



Appropriate Instructional Practice Guidelines

for Higher Education Physical Activity Programs





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Preface

Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs (3rd edition) guides administrators, coordinators/directors, and faculty to offer developmentally appropriate and inclusive instructional physical activity programming at the college and university level.

Instructional physical activity programs in higher education are referred to in many ways (e.g., basic instruction programs, general physical education programs, physical activity and wellness programs). These are credit-bearing programs offering progressive instruction and are customarily housed within an academic unit. Instructional physical activity programs will be referred to as “programs” throughout the remainder of this document. Further, this document will use the familiar term in higher education of “faculty” to refer to those teaching in the program (e.g., graduate assistants, contractors, adjuncts, part-time instructors, full-time instructors, tenure track faculty).

The important concepts of assessment, technology, equity, diversity, and inclusion (EDI) and justice are mentioned throughout the document as these are essential themes of program management, teaching, and learning.

Derived from both research and teaching experiences, this document provides guidelines for various aspects of program delivery ranging from administrative management to appropriate instructional practices to maximize learning and success for all students regardless of ability. Specifically, this document identifies practices that maximize opportunities for learning, participation, and success for all students (i.e., Appropriate Practices), as well as practices that may be counterproductive to student success (i.e., Inappropriate Practices).

It is assumed that K-12 health and physical education curricula provide a foundation of knowledge, skills, ability, and confidence, promoting physical literacy. The desired outcome of college and university instructional physical activity programs is to build upon this foundation and educate students to continue the journey to enhance well-being, and live healthy, physically active lives.

SHAPE America defines a physically literate individual as someone who:

1. Demonstrates competency in motor skills and movement patterns;
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance;
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness;
4. Exhibits responsible personal and social behavior that respects self and others; and
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical literacy can be improved by participation in physical activity. The U.S. Department of Health and Human Services (2018) provides a national strategy for improving health in the United States by recommending appropriate amounts of physical activity. For adults, at least 150-300 minutes each week of moderate-intensity, or 75-150 minutes each week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity is recommended. Adults

should also participate in muscle-strengthening activities of moderate or greater intensity involving/including all major muscle groups on two or more days a week.

The American College Health Association (2019) survey revealed only 40% of college students meet the guidelines for an active adult, and only 32% meet guidelines for highly active adults. Recognizing that many college students are not sufficiently physically active, instructional programs in higher education are essential for providing students with the instruction and physical skills necessary to lead a healthy, active lifestyle supporting lifelong health and well-being.

Extensive empirical evidence supports the value of physical activity instruction as part of the higher education curriculum. The development of this third edition of *Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs* is guided by the following core premises.

Core Premises

1. Instructional physical activity programs reflect the college/university's educational mission and are valued as an integral component of students' physical, intellectual, social, and emotional development and well-being.
2. Equity, diversity, and inclusion (EDI), and justice are core values embedded in all aspects of programming and instruction to provide a physically and emotionally safe environment conducive to teaching and learning for all faculty and students.
3. Goals for instructional physical activity programs in higher education focus on empowering individuals to live a healthy and active life and differ from intramurals, club sports, and athletics.
4. Course offerings accommodate a wide array of needs, interests, and abilities and give students autonomy to select and participate in activities to support personal goals and enhance well-being.
5. Instructional physical activity programs provide students with the skills, knowledge, and confidence to monitor and implement personal behavioral change, safely meet the demands of daily life, improve health, enjoy leisure time, support well-being, and maintain an active lifestyle.
6. Methods of instruction (face-to-face, hybrid or online) are developed and delivered to safely and effectively support learning outcomes for all students.
7. Technology can enhance teaching and learning when reliable and widely accessible to both faculty and students.

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Intended Audience

This document is intended for college and university administrators, department chairs, instructional physical activity directors and coordinators, and faculty. It is not intended to address Physical Education Teacher Education (PETE) related content. The document offers minimum guidelines for program administration and quality of instruction.

Readers should remember that, when evaluating or making decisions regarding instructional physical activity programs at the college and university level, the components identified in this document are not all-inclusive. However, the guidelines represent administrative and pedagogical practices to bear in mind when making decisions.

A resource section has been added to this edition to provide additional guidance for programs to meet and move beyond minimum guidelines.

Administrators, department chairs, program directors and coordinators can use this document to:

- Facilitate discussion within their institutions regarding the value and importance of instructional physical activity programs and ways to support programs and faculty in implementing the identified appropriate practices and strategies;
- Develop, in coordination with their faculty, an evaluative tool or modify existing evaluative tools to better assess instructional practices and program effectiveness;
- Identify professional development opportunities to support faculty.

Faculty can use this document to:

- Evaluate their current practices as a form of assessment for effective instruction;
- Strengthen teaching by integrating practices and strategies as identified within this document;
- Educate others about the importance of instructional physical activity within higher education;
- Advocate for themselves, their students, and programs.

Introduction

The following appropriate practices are suggested as guidelines for instructional physical activity programs in higher education. The purpose is to aid in developing programs that best meet the general college or university student body's needs.

The practices intentionally do not define a curriculum but provide a framework for designing and implementing a high-quality program. The portions of this document organize instructional physical activity program practices into seven separate sections with subsections

1. Administration and Support:

1. Daily Support
2. Policy and Procedures
3. Scheduling
4. Physical Learning Environment
5. Emotional Learning Environment
6. Risk Management
7. Program Alignment
8. Advocacy

2. Program Staffing:

1. Full-Time Director or Coordinator
2. Full-Time Faculty
3. Part-Time Faculty
4. Graduate Teaching Assistants
5. Professional Development and Training
6. Faculty Evaluation and Recognition

3. Professionalism:

1. Presentation
2. Teaching
3. Professional Growth
4. Advocacy

4. Curriculum:

1. Course Offerings
2. Course Syllabi and Learning Outcomes
3. Course Content
4. Diversity, Equity and Inclusion
5. Using Assessment Data
6. Substitutions or Course Equivalency

5. Learning Environment:

1. Establishing the Learning Environment
2. Safety
3. Diversity, Equity and Inclusion
4. Educational Value of Competition
5. Physical Activity and Behavior Management

6. Instruction Strategies:

1. Expectations for Student Learning
2. Instructional Design
3. Learning Time
4. Maximizing Participation
5. Teaching Methodology and Learning Styles
6. Technology Use
7. Faculty Engagement
8. Student Success
9. Faculty Feedback

7. Assessment:

1. Assessment Use
2. Assessment Environment
3. Variety of Assessments
4. Wellness Assessment
5. Use of Technology
6. Online and Hybrid Assessment
7. Grading
8. Reporting Student Progress
9. Program Assessment

Administration and Support

1.0 Administration and Support	Appropriate Practice	Inappropriate Practice
1.1.1 Daily Support	1.1.1 A trained director/coordinator (or full-time equivalent) administers the program and is responsible for logistics (e.g., providing job descriptions to faculty, orientation programs, establishing faculty assignments, evaluating facilities and equipment). The administration is also responsible for teaching and learning (e.g., observing and assessing faculty, facilitating curriculum development, scheduling space, approving equivalent substitutes, and gathering student and faculty feedback for program improvement).	1.1.1 The program has no designated director/coordinator or relies on one person who can provide only limited support (e.g., a faculty member is assigned the role as a service responsibility). The faculty or director/coordinator has only a limited job description.
1.2 Policy and Procedures	1.2.1 The program adheres to course policies consistent with all other credit-bearing coursework within the institution, including those regarding faculty and student responsibilities and expectations, administrative roles, and standards of professionalism. The faculty receive a program manual documenting all expectations.	1.2.1 Administration is not involved with or aware of faculty governance resulting in unclear course policies and are inconsistent with general institutional academic policies governing credit-bearing coursework. A program manual outlining course policies and procedures is not provided.
1.3 Scheduling	Instructional physical activity and wellness courses are scheduled as institutional priorities, and classes are rarely displaced for events, including athletics, club sports, intramurals, or institutional activities. A central administrator schedules facilities that are shared by multiple stakeholders. Facility agreements are well established, understood, and shared.	1.3.1 Courses are scheduled inconsistently or disrupted by events or maintenance with little notice or no understanding of a priority scheduling system. Shared facilities are in dispute, and non-academic or external groups receive priority.
1.4 Physical Learning Environment	1.4.1 Administrators provide a safe learning environment for in-person or virtual instruction. Physical facilities are in good repair, reasonable temperature, accessible, and clean. Adequate technology is available to deliver virtual instruction. Class-size limits are based on students' safety, available equipment, physical facility or virtual space, and a minimum number of students necessary to justify the course.	1.4.1 Classes are too large for safe, effective instruction or are too small to justify the resources required. Physical space is unsafe where the temperature exceeds standards or is used as an alternate function such as storage. Technology is not adequate for virtual teaching.

1.0 Administration and Support	Appropriate Practice	Inappropriate Practice
1.5 Emotional Learning Environment	1.5.1 Administrators provide a socially and emotionally safe learning environment that is aligned with institutional policies. The learning environment demonstrates the value of diversity, equity, and inclusion for all students.	1.5.1 Emotional learning environment is not considered or cultivated to align with institutional policies. The environment tolerates discriminatory language and behaviors of faculty or students that do not promote diversity, equity, and inclusion, such as bias, bullying, and racism.
1.6 Risk Management	1.6.1 Routine risk management assessments are conducted to ensure all physical facilities and equipment used for instruction on or off-site, and with third-party faculty provided by organizations such as vendors and business contractors (e.g. scuba, rafting or other specialized activities), are safe and reliable.	1.6.1 Routine risk management assessments are not conducted for some or all equipment, facilities, platforms for remote teaching, or vendors providing instruction on-site or off-site.
	1.6.2 Contracts/agreements with vendors providing instruction on-site or off-site are annually reviewed to ensure curriculum and faculty credentials meet institutional standards. The policies and procedures are reviewed, including emergency response, transportation plan, associated waivers, and a certificate of insurance, naming the institution as additional insured.	1.6.2 A written contract or agreement with the vendor providing instruction on or off-site is not established or reviewed annually or are minimal and only include the cost of instruction provided.
	1.6.3 Contingency plans are available to ensure the continuity of teaching and learning. Alternate plans are documented for short-term disruptions of instruction for emergencies such as inclement weather, facility issues, loss of internet or technical difficulties, faculty illness, or a situation as long term as a pandemic.	1.6.3 Contingency and alternate plans for short- or long-term disruptions for some or all scenarios have not been developed, documented, or shared with faculty and students.
1.7 Program Alignment	1.7.1 The program is delivered by a credit-generating academic unit (e.g., physical education or kinesiology) aligning with the institution's mission and goals, from which it receives appropriate funding to allow for quality instruction, equipment, and facilities.	1.7.1 The program does not align with the mission and goals of the institution. It is delivered by an academic unit not recognized for academic credit (e.g., student affairs, student life, or campus recreation). The courses do not provide progressive instruction and assessment measures to meet established educational learning outcomes.

1.0 Administration and Support	Appropriate Practice	Inappropriate Practice
<p>1.8 Advocacy</p>	<p>1.8.1 The program is positioned as an integral part of an academic unit (e.g., human sciences, kinesiology) that supports the institution's overarching mission and goals. As such, the program provides health-enhancing and wellness-related concepts via physical activity instruction.</p> <p>The administration supports the program with quality facilities and equipment, an adequate budget with professional development opportunities, and promotes the program activities throughout the institution's community.</p>	<p>1.8.1 The program is peripheral to the institution's or academic unit's mission, and resource allocations do not support it adequately. The institution's community is not aware of the program's goals and activities or its importance to developing the whole person.</p>



The learning environment demonstrates the value of diversity, equity, and inclusion for all students.



Program Staffing

2.0 Program Staffing	Appropriate Practice	Inappropriate Practice
2.1 Full-Time Instructional Physical Activity Program Director or Coordinator	2.1.1 The director/coordinator holds a full-time position within the academic unit where the program is housed. The position requires a master's degree or higher, with a specialty in physical education, kinesiology, or related allied health area.	2.1.1 The director/coordinator is a full-time or part-time faculty member who teaches in the program and does not have the administrative experience or educational background to fulfill the associated responsibilities. The role is considered a service opportunity, in addition to a full-load, without release time/credit reduction or compensation.
	2.1.2 The director/coordinator has the experience and formal training in pedagogical practices, programming, learning management systems, and managing and evaluating instructional physical activity programs and faculty. They also have the expertise to assist in the selection and orientation of qualified faculty.	2.1.2 The director/coordinator has no experience or formal training in pedagogical practices, programming, management, or evaluation of instructional physical activity programs or faculty. The position is not adequately supported to fulfill the director/coordinator's role and has little involvement in selecting faculty.
	2.1.3 Faculty content knowledge and pedagogical skill is considered when making teaching assignments (in-person, hybrid, or remote).	2.1.3 Faculty are assigned courses without consideration for pedagogical ability, skillset, or experience.
2.2 Full-Time Faculty	2.2.1 Minimum standards for hiring faculty are the same as any other faculty position within the institution; typically, a master's degree with a specialty in physical education, kinesiology, or related allied health area.	2.2.1 Faculty who teach in the program do not meet the equivalent standards for faculty members in other academic programs.
	2.2.2 Faculty members are expected to be fully contributing members of the academic department and higher education community, with comparable responsibilities to faculty members in other programs. Advancement opportunities to tenure track faculty are similar to those for other faculty members of equal rank across the institution and are based on the approved position descriptions.	2.2.2 Faculty are not held to the same standards as faculty members of similar academic rank in other programs. Advancement to a tenure track position is not readily available, and financial advancement is limited.

2.0 Program Staffing	Appropriate Practice	Inappropriate Practice
2.3 Part-Time Faculty	2.3.1 Part-time faculty members teach instructional activities in which they demonstrate extensive teaching experience, content knowledge, and skills. The minimum academic preparation includes a bachelor's degree in physical education, kinesiology, allied field, certification, or equivalent expertise in a specific teaching area (e.g., martial arts, equestrian, scuba, dance, aerobics, skate). Part-time faculty can include adjunct faculty, contingent faculty, contract faculty, community experts, athletic coaches, recreation instructors, or vendors competent in pedagogical skills.	2.3.1 Part-time faculty members have limited teaching experience or qualifications. Some faculty teach without sufficient available time, motivation, or interest, resulting in low-quality instruction.
	2.3.2 Coaches at the institution teach in their areas of expertise. Coaches are interviewed, hired, trained, and reviewed through procedures consistent with another faculty.	2.3.2 Coaches teach instructional physical activity course without sufficient training, orientation, expertise, or commitment to education, yielding inferior or unsafe instruction.
2.4 Graduate Teaching Assistants	2.4.1 Graduate teaching assistants enrolled in a master's or doctoral degree program with a specialty in physical education, kinesiology, or related allied health area qualify as faculty in the program. Graduate teaching assistants are selected to teach based on their potential to contribute effectively to the program. Graduate assistants are assigned to courses in which they have demonstrated sufficient content knowledge, pedagogical and psychomotor skill.	2.4.1 Graduate teaching assistants are selected and assigned with little or no formal education, expertise, teaching experience, or specialty certification required.
2.5 Professional Development and Training	2.5.1 Full-time and part-time faculty participate in professional-development endeavors, including attending workshops and professional conferences and reading journals. Orientations, in-service training, and mentorship programs are offered for all faculty.	2.5.1 Faculty are not supported or encouraged to participate in professional growth opportunities. New faculty are given limited guidance or mentoring on how to conduct their classes. Professional development is only provided to full-time faculty.

2.0 Program Staffing	Appropriate Practice	Inappropriate Practice
2.6 Faculty Evaluation and Recognition	2.6.1 Course evaluations are completed by students for an instructional activity course similar to other courses within the institution. All faculty are observed, evaluated, and counseled annually by an experienced director/coordinator or experienced peer on both their teaching and administrative responsibilities for their courses.	2.6.1 Student course evaluations are not administered. Faculty are not observed, evaluated, or counseled annually. Only full-time faculty are reviewed and provided feedback for promotion reviews.
	2.6.2 All program faculty are eligible for institutional awards and achievements are routinely recognized.	2.6.2 Administration does not value teaching awards or highlighting achievements of faculty.



Minimum standards for hiring faculty are the same as any other faculty position within the institution.



Professionalism

3.0 Professionalism	Appropriate Practice	Inappropriate Practice
3.1 Presentation	3.1.1 Faculty are on time to class, use gender-neutral language and identity-first or person-first language, wear professional attire and make themselves available to meet with students outside of class.	3.1.1 Faculty are late, are insensitive with their language choice, wear unprofessional attire, and are unavailable to meet with students outside of class.
3.2 Teaching	3.2.1 Faculty are sensitive to the needs of all students and demonstrate proficient and inclusive pedagogy in their teaching methods, such as understanding basic motor skills, goal setting, Universal Design for Learning, and behavior change outcomes.	3.2.1 Faculty are insensitive to the needs of all students and deliver outdated and inappropriate information to their classes.
3.3 Professional Growth	3.3.1. Faculty are apprised of the most relevant information disseminated in their discipline to stay current within the field. Additionally, they set annual goals, reflect, and evaluate their achievements to develop professional skills.	3.3.1 Faculty do not stay current with the most recent available research and relevant information in the field.
3.4 Advocacy	3.4.1 The program director or coordinator and faculty inform administrators, policymakers, and the campus community regularly about the program's goals and outcomes and local, state, and national initiatives.	3.4.1 The program director or coordinator and faculty are unaware or cannot articulate the program's goals and outcomes or the program's importance to developing the whole student.
	3.4.2 The program director or coordinator and faculty foster a culture on campus that encourages well-being and physical activity.	3.4.2 The program director or coordinator and faculty do not promote the program (e.g., through committee work, presentations or publications). Therefore, it's not a visible part of the campus community.

Curriculum

4.0 Curriculum	Appropriate Practice	Inappropriate Practice
4.1 Course Offerings	4.1.1 Courses offered reflect students' varied interests, knowledge, and abilities, as well as regional opportunities and current trends. Course offerings are based on student learning outcomes and needs assessments (both institutional and departmental).	4.1.1 A limited curriculum is offered, primarily consisting of team sports and activities that yield minimal lifetime value. Students' needs and interests are not considered in curricular offerings, and no attempt at a needs analysis has occurred.
	4.1.2 When appropriate, activity courses are offered at various levels. Multiple course levels follow a scope and sequence designed to scaffold prior learning and to develop mature forms of skills and strategies.	4.1.2 Curricular offerings primarily consist of beginning-level courses that do not address the wide range of student ability or experiences and do not reflect a developmentally appropriate learning experience.
	4.1.3 Faculty encourage students to extend experiences from in-class activity lessons to campus, community, and family activities that promote well-being and a physically active lifestyle.	4.1.3 Faculty make no effort to connect physical well-being instruction to campus or community offerings, recreation opportunities, or family involvement.
	4.1.4 When appropriate, the curriculum can be effectively adapted for hybrid or online teaching and learning.	4.1.4 Curriculum is developed primarily for in-person instruction and not readily adaptable to hybrid or online delivery.
4.2 Course Syllabi and Learning Outcomes	4.2.1 A syllabus is developed for each course in the program. The syllabus follows a format consistent with all courses' institutional policies, including statements as appropriate on accessibility, Title IX, Statement of Risk, etc. A syllabus is provided to all students enrolled in a course and is made available to other constituents, including administrators, supervisors, mentors, and other faculty members.	4.2.1 A syllabus is not provided and does not follow a consistent format. The syllabi for instructional physical activity courses are not consistent with other syllabi required at the institution.
	4.2.2 The program has established learning outcomes listed on all course syllabi regardless of specific course content. Course content is related directly to learning outcomes.	4.2.2 The program has not established learning outcomes. Course content does not support objectives (e.g., a warm-up is missing in courses in which learning outcomes address proper physical activity preparation).
4.3 Course Content	4.3.1 The program establishes lifelong learning outcomes that promote well-being and reflect multiple learning domains (e.g., psychomotor, cognitive, affective, health-related fitness).	4.3.1 The program focuses only on one or two learning domains with no emphasis on lifelong learning that promotes well-being. Skill development and game performance are the only established outcomes.

4.0 Curriculum	Appropriate Practice	Inappropriate Practice
4.3 Course Content	4.3.2 Program content provides students the opportunity to develop social skills and behaviors (e.g., cooperation, communication, personal responsibility) to become productive members of society. The curriculum is designed to ensure that these skills are taught intentionally and are not left for “teachable moments” only.	4.3.2 Program offerings do not promote strategies such as peer teaching, group work, and class involvement in establishing rules. Students of varying abilities and popularity are not assigned leadership roles (e.g., team captains/team coaches).
	4.3.3 Course content provides opportunities for all students to experience the satisfaction and joy resulting from regularly participating in physical activity.	4.3.3 Negative experiences and minimal instruction in activities lead students to devalue physical activity's importance and enjoyment.
	4.3.4 Course content promotes physical activity as an important part of everyday living (e.g., climbing stairs instead of using an elevator, riding a bike, walking to school or work).	4.3.4 Course content is not delivered in a way that encourages physical activity in other aspects of students' lives.
	4.3.5 Activities focus on the health-related components of fitness (cardiovascular endurance, muscular strength, and endurance, flexibility, body composition) and lifelong learning benefits. Skill-related components of fitness (e.g., power, speed, agility, balance, coordination) are emphasized concerning skill development.	4.3.5 Fitness activities are competitive, random, and unrelated to lifelong learning benefits. Physical fitness activity consists of only large group exercises following a designated leader or standard routine or competition (e.g., races, strength competition, games).
	4.3.6 To ensure teaching consistency, all faculty within sections of the same course use common learning outcomes. Individual faculty can use their teaching styles to guide students toward achieving desired learning outcomes.	4.3.6 Faculty who teach identical course sections do not use common course learning outcomes.
	4.3.7 The content selected is based on student needs and facility, equipment, and safety to provide a positive learning experience.	4.3.7 The content selected is based on the faculty expertise regardless of student needs and facility and equipment availability.
4.4 Equity, Diversity, and Inclusion	4.4.1 The program provides a safe, equitable, diverse, and inclusive environment for each student (e.g., note taker, additional time on exams, access to recorded lessons or record lessons, meets religious requirements).	4.4.1 The curriculum does not accommodate students with disabilities or culturally specific needs; consequently, students are not fully included within courses (e.g., recommended accommodations are not followed, gender-specific classes are offered).

4.0 Curriculum	Appropriate Practice	Inappropriate Practice
4.4 Equity, Diversity, and Inclusion	4.4.2 The program promotes cultural awareness (e.g., culturally specific content that aligns with the course curriculum and represents perspectives from underrepresented cultures).	4.4.2 The program content focuses on majority perspectives.
4.5 Using Assessment Data	4.5.1 Needs and interests assessments are used to develop and revise the curriculum at midterm and the end of the course.	4.5.1 Curriculum is based on factors (e.g., facilities, faculty familiarity, etc.) other than students' needs and interests.
4.6 Substitutions or Course Equivalency	4.6.1 Course credit is limited to regularly scheduled offerings approved by the institution and taught by qualified faculty.	4.6.1 Students are allowed to waive the requirement or substitute related experiences for instructional physical activity courses (e.g., ROTC, band, intramurals, intercollegiate athletics, cheerleading, and personal workouts).



Course content provides opportunities for all students to experience the satisfaction and joy resulting from regularly participating in physical activity.



Learning Environment

5.0 Learning Environment	Appropriate Practice	Inappropriate Practice
5.1 Establishing the Learning Environment	5.1.1 Faculty systematically plan for, develop, and maintain a positive learning environment that allows students to feel safe (physically and emotionally), supported, and unafraid to make mistakes.	5.1.1 Faculty develop a plan day by day that is reactive to situations, creating an unpredictable learning environment resulting in students being anxious and afraid to ask questions or make mistakes.
	5.1.2 The environment is supportive of all students and promotes developing a positive self-concept and identity by assisting students in accomplishing learning objectives.	5.1.2 Faculty fail to establish a positive, supportive, and safe learning environment; thus, some students feel embarrassed, marginalized, humiliated, and generally uncomfortable in class. Only high-skilled or physically fit students are viewed as successful learners. Students who are not considered high skilled or physically fit are overlooked, marginalized, and ignored.
	5.1.3 Fair, equitable, and consistent classroom management practices (e.g., protocol and rules) encourage student responsibility for learning.	5.1.3 Classroom management practices are unclear, ambiguous, biased, and can vary based on student, situation, or incident.
	5.1.4 Unacceptable student remarks and behaviors are dealt with immediately, equitably, consistently, and firmly per established student conduct policies.	5.1.4 Verbal or nonverbal behavior that is disrespectful, hurtful, or intimidating to other students is ignored or not consistently, equitably, and firmly managed by the faculty per established student conduct policies.
	5.1.5 Faculty prepare for multiple learning styles (auditory, kinesthetic, and visual learners) by incorporating exploration, body movements, sound or music, visual aids, etc., in their lesson planning process.	5.1.5 Faculty only prepare lessons for one dominant learning style to the detriment of students, such as auditory learners, and verbalize instructions and corrections.

5.0 Learning Environment	Appropriate Practice	Inappropriate Practice
5.2 Safety	5.2.1 Activities are selected carefully and modified to ensure a safe and accessible learning environment for students. For example, when pairing students, multiple factors are considered (e.g., size, strength, skill, motivation, and or ability), emphasizing safety.	5.2.1 Faculty haphazardly develop and select activities for the lesson. For example, faculty do not pair students considering factors such as size, strength, skill, or ability. Faculty allow or ignore dangerous practices in the class (e.g., pushing, shoving, or tackling students), and students are allowed to use equipment unsafely (e.g., swinging or throwing rackets).
	5.2.2 Activities are selected and modified carefully to ensure that they closely match students' ability levels and are safe for all students regardless of ability.	5.2.2 Activities are not modified (e.g., using different-size equipment, size of playing area) to ensure that all students can participate. For example, human-target games (dodgeball) and drills that allow aggressive and unsafe behavior toward other students are permitted.
	5.2.3 Faculty maintain up-to-date certifications and training (e.g., CPR, First Aid, AED) and are knowledgeable about emergency plans.	5.2.3 Faculty do not maintain up-to-date certifications and training (e.g., CPR, First Aid, AED, certifications) and don't have a clear understanding or awareness of established emergency plans.
	5.2.4 Faculty ensure student safety by supervising and monitoring class activities closely and providing feedback consistently to all students.	5.2.4 Faculty are distracted and fail to monitor and supervise the class (e.g., completing other work, working out, talking to other faculty, on the phone), leave class, or allow unsupervised students to perform potentially dangerous tasks or activities.
5.3 Equity, Diversity, and Inclusion	5.3.1 Faculty create an inclusive environment to support all students (e.g., race, ethnic origin, gender identity, sexual orientation, socioeconomic status, religion, native language, physical appearance, body type, or physical ability). Differences are acknowledged, appreciated, valued, and respected.	5.3.1 Faculty create an environment that is exclusive of particular student populations and that predominately supports high-skilled students more fully than those with less skill (e.g., images used are predominantly of male professional athletes from the "major" sports or demonstrations are consistently performed by only one gender or body type).

5.0 Learning Environment	Appropriate Practice	Inappropriate Practice
5.3 Equity, Diversity, and Inclusion	5.3.2 All students (high- and low-skilled) have consistent and equitable opportunities for participating during activity time (e.g., playing “skill” positions, assuming team leadership roles) and interacting with the faculty. All students, regardless of developmental level and ability, are challenged at an appropriate level.	5.3.2 High-skilled students are allowed to dominate activities or are placed consistently in leadership roles (e.g., chosen as team leaders, permitted to play the dominant positions).
	5.3.3 Faculty use inclusive, appropriate, and respectful language (e.g., “students”).	5.3.3 Faculty use discriminatory, microaggressive, disrespectful, or biased language with students (e.g., “you guys” or “you run like girls”).
	5.3.4 Faculty implement the appropriate accommodations for students with documented limitations or disabilities, as provided through the institution.	5.3.4 Students with documented limitations or disabilities sit out, are provided assignments not aligned with course outcomes, or are situated as spectators or observers of the class. The faculty fails to implement the institution’s accommodation policies.
	5.3.5 Lessons and activities are adapted for students with varied fitness or skill levels. Students are encouraged to participate at appropriate levels of activity for their improvement.	5.3.5 No adaptations are made for students regardless of their respective fitness or skill levels. All students are expected or required to perform at the same level (e.g., activities are based on fixed fitness standards or expectations).
5.4 Educational Value of Competition	5.4.1 Faculty help students recognize that adults engage in sport and exercise activities both to socialize and to compete. A deeper understanding of competition is fostered, encouraging students to reflect on concepts such as team play, sportspersonship, and meeting personal fitness challenges.	5.4.1 Faculty focus primarily on final scores, demonstrating competitiveness, and winning.
5.5 Physical Activity and Behavior Management	5.5.1 Faculty promote exercise for its contribution to a healthy lifestyle. Students are encouraged to participate in physical activity and exercise outside the class setting for skill development, enjoyment, and good health.	5.5.1 Faculty use activities and exercises (e.g., running laps, performing push-ups) as a form of punishment.

Instruction Strategies

6.0 Instruction Strategies	Appropriate Practice	Inappropriate Practice
6.1 Expectations for Student Learning	6.1.1 Faculty communicate clear outcomes for student learning and performance. Students are held accountable to those expectations through various strategies, including goal setting, teacher monitoring, assessment, and evaluation.	6.1.1 Students are expected only to be physically active, with no emphasis on learning or evaluation. Classes might consist of gameplay only or activity using a follow-the-leader format, with no explanation of expectations or outcomes.
6.2 Instructional Design	6.2.1 Class begins with an anticipatory set and physical warm-up that precedes the instructional focus and fitness activities. The lesson closes with a cool-down and stretching, as well as a review of the content.	6.2.1 Classes follow no identifiable structure. Class is conducted informally, without a warm-up, instruction, practice, gameplay, and closure.
	6.2.2 Course activities and individual student participation is based upon needs assessments, learning outcomes, and assessment practices.	6.2.2 Activities do not contribute to lesson outcomes but rather appear only to keep the students engaged in an activity. Lessons focus on group activity designed for those with previous experience, ignoring that students have varied ability levels.
	6.2.3 Curriculum offerings provide opportunities for students to interpret and use assessment data to set personal goals, including the development of a lifelong fitness and wellness plan.	6.2.3 Minimal opportunities are provided for students to conduct health-related fitness or skill-based assessments. Faculty do not use student assessment results to design personal physical activity plans.
6.3 Learning Time	6.3.1 The faculty plans for skill and concept instruction and allows enough time for practice, skill development, content acquisition, and feedback based on appropriate skill analysis.	6.3.1 The faculty does not allow enough time for all elements of a lesson, including setup, facility and equipment constraints, instruction, student questions, evaluation, closure, and cleanup. Time for teaching and learning is marginalized.
6.4 Maximizing Participation	6.4.1 Faculty form pairs, groups, and teams in an equitable manner that encourages maximum participation and improves social dynamics.	6.4.1 Faculty form groups by allowing student “captains” to publicly select one student at a time, separating students by gender, or using other ways that alienate or embarrass individuals.

6.0 Instruction Strategies	Appropriate Practice	Inappropriate Practice
6.4 Maximizing Participation	6.4.2 Faculty organize classes and activity space to maximize opportunities for <i>all</i> students to learn and be physically active.	6.4.2 Lessons are organized poorly, so students spend much of the class time inactive (e.g., waiting for roll call; listening to long, detailed instructions; picking teams; or waiting their turn in long lines).
	6.4.4 An appropriate amount of equipment is readily available and provided to maximize individual student engagement.	6.4.4 Faculty fails to maximize distribution and usage of all available equipment and space for individual and group activities.
	6.4.5 Inclusive practices highlight wellness concepts relevant for a diverse class of students.	6.4.5 Faculty focus exclusively on the game-like play.
6.5. Teaching Methodology and Learning Styles	6.5.1 Depending on programmatic outcomes, lesson content, and students' varied learning styles, faculty use a variety of direct and indirect teaching styles for in-person instruction. Using higher-order questions, faculty emphasize critical thinking and problem-solving tactics and strategies, helping students apply concepts and skills to post-graduation experiences.	6.5.1 Faculty provide "one size fits all" instruction, using primarily a direct teaching style that ignores students' varied needs when teaching in-person. Activities are always taught command-style, with no attempt to evoke analysis or evaluation.
	6.5.2 Faculty incorporate effective and intentional teaching methods during hybrid or online instruction to deliver content, lead individual or group activity, and assess outcomes.	6.5.2 Minimal instruction, feedback, or assessment practices during hybrid or online instruction are provided by the faculty. The lack of teaching methods does little to promote individual student skill development, knowledge, or motivation.
6.6 Technology Use	6.6.1 Faculty include technological tools to improve teaching effectiveness, student skill development, student activity analysis, and class management during in-person delivery methods.	6.6.1 Faculty rarely or never use technology during in-person instruction to improve the learning experience for students.
	6.6.2 Faculty utilize technological platforms to effectively deliver class content, lead exercise sessions and assess learning outcomes during hybrid or online delivery methods.	6.6.2 Faculty ineffectively utilize technological platforms to improve student learning outcomes during hybrid or online delivery methods.

6.0 Instruction Strategies	Appropriate Practice	Inappropriate Practice
6.7 Faculty Engagement	6.7.1 Faculty demonstrate enthusiasm for an active, healthy lifestyle (e.g., model enjoyment of an activity, often participate in activity before, during, and after class, promote healthy eating, encourage adequate sleep and stress reduction techniques).	6.7.1 Faculty appear to dislike or not enjoy the physical activity (e.g., instruct from a chair or the bleachers, or focus attention on other tasks, such as written work).
	6.7.2 Faculty encourage engagement outside of class by meeting with students individually during regularly scheduled office hours, and responding to online student communications in a timely and professional manner.	6.7.2 Faculty hold irregular or no office hours, do not encourage meeting outside of typical class time, or do not respond to student inquiries in a timely or professional manner.
6.8 Student Success	6.8.1 The establishment of a diverse and equitable safe learning environment aids in student success by improving individual self-efficacy.	6.8.1 Faculty teach as if all students in a class have the identical psychomotor skill and physical fitness levels, with a lack of awareness of individual learners' social and emotional needs.
	6.8.2 Following a self-assessment, students are encouraged to improve health-related outcomes, practice behavioral change strategies by setting SMART goals, create and implement an appropriate exercise plan, and reassess progress at various points within the course.	6.8.2 Faculty design and teach a class in a controlled and direct manner that eliminates students' opportunity to self-assess, interpret data, create SMART goals, develop exercise plans, or reassess progress.
	6.8.3 Following a self-assessment, students are encouraged to improve skill-related outcomes by analyzing techniques, training to improve, and implementing their new skills in authentic settings.	6.8.3 Following a self-assessment, students are grouped by current ability and not challenged to develop to their potential.
6.9 Faculty Feedback	6.9.1 Students consistently receive specific corrective and reinforcing feedback about performance. <i>Example:</i> After performing a forearm pass in volleyball, a student is told, "Great job creating a flat platform to pass the ball." The emphasis is on positive, constructive, specific feedback.	6.9.1 Students periodically receive only general (e.g., "good job") or negative feedback. Feedback is directed to the entire class and not toward individual performance.

Assessment

7.0 Assessment	Appropriate Practice	Inappropriate Practice
7.1 Assessment Use	7.1.1 The faculty uses assessments to inform and help students progress toward stated learning outcomes. Formative and summative assessments constitute an ongoing and integral part of the learning process for all students.	7.1.1 Assessments are rare, random, or only summative. Assessments are used exclusively for grading purposes and are not used to inform students of progress and performance throughout the course.
7.2 Assessment Environment	7.2.1 Faculty create private, non-threatening, educational, and supportive physical and cognitive testing environments.	7.2.1 Assessment is public and does not provide a supportive environment (e.g., students observe others completing the physical or cognitive assessment).
	7.2.2 Faculty explain what assessments are designed to measure and why they are relevant to the individual.	7.2.2 Faculty do not provide explanations for assessments (e.g., students are told only that “we are running the mile today”).
	7.2.3 Faculty encourage students to avoid comparisons with others and use the results as a catalyst for personal improvement.	7.2.3 Assessment results are interpreted based on comparison to norms or other students, rather than applying to students’ future health and well-being.
7.3 Variety of Assessments	7.3.1 Faculty assess multiple learning domains (e.g., psychomotor, cognitive, affective, health-related fitness) systematically concerning health-related fitness, wellness, and skill-related goals.	7.3.1 Faculty focus on only one learning domain (e.g., psychomotor) and fail to assess concerning health-related fitness, wellness, skill-related, or knowledge goals.
	7.3.2 Faculty conduct student assessments through a variety of authentic techniques (e.g., checklists, rubrics, peer-assessment, and self-assessment) to obtain a complete profile of learning. Assessments are included during game play and modified game play.	7.3.2 Assessment items focus on isolated skills in an artificial context (e.g., throwing a Frisbee® at a wall target instead of throwing in a game situation).
	7.3.3 Faculty use appropriate and inclusive assessments in accordance with the Americans with Disabilities Act (ADA), diversity, equity and inclusion guidelines, and relevant institutional policies (e.g., providing alternative activities, extra time for assessment, multiple languages).	7.3.3 One standard assessment is used. Faculty do not provide assessment accommodations following the Americans with Disabilities Act (ADA), diversity, equity and inclusion guidelines, and relevant institutional policies.

7.0 Assessment	Appropriate Practice	Inappropriate Practice
7.4 Wellness Assessment	7.4.1 Faculty assess wellness concepts (physical, financial, social, emotional, intellectual, spiritual, or environmental) through instructional physical activities as part of the ongoing process of helping students understand and move toward a state of well-being (e.g., students set realistic personal goals and revisit goals periodically).	7.4.1 Faculty use results of wellness assessments strictly for assigning student grades or as an unrelated course activity.
7.5 Use of Technology	7.5.1 When appropriate, faculty and students use technology to verify or document participation and progress to support learning outcomes.	7.5.1 Faculty and students do not use available technology to verify participation or track physical activity (e.g., using only self-report data).
7.6 Online and Hybrid Assessment	7.6.1 Faculty monitor and maintain the integrity of online assessments.	7.6.1 Faculty fail to address issues of academic integrity with online assessments.
7.7 Grading	7.7.1 Grades are based on thoughtfully identified criteria aligned with course objectives and learning outcomes. Faculty teach and assess multiple learning domains (e.g., psychomotor, cognitive, affective, health-related fitness) systematically concerning health-related fitness, wellness, and skill goals, using a variety of assessment techniques.	7.7.1 Grades are based on attendance or subjective measures not aligned with course objectives or learning outcomes (e.g., athletic ability, a one-time fitness or skill assessment at the end of the term, or undefined measures effort, participation, and attitude).
	7.7.2 Faculty provide students with the components, criteria, and rationale for grading (e.g., assessment information includes detailed instructions and a rubric or checklist outlining expectations for success).	7.7.2 Faculty do not provide students with objective measures for assigning grades or expectations for success.
7.8 Reporting Student Progress	7.8.1 Assessment results are shared privately with students to develop personal goals and strategies for improvement.	7.8.1 Individual results are posted publicly (e.g., students compare scores) without a focus on personal improvement.
	7.8.2 Faculty provide students with timely results and regular progress reports, using a variety of formative assessments.	7.8.2 Faculty provide students with results and progress reports after a delayed period of time or at the end of the course, without allowing students opportunities for reflection, practice, or improvement.
7.9 Program Assessment	7.9.1 Program assessment is used to determine program effectiveness, communicate goals to the student body, faculty, and administration, and revise curricula regularly.	7.9.1 Feedback from students, faculty, and staff are not collected systematically or taken into consideration when changing or revising program curricula.

Glossary

Affective domain: A category of learning that includes growth in feelings, values, appreciation, enthusiasm, motivations, and attitudes.

Anticipatory set: A lesson introduction that sets the tone for the lesson; it intends to elicit student interest and enthusiasm in the lesson content.

Assessment

- **Authentic:** A contextually appropriate means of evaluating student progress or performance (e.g., assessing during gameplay or in modified gameplay).
- **Formative:** Assessment completed periodically during a unit of instruction or course to inform the learner.
- **Summative:** Assessment completed at the end of a unit of instruction or course.

Automated external defibrillator (AED): The device automatically analyzes the heart rhythm and delivers a shock to restore a normal heart rhythm.

Cardiopulmonary resuscitation (CPR): Restoration of cardiac output and pulmonary ventilation using ratification respiration and manual chest compression.

Cognitive domain: Category of learning that includes knowledge and the development of intellectual skills.

Contraindicated: Describes training, conditioning, and stretching activities that either represent a risk or increase the participant's risk of injury.

Curriculum: Set of academic courses offered at a school, college or university.

Developmentally appropriate: Accommodates various individual developmental differences, including cultural identity, previous movement experiences, fitness and skill levels, and intellectual, physical, and social/emotional maturity.

Direct teaching style: Teacher-directed style in which the faculty exerts firm control over the class, does most of the decision-making, and communicates directly with students.

EDI: Acronym for equity, diversity and inclusion. These concepts are used together to denote a comprehensive and intentional practice of engaging in efforts that involve supporting and engaging individuals regardless of diversity attributes or traits.

Diversity: Focuses on the multitude of characteristics, identities, and the totality of the variation of human differences in a given human population, including but not limited to race, ethnicity, culture, gender, socioeconomic background, age, sexual orientation/identity, religion, political belief, culture, ethical value system.

Equity: Refers to the implementation of policies, practices, procedures, and resource allocation (formal and informal) that demonstrate fairness, impartiality, and just treatment of people with an understanding of the impact of historical and current societal and structural inequities.

Faculty: A familiar term in higher education to refer to those teaching in a progressive instructional program that is credit-bearing (e.g., graduate assistants, contractors, adjuncts, part-time instructors, full-time instructors, tenure track faculty).

Health-related fitness domain: The category of learning involves developing cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition.

Hybrid instruction: This is an educational content delivery model or method where course content is delivered via a mixture of online and person-to-person (also known as face-to-face) processes and techniques.

Inclusion: Practice of providing an environment where all individuals are engaged — regardless of diversity attributes — and have a sense of being valued, respected, welcomed, and belonging.

Indirect teaching style: Student-directed style in which communication between teacher and student involves teacher questioning and student discovery.

Instructional physical activity program: Instructional physical activity programs in higher education are referred to in many ways (e.g., basic instruction programs, general physical education programs, physical education and wellness programs). These programs are credit-bearing programs offering progressive instruction and are customarily housed within an academic unit.

Learning outcomes: The skills, knowledge, and values that are measurable and observable that students are expected to acquire at the end of a unit or course.

Online instruction: This is an educational content delivery method where technology is purposely utilized to connect students, faculty, and course content remotely, including but not limited to, obtaining course lectures and submitting and grading course assignments.

Physiological cool-down: Completed at the end of a period of exercise to allow the body to transition gradually from exertion to a resting state.

Psychomotor domain: Category of learning that includes motor skill development.

Quality physical education: A standards-based program that aims to help develop students' health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles.

Rubric: A criterion-based scoring technique to facilitate learning.

Tracker: A device that is usually worn on the body, and that counts each step the wearer takes by detecting motion.

Well-being: A broad term describing a person's state of being related to health and safety, encompassing constructs such as resiliency, a sense of purpose, the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment, and positive functioning. (<https://www.cdc.gov/hrqol/wellbeing.htm>)

Wellness: The active pursuit of multidimensional activities (physical, financial, social, emotional, intellectual, spiritual, and environmental) that lead to a state of holistic health. (The Global Wellness Institute, 2021)

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Resources

SHAPE America Publications, Programs and Resources

- Affiliate Online Toolkit
- [health. moves. minds.](#)[®]
- [National Health Education Standards](#) (2007)
- [National Standards & Grade-Level Outcomes for K-12 Physical Education](#) (2014)
- [National Standards for Initial Health Education Teacher Education](#) (2018)
- [National Standards for Initial Physical Education Teacher Education](#) (2017)
- [Appropriate Instructional Practice Guidelines in Physical Education, K-12](#) (2009)
- [Teacher's Toolbox](#)
- [Transgender Inclusion](#)

Professional Organizations

- [American College Health Association](#) (ACHA)
- [American College of Sports Medicine](#) (ACSM)
- [Centers for Disease Control & Prevention](#) (CDC)
- [Collaborative for Academic, Social, & Emotional Learning](#) (CASEL)
- [International Association for Physical Education in Higher Education](#) (AIESEP)
- [National Association for Kinesiology in Higher Education](#) (NAKHE)
- [SHAPE America – Society of Health and Physical Educators](#)
- [United States Department of Health & Human Services](#) (HHS)

Professional Journals

- *ACSM's Health & Fitness Journal*
- *International Journal of Kinesiology in Higher Education* (IJKHE)
- *Journal of American College Health* (JACH)
- *Journal of Leisure Research* (JLR)
- [Journal of Physical Education, Recreation, and Dance](#) (JOPERD)
- *Journal of Teaching in Physical Education* (JTPE)
- *Kinesiology Review*
- *Medicine & Science in Sports & Exercise* (MSSE)
- *Quest*
- [Research Quarterly for Exercise and Sport](#) (RQES)
- [Strategies: A Journal for Physical and Sport Educators](#)
- *The Physical Educator*
- *World Leisure Journal*

