



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Natural and Health Sciences
School of Sport and Exercise Science

SES 513: Active Schools- Evidence-Based Strategies for Physical Education & Physical Activity Fall 2022

Instructor: Dr. Brian Dauenhauer

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Course Location: Online

Course Credits: 1

Class Format: Asynchronous/Self-Paced

Pre/Co-Requisites: N/A

Course Description: An introduction to quality physical education and evidence-based physical activity programming before, during, and after the school day.

Purpose of the Course: Physical activity has extensive benefits for youth, and schools have been identified as an essential setting for physical activity promotion. Based on the comprehensive school physical activity program (CSPAP) model, this course will introduce evidence-based practices for school physical activity promotion with quality physical education as the foundation.

Recommended Text:

1. Carson, R. L. & Webster, C. A. (2020). *Comprehensive school physical activity programs: Putting research into evidence-based practice*. Human Kinetics.

Course Materials (Online Readings):

1. Active Schools (2022). *Active Schools Guiding Framework*. Action for Healthy Kids.
2. Active Schools (2022). *School Implementation Guide for Active Schools*. Action for Healthy Kids.
3. Active Schools (2022). *Menus of Evidence-Based Practice for Active Schools*. Action for Healthy Kids.

*Additional readings will be posted on Canvas.

Course Objectives:

1. Recognize and summarize the physical, cognitive, social, and emotional benefits of physical activity for children and adolescents.
2. Critically reflect on issues of diversity, equity, and inclusion within the context of school physical activity promotion.
3. Dissect and examine the elements of a quality physical education.
4. Analyze and appraise strategies for physical activity before, during, and after the school day.
5. Assess school physical activity policies and practices to identify areas of strength and needed improvement.

Course Outline:

Module #1: Course Navigation & Expectations

Unit Objectives:

- a) Become familiar with Canvas.
- b) Become familiar with course procedures.

Module #2: The Benefits of Physical Activity

Unit Objectives:

- a) Summarize the benefits of physical activity for children and adolescents.
- b) State current public health recommendations for physical activity.

Module #3: Diverse, Equitable, and Inclusive Opportunities for Physical Activity in Schools

Unit Objectives:

- a) Identify disparities in physical activity opportunities by key demographic characteristics.
- b) Describe inclusive and culturally responsive strategies for physical activity promotion.

Module #4: Quality Physical Education

Unit Objectives:

- a) Define a quality physical education.
- b) Describe the unique contributions of a quality physical education to lifetime physical activity.

Module #5: Physical Activity Before, During, and After the School Day

Unit Objectives:

- a) Analyze and appraise strategies for physical activity during the school day.
- b) Analyze and appraise strategies for physical activity before and after the school day.

Module #6: School Physical Activity Policies & Practices

Unit Objectives:

- a) Conduct a needs-assessment of school physical activity policies and practices
- b) Prioritize areas for improvement or enhancement.

Course Requirements: This is an asynchronous self-paced course, meaning there will be no formal meeting times and participants will progress through the content on their own timeline. It is recommended that the course be completed in 6 to 18 weeks (1-3 weeks per module). Spreading the content out over a longer duration will result in a disjointed learning experience. The content must be completed in the specified course sequence. In other words, each module will serve as a pre-requisite for the following modules.

Course Assignments at a Glance

Assignment	Weight
Introductions	10%
Public Service Announcement	20%
Analysis of Local School Context	20%
Online Quiz: Quality Physical Education	10%
Analysis of Physical Activity Opportunities Before, During, and After the School Day	20%
School Physical Activity Needs Assessment	20%

Student Introductions (10%): Introduce yourself to previous and future course participants on Canvas. Join a network of Active Schools Champions around the country who are passionate about physical activity.

Public Service Announcement (20%): Create a practical public service announcement that summarizes the benefits of physical activity and states public health recommendations for youth. The announcement should be something useful such as a parent newsletter, an informational poster to hang in the school hallway, a message to school leadership, or a short “did you know?” video clip.

Analysis of Local School Context (20%): Investigate the demographics of your school community online. Consider characteristics such as race, ethnicity, language, educational attainment, socioeconomic status, family status, (dis)ability status, etc. Learn how your school performs in terms of attendance, graduation rates, standardized test scores, student-teacher ratios, funding, etc. Critically reflect on any disparities you may observe in the data. In a written document, describe promising inclusive or culturally responsive strategies that members of your school community could use to promote physical activity equitably.

Online Quiz: Quality Physical Education (10%): Test your knowledge of quality physical education in the areas of (a) policy and environment, (b) curriculum, (c) appropriate instruction, and (d) student assessment. Describe the foundational role that quality physical education plays in the promotion of lifetime physical activity.

Analysis of Physical Activity Opportunities Before, During, and After the School Day (20%): After reviewing evidence-based practices for physical activity before, during, and after the school day, critically analyze the pros/facilitators and cons/barriers of each type of programming in a written analysis, with consideration of your local school context.

School Physical Activity Needs Assessment (20%): Select a formal needs assessment to complete (e.g., Youth Activity Profile, CSPAP Policies and Practices Questionnaire, School Physical Activity Environment Questionnaire, Physical Education Program Checklist). Prioritize areas of strength that could be enhanced and areas of weakness that could use improvement. Present your findings in a written report.

Course Policies: All assignments should be completed in chronological order and submitted on Canvas. Written work should be academic in tone and free from spelling/grammatical errors. Acceptable file types for assignment submissions include .doc or .docx, .pdf, .mp4, .ppt or pptx. Links to Google documents can also be used for assignment submissions.

Method of Evaluation: Each assignment will be evaluated on a 0-100% scale using assignment-specific rubrics.

Grades will be assigned according to the following scale:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
Below 60%	= F

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here:

www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs: Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry.

The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity: You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Title IX: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.