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Appropriate Practices in College/University Physical Activity Instructional Programs

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Guidelines for Instructional Physical Activity Programs in Higher Education

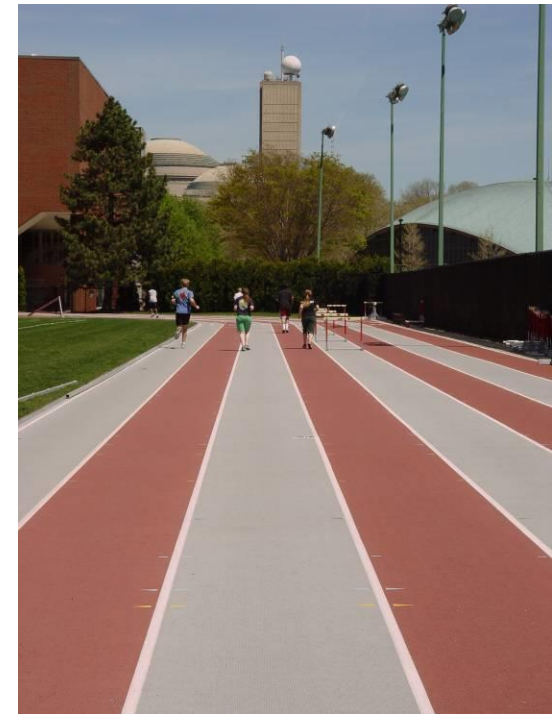
A Position Statement of the National Association for Sport and Physical Education

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A Brief History of this Project

Rationale



- Educate professionals about effective programming and teaching within a higher education curriculum.
- Provides expert consensus about important and frequently observed appropriate and inappropriate practices.
- Describes minimal standards.
- Does not describe all of the appropriate and exemplary practices.

Intended Audience and Purpose

- College and university administrators, instructional physical activity program coordinators or directors, department chairs, instructors, and students.
- For instructors, it can be used as an assessment of their own work.
- For school administrators, department chairs, program directors or coordinators.
- Provide specific guidelines for instructional practices that are in the best interest of college/university students (i.e. appropriate) and those that are counterproductive or even harmful (i.e. inappropriate) to their development.
- Due to scope of project the document provides minimum standards for program administration and quality of instruction.

Premises of Physical Activity Instructional Programs in Higher Education

- Premise I: The ultimate purpose of any physical activity instructional program in higher education is to help students gain the skills and knowledge to be physically active throughout their lives.



Premises of Physical Activity Instructional Programs in Higher Education

- Premise 2: A physical activity program is a significant part of the college-university educational mission.



Premises of Physical Activity Instructional Programs in Higher Education

- Premise 3: The program goals for higher education instructional physical activity programs, intramurals, and athletics are different.



Premises of Physical Activity Instructional Programs in Higher Education

- Premise 4: Higher education physical activity instructional programs are sensitive to students' interests and address the overall well being of a student.



Appropriate Practices Considerations

- The purpose of the proposed appropriate practices are to facilitate the development of programs that best meet the needs of the general college or university student body.
- The practices intentionally do not define a curriculum but provide a framework from which to design and implement a high quality program.



Appropriate Practices Categories

- **1.0 ADMINISTRATION/SUPPORT**
- **2.0 ASSESSMENT**
- **3.0 INSTRUCTIONAL STRATEGIES**
- **4.0 PROFESSIONALISM**
- **5.0 LEARNING ENVIRONMENT**
- **6.0 INSTRUCTOR STANDARDS**
- **7.0 CURRICULUM**



Examples of Appropriate and Inappropriate Practices



I.0 ADMINISTRATION



- **I.1 Daily Support**
 - **Appropriate Practice**
 - I.1.1 The program is administered by a full-time faculty member whose responsibility is to oversee the program including areas such as assigning, observing, and evaluating instructors, facilitating curriculum development, providing orientation programs, gathering student and instructor feedback, establishing and monitoring schedules, and managing facilities and equipment.
 - **Inappropriate Practice**
 - I.1.1 The program has no designated director/coordinator or relies on an individual who provides limited support for the program (i.e. a faculty member that already has a full load.)

2.0 ASSESSMENT



- **2.2 Variety of Assessments**
 - **Appropriate Practice**
 - 2.2.1 Instructors systematically assess all domains (psychomotor, cognitive, affective, health-fitness).
 - **Inappropriate Practice**
 - 2.2.1 Instructor focuses on only one area (i.e. psychomotor) and fails to assess all domains.

3.0 INSTRUCTIONAL STRATEGIES

- **3.10 Use of Technology**

- **Appropriate Practice**

- 3.10.1 The instructor includes technology to improve teaching effectiveness and class management. (e.g., use of email, web page, course management system, videotaping, and/or technology to quantify activity with pedometers and heart rate monitors.)

- **Inappropriate Practice**

- 3.10.1 Instructor rarely/never uses technology.



4.0 PROFESSIONALISM

- **4.4 Advocacy**

- **Appropriate Practice**

- 4.4.1 The program coordinator and/or course instructor regularly informs administrators, policymakers and the campus community about the goals and activities of the program as well as local, state, and national initiatives.

- **Inappropriate Practice**

- 4.4.1 The program coordinator and/or course instructor is unaware or cannot articulate the objectives and goals of the program and its importance to the development of the whole student.



5.0 LEARNING ENVIRONMENT

- **5.2 Exercise as Punishment**

- **Appropriate Practice**

- 5.2.1 Instructors promote exercise for its contribution to a healthy lifestyle. Students are encouraged to participate in physical activity and exercise outside of the class setting for skill development, enjoyment, and health reasons.

- **Inappropriate Practice**

- 5.2.1 Instructors use activities/exercises as a form of punishment (e.g. run laps, pushups).



6.0 INSTRUCTOR STANDARDS

- **6.2 Full-time Instructors**

- **Appropriate Practice**

- 6.2.1 Minimum standards for hiring faculty are the same as for any other full-time faculty position within the college or university. Typically, a master's degree with a specialty in physical education or related allied health area.

- **Inappropriate Practice**

- 6.2.1 Full-time faculty who teach in the program do not meet the same standards as other faculty members.



7.0 CURRICULUM



- **7.8 Course Content**

- **Appropriate Practice**

- 7.8.6 To insure consistency of teaching, common course goals are used by all instructors among sections of the same course. (Individual instructors are free to use their own teaching style to guide students toward achievement of the course goals.)

- **Inappropriate Practice**

- 7.8.6 Sections within the same course have different course goals. Instructors are left to develop their own objectives with no knowledge of similar course section objectives.



Thank you for you time.