



FINAL FACULTY SENATE APPROVAL ON FEBRUARY 14, 2017

MEMORANDUM

TO: Faculty Senate

FROM: Jack Kirby *JRK*

DATE: January 25, 2017

SUBJECT: Curriculum Proposal #16-17-07, REV #2

Physical Education Changes

I recommend approval of the attached REVISION #1 of Curriculum Proposal 16-17-07. This proposal seeks to remove PHED 2232 (Basic Aquatics) and PHED 2233 (Advanced Aquatics); add PHED 3310 (Motor Behavior); add PHED 3350 (Physical Activity and Fitness Education); add 1 credit hour to PHED 2246 (Teaching Striking/Target Sports); and to modify general studies attributes required in the PE curriculum to coincide with School Health Education GS requirements.

Dr. Christina Lavorata
Dr. Carolyn Crislip-Tacy
Dr. Amanda Metcalf
Dr. Susan Ross
Ms. Leslie Lovett
Ms. Laura Ransom
Dr. Shayne Gervais



MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby *JKK*

DATE: January 23, 2017

SUBJECT: Curriculum Proposal #16-17-07, REV #1
Physical Education Changes


I recommend approval of the attached REVISION #1 of Curriculum Proposal 16-17-07. This proposal seeks to remove PHED 2232 (Basic Aquatics) and PHED 2233 (Advanced Aquatics); add PHED 3310 (Motor Behavior); add PHED 3350 (Physical Activity and Fitness Education); add 1 credit hour to PHED 2246 (Teaching Striking/Target Sports); and to modify general studies attributes required in the PE curriculum to coincide with School Health Education GS requirements.

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MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: October 20, 2016

SUBJECT: Curriculum Proposal #16-17-07
Physical Education Changes

I recommend approval of the attached Curriculum Proposal 16-17-07. This proposal seeks to remove PHED 2232 (Basic Aquatics); add PHED 3310 (Motor Behavior); add PHED 2250 (Physical Activity and Fitness Education); add 1 credit hour to PHED 2246 (Teaching Striking/Target Sports; and to modify general studies attributes required in the PE curriculum to coincide with School Health Education GS requirements.

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CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 16-17-07

School/Department/Program: SoEHHP/Physical Education

Preparer/Contact Person: Amanda Metcalf & Susan Ross

Telephone Extension: x3679

Date Originally Submitted: 10-3-16

**Revision (Indicate date and label it
Revision #1, #2, etc.):** Revision #2

Implementation Date Requested: Fall 2017

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The proposal will:

1. Remove **PHED 2232 - Basic Aquatics (2-credit hour)** course and the alternative course **PHED 2233 – Advanced Aquatics (2-credit hour)** as a major requirement
 - a. Basic Aquatics is not a state or national requirement for physical education teacher certification programs, and there are aquatic certifications available through the American Red Cross.
2. Add new course requirement: **PHED 3310 – Motor Behavior (3-credit hour)**
 - a. Adding the new Motor Behavior course requirement for Physical Education majors will better align the Physical Education Teacher Education program with Standard 1: Scientific and Theoretical knowledge of the *National Standards for Physical Education Teacher Education*. The course will also prepare Physical Education majors to meet the Pre-K physical activity standards resulting from recently mandated West Virginia Universal Pre-K initiatives.
3. Add new course requirement: **PHED 3350 - Physical Activity and Fitness Education (3-credit hour)**
 - a. The addition of this course is in response to program accreditation review data revealing Physical Education majors lacked sufficient content knowledge related to the application of physiological principles and concepts related to skillful movement, physical activity, and fitness (NASPE element 1.1).
4. Add **1-credit** hour to **PHED 2246 - Teaching Striking/Target Sports**. This changes the current course from a 2-credit hour course to a 3-hour credit course.
5. Modify two General Studies Attributes required in the Physical Education curriculum to coincide with School Health Education General Studies requirements. Most of our students are dual majors in Physical Education and School Health Education. The requested modifications would reduce the number of general study credit hours students will have to take, allowing them to graduate in a more timely manner.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

PHED 2232 - Basic Aquatics
PHED 2233 – Advanced Aquatics

(Students were allowed to choose between these two courses, both were 2-credit hours. Thus, there will only be 2-credit hours deleted from the Physical Education program requirements)

Total hours 2 **deleted.**

B. Addition of course(s) or credit(s) from program(s)

PHED 2246 - Teaching Striking/Target Sports (Add 1-credit hour to existing course)

PHED 3310 – Motor Behavior (new 3-credit hour course)

PHED 3350 – Physical Activity and Fitness Education (new 3-credit-hour course)

Total hours added. 8

C. Provision for interchangeable use of course(s) with program(s)

1- **Current:** Physical Education majors are required to take MATH 1107 to meet General Studies Attribute 3.

Proposal: Take any math course MATH 1107 or higher

2- **Current:** Physical Education majors are required to take any course within General Studies Attribute 9 and 14.

Proposal: Recommend taking SOCY 1110. Taking SOCY 1100 will satisfy both General Studies Attributes 9 and 14.

3- **Current:** The Physical Education program is lacking a specific course in Motor Behavior (Motor Development and Motor Learning).

Proposal: New PHED 3310 - Motor Behavior course. Require in Physical Education Program.

4- **Current:** The Exercise Science program is putting forth a curriculum proposal that will include the addition of PHED 3350 – Physical Activity and Fitness Education as a new course.

Proposal: PHED 3350 - Physical Activity and Fitness Education. Requirement for Physical Education Program.

5- **Current:** Physical Education majors are required to take PHED 2232 – Basic Aquatics or PHED 2233 – Advanced Aquatics as a major required course.

Proposal: Remove PHED 2232 and PHED 2233 as a course requirement for physical education majors, but still offer as an elective.

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

1. Elective credit hours will change from 3 to 1.

2. General Studies Attribute 3 will change from “MATH 1107” to “MATH 1107 or higher”.

3. General Studies Attribute 9, Ethics, and 14, Social Sciences, will change from “Any course in Attribute 9 and 14” to “Recommended SOCY 1110”.

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

PHED 3310 – *Motor Behavior*, 3-credit hours, required course; Prereq: PHED 1121 Introduction to Human Movement

PHED 3350 – *Physical Activity and Fitness Education*, 3-credit hours, required course; Prereq: PHED 3312 - Physiology of Exercise

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix C

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix D

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix E

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

See Appendix A and B

III. RATIONALE FOR THE PROPOSAL.

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

1. Addition of One Credit Hour to Teaching Target/Striking Sports Course:

The existing course does not adequately address NASPE Standard 2, which states, “The physical literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.” The intent of this standard is to incorporate a variety of physical activities appropriate for ALL students, included those with mental and physical disabilities.

- To satisfy the additional one credit hour, the content will be extended to provide physical education instruction for students with disabilities. For example, the course will integrate target and striking skills and lead-up games appropriate for students with sensory motor integration challenges.
- Inclusion of boccia and archery as units of instruction. As a result, students will receive a National Archery in the School’s Basic Archery Instructor Certification.

2. Addition of Motor Behavior Course:

- a) Program accreditation report data from Fall, 2012 to Spring, 2015 revealed that Physical Education teacher candidates scored lowest on PRAXIS II exam in the area of theoretical and scientific knowledge related to Motor Development and Motor Learning (Motor Behavior). Specifically, data showed that 21.43% of candidates scored in the unacceptable range, 78.5% scored met the minimum criteria for performance by scoring in the acceptable range, and 0% scored in the target range.
- b) The proposed PHED 3310 - Motor Behavior course is based on research findings pertaining to the study referenced below. The results of the study through national expert consensus determined 64 out of the initial 159 motor development and learning competencies are critical in preparing Physical Education Teacher Education candidates. The addition of a Motor Behavior course represents an important link between the behavior body of knowledge and physical education teachers' role in promoting skillful movement, physical activity, and fitness among youth across a variety of settings.

Ross, S., Metcalf, A., Bulger, S. M., & Housner, L. D. (2014). Modified Delphi investigation of motor development and learning in physical education teacher education. *Research quarterly for exercise and sport*, 85(3), 316-329.

3. Addition of Physical Activity and Fitness Education Course to Curriculum as Requirement

Analysis of data during the program review/accreditation process revealed a weakness in the Physical Education program pertaining to fitness-related content pedagogical knowledge. GPA course related information revealed that 75% of teacher candidates did not have sufficient content knowledge pertaining to physiological principles and concepts related to skillful movement, physical activity, and fitness (NASPE element 1.1). According to the NASPE guidance document titled *Instructional Framework for Fitness Education in Physical Education* (NASPE, 2012), critical content knowledge teacher candidates need to know pertain to physiological responses to physical activity, components of health-related fitness, physical training principles, and designing a personal fitness plan. To that end, GPA results suggest there is a greater need for teacher candidates to better understanding the practical relevance of exercise physiology concepts and principles.

B. Qualitative Assessment: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

1. Change in credit hours from 2 to 3 for Teaching Target/Striking Sports.

Due to recent alteration of course offerings (i.e., moving courses to only being offered in the fall semester and other courses only being offered in the spring semester), there will be no increase in cost or need for additional faculty associated with the addition of this credit hour. Additionally, this specific course will only be offered in the spring semester.

2. Addition of Motor Behavior Course

Motor Behavior (motor learning and development) content knowledge and its application to skillful movement and physical activity are assessed by our national governing body (National Association for Sport and Physical Education) during our accreditation process. According to the national physical education teacher preparation standards (NASPE, 2008), teachers candidates are required to: (a) "describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness; and (b) describe and apply motor development theory and principles related to skillful movement, physical activity and fitness."

The current Physical Education curriculum does not include a motor behavior course. Adding the new Motor Behavior course requirement for Physical Education majors will better align the physical education teacher education program with the *National Standards for Physical Education Teacher Education*.

National Association for Sport and Physical Education (2008). *National Standards for Initial Physical Education Teacher Education*. Reston, VA: NASPE.

This course will only be offered in the fall semester. Therefore, there will be no increase in cost or need for additional faculty associated with the addition of the course.

3. Addition of Physical Activity and Fitness Education

There has been a shift in focus from sport to lifetime physical activity and fitness initiatives as the purpose of physical education. Accordingly, Physical Education teacher graduates are expected to have the knowledge and ability to propel youth toward the achievement and maintenance of health enhancing levels of physical activity and fitness (*National K-12 Standards for Physical Education, 2016*). The proposed *Physical Activity and Fitness Education* course will (a) bridge the gap between what physical educators should know and be able to apply in the practice setting in order to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity (SHAPE America, 2014); and (b) provide students with the knowledge, skills, and abilities to serve a broader role and become nationally certified physical activity leaders in schools in communities through SHAPE America. The addition of this course will allow Physical Education majors to seek certification as a Physical Best Health and Fitness Specialist and serve as Physical Activity Leaders through NASPE/Shape America.

This course will only be offered in the spring semester. Therefore, there will be no increase in cost or need for additional faculty associated with the addition of the course.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Education, Health & Human Performance	Carolyn Crislip-Tacy	

this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

- VI. ADDITIONAL COMMENTS.

2. Addition of Physical Activity and Fitness Education


There has been a shift in focus from sport to lifetime physical activity and fitness initiatives as the purpose of physical education. Accordingly, physical education teacher graduates are expected to have the knowledge and ability to propel youth toward the achievement and maintenance of health enhancing levels of physical activity and fitness (*National K-12 Standards for Physical Education, 2016*). The proposed *Physical Activity and Fitness Education* course will (a) bridge the gap between what physical educators should know and be able to apply in the practice setting in order to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity” (SHAPE America, 2014); and (b) provide students with the knowledge, skills, and abilities to serve a broader role and become nationally certified physical activity leaders in schools in communities through SHAPE America.

The addition of the course will allow physical education majors to seek certification as a Physical Best Health and Fitness Specialist and Physical Activity Leaders through NASPE/Shape America.

There is no increase in cost or need for additional faculty associated with the addition of the course.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

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- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

- VI. ADDITIONAL COMMENTS.

APPENDIX A
 B.A. Degree in Physical Education
 Current Program

Required Major Courses		HRS
PHED 1121	Intro Seminar in Human Movement	2
PHED 2200	Accident Analysis & Emergency Care	2
PHED 2211	Anatomy & Physiology	4
PHED 2232	Basic Aquatics	2
or		
PHED 2233	Advanced Aquatics	2
PHED 2240	Outdoor Leisure Activities	2
PHED 2241	Gymnastics & Dance	2
or		
PHED 2242	Social Dance	2
PHED 2243	Teaching Team Passing Sports	3
PHED 2244	Teaching Net/Wall Sports	3
PHED 2245	Teaching Striking/Target Sports	2
PHED 3312	Physiology of Exercise	3
PHED 3313	Biomechanics	3
PHED 3323	Teaching Elementary Physical Education	3
PHED 3324	Performance Based Assessment	3
PHED 3325	Instructional Strategies	3
PHED 3343	Adapted PE Activities	3
PHED 4431	Methods & Materials	3
EDUC 2200	Intro to Education	3
EDUC 2201	Instructional Technology	3
EDUC 2203	Human Development, Learning & Teaching	3
EDUC 2240	High Incidence Disabilities	3
EDUC 2260	Instructional Design I	3
EDUC 2265	Field Experience II	1
EDUC 3331	Reading in the Content Areas	3
EDUC 3340	Instructional Design II	3
EDUC 3351	Field Experience III	2
EDUC 3365	Inclusive Classroom Practices	3
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10
TOTAL HOURS FOR MAJOR		82

Required General Studies Courses		
Attribute 1 – Critical Analysis		3
	ENGL 1102	
Attribute 2 – Quantitative Literacy		3
	MATH 1107	
Attribute 3 – Written Communication		3
	ENGL 1101	
Attribute 4 - Teamwork		3
	COMM 2200 or 2201	

Attribute 5 – Information Literacy		X
	EDUC 2201 (Satisfied in Major)	
Attribute 6 – Technology Literacy		X
	EDUC 2201 (Met in Attribute 5))	
Attribute 7 – Oral Communication		X
	COMM 2200 or 2201 (met in Attribute 4)	
Attribute 8 - Citizenship		3
	HIST 1107 or 1108	
Attribute 9 - Ethics		3
	Any course listed in Attribute 9	
Attribute 10 - Health		2
	PHED 1100	
Attribute 11- Interdisciplinary		3
	Any course in Attribute 11	
Attribute 12 - Arts		2
	Any course in listed in Attribute 12	
Attribute 13 - Humanities		X
	HIST 1107 or 1108 (Met in Attribute 8)	
Attribute 14 – Social Sciences		3
	Any course listed in Attribute 14	
Attribute 15 - Natural Science		4
	Any course listed in Attribute 15	
Attribute 16 – Cultural Awareness		3
	Any course listed in Attribute 16	
Additional General Studies hours		X
	Major Course – PHED 3325 writing intensive course	
TOTAL GENERAL STUDIES HOURS		35
TOTAL FREE ELECTIVES		3
TOTAL HOURS		120

APPENDIX B
 B.A. Degree in Physical Education
 Proposed Program

Required Major Courses		HRS
PHED 1100	Fitness and Wellness	2
PHED 1121	Intro Seminar in Human Movement	2
PHED 2200	Accident Analysis & Emergency Care	2
PHED 2211	Anatomy & Physiology	4
PHED 2240	Outdoor Leisure Activities	2
PHED 2241	Gymnastics & Dance	2
or		
PHED 2242	Social Dance	2
PHED 2243	Teaching Team Passing Sports	3
PHED 2244	Teaching Net/Wall Sports	3
PHED 2245	Teaching Striking/Target Sports	3
PHED 3310	Motor Behavior	3
PHED 3312	Physiology of Exercise	3
PHED 3313	Biomechanics	3
PHED 3323	Teaching Elementary Physical Education	3
PHED 3324	Performance Based Assessment	3
PHED 3325	Instructional Strategies	3
PHED 3343	Adapted PE Activities	3
PHED 3350	Physical Activity and Fitness Education	3
PHED 4431	Methods & Materials	3
EDUC 2201	Instructional Technology	3
EDUC 2200	Intro to Education	3
EDUC 2203	Human Development, Learning & Teaching	3
EDUC 2240	High Incidence Disabilities	3
EDUC 2260	Instructional Design I	3
EDUC 2265	Field Experience II	1
EDUC 3331	Reading in the Content Areas	3
EDUC 3340	Instructional Design II	3
EDUC 3351	Field Experience III	2
EDUC 3365	Inclusive Classroom Practices	3
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10
TOTAL HOURS FOR MAJOR		89

Required General Studies Courses		
Attribute 1 – Critical Analysis		3
	ENGL 1102	
Attribute 2 – Quantitative Literacy		3
	MATH 1107 or higher in Attribute 2	
Attribute 3 – Written Communication		3
	ENGL 1101	
Attribute 4 - Teamwork		3
	Recommended COMM 2200 or 2201	
Attribute 5 – Information Literacy		X
	EDUC 2201 (Satisfied in Major)	

Attribute 6 – Technology Literacy		X
	EDUC 2201 (Satisfied in Major)	
Attribute 7 – Oral Communication		X
	COMM 2200 or 2201 (Met in Attribute 4)	
Attribute 8 - Citizenship		3
	Recommended HIST 1107 or 1108	
Attribute 9 - Ethics		3
	Recommend SOCY 1110	
Attribute 10 - Health		X
	PHED 1100 (Satisfied in Major)	
Attribute 11- Interdisciplinary		3
	Any course in Attribute 11	
Attribute 12 - Arts		2
	Any course in Attribute 12	
Attribute 13 - Humanities		X
	HIST 1107 or 1108 (Met in Attribute 8)	
Attribute 14 – Social Sciences		X
	SOCY 1110 (Met in Attribute 9)	
Attribute 15 - Natural Science		4
	Any course in Attribute 15	
Attribute 16 – Cultural Awareness		3
	Any course in Attribute 16	
Additional General Studies hours		X
	PHED 3325 writing intensive course (Satisfied in Major)	
TOTAL GENERAL STUDIES HOURS		30
TOTAL FREE ELECTIVES		1
TOTAL HOURS		120

APPENDIX C
Course Description

PHED 3310 – Motor Behavior

The course provides undergraduate students with the knowledge necessary to implement developmentally appropriate motor learning experiences in physical education/activity settings. Course information emphasizes learner/performance characteristics, factors affecting movement change based on Newell's Constraint Model, designing developmentally appropriate tasks progressions, and employing theoretically driven instructional approaches to promote success-oriented movement change. Prerequisite: PHED 1121

PHED 3350 - Physical Activity & Fitness Education

This course introduces undergraduate students to the foundations and components of health-related physical activity and fitness programming across the lifespan. Emphasis is placed on applying theoretically and developmentally appropriate health-related fitness education concepts, training principles, assessments and physical activities in the instructional setting. Pre-Requisite: PHED 3312

APPENDIX D
Course Outline

PHED 3310 - Motor Behavior

1. Introduction to Motor Behavior
 - a. Defining Motor Behavior and Human Development
 - b. Domains of Human Development
 - c. Elements of Developmental Change
 - d. Terminology Used in Motor Behavior
 - e. Age Classifications of Development
 - f. Overview of the Movement Approach and Philosophy in Achieving Physical Activity Goals
2. Classification of Motor Skills and Motor Abilities
 - a. Motor Skills, Actions, and Movements
 - i. Gross Motor and Fine Motor Skills
 - ii. Continuous, Serial, and Discrete Motor Skills
 - iii. Locomotor, Non-locomotor, and (Ballistic) Manipulative Skills
 - iv. Open and Closed Skills
 - b. Motor Abilities
 - i. Individual Differences
 - ii. Classifying Motor Abilities
 - iii. Relating Abilities to Motor Skill Performance
3. Body Systems Contributing to Fundamental Movement
 - a. Skeletal System Changes
 - b. Adipose Changes
 - c. Cardiorespiratory System Changes
 - d. Muscular System Changes
 - e. Nervous System Changes
 - f. Sensory System Changes

4. Theories of Motor Behavior
 - a. Dynamical Systems and Ecological Psychology
 - i. Newell's Constraints Model for Studying Motor Behavior
 - ii. Implications for Teaching
 1. Designing Tasks
 2. Differentiated Instruction
 3. Discovery Learning
 - b. Information Processing Model
 - i. Attention Capacity and Memory
 - ii. Implications for Teaching
5. Mechanical Principles Contributing to Motion and Stability
 - a. Principles of Motion and Stability
 - i. Application of Force: Moving Against Gravity
 - ii. Action and Reaction: Moving Against Gravity
 - iii. Relationship between Rotating Limbs and Projected Objects
 - iv. Open Kinetic Chain
 - v. Force Absorption
 - vi. Stability and Balance
 - b. Using Principles of Motion and Stability to Assess and Correct Movement Errors
6. Fundamental Movement Outcomes
 - a. Postural Control and Balance
 - i. Functional Goals of Postural Control and Balance
 - ii. Hourglass Model: Phases of Movement Development
 - iii. Postural Control and Balance Benchmarks and Assessments
 - iv. Pediatric Activities & Exercises to Improve Postural Control and Balance
 - b. Fundamental Locomotion Skills
 - i. National Guidelines and Fundamental Motor Skills
 - ii. Walking
 1. Sequential Development
 2. Observing and Evaluating Movement Form
 - iii. Running
 1. Sequential Development
 2. Observing and Evaluating Movement Form
 - iv. Jumping
 1. Sequential Development
 2. Observing and Evaluating Movement Form
 - v. Combination Movements: Gallop, Slide, Skip
 - vi. Fundamental Locomotion Skill Benchmarks and Assessment
 - vii. Creating Developmental Task Progressions
 - c. Ballistic and Manipulative Skills

- i. Overarm Throw
 - 1. Sequential Development
 - 2. Observing and Evaluating Movement Form
 - 3. Individual, Task, and Environmental Constraints
 - 4. Task Design
 - ii. Kicking
 - 1. Sequential Development
 - 2. Observing and Evaluating Movement Form
 - 3. Individual, Task, and Environmental Constraints
 - 4. Task Design
 - iii. Punting
 - 1. Sequential Development
 - 2. Individual, Task, and Environmental Constraints
 - iv. Striking (Overarm and Sidearm Patterns)
 - 1. Sequential Development
 - 2. Observing and Evaluating Movement Form
 - 3. Individual, Task, and Environmental Constraints
 - 4. Task Design
 - v. Catching
 - 1. Sequential Development
 - 2. Observing and Evaluating Movement Form
 - 3. Individual, Task, and Environmental Constraints
 - 4. Task Design
 - vi. Ballistic & Manipulative Skill Benchmarks and Assessment
7. Laban's Framework for Analyzing & Describing Fundamental Movement
 - a. Characteristics of Quality Movement Programs for Children
 - b. Movement Concepts and Practice Variability
 - c. Analysis of Educational Games, Gymnastics, and Dance
 - d. Creating Developmental Task Progressions
 8. Defining and Assessing Motor Learning and Performance
 - a. Laws of Learning
 - b. Distinguishing Motor Learning from Performance
 - c. Performance Characteristics of Skill Learning
 - d. Stages of Motor Learning
 - e. Methods of Assessing Motor Learning
 9. The Learner: Planning Considerations
 - a. Learning Styles
 - i. Perceptual Mode
 - ii. Accommodating Learner
 - b. Transfer of Learning

- i. Types of Transfer
 - ii. Theories of Transfer
 - iii. Transfer and Instructional Design
- 10. Facilitating Skill Acquisition Through Instruction
 - a. Skill Presentation
 - b. Systematic Observation
 - c. Augmented Feedback
 - d. Demonstrations and Verbal Instruction
 - e. Check for Understanding
 - f. Interactive Teaching versus Discovery Learning
- 11. Arranging Practice Conditions for Skill Acquisition
 - a. Types of Practice
 - i. Variability of Practice (open skills)
 - ii. Constant Practice (closed skills)
 - iii. Massed Practice
 - iv. Distributed Practice
 - b. Practice Methods
 - i. Whole Method
 - ii. Part Method
 - 1. Fractionalization
 - 2. Segmentation
 - 3. Simplification
- 12. Early Childhood Movement Programming
 - a. Characteristics and Components of Quality Early Childhood Movement Programs
 - b. Service Learning: Movement Programming with Preschool-Age children

PHED 3350 – Physical Activity & Fitness Education

- 1. Foundations of Health-Related Fitness & Physical Activity
 - a. Physical Activity Behavior & Modification
 - i. Internal Factors Influencing Physical Activity Behavior
 - ii. External Factors Influencing Physical Activity Behavior
 - iii. Motivating Students/Clients to be Physically Active for Life
 - iv. Building a Fitness Program Using Student/Client Goals
 - b. Health-Related Physical Fitness
 - i. Aerobic Fitness
 - ii. Muscular Strength & Endurance
 - iii. Flexibility
 - iv. Body Composition
 - c. Basic Training Principles

- i. Understanding the Basic Training Principles
 - ii. Applying the Basic Training Principles
- 2. Health Related Physical Activity and Fitness Outcomes for Children
 - a. Benefits of Physical Activity for Disease Prevention
 - i. Guidelines for School and Community Programs (1997)
 - ii. Surgeon General's Call to Action to Prevent Obesity (2001)
 - iii. Physical Activity and Brain Function
 - iv. Guidelines for Children
 - b. Teaching Motor Skill Lessons Based on a HRP A Perspective
 - c. Developing Cardiovascular Fitness
 - i. Childhood Cardiovascular Fitness Performance Trends
 - ii. Childhood Cardiovascular Fitness Guidelines and Recommendations
 - iii. Childhood Cardiovascular Fitness Exercises and Physical Activities
 - d. Developing Muscular Strength & Endurance
 - i. Childhood Muscular Strength and Endurance Performance Trends
 - ii. Childhood Muscular Strength Guidelines and Recommendations
 - iii. Childhood Muscular Fitness Exercises and Physical Activities
 - e. Developing Flexibility
 - i. Childhood Flexibility Performance Trends
 - ii. Childhood Flexibility Exercises and Physical Activities
 - f. Body Composition
 - i. Defining Body Composition, Overweight and Obesity
 - ii. Relationship of Obesity to Motor Development and Performance
 - iii. Overweight, Obesity, and the Role of Physical Education
 - g. Teaching Health-Related Physical Activity Concepts in Elementary Physical Education
- 3. Health Related Physical Activity and Fitness Outcomes for Adolescents and Adults
 - a. Guidelines for Adolescents and Adults
 - b. Developing Cardiovascular Fitness
 - i. Cardiovascular Fitness Guidelines and Recommendations
 - ii. Cardiovascular Fitness Assessments
 - iii. Cardiovascular Fitness Exercises and Activities
 - c. Development Muscular Strength & Endurance
 - i. Resistance Training Guidelines and Recommendations
 - ii. Mechanisms for Increasing Muscular Strength
 - iii. Muscular Strength and Endurance Assessments
 - iv. Muscular Strength and Endurance Exercises and Activities
 - d. Developing Flexibility
 - i. Performance Trends in Flexibility
 - ii. Flexibility issues in adulthood

- iii. Flexibility Assessments
 - iv. Flexibility Exercises and Activities
 - e. Body Composition
 - i. Prevalence of Overweight and Obesity Across the Lifespan
 - ii. Body Composition Assessments
 - iii. Overweight, Obesity, and the Role of Physical Education and Activity Programs
 - f. Teaching Health-Related Physical Activity Concepts in Secondary Physical Education
- 4. Health Related Physical Activity and Fitness Outcomes in Older Adults
 - a. Aging Process
 - i. Demographic Trends
 - ii. Mandatory versus Facultative Aging
 - iii. Physiologic Effects of Aging on the Body Systems
 - 1. Skeletal
 - 2. Cardiovascular System
 - 3. Respiratory
 - 4. Muscular System
 - 5. Metabolic
 - 6. Body Composition
 - 7. Central Nervous System
 - b. Physical Activity and Fitness Guidelines and Recommendations for Older Adults
 - c. Physical Activity and Fitness Assessment Issues
 - d. Health-Related Physical Activity and Fitness Programming
 - i. Guidelines for Assessment (Subjective, Objective, Assessment, Plan)
 - ii. Special Considerations: Dose-Response
 - e. Developing Cardiovascular Fitness
 - i. Cardiovascular Fitness Guidelines for Older Adults
 - ii. Cardiovascular Fitness Assessments for Older Adults
 - iii. Cardiovascular Fitness Exercises and Physical Activities
 - f. Developing Muscular Strength and Endurance
 - i. Resistance Training Guidelines for Older Adults
 - ii. Muscular Strength and Endurance Assessments
 - iii. Resistant Training Exercises and Physical Activities for Older Adults
 - g. Developing Flexibility, Balance, and Range of Motion
 - i. Flexibility, Balance, and Range of Motion Assessments
 - ii. Exercises and Physical Activities for Increasing Flexibility and Joint ROM
 - iii. Exercises and Physical Activities for Improving Balance
- 5. Functional Movement Screening
 - a. Introduction to Functional Screening and Assessment
 - i. Key Principles of Functional Movement

- ii. Role of Mobility, Motor Control, and Functional Movement Patterns
 - iii. Functional Movement Issues
 - 1. Developmental
 - 2. Trauma or Injury
 - 3. Acquired
 - iv. Functional Movement Goals
- b. Administration of Functional Movement Assessments
 - c. Linking Assessment Findings to Fitness Programming

Appendix E

Outcome Competencies & Methods of Assessment

PHED 3310 - Motor Behavior

1. Demonstrate an understanding of the basis of motor behavior by (a) defining key terminology, (b) discussing underlying mechanisms governing motor behavior, and (c) identifying quantitative and qualitative changes that occur in motor behavior across the lifespan.
Assessment: Exam
2. Examine the reciprocal factors (individual, task, and environment) that affect movement changes based on Newell's Constraints Model.
Assessment: Exam, Motor Behavior Lab (attentional capacity lab; abilities lab)
3. Describe the growth, maturation, and body system changes across the lifespan and the affects these changes on motor performance.
Assessments: Exam, Service Learning Experience
4. Explore changes in fundamental movement patterns and selected movement dimensions (e.g., postural control, balance timing, force production) across the lifespan, and determine the factors that affect those movement changes.
Assessment: Exam, Motor Behavior Lab (peer assessment lab; Hicks law lab)
5. Observe and evaluate changes in fundamental movement skill patterns using valid and reliable developmental sequence checklist.
Assessments: Motor Behavior Lab (peer assessment), Service Learning Experience
6. Create progressions of fundamental motor skills from simple to complex.
Assessments: Task Progression Guide, Video Project
7. Describe performance characteristics (e.g., motor pattern, attention, knowledge) of the learner as they progress through the stages of learning.
Assessment: Exam, Motor Behavior Lab (stages of learning lab)
8. Describe and apply principles of effective instruction (e.g., demonstrations, verbal cues, check for understanding) to facilitate motor skill proficiency of learners.
Assessment: Exam, Motor Behavior Lab (peer microteaching), Service Learning Experience
9. Design and implement a developmentally and instructionally appropriate learning environment to meet the cognitive, affective, and psychomotor needs of young children.
Assessment: Exam and Service Learning Experience

PHED 3350 – Physical Activity & Fitness Education

1. Describe the guidelines and recommendations that support developmentally appropriate physical activity and fitness programming and improved health outcomes across the lifespan.
Assessment: Exam
2. Appraise contemporary fitness education philosophy and the role of physical education in addressing the physical activity and health-related fitness needs of individuals across the lifespan.
Assessment: Exam
3. Plan a physical activity program and related learning activities for children, adolescents, and special populations based on relevant physiological principles, professional guidelines, and individual needs.
Assessment: Physical Activity Plan
4. Implement learning experiences that require students to use technology to meet health-related physical activity and/or fitness objectives.
Assessment: iPad Peer Assessment Labs & Peer Teaching
5. Use valid and reliable checklists, tests, and technology to assess the physical activity levels (e.g., direct observation, pedometers, activity logs) and physical fitness status (e.g., heart rate monitors, sit-n-reach test, Pacer test) of individuals across the lifespan.
Assessment: Health-Related Fitness Assessment Labs
6. Design and implement developmentally appropriate functional movement assessments, programming, and progressions for posture, movement, core, balance, and flexibility.
Assessment: Functional Movement Peer Assessment Lab
7. Demonstrate the ability to manipulate chronic and acute training variables to achieve a desired outcome.
Assessment: Physical Training Plan & Case Study Response
8. Modify planning, instruction, and teaching-learning environment to meet the needs of children, adolescents, and adults.
Assessment: Peer Teaching
9. Implement a safe and supportive instructional environment that promotes participation in regular physical activity and achievement of health-enhancing levels of physical fitness through the use of a variety of teaching strategies and styles.
Assessment: Peer Teaching
10. Examine the impact of chronic diseases and musculoskeletal injuries/conditions on physical activity and fitness programming and assessment.
Assessment: Exam

Physical Education Curriculum

Summary of Changes

Below is a summary of changes made to the proposed General curriculum in Physical Education based on comments and feedback obtained from the previous curriculum meeting. The changes are also in line with how the General Studies curriculum and major courses are represented in the undergraduate course catalogue across a variety of majors.

1 - PHED 1100 - Fitness and Wellness (2-credit hours) is a required major course and satisfies General Study Attribute 10: Health.

- **Previous:** PHED 1100 - Fitness and Wellness was listed under the general studies section only (although it is a required major course).
- **Changes:** PHED 1100 - Fitness and Wellness is now listed under the **required major course** section (see Appendix B) and under General Studies Attribute 10: Health, it states that *PHED 1100 is satisfied in the major*.

2 - EDUC 2201 – Instructional Technology (3-credit hours) is a required major course and satisfies General Study Attribute 5 – Informational Literacy, and Attribute 6 – Technology Literacy.

- **Previous:** EDUC 2201 – Instructional Technology was listed under the general studies section under Attribute 5 (giving this GS attribute 3-credit hour) and Attribute 6 (stating this was fulfilled in Attribute 5).
- **Changes:** EDUC 2201 – Instructional Technology is now listed under the **required major course** section (see Appendix B) and under General Studies Attributes 5 and 6, it states that *EDUC 2201 is satisfied in the major*.

3 - SOCY 1110 – Introduction to Sociology is not a major required course, however we recommend physical education student take the course to better meet accreditation requirements and it satisfies 2 attributes (Attribute 9 – Ethics and Attribute 14 - Social Sciences)

- **Changes:** Changed the wording under Attribute 9 to “recommend SOCY 1110” and change the wording under Attribute 14 to “met in attribute 9”

4 - The General Studies changes outlined above resulted in a reduction of GS credit hours from the previous proposal (33 credit hours to 27 credit hours). Accordingly, we are no longer proposing:

- Giving students the option of taking GEOG 2210, 3315, or 3330 **as a requirement to meet** two general studies attributes (Attribute 11 and 16).