-chair, secretary, treasurer, committee chair, etc.) in professional organization	Boards, non-university committees, task forces, etc.	Leadership role in civic organization	University committees, Faculty Senate, IRB, IACUC, etc.
<p>Laura Brown Full-time Tenure-Track</p>	<p>Re-Reviewed manuscript # JOSH-12-16-RA-509.RI entitled "<i>Effects of a collaborative Board game on bullying intervention: A group-randomized controlled trial</i>" for</p>	<p>Active Schools TN State Rep.</p>	<p>BBM Greenway Committee Secretary</p>		<p>Faculty Research and Development Committee Fall 2017- 2019 CAEP Standard I Committee HHP Curriculum Committee/Chair</p>

	the Journal of School Health, September 2017				Substitution request committee/Chair HHP Search Committee Advising Committee Departmental Scholarship Committee Departmental Scholarship Committee EPP Committee University Appeals Committee CEHBS Assessment Committee (HHP Representative) Tenure & Promotion Committee (Spaulding) for CEHBS, 2018 Healthy Hawks Health Behaviors Committee
Matt Cupples		Active Schools Tennessee Committee			CAEP Standard II Committee CAEP Lesson Plan Committee HHP Awards Committee HHP Scholarship Committee
Ryan Moran					
Ajit Korgaokar Full-time Tenure-Track	Josh Greer Dissertation Committee Member of Editorial Board for <i>Sport Mont</i> journal	TAHPERD General, Exercise Science (Board member)			CEHBS Graduate Curriculum Committee Undergraduate Curriculum Committee Program Reviewer for International Studies Summer 2018 HHP Curriculum Committee/Co-Chair

					Substitution request committee Co-/Chair Faculty Senate
Josh Greer	Federal and state funded reviewer for the community action plan Reviewer for the State Action Plan for the OCPC. Action Plan reviewer for CHASCo	SOARx Faculty Advisor	Coach/Technical Advisor Henry County Prevention Coalition--Fall 2017 Action plan committee for the Weakley County Prevention Coalition Action Plan reviewer for the Obion County Prevention Coalition		Departmental Scholarship Committee
Stuart Currie Full-time Tenure-Track		TAHPERD Board and Executive Board TAHPERD Physical Education Division, Sports & Coaching Chair	2018. Weakley County (April) Coordinated School Health Advisory Council 2018. SHAPE America, National Convention, LAC committee member Tennessee State Soccer Association Education Specialist		Fall 17 & Spring 18 Faculty Senate Fall 17 & Spring 18 Faculty Senate Personnel Policies Committee Fall 17 & Spring 18. Teacher Education Appeals Committee Fall 17 & Spring 18. CAEP Accreditation Standard 2 Committee HHP undergraduate curriculum, curriculum advising, awards, and search committees
Tara Tansil-Gentry		MERLOT – Tennessee Team ISTE Mobile Learning Higher Education Sub-Committee TBR Visioning Think Tank VR/AR Content TBR Mobilization and Emerging Technologies	Weakley County Training School Alumni Association Martin Middle School Parent Advisory Board		Campus Recreation Search Committee Healthy Hawks Social Media Coordinator Latimer Innovation Committee Honors and Ceremonies Committee Library Committee

					HHP Recruitment Committee Coordinator HHP Awards Committee
Deborah Gibson Full-time Tenure-Track	Manuscript Review, JOSH-06-17-RA-232 <i>Prevalence and correlates of prior experimentation with e-cigarettes over conventional cigarettes among adolescents: Findings from 2015 Korea Youth Risk Behavior Web-Based Survey.</i> Journal of School Health, 2018. Manuscript Review, DRE-17-0006 <i>Personal and demographic factors' impact on hookah use among college students.</i> Journal of Drug Education. 2017.		Weakley County Prevention Coalition – Board Chairperson Weakley County Health Council – Member Weakley County Interagency - Member 2018. Weakley County Coordinated School Health Advisory Council – Member		Mathematics & Statistics Department Program Review Committee, 2018 Tenure & Promotion Committee (Spaulding) for HHP CEHBS, 2018 HHP Assessment Committee – Coordinator University-Wide Strategic Plan - University Mission Statement Committee, 17/18 Athletics Board 17/18 Departmental Scholarship Committee HHP Undergraduate Curriculum HHP Advising Committee HHP Awards Committee Healthy Hawks Assessment Committee
Laura Taylor		SHAPE Faculty Advisor		Kiwanis member	Intramurals Search Committee
Todd Sherman		Co-chair Behavioral Science Department Chair search committee			

Please give 3 or 4 specific examples of activities that advance the regional and global community through service (UT Martin Mission).	<p>The Department of Health and Human Performance faculty are heavily engaged with service to their profession and the university.</p> <ul style="list-style-type: none"> ▫ Dr. Brown is the state representative for “Active Schools”. ▫ Active Schools is a national movement focusing on ensuring that 60 minutes of physical education a day in grades K-12 becomes a norm. They work to help schools implement best practices and have access to resources to increase physical education and physical activity opportunities for all students. They also serve as an advocacy group to influence decision-makers to help make systems and policy changes that benefit the whole-child. ▫ Laura Taylor is the advisor for SHAPE the HHP majors club.
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	<ul style="list-style-type: none"> ▫ SHAPE club members volunteer with the Special Olympics training events and the All Ball (special Olympics baseball/softball) which is a six-week program. ▫ HHP faculty members serve with various community councils, coalitions and organizations that work to improve the lives of those who call West Tennessee home. These include but are not limited to: School Health Advisory Council, Brian Brown Memorial Greenway Committee, Weakley County Health Council, Weakley County Interagency Council, Weakley County Prevention Coalition, Henry County Prevention Coalition, Obion County Prevention Coalition.
<p>Based on this information what can you conclude (e.g., are you meeting your goals, department strengths, areas for improvement).</p> <p>HHP faculty view Service & Outreach as overlapping entities and do not differentiate between the two.</p>	<p>The Department of Health and Human Performance is meeting the goal for all full-time tenure-track faculty members to engage in at least 15 hours of service to the profession or community and serve on at least two campus committees (department/college or university wide).</p>
<p>Based on this information what changes have you already made to your department or what changes could you implement to reach your goals (e.g., training about a topic, resources, etc.).</p>	<p>The new evaluation system will to some extent drive department goals relating to scholarship, service and outreach. Faculty want to understand expectations for teaching, service and scholarship as it relates to their annual evaluations, tenure, promotion and post-tenure, before setting department goals. We will address possible changes in our goals when the dust settles.</p>
<p>Comments:</p>	

Faculty Accomplishments in Professional Development and Growth

Department: Department of Health and Human Performance

Date: 10/1/ 2018

Departmental goal regarding development and professional growth: *All HHP faculty will participate in at least two activities that address development and professional growth on an annual basis.*

Faculty Member	Participation in research-related conferences/works hops/ seminars, etc.	Participation in content-related conferences/works hops/ seminars, etc.	Participation in conferences/works hops/ seminars, etc. related to teaching effectiveness	Participation in Scholarship of Teaching and Learning (SOTL) activities	Other
Laura Brown	<i>"How Can We Turn our Innovative Teaching Practices into Research and Publishing Opportunities?"</i>				Degree Works Training. F17
Matt Cupples			edTPA Data Retreat, April 2018 Assessment Workshop, January 2018 edTPA Local Evaluator Training		Degree Works Training. F17

			Workshop, October 2017 Canvas Training Workshop, August 2017		
Ryan Moran			Online Course Development Workshop, UT-Martin, June 2018 Creating Transparent Assignments Workshop, UT Martin, January 2018 Fall Faculty Teaching Effectiveness Workshop, 2017		Degree Works Training. F17
Ajit Korgaokar	SHAPE National Convention, Spring 18 TAHPERD Convention, Fall 17	United States Center for Coaching Excellence Summit Spring 2018	UTM Teaching Effectiveness Workshop, <i>"Rapport, Respect, and Relevance: Getting our Students Excited about Learning."</i> Fall 2017 2018 American Kinesiology Assoc. Leadership Workshop Spring 2018	Member of UTM SoTL third cohort	Degree Works Training. F17
Josh Greer	CADCA's Forum (Spring 2018)	Tennessee High School Football Coaches Concussion Awareness Training			Degree Works Training. F17
Stuart Currie	SHAPE National Convention, Sp18 TAHPERD Convention, F17	SCORE - The Better Health, Better Learning Summit, Nashville, TN, F17	UTM Teaching Effectiveness Workshop, <i>"Rapport, Respect, and Relevance: Getting our Students Excited about Learning."</i> F17 UTM Teaching Effectiveness Workshop, <i>"How Can We Turn our Innovative Teaching Practices into Research and Publishing Opportunities?"</i> F17 Assessment Workshop. Sp18	Degree Works Training. F17	Physical Education Summit, Asking Essential Questions in Physical Education, Online. F17 edTPA training. F17 & Sp 18 Google Docs/Office 365 Training. Sp18
Tara Tansil-Gentry	Cleveland State Community College P-16 Technology Summit, Cleveland, TN.				Degree Works Training. F17

	OLC Innovative Conference, Nashville, TN.				
Deborah Gibson		National Opiate Summit, April 2-6, Atlanta, GA Child Advocacy Days, March 13-14, Nashville, TN American School Health Conference, October 11-13, St. Louis, MO SCORE - The Better Health, Better Learning Summit, Nashville, TN, F17	Building Strong Brains Tennessee Trainer for Trainers. Jan 30-31, Jackson, TN CHASCO, February 16, Memphis, TN	SACSCOC Summer Institute, Atlanta, GA. 2018	Degree Works Training. F17
Laura Taylor		SHAPE National Convention, Sp18			Degree Works Training. F17
Todd Sherman					Degree Works Training. F17

Please give 3 or 4 noteworthy examples of professional development and growth that support UT Martin's mission.	<p>The University of Tennessee at Martin is known for teaching excellence and the HHP make constant strides to provide effective instruction. Several faculty members participated in faculty development endeavors addressing pedagogy.</p> <ul style="list-style-type: none"> ▫ Dr. Brown participated in <i>"How Can We Turn our Innovative Teaching Practices into Research and Publishing Opportunities?"</i> ▫ Dr. Korgaokar attended the 2018 American Kinesiology Assoc. Leadership Workshop where he gained valuable information regarding how to engage the millennial learner which he shared with the entire faculty. ▫ Dr. Gibson attended the SACSCOC summer institute where she attended <i>Flipped Learning: Pathways to Student Success</i>. The session addressed numerous strategies to enhance student engagement while increasing mastery and retention of information.
Based on this information what can you conclude (e.g., are you meeting your goals, department strengths, areas for improvement).	All HHP faculty participated in at least two activities that address development and professional growth on an annual basis. The Department goals for development and professional growth was met for 2017/2018.
Based on this information what changes have you already made to your department or what changes could you implement to reach your goals (e.g., training about a topic, resources, etc.).	The Department Chair is extremely supportive of faculty development and notified faculty when he identifies opportunities he feels may meet their individual needs. Additionally, at our faculty meeting he queries the faculty regarding what type of faculty development we would like brought into the department meetings.
Comments:	

Rubrics

Please insert in this area any rubrics you have agreed to use for assessment of the SLOs associated with this program.

Description of Assessment for Public Health Internship or Field Experience

Purpose of the Internship or Field Experience

This internship provides students the opportunity to put into practice those educational theories and skills learned in the classroom. The internship is design to:

- Help students gain an understanding and an appreciation for the roles, duties, and responsibilities of full-time professionals in public health;
- Expose students to professional organizations and associations;
- Encourage participation in public health activities on local, state, and national levels;
- Provide students with leadership and professional development opportunities;
- Give students an opportunity to participate in program planning, implementation, and evaluation of programs within various health-related agencies and organizations;
- Help establish professional contacts and references through networking.

Assessment Tools

Internship site supervisors complete a midterm and final evaluation for student interns. In addition, Public Health interns complete an Internship report in addition to a detailed log.

Health 491 Internship Written Report Rubric

	Unacceptable	Marginal	Proficient	Distinguished	Points
Overview - 20 pts. Unacceptable (0-12 points) Marginal (13 – 15) Proficient (16 – 19) Distinguished (20 points)					
Skills/Competencies - 30 pts. Unacceptable (0-18 points) Marginal (19 -24 points) Proficient (25-29 points) Distinguished (30 points)					
Career Component - 10 pts. Unacceptable (0 – 6 points) Marginal (7 points) Proficient (8-9 points) Distinguished (10 points)					

Tangible Product - 30 pts. Unacceptable (0-18 points) Marginal (19 -24 points) Proficient (25-29 points) Distinguished (30 points)					
High-Quality Photos - 10 pts. Unacceptable (0 – 6 points) Marginal (7 points) Proficient (8-9 points) Distinguished (10 points)					
Thank You Letter for Agency - 10 pts. Unacceptable (0 – 6 points) Marginal (7 points) Proficient (8-9 points) Distinguished (10 points)					
Points					

Internship Written Report

Purpose: The purpose of the report is to outline tasks accomplished, align learned classroom theory to practical experience, reflect on applied concepts and future career, quantify internship hours, and provide tangible evidence of their work in a professional report.

Task: Upon completion of internship hours, students will provide physical evidence of their work by writing a final report of their experience. This is a requirement by the Department as part of the culminating experience.

Learning Outcomes. Students should follow this outline as closely as possible to strive for the highest grade. Professionalism in writing and appearance of the report is expected. This report should represent the students' best work and writing and can serve as evidence of their work during job and graduate interviews.

Included in the final report are tangible products, daily logs, a thank you letter, internship recommendation, five photos, and internship overview.

A hard copy of the report is required; electronic copies will NOT be accepted. The final internship written report is due five (5) days before the end of the semester. Written Report Format: The written report has a very specific format. Please follow the formatting guidelines provided below.

Report Details: (upload a copy in Canvas and provide a hard copy)

- The written report Must be bound with spiral or strip binding. No 3-ring binders.
- All paperwork MUST be typed. No handwritten documents will be accepted, with the exception of the Thank You note which may be handwritten.
- Use 1.5 line spacing and 1" margins.
- The written report MUST include headings for each section, a Table of Contents, and page numbers
- The written report MUST constitute professional, technical writing, not casual conversational writing.
- No bullet points; full sentences are required.

Required Sections of Written Report

The written report should consist of these following sections, in the following order:

- **Title Page** On the title page, please include the following:
 - Name of Student
 - Student ID Number
 - Agency where the internship was completed
 - Semester the student completed the internship

Table of Contents. The table of contents must include the labeled headings for each section and page numbers.

Summary of the Internship Experience. This section must be a minimum of three (3) FULL pages in length.

Overview of Internship Experience The overview section must be at least two (2) FULL Pages minimum and is worth 20 points

- List each of the 5 major responsibilities with descriptions of responsibility completion.
- Describe in detail how each of the major responsibilities was accomplished or to what degree they were accomplished under each responsibility. If the responsibility was not completed, explain the circumstances that prevented the completion.

Skills/Competencies This section must be at least two (2) FULL pages and is worth 30 points.

- Explain one or more emphasis specific competencies your work included and how you demonstrated it.

- Points will be deducted for explanations that do not demonstrate an understanding of the competencies and how they relate to your work.
- List one or more of the 10 Essential Public Health Services that your work included and describe how your internship included one or more of the “10 Essential Public Health Services”

Consider answering the following questions:

- In what areas of public health did you feel unprepared?
- What courses or concepts prepared you most?
- What additional courses or concepts do you wish you studied in preparation for the internship?
- What skills need focus or refinement for employment?

Describe the skills you developed through your internship.

Career

The career section should be at least one (1) FULL page long and is worth 10 points.

- Describe how the internship has prepared you for future employment in public health.
- As a result of the internship experience, describe the type of public health jobs you would be most interested in working.
- Describe how this internship helped prepare you for future employment in public health and draw conclusions on how this internship influenced your decisions.

Tangible Product

- Students must complete a set of projects or tasks that expose students to the breadth and depth of theory-driven research and best practices in public health. These projects should culminate into a variety of tangible products that provide evidence of their work, which will be included in the final written report.

o The tangible product(s) should be representative of their selected (5) major internship responsibilities and reflect the highest quality work as well as quantify hours in the internship.

This section requires a minimum one (1) FULL page written narrative, not including the tangibles/evidence of your work provided in the notebook. The section is worth 30 points.

- Include at least a one (1) page written description of the tangible product
- When you submit your report, include several examples of your work. These should justify the hours of the internship and provide evidence of your hours in the internship.
- Tangible products should include a variety of examples and include your best work.
- Depending on what your products are, it may not be able to be bound with the report but may be attached separately. If it can not be attached (e.g., a video you produced), please include a copy on a CD or flash drive and submit it with the written report.
- Examples of tangible products could be research reports, surveys, program plans, databases, survey results, newsletters, a focus group, moderator guide, developed curriculum, evaluations, fact sheets, brochures, calendars, etc.

Thank You Note

Thank You Note/Letter Students are required to handwrite a note or type a thank you letter and give it to their agency supervisor prior to leaving the internship. The purpose of the note/letter is to thank the supervisor for allowing the student to intern at the agency and thank them for the mentoring experience. This represents you, the Department, and the University well when a sincere note/letter is given. Please take the time to write a well-composed note/letter, giving specific examples of lessons learned and skills gained because of that supervisor. A hard copy of the note/letter is required for the final written report; be sure to make a copy. A thank you note is typically handwritten on a note card and placed in an envelope. A thank you letter is typically typed and signed and also placed in an envelope. The thank you note/letter must include the date, supervisor’s name and address, a well-composed body with supporting sentences, and the student’s signature and address to close. Sample letters can be found at: <https://owl.english.purdue.edu/owl/resource/653/02/>

In addition to the report student complete

Daily Log (Canvas - 60 points uploaded weekly)

Purpose: This assignment provides the intern an opportunity to reflect on how your daily tasks related to the bigger picture of public health.

Task: Daily Log (Canvas)/(Perfect Form) - Logs will be completed daily and uploaded in Canvas one week at a time. There is an example of a daily log provided in Canvas.

Each day, students will fill out two sections per entry: (1) Daily Report/Application and (2) Competencies Used. The Daily Report/Application section is a time to reflect on how the accomplished tasks relate to the bigger picture of public health. This section should explain the tasks accomplished that day, skills developed, lessons learned, and how what the student learned in the classroom (theory) applies to what is learned in the internship (application). Each day, this section should be 4 to 6+ sentences. The Competencies Used section should list at least (1) Essential Public Health Service and/or (1) Emphasis specific competency used that day AND a brief explanation of how they were used. The EPHS and/or Emphases Competency can be cut & pasted into the section but the explanation regarding how they were used must be original thought. Each day, this section should be 4-6+ sentences.

Final Assessment of Internship Site (See Canvas - 10 points)

EXSC 429 Lab Grading Rubric

category	score	Exceeds standard	Meets standard	Approaching to meet standard	Does not meet standard
Introduction	5	All steps of the scientific method are followed and described fully.	All steps of the scientific method are followed but lack necessary details. (4-3 pts)	All steps of the scientific method are followed but lack most details. (2-1 pts)	One or more steps of the scientific method are missing. (0 pts)
Results	10	Professional looking and accurate representation of the data in tables and/or graphs/charts. The results are logically analyzed and examined for trends and patterns. Diagrams make the data easier to understand and are labeled neatly and accurately.	Accurate representation of the data in tables and/or graphs/charts. The results are minimally analyzed and examined for trends and patterns. Diagrams make the data easier to understand and are labeled mostly neatly and accurately. (9-7 pts)	Mostly accurate representation of the data in tables and/or graphs/charts. The results are analyzed and examined but lack clarity. Diagrams are included. (6-3 pts.)	Data are not shown or are completely inaccurate. The results are insufficiently analyzed. Needed diagrams are missing or are missing important labels. (2-0 pts)
Discussion	15	Conclusions includes whether the findings supported the hypothesis, possible sources of error, and what was learned from the lab. A strong connection was made with the content from EXSC 430.	Conclusions includes whether the findings supported the hypothesis and what was learned from the lab. A connection was made with the content from EXSC 430. (14-12 pts)	Conclusions somewhat include what was learned from the lab. A connection was made with the content from EXSC 430 but lacks important details. (11-8 pts)	No conclusion was included in the report or shows little effort and reflection. No connection was made with the content from EXSC 430. (7-0 pts)
Overall presentation	5	Typed. Professional looking. Followed the given lab format with no errors.	Typed. Followed the given lab format with minimal errors. (4-3 pts)	Typed. Followed the given lab format with numerous errors. Poor organization. (2-1 pts)	Un-typed. Did not Follow the given lab format. Extremely unorganized. (0 pts)

EXSC 431 Final Project (full Assessment) Grading Rubric

category	score	Exceeds standard	Meets standard	Approaching to meet standard	Does not meet standard
Introduction	15	All steps of the matrix are followed and described fully. All paper work is presented (i.e., HHQ, IC, lifestyle)	All steps of the matrix are followed but lack necessary details. All paper work is presented (i.e., HHQ, IC, and lifestyle).	All steps of the matrix are followed but lack most details. Some paper work are missing. (10-8 pts)	One or more steps of the matrix are missing. No paper work. (7-0 pts)

			(14-11 pts)		
Results	25	Professional looking and accurate representation of the data in tables and/or graphs/charts. The results are logically analyzed and examined for trends and patterns. Diagrams make the data easier to understand and are labeled neatly and accurately. Must include cardio, muscular fitness, BC and Flexibility.	Accurate representation of the data in tables and/or graphs/charts. The results are minimally analyzed and examined for trends and patterns. Diagrams make the data easier to understand and are labeled mostly neatly and accurately. Must include cardio, muscular fitness, BC and Flexibility. (24-20 pts)	Mostly accurate representation of the data in tables and/or graphs/charts. The results are analyzed and examined but lack clarity. Diagrams are included. Missing one of the following assessments; cardio, muscular fitness, BC and Flexibility. (19-13 pts)	Data are not shown or are completely inaccurate. The results are insufficiently analyzed. Needed diagrams are missing or are missing important labels. Missing 2 or more of at he following assessments; cardio, muscular fitness, BC and Flexibility. (12-0 pts)
Exercise Rx	50	Rationale includes whether the findings supported the data, possible sources of solving the problem, and what was learned from the assessment. A strong connection was made with ACSM guidelines/standards. Metabolic equations.	Rationale includes whether the findings supported the data with minimal errors and what was learned from the assessment. A connection was made with ACSM guidelines/standards. Metabolic equations with minimal errors. (49-40 pts)	Rationale somewhat support the data. A connection was made with ACSM guidelines/standards but lacks important details. Inaccurate metabolic equations. (39-26 pts)	No rationale was included in the report or shows little effort and reflection. No connection was made with ACSM guidelines/standards. No metabolic equations. (25-0 pts)
Overall presentation	10	Typed. Professional looking. Followed the given lab format with no errors.	Typed. Followed the given lab format with minimal errors. (9-7 pts)	Typed. Followed the given lab format with numerous errors. Poor organization. (6-5 pts)	Un-typed. Did not Follow the given lab format. Extremely unorganized. (4-0 pts)

EXSC 431 Lab Grading Rubric

category	score	Exceeds standard	Meets standard	Approaching to meet standard	Does not meet standard
Introduction	5	All steps of the matrix are followed and described fully.	All steps of the matrix are followed but lack necessary details. (4-3 pts)	All steps of the matrix are followed but lack most details. (2-1 pts)	One or more steps of the matrix are missing. (0 pts)
Results	10	Professional looking and accurate representation of the data in tables and/or graphs/charts. The results are logically analyzed and examined for trends and patterns. Diagrams make the data easier to understand and are labeled neatly and accurately.	Accurate representation of the data in tables and/or graphs/charts. The results are minimally analyzed and examined for trends and patterns. Diagrams make the data easier to understand and are labeled mostly neatly and accurately. (9-7 pts)	Mostly accurate representation of the data in tables and/or graphs/charts. The results are analyzed and examined but lack clarity. Diagrams are included. (6-3 pts.)	Data are not shown or are completely inaccurate. The results are insufficiently analyzed. Needed diagrams are missing or are missing important labels. (2-0 pts)

Exercise Rx	15	Rationale includes whether the findings supported the data, possible sources of solving the problem, and what was learned from the lab. A strong connection was made with ACSM guidelines/standards. Metabolic equations.	Rationale includes whether the findings supported the data with minimal errors and what was learned from the lab. A connection was made with ACSM guidelines/standards. Metabolic equations with minimal errors. (14-12 pts)	Rationale somewhat support the data. A connection was made with ACSM guidelines/standards but lacks important details. In accurate metabolic equations. (11-8 pts)	No rationale was included in the report or shows little effort and reflection. No connection was made with ACSM guidelines/standards. No metabolic equations (7-0 pts)
Overall presentation	5	Typed. Professional looking. Followed the given lab format with no errors.	Typed. Followed the given lab format with minimal errors. (4-3 pts)	Typed. Followed the given lab format with numerous errors. Poor organization. (2-1 pts)	Un-typed. Did not Follow the given lab format. Extremely unorganized. (0 pts)