



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 25, 2021

SUBJECT: Curriculum Proposal #20-21-17

The recent change in West Virginia State Board of Education standards combining health education and physical education standards to make up wellness education standards made it imperative for the Health and Human Performance department to revise the current Physical Education curriculum to include more health content.

This proposal will increase health and wellness education content in the Physical Education major curriculum by adding 9-credit hours of health courses. This addition will require the stranding of key assessments and content of two courses currently required in the curriculum. The courses will be removed, and the key content and assessments will be incorporated throughout the existing course curriculum

cc: Richard Stephens
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Jan Kiger
Rick West
Kristie Keifer

CURRICULUM PROPOSAL

Proposal Number: #20-21-17
School/Department/Program: School of Education, Health & Human Performance/Health & Human Performance
Preparer/Contact Person: Jan Kiger, Richard West, Kristi Kiefer
Title of Degree Program Physical Education
Telephone Extension: 304.367.4984
Date Originally Submitted: January 12, 2021
**Revision (Indicate date and label it
Revision #1, #2, etc.):**
Implementation Date Requested: Fall 2021

- I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

The recent change in West Virginia State Board of Education standards combining health education and physical education standards to make up wellness education standards made it imperative for the Health and Human Performance department to revise the current Physical Education curriculum to include more health content.

This proposal will increase health and wellness education content in the Physical Education major curriculum by adding 9-credit hours of health courses. This addition will require the stranding of key assessments and content of two courses currently required in the curriculum. The courses will be removed, and the key content and assessments will be incorporated throughout the existing course curriculum (see Appendix D and Appendix E).

- 1) Add 9-credit hours of health (HLTA) courses.
 - a. **HLTA 1150 – Introduction to Health Education** (3-credit hour) course
 - b. **HLTA 2203 – Contemporary Drugs & Behavior** (3-credit hour) course
 - c. **HLTA 3315 – Healthy Sexuality** (3-credit hour) course
- 2) Remove the following courses from the Physical Education curriculum.
 - a. **PHED 3313 – Biomechanics** (3-credit hour) course
 - b. **PHED 3324 – Performance Based Assessment** (3-credit hour) course
 - c. **Elective** – 3-credit hours

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-G, 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) Total hours deleted: 9
PHED 3313 – Biomechanics (3-credit hour)
PHED 3324 – Performance Based Assessment (3-credit hour)
Elective – 3-credit hours
- B. Addition of course(s) or credit(s) from program(s) Total hours added: 9
HLTA 1150 – Introduction to Health Education (3-credit hour)
HLTA 2203 – Contemporary Drugs & Behavior (3-credit hour)
HLTA 3315 – Healthy Sexuality (3-credit hour)

- C. Provision for interchangeable use of course(s) with program(s). **N/A**
- D. **Course Description Revision:** Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

See Appendix C for course description changes to PHED 2240, PHED 2241, PHED 2243, PHED 2244, and PHED 2246

- E. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status.

See Appendix D for outcomes changes to PHED 2240, PHED 2241, PHED 2243, PHED 2244, and PHED 2246

Program Assessment Change: One of the main accreditation assessments took place during the student's enrollment in PHED 3324 (FitnessGram Assessment). This is a program-level assessment that takes place during a student's enrollment in that course. The assessment that was in PHED 3324 will be moved to PHED 3350 – Physical Activity & Fitness Education.

- F. **Create a New Course(s)** information (if applicable): For each new course complete the following: **N/A**
- 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.

This change in courses will not affect the credit hours needed to complete this program. The current Physical Education curriculum has a total of 117 credit hours of required course work with 3-credits of free electives. The proposed Physical Education curriculum has a total of 120 credit hours of required course work with no free electives.

See Appendix A for current curriculum
See Appendix B for proposed curriculum

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. Most of the pre-Education and Education majors in the Health and Human Performance department are in the Physical Education concentration (21). School Health Education currently has 1 student in the Master of Arts in Teaching graduate program. Due to the low enrollment in School Health Education, these two programs are being merged into one.
 2. Wellness is increasingly important especially in West Virginia. West Virginia is number two on the most recent Behavioral Risk Factor Surveillance System (BRFSS) report and has an obesity prevalence rating of 35% (BRFSS, 2019).
- 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. The recent change in West Virginia State Board of Education standards combining health education and physical education standards to make up wellness education standards made it imperative for the Health and Human Performance department to revise the current Physical Education curriculum to include more health content.
2. The existing curriculum needs more health content added for students to acquire the knowledge and skills needed for teaching health literacy inclusive of wellness behaviors, wellness promotion, disease prevention, wellness information, and services. **See Appendix E** for HLTA course descriptions and learning outcomes.
3. **Faculty needs.** This change will require adjunct instructors to teach the three proposed health courses. HLTA 1150 is currently being taught by one adjunct instructor and two full-time faculty; HLTA 2203 is being taught by an adjunct instructor; and HLTA 3315 will be taught by a full-time faculty member.

IV. APPROVAL

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 | Dr. Amanda Metcalf | <i>Amanda Metcalf</i> |
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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. NONE

- VI. ADDITIONAL COMMENTS.

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

Degree Requirements

| Core Curriculum Courses | | |
|---|--------------------|---------------------|
| For students in this major, list the courses satisfy both core curriculum and major requirements. | | |
| Course Prefix & Number | Course Name | Credit Hours |
| PHED 1100 | Fitness & Wellness | 2 |

| Pre-Major Courses (6 Credit Hours) | | |
|---|---------------------------|---------------------|
| Course Prefix & Number | Course Name | Credit Hours |
| EDUC 2200 | Introduction to Education | 3 |
| EDUC 2201 | Instructional Technology | 3 |

| Required Major Courses (83 Credit Hours) | | |
|---|--|---------------------|
| Course Prefix & Number | Course Name | Credit Hours |
| PHED 1100 | Fitness & Wellness | 2 |
| PHED 1121 | Introductory 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 or 2242 | Social Dance or Gymnastics & Dance | 2 |
| PHED 2243 | Teaching Team Passing Sports | 3 |
| PHED 2244 | Teaching Team 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 & Fitness Education | 3 |
| PHED 4431 | Methods & Materials | 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 |

Major Elective Courses (XX Credit Hours) – IF APPLICABLE

[Electives are selected from a specific major or program]

| Course Prefix & Number | Course Name | Credit Hours |
|-----------------------------------|--------------------|---------------------|
| | | |
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| | |
|------------------------------------|------------------------|
| Total Core Curriculum Hours | 30 (Minimum 30) |
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|------------------------|----------|
| Total Pre-Major | 6 |
|------------------------|----------|

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|---|-----------|
| Total Required Major Courses(-PHED 1100) | 81 |
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|--|----------|
| Total Electives (If applicable) | 0 |
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|-----------------------------|----------|
| Total Free Electives | 3 |
|-----------------------------|----------|

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|---------------------------|------------|
| TOTAL CREDIT HOURS | 120 |
|---------------------------|------------|

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

Degree Requirements

| Core Curriculum Courses | | |
|---|----------------------|---------------------|
| For students in this major, list the courses satisfy both core curriculum and major requirements. | | |
| Course Prefix & Number | Course Name | Credit Hours |
| PHED 1100 | Fitness and Wellness | 2 |

| Pre-Major Courses (6 Credit Hours) | | |
|---|---------------------------|---------------------|
| Course Prefix & Number | Course Name | Credit Hours |
| EDUC 2200 | Introduction to Education | 3 |
| EDUC 2201 | Instructional Technology | 3 |

| Required Major Courses (86 Credit Hours) | | |
|---|--|---------------------|
| Course Prefix & Number | Course Name | Credit Hours |
| PHED 1100 | Fitness & Wellness | 2 |
| PHED 1121 | Introductory Seminar to 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 |
| PHED 2243 | Teaching Team Passing Sports | 3 |
| PHED 2244 | Teaching Team Net/Wall Sports | 3 |
| PHED 2245 | Teaching Striking/Target Sports | 3 |
| PHED 3310 | Motor Behavior | 3 |
| PHED 3312 | Physiology of Exercise | 3 |
| PHED 3323 | Teaching Elementary Physical Education | 3 |
| PHED 3325 | Instructional Strategies | 3 |
| PHED 3343 | Adapted PE Activities | 3 |
| PHED 3350 | Physical Activity & Fitness Education | 3 |
| PHED 4431 | Methods & Materials | 3 |
| HLTA 1150 | Introduction to Health Education | 3 |
| HLTA 2203 | Contemporary Drugs & Behavior | 3 |
| HLTA 3315 | Health Sexuality | 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 |
| | | |

Major Elective Courses (XX Credit Hours) – IF APPLICABLE

[Electives are selected from a specific major or program]

| Course Prefix & Number | Course Name | Credit Hours |
|-----------------------------------|--------------------|---------------------|
| | | |
| | | |
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|------------------------------------|------------------------|
| Total Core Curriculum Hours | 30 (Minimum 30) |
|------------------------------------|------------------------|

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|------------------------|----------|
| Total Pre-Major | 6 |
|------------------------|----------|

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| Total Required Major Courses (-PHED 1100) | 84 |
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| Total Electives (If applicable) | 0 |
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|-----------------------------|----------|
| Total Free Electives | 0 |
|-----------------------------|----------|

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|---------------------------|------------|
| TOTAL CREDIT HOURS | 120 |
|---------------------------|------------|

APPENDIX C
B.A. Degree in Physical Education
Course Description Changes

**Italicized type indicates integration of assessment and biomechanics*

PHED 2240 – Outdoor Leisure Activities

Current Catalog Description:

Safety, knowledge and skills specific to incorporating outdoor recreation into the physical education classroom. Activities are applied and analyzed through the following: experiential education, rappelling, rock climbing, orienteering, geocaching, and others.

Proposed Catalog Description:

This course is designed to provide students with a comprehensive overview of outdoor leisure and adventure-based activities, *inclusive of assessment strategies, and biomechanical principles*. Key areas of focus include: Survival, Hiking & Outdoor Safety, Navigation, Water Sports, Winter Sports, Disc sports, Rappelling, Slacklining, and Teambuilding Games, and Initiatives. This course will consist of both hands-on experience and classroom instruction.

PHED 2241-Gymnastics and Dance

Current Catalog Description:

This course analyzes and applies safety, instructional strategies, and skill techniques characteristic of gymnastics and dance in basic tumbling, fundamental jazz and aerobic dance.

Proposed Catalog Description:

This course is designed to instruct students in understanding the critical elements, proper progression, spotting techniques, *assessment strategies, biomechanical principles, and safety concerns* involved in the teaching of tumbling skills. The student will integrate dance elements into choreography with a final performance focusing on technique, rhythm, timing, and synchronization.

PHED 2243 –Teaching Team Passing Sports

Current Catalog Description:

This course is designed to train pre-service teachers to instruct in the following areas: flag football, soccer, basketball, and speedball. Students are required to perform, assess, and analyze fundamental skills in each area. Knowledge of game rules, terminology, safety issues, equipment and playing strategies will enable students to design learning opportunities for different developmental levels of children and adolescents. Restrictions: Majors only restriction

Proposed Catalog Description:

This course is designed to provide students with the knowledge, skill development, teaching cues, *assessment strategies, biomechanical principles, and skill analyses* necessary to effectively teach team passing sports.

PHED 2244 – Teaching Net and Wall Sports

Current Catalog Description:

This course is designed to train pre-service teachers to instruct in the following areas: badminton, table tennis, tennis, pickleball, and volleyball. Students are required to perform, assess, and analyze fundamental skills in each area. Knowledge of game rules, terminology, safety issues, equipment and playing strategies will enable students to design learning opportunities for different developmental levels of children and adolescents. Restrictions: Majors only restriction

Proposed Catalog Description:

This course is designed to provide students with the knowledge, skill development, teaching cues, *assessment strategies, biomechanical principles, and skill analyses* necessary to effectively teach net and wall sports.

PHED 2246-Teaching Striking -Target Sports

Current Catalog Description:

This course is designed to train pre-service teachers to instruct in the following areas: softball, golf, disc sports, and bowling. Students are required to perform, assess, and analyze fundamental skills in each area. Knowledge of game rules, terminology, safety issues, equipment and playing strategies will enable students to design learning opportunities for different developmental levels of children and adolescents. Restrictions: Majors only restriction

Proposed Catalog Description:

This course is designed to provide students with the knowledge, skill development, teaching cues, *assessment strategies*, *biomechanical principles*, and skill analyses necessary to effectively teach striking and target sports.

APPENDIX D
B.A. Degree in Physical Education
Integration of Assessment & Biomechanics Outcomes

Assessment Outcomes indicated by *italicized print*
 Biomechanics Outcomes indicated by underlining.

PHED 2240-Outdoor Leisure Activities

Course Description

This course is designed to provide students with a comprehensive overview of several outdoor leisure and adventure-based activities, inclusive of assessment strategies, and biomechanical principles. Key areas of focus include: Survival, Hiking & Outdoor Safety, Navigation, Water Sports, Winter Sports, Disc sports, Rappelling, Slacklining, and Teambuilding Games, and Initiatives. This course will consist of both hands-on experience and classroom instruction.

| Course-Level Outcomes | Methods of Assessment |
|---|--|
| 1. Demonstrate knowledge of proper progression and safety for outdoor leisure activities and experiential learning. | 1. Quizzes 2. Participation Assessments 3. Skill Assessments 4. In-Class Assignment 5. Out-of-Class Assignment |
| 2. Identify the rules, strategies, required equipment, equipment care, and safety procedures associated with outdoor leisure activities in physical education or physical activity setting. | 1. Quizzes 2. Participation Assessments |
| 3. Identify critical elements and proper pedagogy for skill instruction and experiential process. | 1. Quizzes 2. Participation Assessments 3. Skill Assessments |
| 4. Demonstrate a minimum skill level in the outdoor leisure pursuits taught in the course. | 1. Participation Assessment 2. Skill Assessment |
| 5. <i>Utilize a rubric to evaluate peer student for an outdoor leisure activity</i> | 1. In-class assignment |
| 6. <u>Learners will demonstrate and apply biomechanical principles of vector quantities, levers, fulcrums, and moment arms during outdoor leisure activities.</u> | 1. Participation Assessment 2. In-class Assignment 3. Out-of-class Assignment 4. Quizzes |
| 7. <i>Create lesson plans.</i> | 1. Out-of-class Assignments |
| 8. <i>Create and apply rubric for outdoor leisure activity and edit for submission.</i> | 1. Out-of-class Assignment 2. In-class Assignments |

Description of Assessment Measures:

Quizzes: A variety of questions will be posed to students using multiple choice, multiple answer, fill-in-the-blank, true/false, labeling, etc. style questions for each unit covered.

Participation Assessment: This is a daily assessment of students during each outdoor activity unit that will evaluate proper use and care of equipment, self and group awareness, social skills, etiquette and safety.

Skill Assessment: Use of a quantitative rubric or checklist to evaluate student performance of a skill.

In-Class Assignments: In-class assignments will include presentations, re-teaches, and application of rubrics to evaluate peers while performing a particular skill.

Out-of-Class Assignments: Out-of-Class assignment will include use of technology, creation of presentation materials, reflections, rubrics and lesson plans.

PHED 2241-Gymnastics and Dance

Course Description

This course is designed to instruct students in understanding the critical elements, proper progression, spotting techniques, assessment strategies, biomechanical principles, and safety concerns involved in the teaching of tumbling skills. The student will integrate dance elements into choreography with a final performance focusing on technique, rhythm, timing, and synchronization.

| Course-Level Outcomes | Methods of Assessment |
|--|---|
| 1. Identify the critical elements, perform, and spot basic tumbling skills for instruction of preK-12 physical education students teaching basic tumbling. | 1. Lesson Plans 2. Peer Assessment 3. Video Reflections |
| 2. Demonstrate knowledge of safety through skill progression, developmental appropriateness, performer readiness, and classroom management. | 1. Lesson Plans 2. Skills Tests |
| 3. Perform fundamental dance skills using proper technique. | 1. Peer Teaching 2. Video Reflections |
| 4. Choreograph dance segments, incorporating music, formations, and technique. | 1. Lesson Plans 2. Checklist |
| 5. Perform choreographed pieces. | 1. Video reflections 2. Final Performance |
| 6. <i>Create and apply a Skills Test for choreographed performance.</i> | 1. Final Written Exam 2. Checklist |
| 7. <u>Students will demonstrate and apply the biomechanical principles of vector quantities, lever, fulcrums, and moment arms during gymnastics and dance movements.</u> | 1. Lesson Plans 2. Peer Teaching 3. Video Reflections 4. Final Performance |

Description of Assessment Measures:

Peer Teaching: Using materials from the Physical Education Activity Handbook, Tumbling Basics, and PE Central. The peer teaching demonstrations incorporate planning, instructions, assessment, and reflection. Students will teach assigned skills and activities, utilizing lesson plans and demonstrating instructional strategies appropriate to the content as well as effective teaching skills.

Peer Assessment: Students will assess the performance of skill execution of peers.

Lesson Plans: A written lesson plan will be designed by each student for the disciplines of gymnastics and dance. Students will be evaluated on each portion of the lesson plan according to the rubric.

Skill Tests: Students will demonstrate and verbally describe the skills learned throughout the semester. Two skills tests will be given. One evaluating the skills proficiency of the student's ability to identify proper skill delivery and one evaluating proper spotting of tumbling skills.

Checklist: Critical elements will be identified using a checklist.

Video Reflection: Students will complete a video reflection form to aid students in their reflection. This will give students the opportunity to engage in reflective practices associated with analysis of the student's teaching episodes.

Final Performance: Students will create a video choreographed to music that incorporates a variety of fundamental dance steps, rhythm, and movement. A rubric will provide the framework for evaluation.

Final Exam: The final exam will be a comprehensive examination of the course, the questions will be based on lectures, study questions and in class activities.

PHED 2243 –Teaching Team Passing Sports

Course Description

This course is designed to provide students with the knowledge, skill development, teaching cues, assessment strategies, biomechanical principles, and skill analyses necessary to effectively teach team passing sports.

| Course-Level Outcomes | Methods of Assessment |
|--|--|
| 1. Demonstrate an understanding of appropriate content knowledge (rules, safety, equipment, critical elements, strategies, and history) and progression of critical elements for the instruction of preK-12 physical education students teaching team passing sport classes. | 1. Lesson Plans 2. Skills Test 3. Unit Plan 4. Final Exam |
| 2. Demonstrate the knowledge, skills, and abilities to use appropriate pedagogical vocabulary and techniques for improving performance of preK-12 physical education students teaching team passing sport classes. | 1. Peer Teaching 2. Lesson Plans 3. Video Reflections 4. Final Exam |
| 3. <i>Create and conduct developmentally appropriate assessment instruments (cognitive, affective, and psychomotor) for preK-12 physical education team passing sport classes.</i> | 1. Lesson Plans 2. Unit Plan |
| 4. <i>Create a unit plan and conduct daily lesson plans including applications of organization; management of students, space, and equipment; and safety principles for preK-12 physical education team passing sport classes.</i> | 1. Lesson Plans 2. Unit Plan |
| 5. Demonstrate an understanding of appropriate modifications of content and activities for the instruction of lead-up games for preK-12 physical education team passing sport classes. | 1. Lesson Plans 2. Final Exam |
| 6. Understand, develop, and apply appropriate audio and visual aids for use in conjunction with activities and settings. | 1. Peer Teaching 2. Video Reflections |
| 7. <u>Students will demonstrate and apply the biomechanical principles of vector quantities, forces, angular kinematics, and angular kinetics during their teaching preK-12 physical education team passing sport classes.</u> | 1. Peer Teaching 2. Lesson Plans 3. Video Reflections 4. Final Exam |
| 8. <u>Students will demonstrate and apply knowledge of qualitative biomechanical analysis to improve technique, improve training, and prevent injury during teaching preK-12 physical education team passing sport classes.</u> | 1. Peer Teaching 2. Skills Test 3. Video Reflections 4. Final Exam |

Description of Assessment Measures:

Peer Teaching: Using materials from the Physical Education Activity Handbook. The peer teaching demonstrations incorporate planning, instruction, assessment, and reflection. Students will teach assigned sports and games, utilizing lesson plans and demonstrating instructional strategies appropriate to the content as well as effective teaching skills.

Lesson Plans: A written lesson plan will be designed by each student for each unit. Student's will be evaluated on each portion of the Lesson Plan according to the rubric.

Unit Plan: A complete unit plan will be created for a six-week unit on a topic assigned by the instructor. The unit plan will contain all the essential requirements listed in the assignment and as graded by the rubric.

Skills Tests: Will be used to determine the proficiency of skills (basketball). Students will both demonstrate and verbally describe skills learned throughout the semester. Two skills tests will be given. One evaluating the skills proficiency of the student's skill and the second evaluation the student's ability to identify proper skill delivery.

Video Reflection: Will be completed using reflective practices associated with analysis of the student's teaching episodes. Students will complete a video reflection form to aid the students in their reflection.

Final Exam: The final exam will be a comprehensive examination of the entire course. The questions will be based on the lectures, readings, study questions, and in class activities.

PHED 2244 – Teaching Net and Wall Sports

Course Description

This course is designed to provide students with the knowledge, skill development, teaching cues, assessment strategies, biomechanical principles, and skill analyses necessary to effectively teach net and wall sports.

| Course-Level Outcomes | Methods of Assessment |
|--|--|
| 1. Demonstrate an understanding of appropriate content knowledge (rules, safety, equipment, critical elements, strategies, and history) and progression of critical elements for the instruction of preK-12 physical education students teaching net and wall sport classes. | 1. Lesson Plans 2. Skills Test 3. Unit Plan 4. Final Exam |
| 2. Demonstrate the knowledge, skills, and abilities to use appropriate pedagogical vocabulary and techniques for improving performance of preK-12 physical education students teaching net and wall sport classes. | 1. Peer Teaching 2. Lesson Plans 3. Video Reflections 4. Final Exam |
| 3. <i>Create and conduct developmentally appropriate assessment instruments (cognitive, affective, and psychomotor) for preK-12 physical education net and wall Sport classes.</i> | 1. Lesson Plans 2. Unit Plan |
| 4. <i>Create a unit plan and conduct daily lesson plans including applications of organization; management of students, space, and equipment; and safety principles for preK-12 physical education net and wall sport classes.</i> | 1. Lesson Plans 2. Unit Plan |
| 5. Demonstrate an understanding of appropriate modifications of content and activities for the instruction of lead-up games for preK-12 physical education net and wall sport classes. | 1. Lesson Plans 2. Final Exam |
| 6. Understand, develop, and apply appropriate audio and visual aids for use in conjunction with activities and settings. | 1. Peer Teaching 2. Video Reflections |
| 7. <u>Students will demonstrate and apply the biomechanical principles of vector quantities, forces, linear kinematics, linear kinetics during their teaching preK-12 physical education net and wall sport classes.</u> | 1. Peer Teaching 2. Lesson Plans 3. Video Reflections 4. Final Exam |
| 8. <u>Students will demonstrate and apply knowledge of qualitative biomechanical analysis to improve technique, improve training, and prevent injury during teaching preK-12 physical education net and wall sport classes.</u> | 1. Peer Teaching 2. Skills Test 3. Video Reflections 4. Final Exam |

Description of Assessment Measures:

Peer Teaching: Using materials from the Physical Education Activity Handbook. The peer teaching demonstrations incorporate planning, instruction, assessment, and reflection. Students will teach assigned sports and games, utilizing lesson plans and demonstrating instructional strategies appropriate to the content as well as effective teaching skills.

Lesson Plans: A written lesson plan will be designed by each student for each unit. Student's will be evaluated on each portion of the Lesson Plan according to the rubric.

Unit Plan: A complete unit plan will be created for a six-week unit on a topic assigned by the instructor. The unit plan will contain all the essential requirements listed in the assignment and as graded by the rubric.

Skills Tests: Will be used to determine the proficiency of skills (pickleball). Students will both demonstrate and verbally describe skills learned throughout the semester. Two skills tests will be given. One evaluating the skills proficiency of the student's skill and the second evaluation the student's ability to identify proper skill delivery.

Video Reflection: Will be completed using reflective practices associated with analysis of the student's teaching episodes. Students will complete a video reflection form to aid the students in their reflection.

Final Exam: The final exam will be a comprehensive examination of the entire course. The questions will be based on the lectures, readings, study questions, and in class activities.

PHED 2246-Teaching Striking -Target Sports

Course Description

This course is designed to provide students with the knowledge, skill development, teaching cues, assessment strategies, biomechanical principles, and skill analyses necessary to effectively teach striking and target sports.

| Course-Level Outcomes | Methods of Assessment |
|---|--|
| 1. Demonstrate an understanding of appropriate content knowledge (rules, safety, equipment, critical elements, strategies, and history) and progression of critical elements for the instruction of preK-12 physical education students teaching striking and target sport classes. | 1. Lesson Plans 2. Skills Test 3. Unit Plan 4. Final Exam |
| 2. Demonstrate the knowledge, skills, and abilities to use appropriate pedagogical vocabulary and techniques for improving performance of preK-12 physical education students teaching striking and target sport classes. | 1. Peer Teaching 2. Lesson Plans 3. Video Reflections 4. Final Exam |
| 3. <i>Create and conduct developmentally appropriate assessment instruments (cognitive, affective, and psychomotor) for preK-12 physical education striking and target sport classes.</i> | 1. Lesson Plans 2. Unit Plan |
| 4. <i>Create a unit plan and conduct daily lesson plans including applications of organization; management of students, space, and equipment; and safety principles for preK-12 physical education striking and target sport classes.</i> | 1. Lesson Plans 2. Unit Plan |
| 5. Demonstrate an understanding of appropriate modifications of content and activities for the instruction of lead-up games for preK-12 physical education striking and target sport classes. | 1. Lesson Plans 2. Final Exam |
| 6. Understand, develop, and apply appropriate audio and visual aids for use in conjunction with activities and settings. | 1. Peer Teaching 2. Video Reflections |
| 7. <u>Students will demonstrate and apply the biomechanical principles of vector quantities, forces, Work, Power, and Energy during their teaching preK-12 physical education striking and target sport classes.</u> | 1. Peer Teaching 2. Lesson Plans 3. Video Reflections 4. Final Exam |
| 8. <u>Students will demonstrate and apply knowledge of qualitative biomechanical analysis to improve technique, improve training, and prevent injury during teaching preK-12 physical education striking and target sport classes.</u> | 1. Peer Teaching 2. Skills Test 3. Video Reflections 4. Final Exam |

Description of Assessment Measures:

Peer Teaching: Using materials from the Physical Education Activity Handbook. The peer teaching demonstrations incorporate planning, instruction, assessment, and reflection. Students will teach assigned sports and games, utilizing lesson plans and demonstrating instructional strategies appropriate to the content as well as effective teaching skills.

Lesson Plans: A written lesson plan will be designed by each student for each unit. Student's will be evaluated on each portion of the Lesson Plan according to the rubric.

Unit Plan: A complete unit plan will be created for a six-week unit on a topic assigned by the instructor. The unit plan will contain all the essential requirements listed in the assignment and as graded by the rubric.

Skills Tests: Will be used to determine the proficiency of skills (golf). Students will both demonstrate and verbally describe skills learned throughout the semester. Two skills tests will be given. One evaluating the skills proficiency of the student's skill and the second evaluation the student's ability to identify proper skill delivery.

Video Reflection: Will be completed using reflective practices associated with analysis of the student's teaching episodes. Students will complete a video reflection form to aid the students in their reflection.

Final Exam: The final exam will be a comprehensive examination of the entire course. The questions will be based on the lectures, readings, study questions, and in class activities.

APPENDIX E
B.A. Degree in Physical Education
Health (HLTA) Course Descriptions & Outcomes

HLTA 1150 - Introduction to Health Education - Credit Hours: 3

This course provides an in-depth study of the varied content areas relating to health, contemporary health problems and reciprocal relationships involving man, disease, and the environment, focusing on developing the future health professional's ability to meaningfully convey it. Students will explore the significance/interrelationship of the dimensions of wellness of the physical, intellectual, social, emotional, spiritual, and environmental domains of health.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Understand and assess individual levels of wellness and provide enhancement strategies.
2. Describe current life the stressors and how to effectively communicate coping with/eliminate sources of stress.
3. Analyze current fitness levels; develop a realistic health modification plan for accommodating current lifestyle.
4. Describe the health risks of addictive behaviors including binge drinking, drug abuse, and tobacco use and strategies to effectively address behaviors.
5. Identify the risk factors and characteristics of chronic illness (cardiovascular disease, diabetes, cancer, infectious and noninfectious conditions) and steps in identification, management, and impact of illness.

HLTA 2203 - Contemporary Drug and Behavior Issues - Credit Hours: 3

Writing Intensive

This course covers the identification, analysis, and evaluation of the most critical health problems confronting our society, including drug abuse and addiction.

Prerequisite(s): ENGL 1102 with a letter grade of C or better.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of drug abuse and addiction
2. Evaluate and assess needs to determine priorities for drug education
3. Identify divergent opinions on critical problems, and evaluate the merit of those arguments
4. Identify behaviors and skills that lead to physical and psychological health & well-being.

HLTA 3315 - Healthy Sexuality - Credit Hours: 3

This course is designed to help students examine the many facets of human sexuality including the design and physiology of the human reproductive systems and the biological and emotional motivations associated with the sexual aspects of life. Learning opportunities will require students to consider the sociological factors involved in defining and adopting sex-roles, their relationship and impact on marriage and family planning, and trends, issues, and content necessary to effectively evaluate and utilize sexuality education methods and materials.

Prerequisite(s): HLTA 1150, sophomore standing or instructor approval.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Develop quality open-ended, opinion-based survey items
2. Implement a data collection activity
3. Analyze/interpret a set of "collected" data
4. Prepare/create/present a PowerPoint on survey assignment
5. Articulate opinions based on research and the body of literature in this discipline on a variety of sexually based topics
6. Demonstrate knowledge on healthy sexuality content

References

(2019). *Behavioral Risk Factor Surveillance System*. Center for Disease Control and Prevention.

West Virginia Department of Education. (2020). *WVCCRS-WELLNESS-EDUCATION-2520.5.pdf*. Retrieved from wvde.us: <https://wvde.us/wp-content/uploads/2018/11/WVCCRS-WELLNESS-EDUCATION-2520.5.pdf>