Course Inventory Change Request

New Course Proposal

Date Submitted: 02/11/15 1:11 pm

Viewing: PEHR 4900: Theories and Techniques for Teaching Fitness and Motor Skills

Last edit: 02/18/15 11:21 am

Changes proposed by: Iwright

Course Prefix: PEHR  Course Number: 4900

Effective Semester: Fall 2015

Department:
Family Consumer Science & Physical Education, Health, & Recreation (FAPE)

School:
School of Education

Course Title: Theories and Techniques for Teaching Fitness and Motor Skills

Short Course Title: Teaching Fitness & Motor Skill

In Workflow

1. FAPE Chair
2. EDU Admin
3. EDU Dean
4. University Curriculum Committee Chair
5. Banner

Approval Path

1. 02/11/15 1:16 pm
   Linda Wright
   (Iwright): Approved for FAPE Chair

2. 02/18/15 8:32 am
   Robyn Whipple
   (whipple): Rollback to FAPE Chair for EDU Admin

3. 02/18/15 11:21 am
   Linda Wright
   (Iwright): Approved for FAPE Chair

4. 02/18/15 4:42 pm
   Robyn Whipple
   (whipple): Approved for EDU Admin

5. 02/19/15 1:45 pm
   Brenda Sabey
   (sabey): Approved for EDU Dean

Credits: 3
Workload Factors: 3
Primary Grade Type: Standard Letter
Secondary Grade Type:
Instructor Permission Required: No
Repeatable for Credit: No
Schedule Type: Lecture Hrs/Wk: 3
Catalog Prerequisites? No
Corequisites? No
Course/Lab Fee? No
Instruction Index Code: FED 100
GE Status Requested: No
Catalog Description
Content in this course will prepare students to design and implement quality physical education programs for elementary and secondary school students. In addition to developing the knowledge and skills to select and implement developmentally appropriate activities for children/adolescents, students enrolled in the course will also develop an understanding of curriculum design, public school policy and procedures (as related to P.E.), as well as national standards and guidelines affecting physical education programming. The curriculum is designed to meet the academic needs of Fitness trainers, community recreation directors, and physical education teachers in the public and private sector will benefit from the curriculum. In addition, the knowledge and skills developed in this course will address material covered in the Praxis exam.

Course Rotation:
Spring (every)

Justification for course/change:
Material covered in this course is vital for students interested in working with young children and adolescents in a physical activity setting. The curriculum is designed to meet the academic needs of Fitness trainers, community recreation directors, and physical education teachers in the public and private sector will benefit from the curriculum. In addition, the knowledge and skills developed in this course will address material covered in the Praxis exam.
Library Resources Adequate: Yes
Tech Resources Adequate: Yes

Comparable Courses:
(use USHE course first)

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<tr>
<th>Institution</th>
<th>Prefix/Number</th>
<th>Credit(s)</th>
<th>Course Title</th>
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<td>UVU</td>
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<td>UVU</td>
<td>PETE 4200</td>
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<td>Methods of Teaching Elementary Physical Education</td>
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<td>PETE 3551</td>
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<td>Application of Human Motor Development Across the Lifespan</td>
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<td>SUU</td>
<td>PE 4900</td>
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<td>Methods of Teaching Secondary Physical Education</td>
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<td>USU</td>
<td>PEP 4900</td>
<td>3</td>
<td>Methods of Physical Education</td>
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Course Learning Outcomes:
Course focuses on the National Standards and Best Practices for teaching fitness concepts to children and adolescents. Pedagogical methodologies are discussed and practiced through lecture and lab experiences. Course content is ideal for physical education teachers as well as classroom teachers integrating fitness concepts in the academic curriculum. Course content is also valuable for individuals in the health promotion and fitness industry.

By the end of the course students will be able to:

1. develop an understanding of the necessity of “quality physical education” for children & adolescents;
2. develop an understanding of the relationship of pediatric & adolescent physical and motor fitness to adult health and longevity;
3. develop an understanding of the National Standards for Physical Education, and their significance in curriculum design decisions;
4. demonstrate the ability to plan and implement developmentally appropriate physical activities based on (1) Biological Development; (2) Perceptual Changes and Motor Development; (4) Factors Effecting Motor Learning;
5. Develop an understanding of Factors that affect Motivation in Physical Education;
6. develop curriculum & daily lessons for K – 12 physical education;
7. create and maintain an optimal learning environment for children and adolescents;
8. assess health-related fitness and motor skills of children & adolescents, as well as demonstrate the ability to explain assessment information to parents and caregivers;
9. demonstrate knowledge of Legal Issues associated with the Physical Education classroom
environment.

How do your Course Learning Outcomes align to your Program Learning Outcomes?

Course Objectives:
- demonstrate the ability to plan and implement developmentally appropriate physical activities based on (1) Biological Development; (2) Perceptual Changes and Motor Development; (4) Factors Effecting Motor Learning;
- assess health-related fitness and motor skills of children & adolescents, as well as demonstrate the ability to explain assessment information to parents and caregivers

Exercise Science Program Objectives:
- optimize teaching and coaching methodology, focused on fitness and or skill development, for group fitness settings, athletic and recreational teams, as well as physical education classroom environments;
- demonstrate foundational knowledge of the biological, physiological, psychological, and developmental factors associated with exercise, fitness, health, and skill acquisition
- Implement, conduct, and interpret fitness assessment protocols for healthy and at risk populations that maximizes participants’ safety and minimizes risk.

Schedule of lessons activities that meet Course Learning Outcomes

Course Outline:
- CDC and SHAPE America Positions on the Necessity of Health-Related and Skill-Related Physical Fitness during the Developmental Years
- Determinants of “Quality Physical Education” for Elementary and Secondary School Students
- Introduction to the National Standards & Grade-Level Outcomes for K – 12 Physical Education.
- Physical Activity and Motivation
- Basic Training Principles and Developmental Appropriateness
- Exam 1
- Biological Development related to fitness and motor skill acquisition
- Perceptual Changes and Motor Development
- Factors Effecting Motor Learning
- Developmentally Appropriate Aerobic Fitness Activities (meet in gym)
- Developmentally Appropriate Muscular Strength, and Endurance, Activities (meet in gym)
- Flexibility Activities (meet in gym)
- Exam 2
- Factors Effecting Motivation in Physical Education

https://newcatalog.dixie.edu/courseleaf/courseleaf.cgi/?page=/courseadmin/1594/index.html&step=tcadiff
Designing Curriculum
Creating and Maintaining an Optimal Learning Environment
Optimizing Instruction
Unit and Lesson Plan Development
Implementing Developmentally Appropriate Physical Activities – Teaching Demonstrations
Exam 2
Legal Issues and Physical Education
Principles of Assessment (Norm-Referenced and Criterion-Referenced Assessments)
Assessment of Health-Related Physical Fitness (meet in gym)
Assessing the Cognitive and Affective Domains
Assessing Body Composition (meet in gym)
Communicating Results
The Future of Physical Education
Final Exam

Assessment activities
that provide
evidence of student
learning
Average of chapter quiz grades 100 possible points
Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Lesson Prep. & Teaching Assignment 100 points
Observation Assignment 50 points
Research Project 50 points
Total Possible Points 600

Course Reviewer
Comments
whipple (02/18/15 8:32 am): Rollback: Change course description per SCC