

Opposition to the Suspension of the Physical Education Option within the Kinesiology B.S. degree

Dear Provost Graham Oberem and Academic Senate Chair Vivienne Bennett,

Per the CSUSM Academic Program Discontinuance Policy (AAP 91-14) I am writing to oppose the suspension of the Physical Education Option within Kinesiology.

It is my hope that, as stated in AAP 91-14, "...the Senate Executive Committee in consultation with the Provost shall request that the University Curriculum Committee (UCC) and the Budget and Long-Range Planning committee (BLP) form an **Ad-Hoc Program Viability Review Committee** to conduct a special program review focused on issues related to potential discontinuance or enrollment suspension."

My hope is also to receive clarity on the differences within AAP 91-14 as it relates to "enrollment suspension" versus "discontinuance" of a program. If there is a difference I would also like to seek clarification on which of these two recommendations are being pursued as I have seen both terms used through communication and the document presented by CEHHS administration.

With the utmost respect and humility I would like to provide four assertions supporting my opposition toward the suspension of the Physical Education Option within Kinesiology.

Assertion #1 - A null curriculum in Physical Education Teacher Education will be created in San Diego County with the suspension of the Physical Education Option.

Physical Education Teacher Education (PETE) and more specifically, physical education subject-matter training, is not offered in any other program at CSUSM or San Diego County. There is no physical education teacher education training at San Diego State, UCSD, or USD. Point Loma Nazarene University does have a Physical Education and Sport Performance Concentration; however, the curriculum does not focus on the content of physical education nor the student learning outcomes covered within the California Department of Education's Content Standards for Physical Education. The California Content Standards for Physical Education are specifically "...designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that K-12 students should acquire at each grade level" (CSBE, 2014, p. 1). A null curriculum for San Diego County will be created if the Physical Education Option is suspended at CSUSM. There will be no other program of study in our region where undergraduates can learn about how to develop, deliver, and assess quality physical education programming.

One of my biggest fears of suspending our Physical Education Option is graduating Kinesiology students who wish to pursue teaching and who cannot demonstrate adherence to the National Association for Sport and Physical Education (NASPE) Initial Teaching Standards for Physical Education. I developed all the required upper division Physical Education Option courses (KINE 307, 308, 309, 400, 401, and 402) and have aligned these

classes to meet state and national standards. Two of the six courses are offered each semester, with all six being offered over a three-semester timeframe.

If the option is suspended there will be only one physical education course. This class would be offered as a broad “survey” course for Kinesiology students; however, a survey course cannot possibly cover the extent of content needed to meet the NASPE Standards for Physical Education Teacher Education. These standards include:

Standard 1: Scientific and Theoretical Knowledge. *Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

Standard 2: Skill-Based and Fitness-Based Competence. *Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE's K-12 Standards.*

Standard 3: Planning and Implementation. *Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.*

Standard 4: Instructional Delivery and Management. *Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.*

Standard 5: Impact on Student Learning. *Physical education teacher candidates utilize assessments and reflection to foster student learning and to inform instructional decisions.*

Standard 6: Professionalism. *Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

Suspending the option would create a null curriculum and send the message to our regional school stakeholders (K-12 students, parents, teachers, and administrators) and surrounding community that these elements of human movement are of lesser importance for beginning physical education teachers to know and be able to demonstrate. Who will be training future physical education teachers in San Diego County about what the appropriate physical education subject-matter should be within our K-12 schools? There are consequences not only by virtue of what we teach but also do not teach. By not providing this type of knowledge for our region we stand to graduate undergraduate students who have very little understanding of “what” physical education looks like and “how” it can and should be delivered. If there is no training in the San Diego County area, who is going to provide quality physical education to our K-12 students?

Assertion #2 – Adherence to California Department of Education Code 51210 and 51222 will be impacted if there is insufficient knowledge surrounding what constitutes quality physical education.

K-12 physical education programming is very unique in California because there are specific and mandatory minutes that must be met in order to adhere to California Education Code.

According to the California Department of Education,

*If a school is identified as an elementary school in the County-District-School (CDS) code system, EC Section 51223 states that, "Notwithstanding the provisions of Sections 51210 and 51222, instruction in **physical education** in an elementary school maintaining any of grades one to eight shall be for a total period of time of **not less than 200 minutes each ten schooldays**, exclusive of recesses and the lunch period."*

*Notwithstanding EC Section 51223, "All pupils, except pupils excused or exempted pursuant to EC Section 51241, shall be required to attend upon the courses of **physical education** for a total period of time of not less than **400 minutes each ten schooldays**" (EC Section 51222[a]).*

All elementary grade levels must provide 200 minutes of **physical education** every 10 days and all secondary grade levels must provide 400 minutes of **physical education** every 10 days.

The language is clear, the 200/400 minutes of instruction needs to be physical education and not physical activity. Recess, running laps, or playing dodgeball does not constitute physical education. California Department of Education has provided definitions to help individuals understand the nuances between physical education and physical activity.

***Physical education** instructional programs provide students with the skills and knowledge they need to establish and sustain physical activity as a key component of their lifestyle, as children, adolescents, and adults. The physical education model content standards adopted by the State Board of Education (SBE) involve five overarching standards at kindergarten through grades eight and three overarching standards at grades nine through twelve and include eight essential content areas that provide a sequential, standards-based set of learning instruction. The curriculum of physical education instruction provides students with essential skills and knowledge through a broadly-based curriculum that is age-appropriate and links learning experiences in a sequential and articulated manner.*

***Physical activity** is any bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms. Physical education programs, recesses, intramural sports programs, and athletic programs involve physical activity, but each serves a different purpose. Intramural sports and athletic programs provide opportunities for student learning but are not likely to constitute high-quality, standards-based physical education instruction.*

Until California changes this policy, San Diego County will need to train pre-service teachers on how to deliver physical education instructional programs in order to meet the

mandatory minutes of physical education. School districts in San Diego will need to hire qualified physical education teachers (who have been taught and can demonstrate subject-matter competency) in order to adhere to the California Department of Education Code. In addition, it is equally as important that parents and administrators know the difference between physical activity and physical education, so that the 200/400 minutes that are outlined in the education code are minutes of physical education.

Assertion #3 – Our K-12 children in San Diego County stand a good chance of receiving inferior physical education programming if there are no regional institutes of higher education that are capable of providing the necessary training for future physical education teachers.

There are nearly 500,000 K-12 students and 42 school districts in San Diego County. Where will the pre-service physical education teachers learn subject-matter knowledge associated with quality instruction? Suspension of this option would further marginalize a field that is already considered of lesser value than other academic subjects in K-12 education.

Our children deserve quality physical education that includes:

- a) Physical education standards-based instructional content and delivery supported by the physical education framework for California public schools.
- b) Developmentally appropriate sequencing of curriculum consistent with California State Model Content Standards.
- c) Multiple opportunities for K-12 students to demonstrate learning of content.
- d) Authentic assessment and documentation of meeting CA state standards.
- e) Providing students with adequate amounts of moderate to vigorous physical activity.

One of the best ways to ensure a quality physical education program is to provide the necessary professional development for pre-service teachers.

A quality K-12 physical education program provides the greatest opportunity for a child to receive an educational physical activity experience. If a child does not have a positive experience with physical education then they are likely to not want to engage in physical activity as an adult. Research has shown physical education can have a positive impact on student attendance, participation and enthusiasm for other academic subjects, and the motivation to learn (Pellegrini, Huberty, & Jones, 1995; Strong et al., 2005). There have been numerous studies that have found positive relationships associated with physical fitness and academic achievement (California Department of Education, 2005; CDC, 2010). According to the National Association for Sport and Physical Education (2010):

A high-quality physical education program offers students more than just skill development and physical activity; it emphasizes student learning in all three domains (psychomotor, cognitive and affective). While the psychomotor domain is the most obvious domain of focus in a high quality physical education setting, purposeful instruction in the cognitive and affective domains also enhances student development and fosters a healthy, physically active lifestyle.

Students who are unhealthy, are inactive and lack good nutrition often are unmotivated to learn in the classroom, and that presents a barrier to a complete education. NASPE's position is that a high-quality physical education program, supported by the school and community, is vital to providing students with the education they need and deserve, and is critical to a complete education and development of the whole child.

Physical education is one of the best tools for providing children with an opportunity to be physical activity during the day. Regular and consistent physical activity is an important behavior in helping to prevent obesity and increase overall wellness. Sedentary behavior is one of the most well known variables associated with heart disease, hypertension, diabetes, and other chronic health conditions (US Department of HHS, 2008). Physical activity has also shown to increase cognitive functioning as well as support mental health (CDC, 2010). California has more than 6 million students enrolled in public schools and by participating in a quality physical education program they have a greater probability of obtaining physical activity levels that can lead to healthier weight status (Stone, McKenzie, & Booth, 1998).

There should be a real concern for our children's educational experience if there is no longer an emphasis placed on subject-matter training for future professionals within the field of physical education in San Diego County. Without the proper training our region stands to underprepare our future physical education teachers.

Assertion #4: There are significant barriers to the quality of K-12 physical education in California and suspending the Physical Education Option will only exacerbate the current situation for our region.

Funded by The California Endowment and Kaiser Permanente, The California Task Force on Youth and Workplace Wellness (Wellness Task Force) conducted a study in December 2008 to examine the status of physical education and physical activity in California K-12 schools. The results from this study were published as the Physical Education Research for Kids (PERK) Report (January 2010) that can be found online at: http://www.childrennow.org/uploads/documents/bwlw2011_resource1.pdf

As a result of this study,

There was clear consensus in the literature, among the expert panel, and among the survey/focus group respondents that, given competing priorities, the low value placed on physical education compared to other academic subjects at federal, state, and local levels is the number one barrier to quality physical education (p. 84).

One of the primary objectives of the study was to inform state-level policy recommendations for professional preparation of teachers. The California Task Force on Youth and Workplace Wellness made several policy recommendations. I would like to share one in particular with connection to higher education.

“Expand the current measures of physical education quality and quantity, which are monitored by the State to include... ..Student learning/achievement of the Physical Education Model Content Standards” (p. 85). We currently teach, practice, and perform service learning with four of the current six Physical Education Option courses. These courses provide students with the opportunity to learn about, practice, and implement knowledge of the content standards. With the suspension of the option our Kinesiology students would be exposed to some these standards (in the one suggested physical education course) but the likelihood that they would demonstrate an enduring understanding would be highly questionable. Furthermore, only offering one course would likely mean that supervised service learning would come to an end.

Currently the preparation in college physical education courses for multiple-subject credentialed teachers is inadequate and the preparation of those who hold single-subject credentials in physical education may need to be updated to reflect an evolving field, including an increased emphasis on the contributions to student health (p. 86).

The task force went on to provide the following suggestion,

Revise the pre-service requirements for the preparation of teachers who will hold either multiple-subject or single-subject physical education credentials such that all teachers obtain physical education subject matter competency consistent with the model content standards, state approved curricula, regulatory requirements and quality measures, and teaching competencies that enable them to teach physical education effectively (p. 86).

In May of 2013 the Institute of Medicine and the Committee on Physical Activity and Physical Education in the School Environment published a report titled, “*Educating the Student Body: Taking Physical Activity and Physical Education to School.*” The committee’s report highlighted several recommendations for strengthening and improving programs and policy for physical education. The committee recommended that,

Colleges and universities and continuing education programs should provide pre-service training and ongoing professional development opportunities for K-12 classroom and physical education teachers to enable them to embrace and promote physical activity across the curriculum. Teaching physical education effectively and safely requires specific knowledge about physical/mental development, body composition (morphology) and functions, and motor skill development and acquisition (p. 3).

With the Physical Education Option there is curriculum to prepare undergraduate students with subject-matter competency prior to them going into a teaching credential program.

Final Comments

Per the CSUSM Academic Program Discontinuance Policy (AAP 91-14) I oppose the suspension of the Physical Education Option within Kinesiology. Physical education is foundational for lifelong health and learning. Suspending the option would:

- (1) Create a null curriculum in Physical Education Teacher Education in San Diego County,
- (2) Impact the adherence to California Department of Education Code 51210 and 51222,
- (3) Influence the quality of K-12 physical education programming as it relates to meeting state and national standards for the children who go to school in San Diego County, and
- (4) Exacerbate the current barriers to quality K-12 physical education for our region.

In the justification for discontinuation document sent by the CEHHS administration there was mention of the total number of students enrolled for Spring 2014 in three courses. This is a small sample of the enrollment values for the physical education option courses over the past six years. There have been semesters when enrollment was higher. For example:

Course	Semester	# Students Enrolled
KINE 304	Spring 2009	33
KINE 307	Fall 2010	29
KINE 308	Spring 2011	20
KINE 401	Spring 2011	20
KINE 309	Fall 2011	23
KINE 307	Spring 2012	28

One potential reason why course enrollment is lower for KINE 400, 401, and 402 is the time and day it is offered. One 3-unit course is offered each semester on Friday's from 8:00a - 12:45p. The nearly five-hour course was coded to allow for a longer lab timeframe but may be impacting who enrolls into the course. Perhaps a restructured or modified offering of these six courses might be a viable solution to the low enrollment and cost effectiveness of the option, rather than full suspension.

I would like to thank CSUSM for having in place a mechanism for due process that provides opportunity to voice opposition in the matter of suspending an academic program. Regardless of the final decision I would like to express my appreciation to have a voice in this sensitive process, especially since the ramifications of a suspension could directly impact our local community and the CSUSM mission.

Paul T. Stuhr
Assistant Professor
Department of Kinesiology

References

- California Department of Education (2005). A study of the relationship between physical fitness and academic achievement in California using 2004 test results. Sacramento, CA: Author.
- California State Board of Education website (2014) and the California Department of Education. Physical education model content standards for California public schools: Kindergarten through grade twelve. Found at: <http://www.cde.ca.gov/be/st/>
- Centers for Disease Control and Prevention. The Association between School-Based Physical Activity, Including Physical Education and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.
- Institute of Medicine and the Committee on Physical Activity and Physical Education in the School Environment published a report titled, "*Educating the student body: Taking physical activity and physical education to school.*" May 2013. Found at: http://www.iom.edu/~media/Files/Report%20Files/2013/Educating-the-Student-Body/EducatingTheStudentBody_rb.pdf
- National Association for Sport and Physical Education. (2011). Physical education is critical to educating the whole child [Position statement]. Reston, VA: Author.
- Pellegrini, A.D., Huberty, P.D., & Jones, I. (1995). The effects of recess timing on children's playground and classroom behaviors. *American Educational Research Journal*, 32(4), 845-864.
- Stone EJ, McKenzie TL, Welk GJ, Booth ML. Effects of Physical Activity Interventions in Youth. Review and Synthesis. *American Journal of Preventive Medicine* 1998;15(4):298-315. Madsen KA, Gosliner W, Woodward-Lopez G, Crawford PB. Physical Activity Opportunities Associated with Fitness and Weight Status among Adolescents in Low-Income Communities. *Archives of Pediatrics & Adolescent Medicine*. 2009;163(11):1014-1021.
- Strong, W.B., Malina R.M., Blimkie C.J., Daniels S.R., Dishman R.K., Gutin B., Hergenroeder A.C., Must A., Nixon P.A., Pivarnik J.M., Rowland T., Trost S., Trudeau F. (2005). Evidence based physical activity for school-age youth. *Journal of Pediatrics*, 146(6), 732-737.
- U.S. Centers for Disease Control and Prevention (2010). The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services.
- U.S. Department of Health and Human Services. Physical activity guidelines advisory committee report. Washington, DC: U.S. Department of Health and Human Services, 2008.