

Rationale for the Proposed Major in Health & Fitness

We propose to phase out the Physical Education major and add a major in Health and Fitness for the following reasons:

- The Physical Education major at PLNU has decreased by over 50% in the past 5 years. Very few freshmen (1-3) have declared PE as a major each of the past 5 years.
- The job market for educators in California is very poor, and it is even worse specifically for physical educators.
- There are a growing number of students interested in the health, fitness, and disease prevention professions that are not ideally served by the Exercise Science curriculum, which is too heavy in the sciences and other prerequisites for graduate school in health care.
- The health, fitness, and disease prevention professions are offering very positive prospects for job growth. According to the Bureau of Labor Statistics (BLS), 17 of the top 30 fastest growing occupations are in the health-related professions. Additionally, the BLS projects that health care employment will increase by an average of 22% over the next 10 years, almost double the rate of other industries.
 - One example of this is that the American College of Sports Medicine is partnering with physicians to offer the *Exercise is Medicine* credential. This is a credential that allows students in health and fitness to obtain direct referrals from physicians to design and implement exercise programs for their patients to help in disease prevention. Our students in Health and Fitness would be situated to obtain this and many other such credentials in the health and fitness professions.
- We conducted a benchmarking survey with 9 comparator institutions and the trend in decreased PE majors is consistent across comparator schools in California: 60% of comparators either have decreased enrollment or do not offer a physical education program, and 100% of the schools offering Health & Fitness curricula have had increased student enrollment in the past 3 years; the majority of this growth (55%) has been >25%.
- We have surveyed our current students and 25% of Exercise Science majors reported that they would change majors to Health and Fitness if this major was offered at PLNU (at least 30 students). Also, in speaking with parents and potential students at Preview Days, it is clear that a good number of them are searching for programs related to health and fitness.
- We have worked with the School of Education to form a clearer and more streamlined pathway for our students into the SOE to gain a teaching credential and/or Masters of Education.
- Learning over time will become the model for the progression of the Health & Fitness curriculum from didactic experiences (HF 301, KIN 340) to lab settings in which students will practice and refine skills, to practicum and internship experiences in which they will master concepts and become clinically proficient. This is a model that has been very successful in the ATEP and will be emulated with the Health and Fitness major. We intentionally chose to require two courses in practicum or internship while most other programs require only one course of field experience. This will serve as a point of distinction in which our faculty can guide students in the disciplines of their future profession. The requirements will also allow Kinesiology faculty and students to develop a more robust intramurals program, faculty and staff fitness classes, health and fitness screenings, and community fitness programs. We anticipate that students will design and co-lead these programs.
- This proposed curriculum has been vetted with the departments of Family and Consumer Sciences, Psychology and the School of Education. These academic units support the proposed curriculum.

Health and Fitness Major (B.A.) 46-47 units

Course #	Course Title	Units
Lower Division Requirements		
KIN 101	Orientation to Kinesiology	1
KIN 280	Introduction to Athletic Training	2
KIN 280L	Introduction to Athletic Training Lab	1
ATR 102	Risk Management and Emergency Response	2
PED 200	Optimal Health (GE)	2
BIO 130	Human Anatomy and Physiology I (GE)	4
BIO 140	Human Anatomy and Physiology II	4
CHE 103 <i>Or</i> CHE 152	Intro to General, Organic, and Biological Chemistry (GE) General Chemistry (GE)	5
Lower Division Elective		
<i>Choose 1 course (2-3 units) from:</i>		2-3
PED 210: Team Sports Fundamentals and Strategies (2) GE		
PED 212: Individual and Dual Sports (2) GE		
HF 230: Health, Nutrition and Sport Performance (3)		
TOTAL L.D.		23-24
<i>Previous lower division requirements for Physical Education major =27.</i>		
Upper Division Requirements		
HF 302	Fitness Assessment and Exercise Prescription	3
HF 302L	Fitness Assessment and Exercise Prescription Lab	1
HF 370	Praxis of Strength Training, Conditioning and Kinesiatrics	3
HF 480	Leadership in the Health & Fitness Professions	3
KIN 312	Motor Learning and Motor Development	3
KIN 325	Structural Kinesiology	2
KIN 327	Applied Biomechanics	2
KIN 340	Physiology of Exercise	3
KIN 340L	Physiology of Exercise Lab	1
KIN 440	Measurement, Statistics and Evaluation of Human Performance	3
Professional Experience:		
<i>Two courses (4 units) are required in Practicum* and/or Internship*</i>		4
KIN 484	Practicum in Kinesiology	(1-3)
KIN 488	Internship in Kinesiology	(1-3)
*Through practicum and internship experiences, faculty will mentor students toward proficiency in one or more of these disciplines:		
<ul style="list-style-type: none"> • Strength Training, Conditioning & Performance Enhancement • Personal and Group fitness / Faculty, Staff & Community Fitness • Exercise Physiology • Teaching Physical Education • Intramural Program Development 		
Upper Division Electives		
<i>Choose two courses (6 units) from Kinesiology, School of Education, Family and Consumer Science, Psychology, or as approved by dept chair. Students are encouraged to pursue courses within one of the following tracks:</i>		6
Health & Fitness Track (options) KIN 430: Clinical Exercise Physiology FCS 315: Personal, Family & Community health FCS 225: Fundamentals of Nutrition (can't meet UD elect. req?) FCS 340: Nutrition and Women's Wellbeing PSY 308: Developmental Psychology-Birth through Adolescence ATR 385: Pathology of Injury and Illness	Teaching Physical Education Track (options) PED 308: Physical Education for Children PED 301: Contemporary Health Issues (alt) PSY 308: Developmental Psychology-Birth through Adolescence EDU 304: Legal, Ethical & Wesleyan Perspectives on Education EDU 402: Research-Based Learning Theory EDU 306: Principles of Language Acquisition	
TOTAL U.D.		34
<i>Previous upper division requirements for PE=35</i>		

Total units for Health & Fitness major = 57-58 (-11 for GE) = 46-47 (max units for B.A. = 49 beyond GE)
 Upper division units = 34 (Minimum of 24 in a major)

Advising Guide for Teaching Physical Education

RECOMMENDED COURSES FOR STUDENTS PREPARING TO TEACH PHYSICAL EDUCATION:

Aspiring teachers, please review the information provided by the [PLNU School of Education](#). Students desiring to teach in physical education should plan to pursue a teaching credential and/or take the CSET exam for the PE subject matter requirements. The teaching credential is 33 units total, 21 units in addition to the EDU courses listed below. The Masters of Education degree is 46 units.

COURSE	TITLE	UNITS
HF 308	Methods of Teaching Physical Education	3
HF 210	Team Sports Fundamentals and Strategies (2) GE	2
HF 212	Individual and Dual Sports (2) GE (drop swimming & add to tumbling, dance methods?)	2

Aspiring teachers may take as many as four prerequisite courses for the credential program as undergraduates including:

EDU 304: Legal, Ethical and Wesleyan Perspectives on Education (3)

EDU 402: Research-Based Learning Theory (3)

EDU 306: Principles of Language Acquisition (3)

Note that each of the above classes requires 15 hours of outside fieldwork.

EDU 421: General Methods for Secondary Teachers (3)

Note that this course is offered only at Mission Valley campus and should be taken only by Seniors after the EDU classes listed above)

We also strongly recommend that students take the CSET in an additional content area such as Science, Health Science, or Math. You must still pass the CSET in the appropriate subject matter subtests before starting student teaching.

Students interested in the Health Science subject matter should take:

FCS 315: Personal, Family & Community health

PED 301: Contemporary Health Issues

BIO 103: Introduction to Biology (GE)

BIO 101: Human Biology and Bioethics (GE)

Students interested in the Foundational-Level General Science subject matter should take:

BIO 101: Human Biology and Bioethics (GE)

BIO 103: Introduction to Biology (GE)

(Designed to meet the requirements for the California Multiple Subject Teaching Credential for teaching grades K-8 (but open to all students)

BIO 105: Ecology and Conservation (GE)
