PET 691C
THEORY OF FITNESS EDUCATION
Summer II, 2004

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OFFICE HOURS: Appointments available  FAX: 304-293-4641
COURSE WEB SITE: http://www.wvu.edu/~physed/ayers

COURSE DESCRIPTION:
This course explores the theoretical foundations and related literature underlying the provision of fitness education and the role of this content in physical education programs.

PREREQUISITES:
Admission to the PETE Master’s degree program.

REQUIRED TEXTS:

EITHER:

OR

Additional readings are available on electronic reserve at Evansdale Library: http://ereserves.lib.wvu.edu/. Click on Ayers; the username is ayers and the password is 127. The readings you will need are listed under 691.

COURSE COMPETENCIES:
Upon completion of this course, each student will be able to:
1. describe the content and implementation of a K-12 fitness education curriculum.  
   NASPE Standards 1, 2, 4, 6, 7, 8
2. demonstrate knowledge of research supporting the teaching of fitness education.  
   NASPE Standards 1
3. relate the national standards to the implementation of fitness education.  
   NASPE Standards 1, 5, 6
4. relate the beginning physical education teacher standards to the teaching of fitness education.  
   NASPE Standards 1, 5, 6
5. compare and contrast traditional (multi-activity) physical education curricula to a fitness education curriculum.  
   NASPE Standards 1, 6, 8

ACADEMIC REQUIREMENTS:
Quality preparation for this class is an expectation. Participation on a daily basis and timely submission of assignments are basic requirements. NO LATE WORK WILL BE ACCEPTED.

<table>
<thead>
<tr>
<th>COMPONENT OF GRADE</th>
<th>VALUE (%)</th>
<th>GRADING SCALE</th>
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</thead>
<tbody>
<tr>
<td>Participation/Assignments</td>
<td>30</td>
<td>90 - 100% = A</td>
</tr>
<tr>
<td>Plan of action</td>
<td>30</td>
<td>80 - 89% = B</td>
</tr>
<tr>
<td>Written reflections</td>
<td>20</td>
<td>70 - 79% = C</td>
</tr>
<tr>
<td>Physical Best certification exam</td>
<td>20</td>
<td>60 - 69% = D</td>
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ASSIGNMENT DESCRIPTIONS (scoring rubrics available on the course web site). All assignments are due at the beginning of class as indicated on the syllabus (whether at the beginning of the day or at the beginning of the afternoon session is noted by AM or PM topic notation).

1. **Participation/Assignments:** The condensed nature of this course requires group discussion and interaction to fully achieve the course competencies. Each day will conclude with journal entries that should provide a working guide to help develop your plan of action.

2. **Plan of action:** The final product from this course will be a sequential, developmental plan of action outlining how you will integrate health-related fitness into your instruction. This plan should be specific to your setting, and based on your knowledge, skills and resources. Individual plans will be evaluated on specific criteria available on the course web site. Due to the individual nature of your settings, this assignment must be completed and submitted individually.

3. **Written reflections:** Assigned readings will require one-page summaries synthesizing main points, personal opinions and reasoned objections to authors’ statements. Details for the expectations of these summaries are available on the course web site.

4. **Physical Best certification:** The Physical Best Health-Fitness Specialist certification content will be provided during this course so students will be eligible to complete the certification process through the Physical Best program. Submission of the test on the final day of class will earn credit for completion of this component of the grade.

**ATTENDANCE:**
Each absence will result in a 10% deduction from the final grade. Extreme emergencies will be considered with official documentation only.

**SOCIAL JUSTICE:**
West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect and non-discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

**TENTATIVE COURSE OUTLINE:**

<table>
<thead>
<tr>
<th>Day</th>
<th>AM/PM</th>
<th>Activity</th>
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<tbody>
<tr>
<td>M 7/12</td>
<td>AM:</td>
<td>Introduction to course, overview, syllabus review</td>
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<td></td>
<td></td>
<td>Value and role of health-related physical education</td>
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<td></td>
<td></td>
<td>Value Orientation Inventory and interpretation</td>
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<td></td>
<td>PM:</td>
<td>Health-related content in K-12 settings</td>
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<td></td>
<td></td>
<td>Research supporting health-related fitness education</td>
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<tr>
<td>T 7/13</td>
<td>AM:</td>
<td>National standards &amp; fitness education</td>
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<td></td>
<td></td>
<td>Beginning PE teacher standards &amp; fitness education</td>
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<td></td>
<td>PM:</td>
<td>Assessing fitness knowledge</td>
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<td></td>
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<td>Plan of action development</td>
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<td>W 7/14</td>
<td>Physical Best certification</td>
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<tr>
<td>R 7/15</td>
<td>AM:</td>
<td>Traditional versus fitness education curricula</td>
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<td></td>
<td>PM:</td>
<td>Plan of action development</td>
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Physical Best certification exam
Plan of action due

Reading List


