

EXPW BS: 2018-2019

Definition of Unit

Providing Department:

Exercise Science, Physical Education and Wellness BS

Department/Unit Contact:

Christy Killman

Mission/Vision Statement:

Research is the foundation of the belief of faculty and staff in the Department of Exercise Science, Physical Education and Wellness that all people benefit from physical activity, and that proper, skilled movement at various levels plays an important role in personal and societal wellness. Thus, the mission of the department, in accordance with Tennessee Tech's Strategic Plan, is to promote enhanced quality of life (wellness) through creating, advancing and applying knowledge as well as expand opportunities for students, employees and the community by investing in excellence in teaching, relevant research and multiple service opportunities related to all areas and fields on the Exercise Science continuum. All undergraduate and graduate programs of study are based on educational standards and reflect the mission of the College of Education - "to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens". The conceptual framework for the College "Effective, Engaged Professionals; Clinical Rich, Evidence-based Programs; and Network of Mutually Beneficial Partnerships" is also key and evident in the department's Mission, Vision and Goals and ties directly to the Tech Tomorrow Strategic Plan. Both undergraduate and graduate students are provided quality experiences related to advising, mentoring, teaching, learning, professional preparation and more. Special attention is given to incoming students - freshmen and transfers to insure student success leading to timely graduation.

To accomplish this mission, the department offers:

1. A basic physical activity and sport program open to all TTU students (PHED - physical activity courses) taught by qualified graduate teaching assistants, adjunct professors or credentialed community partners; (Community Engagement, Meaningful Innovation)
2. Undergraduate concentrations in Sport Administration, Fitness and Wellness, Physical Education - K-12 licensure, Pre-Occupational Therapy, Pre-Physical Therapy, and Pre-Athletic Training, Pre-Physician Assistant that are taught by full time or part time qualified instructors, lecturers and/or professors; (Academic Excellence, Student Success)
3. Master of Arts degree concentrations in Adapted Physical Education, Elementary and Middle School Physical Education, Lifetime Wellness, and Sport Management that are taught by full or

part-time professors who have credentials of advanced degree preparation within the field of study. Additionally, in collaboration with the department of Curriculum and Instruction we offer an online Educational Specialist concentration in Exercise Science (fall 2018) and a Ph.D. concentration in Health Behavior and Wellness Education (fall 2019). (Academic Excellence, Community Engagement, Meaningful Innovation, Value Creation)

4. A post baccalaureate opportunity designed for candidates to obtain a k-12 Tennessee teaching license in physical education and endorsement in health while earning a Master of Arts degree in Exercise Science with their concentration in Elementary/Middle School Physical Education; (Academic Excellence, Community Engagement, Value Creation)

5. Minor concentrations in Exercise Science and Coaching; (Value Creation, Meaningful Innovation, Academic Excellence)

6. On-line class choices in many undergraduate and graduate level classes; (Meaningful Innovation, Academic Excellence)

7. Opportunity for undergraduate students to fast-track into the Exercise Science Master's program; (Meaningful Innovation, Academic Excellence, Value Creation)

8. Quality advisement from caring and qualified professional advisors promoting student success and program completion. (Student Success, Supportive Environment)

We believe students will have quality professional/career opportunities in their chosen field upon graduation due to the excellent, quality faculty, their dedication to instruction and overall investments in student success. Exercise Science, Physical Education and Wellness graduates continue to have high placement rates in gainful professional employment as teachers, corporate wellness directors/personnel, strength coaches, personal trainers, health coaches, and recreation programmers, to name a few. Likewise, students who complete one of the offered concentrations and who are pursuing an advanced degree program continue to have excellent placement results in masters and doctoral programs across Tennessee and in the southeast region. Exercise Science graduates are successful in getting into professional programs for physical therapy, occupational therapy, athletic training, physician assistant and chiropractic due to their excellent preparation at the undergraduate level at Tennessee Tech. (Academic Excellence, Community Engagement)

As a dedicated faculty, we are continually seeking innovative ways to serve our current students, connect with the community and advanced program possibilities for our graduates as well as seek to provide additional educational opportunities to draw new students into our programs. (Meaningful Innovation)

Definition of Unit

Providing Department:

Exercise Science, Physical Education and Wellness MS

Department/Unit Contact:

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Mission/Vision Statement:

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1. A basic physical activity and sport program open to all TTU students (PHED - physical activity courses) taught by qualified graduate teaching assistants, adjunct professors or credentialed community partners; (Community Engagement, Meaningful Innovation)
2. Undergraduate degree programs in Sport Administration, Fitness and Wellness, Physical Education - K-12 licensure, Pre-Occupational Therapy, Pre-Physical Therapy, Pre-Athletic Training and Pre-Physician Assistant that are taught by full or part time qualified instructors and/or professors; (Academic Excellence, Student Success)
- 3. Master of Arts degree programs in Adapted Physical Education, Elementary and Middle School Physical Education, Lifetime Wellness, and Sport Management that are taught by full or part-time professors who have credentials of advanced degree preparation within the field of study; (Academic Excellence, Community Engagement, Meaningful Innovation, Value Creation)**

4. A post baccalaureate degree program designed for candidates to obtain a k-12 Tennessee teaching license in physical education while earning a Master of Arts degree in Exercise Science with concentration in Elementary/Middle School Physical Education; (Academic Excellence, Community Engagement, Value Creation)

5. Minor concentrations in Exercise Science and Coaching; (Value Creation, Meaningful Innovation, Academic Excellence)

6. On-line class choices in many undergraduate and graduate level classes; (Meaningful Innovation, Academic Excellence)

7. Quality advisement from caring and qualified professional advisors promoting student success and program completion. (Student Success, Supportive Environment)

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As a dedicated faculty, we are continually seeking additional and better ways to serve our students as well as provide additional educational opportunities for new students. (Meaningful Innovation)

Goal 1 & Outcome

Define Goal:

Sustain departmental faculty (including adjunct faculty) that is committed to excellence in teaching, research and service for the good of the student, department, college and university;

Intended Outcomes / Objectives:

1. Employ qualified individuals who display excellence in teaching, research and service.
2. Provide support for faculty needs including training, professional development and research support.
3. Connect faculty to research and grant opportunities in the profession and cross-disciplinary.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool 1

Frequency of Assessment:

Once per academic year

Rationale:

Full time tenured or tenure track faculty as well as full time instructors and lecturers within the Department of Exercise Science, Physical Education & Wellness are evaluated by the department chairperson in the annual faculty evaluation process with regard to their completion of the agreement on responsibility for the year. Overall performance is assessed including teaching, service, and scholarly activities, as appropriate for the level of service and agreement of responsibility. IDEA evaluations are also reviewed for and by faculty. Adjunct faculty are evaluated according to student input on IDEA evaluations for the instructor and the course. Some adjunct faculty, both on campus and on-line will have a drop in visit by the departmental chairperson for added evaluation information. Graduate teaching assistants in the PHED courses are evaluated during a drop in visit by the department chairperson and the IDEA evaluations for the instructor and the course.

RELATED ITEM LEVEL 2

Result Goal 1

Results:

During the 2018-2019 academic year students who took classes in the Exercise Science department were taught by 5 full time tenured or tenure track faculty, 3 lecturers, 1 full time term appointed instructor, 16 qualified adjunct faculty and/or 10 qualified graduate teaching assistants. Throughout the course of the academic year, professional development opportunities were shared and encouraged, primarily with full time faculty, but interested adjunct faculty and GA's were also encouraged to participate in training related to their teaching assignment, as appropriate. Included is webinars, online journal articles shared, training opportunities on campus, workshops and conferences. Table 1 below outlines teaching loads, number of classes taught and number of students taught.

Table 1. EXPW FACULTY LOAD REPORT 2018-2019

FACULTY	STATUS	FALL LOAD	Head Count	SPRING LOAD	Head Count
BELL	T	12 HRS (4)	88	12 HRS (4)	94
BROWN (OTE)	D	18 HRS (2)**	8	21 HRS (3)**	9
ELMORE	L	16 HRS (7)	128	14 HRS (5)#	108
(HAUSER)	TT	15 HRS (5)	129	12 HRS (4)	113
RICHARDS KILLMAN*	T	19 HRS (10)^	79	13 HRS (5)^	28
MANN	I	15 HRS (6)	118	12.5 HRS (5)	133
PHILLIPS	T	12 HRS (4)	100	12 HRS (4)	91

SEVERT	L	12 HRS (4)#73	13 HRS (4)#	77
SMITH	T	13 HRS (5)# 107	12 HRS (5)#	92
TURNBOW	L	14 HRS (5) 106	13 HRS (5)#	61
TOTAL		146 HRS (52)	134.5 HRS (44)	806

ADJUNCT FACULTY

BELLENFANT	ADJ	3 HRS (1)^ 11	3 HRS (1)^	15
C. BROWN	ADH	3 HRS (1) 27		
ENNIS	ADJ	3 HRS (1) 19	6 HRS (2)^	48
GRAHAM	ADJ	3 HRS (1) 25	3 HRS (1)	4
HIRKO	ADJ	6 HRS (2) 14		
HOOK	ADJ	2 HRS (1) 5	2 HRS (1)^	3
S JOHNSON	ADJ	6 HRS (2)^ 37	6 HRS (2)^	55
T JOHNSON	ADJ	3 HRS (1)^ 6		
JONES	ADJ	6 HRS (2)^ 53	6 HRS (2)	66
LEWIS	ADJ	5 HRS (1) 7		
MCLEARRAN	ADJ		1 HR (1)	23
MORTARA	ADJ	6 HRS (2)^ 31	6 HRS (2)^	23
PALEVO	ADJ	6 HRS (2)^ 17	6 HRS (2)^	20
PEARSON	ADJ	3 HRS (1) 22	3 HRS (1)	31
PUGH	ADJ	3 HRS (1) 19		
ROSEMOND	ADJ	6 HRS (2)^ 30	9 HRS (3)^	39

SHEETS	ADJ	4 HRS (2)	40	4 HRS (2)	48
SMITH	ADJ			3 HRS (1)	11
VETTER	ADJ			1 HR (1)	29
WITHERSPOON	ADJ	3 HRS (1)^	10		
WOOTEN	ADJ			3 HRS (1)	30
TOTAL		71 HRS	373	62 HRS	445
		(24)		(23)	

GRADUATE ASSISTANTS##

WESTRICK	GA	9 HRS (6)	104	8 HRS (6)	71
WYNN	GA	6 HRS (5)	95	6 HRS (3)	72

Key: *=Department Chair

TOTAL
HOURS

TOTAL
HOURS

T= tenured TT=tenure track

232

210.5

I = instructor

TOTAL #
CLASSES
87

TOTAL #
CLASSES
76

D= director

- includes field experience supervision

TOTAL
HEAD
COUNT
1508

TOTAL
HEAD
COUNT
1394

-includes teaching in EXPW and PHED courses

** - Residency & Seminar for licensure students

^ - includes online section

^^ - includes 7000 level EdS course

CLASSES & Head Count for "PHED" Activity Courses

Fall 2018

Totals **78** Classes **1043**Headcount

Spring 2019

Totals **75** classes **950** Headcount

Attachments:

RELATED ITEM LEVEL 3

New Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item**Program Changes and Actions due to Results:**

We have been down some faculty for a couple of years, but have a recruitment, advertising and hiring plan to get positions filled with perm, tenure-track faculty who can help boost our programs and continue to provide excellent service and education value to our students.

Link to Assessment:

Our assessment is linked to quality of service of faculty once they are here. We are using the criteria from the evaluation tool as a recruitment piece in getting the best fit for each position moving forward.

Goal 2 & Outcome**Define Goal:**

The department will offer physical activity classes (PHED) of interest to the TTU student body, taught by qualified instructors - which can count toward the general education and elective requirements.

Intended Outcomes / Objectives:

1. Students will demonstrate knowledge and skills related to the physical activity course (PHED) that they are enrolled in, during any given semester. One hour credit courses will be conducted and graded according to the necessary skill development, knowledge attainment and attendance policy of the department.
2. Incoming students will be encouraged to register for a physical activity course (PHED) to provide opportunity for physical activity, socialization, diversity of student interest and to enhance the overall student experience.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool 2

Frequency of Assessment:

once per academic semester

Rationale:

The need for a variety of physical activity courses is evaluated by the number of students enrolled and the number of sections of each class. Which courses and how many sections offered per semester is determined in part by these two criteria. It is the goal of the department to offer ample sections of the classes that the student body wants/needs in the way of PHED activity courses. Table 4 below outlines the PHED courses, when they are taught and the number of sections offered during 2018-2019.

Table 4. 2018-2019 PHED Courses, Number of Sections, Semester Offered		
Course Number	Description	Number of Sections Offered Per Semester
1002	Physical Fitness Test (Required of all EXPW Majors once per academic year)	8- Fall 7- Spring
1005	Lifetime Fitness and Wellness (new in fall 2018)	2 - Fall 1 - Spring
1010	Tennis	2 – Fall Only
1015	Beginning Yoga (new in fall 2018)	1 - Fall 1 - Spring

1020	Swimming	2 – Fall 1 - Spring
1021	Intermediate Swimming	0- Fall 1- Spring
1025	Advanced Yoga (new in fall 2018)	1 - Fall 1 - Spring
1030	Bowling	4 – Fall 3 - Spring
1031	Advanced Bowling	1 – Fall 1 – Spring
1035	Pickleball	1 - Fall 1 - Spring
1040	Archery	2 – Fall 2 – Spring
1070	Volleyball	2 – Fall 1 – Spring
1090	Softball	0 – Fall
1100	Golf	2 – Fall 2 – Spring
1101	Advanced Golf	1- Fall 1- Spring

1110	Badminton	1 – Fall 1 – Spring
1120	Ballroom Dance	1- Fall 1 – Spring
1150	Riflery	2- Fall 2- Spring
1160	Scuba & Skin Diving	4 - Fall 4 – Spring
1170	Karate	1- Fall 1 - Spring
1171	Kempojutsu	1 – Fall 1 – Spring
1172	Tai Chi	1 – Fall 1 – Spring
1173	Samurai Sword	0 – Fall 0 –Spring
1180	Self Defense for Women	2 – Fall 2 – Spring
1200	Beginning Foil Fencing	1- Fall 1 – Spring

1220	Active Lifestyles	1 – Fall 1 – Spring
1221	Fitness Walking	5 – Fall 4 – Spring
1240	Soccer	1 – Fall
1250	Beginning West African Dance	1- Fall
1265	Kickboxing (new in spring 2019)	1 - Spring
1275	Disc Golf (new in spring 2019)	1 - Spring
1280	Kayaking (new in spring 2019)	1 - Spring
1290	Basketball for Men	2 – Fall 1 – Spring
1360	Slimnastics & Aerobics	1 – Fall 2 – Spring
1370	Weight Training & Physical Fitness	3 – Fall 3 – Spring
1371	Advanced Weight Training & Fitness	1- Fall 1 - Spring
1372	Weight Training for Womed	1 - Fall 1 - Spring
1374	Cross Training	1 - Fall

1440	Skeet & Trap Shooting	1 - Fall 1 - Spring
1441	Skeet & Trap Shooting Competition	1 - Spring
1470	Handgun Familiarization & Safety	3 - Fall 3 - Spring
1520	Canoe-Camping	1 - Fall
1540	Rescue Diver (new in spring 2019)	1 - Spring
1550	Advanced Open Water Scuba Diving	1 - Fall 1 - Spring
1590	Back Country Adventure I	1 - Fall
2100	Lifeguard Training	1 - Spring

Quality of instruction is evaluated by students in the various PHED classes completing the IDEA form for the course and instructor and by the informal evaluation of the department chair of the strengths and weaknesses of the instructor and/or course per semester. Training was provided before the onset of the semester in areas of class management, skill development, skill assessment, and record keeping. Knowledge and skill development of each student within each course is assessed using written and skill tests as appropriate. Grades are assigned according to the individual course syllabus for each course as outlined by the instructor of skills learned, knowledge obtained and attendance as required.

RELATED ITEM LEVEL 2

Result Goal 2

Results:

During the 2018-2019 academic year there were a total of 161 PHED (physical education activity courses) courses offered - 83 offered in the fall 2018 semester and 78 offered in the spring 2018 semester. All of these courses have a physical activity component, and students are provided opportunities to learn about and participate in physical activity and/or sport of their choice or liking. Skill development and knowledge acquisition is relevant to each course. Class

size in controlled and kept at a safe number for maximum participation and overall student safety. Some of the courses are offered in the online format to accommodate student schedules and provide flexibility for completion.

Included in the PHED course offerings is PHED 1002 - Physical Fitness Test that is required of all Exercise Science Majors to complete once per academic year. New courses offered in fall 2018 include Yoga, advanced yoga and pickle ball. New courses offered in the spring 2019 semester include Disc Golf, Kayaking, Kickboxing and Rescue Diver.

Included in PHED offerings for elective credit for varsity athletes are the following:

1870 - Varsity Softball

1900 - Varsity Volleyball

1910 - Varsity Football

1920 - Varsity Basketball - Men

1923 - Varsity Basketball - Women

1930 - Varsity Baseball

1940 - Varsity Tennis - Men

1953 - Varsity Golf - Women

1956 - Varsity Golf - Men

1963 - Varsity Cross Country - Women

1966 - Varsity Cross Country - Men

1970 - Varsity Soccer

1980 - Varsity Track/Field - Women

1990 - Varsity Cheerleading

Attachments:

Goal 3 & Outcome

Define Goal:

Offer up-to-date and competitive degree opportunities in Sport Administration, Fitness and Wellness, Physical Education Teacher Licensure, Pre-Physical Therapy, Pre-Occupational Therapy, and Pre-Athletic Training and Pre-Physician Assistant to prepare students to be career or advanced program ready upon completion. Students may also declare a "Minor" area of study in Exercise Science or Coaching.

Intended Outcomes / Objectives:

1. Students majoring in Exercise Science, Physical Education & Wellness in any of the seven concentration areas will be held to high expectations and lesson mastery to guide them to quality academic preparation and program completion. Upon graduation students will be competitive in the job market or in gaining entry into an advanced educational program.
2. The individual concentration areas are monitored closely for content/student needs and to adjust curricula as needed to maintain the highest quality of academic preparation and student experience. Faculty and advisors remain attentive to student needs while maintaining a high standard for student success resulting in reduced time to degree and increased number of degrees conferred.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool 3

Frequency of Assessment:

End of each semester

Rationale:

Undergraduate students from the 7 concentrations within the Exercise Science program are surveyed and interviewed by a faculty member before the end of their last semester, just prior to graduation. A list of questions created by the EXPW faculty and focused on the department, curriculum, programs, advising, and extra-curricular opportunities are asked and discussed. (List 1 below). The information retrieved from these surveys and interviews is reviewed and used to make adjustments and improvements where and as needed to insure students are getting the best education and having an overall quality experience. In addition, the face-to-face interview with a departmental faculty member offers an opportunity for the student to seek advice and solidifies

the 'family' environment that is identified by students and faculty in the Exercise Science department.

List 1.

Exit Interview Questions

Student: _____ Concentration: _____ Semester: _____

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1. Did you start your college career in this department, transfer from another major at Tech or transfer from another institution?
2. Please explain your overall thoughts and feelings about the Exercise Science department and the education you received.
3. Identify your best experience(s) in your program/concentration.
4. Explain difficulties or bad experiences that you had as an undergraduate student.
5. Did you participate in the Major's Club?
6. Identify what you believed to be strengths of the EXPW department/program.
7. Identify (any and all) weaknesses of the department.
8. Which EXPW classes stand out in your mind as being the most helpful/influential in you moving forward in your career choice?
9. What EXPW classes would you say were least valuable in preparing for your career?
10. How can programs/courses in the EXPW department be improved?
11. Would you recommend this department to an incoming freshman or transfer student?
12. If you had it to do over again, what, if anything, would you do differently?

Result Goal 3

Results:

Students majoring in concentrations within the Exercise Science department took classes and participated in rigorous academic preparation. 144 students graduated with undergraduate degrees during the 2018-2019 academic year. (Does not include summer graduates.) From departmental surveys and face to face interviews with graduating seniors, the approximate percentage of students who were pursuing acceptance or who were already accepted into an advanced degree program OR who confirmed to be headed to gainful employment related to the area of concentration in the undergraduate program is 81%. While we know that not every student gets accepted into a professional program in Physical Therapy, Occupational Therapy, Athletic Training and/or Physician Assistant, students from the Exercise Science undergraduate program have high success rates or acceptance on the first or second round of application.

This is evidence that Goal 3 and Outcome 3 were met during this academic year. We continue to work toward increasing retention and degrees conferred.

Attachments:

RELATED ITEM LEVEL 3

New Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item

Program Changes and Actions due to Results:

In considering potential job markets and preparation pathways for undergraduate students, we the faculty are committed to a continued focus on expanding options for students to study in areas of interest by offering additional concentrations as the program of study is built and approved.

Link to Assessment:

Goal 4 & Outcome

Define Goal:

Provide opportunity and faculty guidance for undergraduate and graduate students to participate in relevant research related to individual interests, professional aspirations and needs within the profession.

Intended Outcomes / Objectives:

1. Provide basic research experience for students in upper division classes.
2. Encourage students to participate in the Student Research Day to enhance student learning.
3. Provide an undergraduate level Research Methods Class (EXPW 4900) to develop research knowledge and skills available to all EXPW majors but required for students in the Pre-OT, Pre-PT, Pre-PA and Fitness & Wellness concentrations.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool 4

Frequency of Assessment:

Once per academic semester

Rationale:

The faculty in the Exercise Science department believe that students need to be exposed to and submerged in basic academic research. Opportunities for student research at the undergraduate level are present in at least the listed upper division courses - EXPW 3170, EXPW 3032, EXPW 4730, EXPW 4171 and EXPW 4900. Students learn basic research method, data collection and data analysis and present their findings to the class. They also learn how to locate and critique scholarly articles and review current literature.

The research that students conduct is considered a capstone project within each of the classes. Students are also encouraged to participate in the Student Research Day at the University, and the best studies are invited to be presented at the state TAHPERD convention - Student Research Poster Presentations.

RELATED ITEM LEVEL 2

Result Goal 4

Results:

Students are provided the opportunity to take EXPW 4900 - Research Methods in addition to basic research being taught/conducted in various classes. This is an effort to make candidates more prepared for admittance to advanced programs. Quality work is coming from the students in their research efforts, and research posters are on display in Memorial Gym. Some students from the Exercise Science department participated in Research Day, and some undergraduate students have presented their research at TAHPERD. The Research Methods course is growing in popularity for undergraduate students, and graduates who have gone on to their professional programs have reported back during the year that they are the most prepared students in the cohort in the area of research.

The department has worked hard during the 2018-2019 academic year to provided multiple opportunities for undergraduate students to learn about and be involved in research. This is in line with the university strategic plan related to undergraduate research opportunities.

Attachments: