Gardner-Webb University

The Department of Physical Education, Wellness, and Sport Studies


- Physical /Health Education with Teacher Licensure (Undergraduate)
- Sport Pedagogy (Undergraduate)
- Sport Pedagogy (Graduate)

Boiling Springs, NC
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The Department of Physical Education, Wellness, and Sport Studies is committed to furthering the University’s purpose of providing liberal and professional learning of distinction within a caring community based on Christian principles and values.

THE STUDENT’S RESPONSIBILITY

THE STUDENT BEARS THE FINAL RESPONSIBILITY FOR SELECTING A PROGRAM OF STUDY AND ADHERING TO ALL PUBLISHED REGULATIONS AND REQUIREMENTS OF THE UNIVERSITY; THIS INCLUDES REQUIREMENTS FOR GRADUATION. THE STUDENT IS RESPONSIBLE FOR FREQUENTLY CHECKING HIS/HER GARDNER-WEBB UNIVERSITY EMAIL ACCOUNT, AS WELL AS PERIODICALLY VIEWING THE DEPARTMENTAL BULLETIN BOARDS, AS THESE ARE ESSENTIAL MEANS FOR COMMUNICATING IMPORTANT INFORMATION TO THE STUDENT.
DEPARTMENTAL GOALS

Mission Statement

The mission of the Department of Physical Education, Wellness, and Sport Studies is to provide opportunities for the development of the physical, mental, social, environmental, emotional and spiritual well-being through a core curriculum and professional studies areas which emphasize a liberal arts philosophy that fosters Christian values and principles.

Goals

To produce graduates who will be:

1) prepared for entry into professional careers and/or graduate studies within the respective fields of study.
2) academically prepared to obtain certification and/or licensure in areas relevant to the respective fields of study.
3) able to identify, evaluate, and demonstrate personal application of the concepts of physical activity and optimal wellness, which includes physical, mental, social, environmental, emotional and spiritual dimensions.
4) innovative and critical thinkers, able to engage collaboratively and able to consume and disseminate information within a diverse global community.

Assessment Tools

The effectiveness of the undergraduate Physical Education, Wellness, and Sport Studies program will be evaluated utilizing numerous assessment tools, such as the following:

1. through regularly scheduled formal student advisement as well as periodic and ongoing informal student-faculty interaction regarding class schedules, professional and departmental obligations and meeting of class responsibilities;

2. through periodic formal written tests and required comprehensive final exams in each class;

3. through the successful matriculation in departmental requirements as indicated by achieving minimum grade of “C” (2.00);

4. through satisfactory completion of the required hours of work, and evaluation of work activities and experiences in completing required departmental internships;

5. by meeting competencies set forth by the North Carolina State Department of Public Instruction toward the attainment of “A” level teacher licensure;

6. by objective and subjective evaluation by the University supervising teacher and cooperating teacher during the student teaching process;
7. through evaluation of community based opportunities for professional development in non-teaching experiences;

8. through information and formal evaluation of micro-teaching opportunities and classroom teaching experiences;

9. by achieving satisfactory scores on required areas of the National Teacher’s Exams.

Additional Departmental Goals

The Department of Physical Education, Wellness, and Sport Studies strives to:

- prepare students for their professional careers by demanding quality work, providing necessary feedback and encouragement, and showing concern for the individual’s welfare in all areas of life;

- direct a student in a career path best suited for his/her talents and abilities;

- support the overall purpose of Gardner-Webb University; our departmental goals recognize the uniqueness of each individual and are based on Christian principles and values;

- recognize, appreciate, promote, and maintain the highest level of health fitness, physical fitness, and motor fitness;

- provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports;

- provide wholesome recreational and professional opportunities for the students, faculty and staff.

CORE Competencies

Courses taught by this department are part of the general education requirements of the university fall under the category of Dimensions of the Self. These courses include the one-hour activity courses (PHED 140-165), Dimensions of Personal Wellness (HLED 221), and Health Maintenance, Promotion, and Wellness (HPE 338 GOAL). In addition to course specific goals and objectives, each of the CORE courses seek to fulfill the following competencies:

- Students will identify means to enhance the integration of the spiritual, intellectual, emotional, physical, environmental, and social dimensions of the human personality.

- Students will investigate and create opportunities leading to self-discovery, self-evaluation, and self-reflection.

- Students will recognize and express value assumptions and perspectives held by self and others.

- Students will develop habits of intentionality in the areas of personal, physical, psychological, and Aesthetic appreciation.
FULL-TIME FACULTY PROFILE
PHYSICAL EDUCATION, WELLNESS, AND SPORT STUDIES

Dr. Ken Baker, Professor
Department Chairman
B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia
Content most often taught: Undergraduate: physical education methodology, administration, health
Graduate: research, administration, instructional strategies

Sara McNeely, Instructor
B.S., Gardner-Webb University; M.A., Gardner-Webb University; EdS, Converse University
Content most often taught: Undergraduate: health, health/physical education methodology

Eric Newton, Instructor, Athletic Training Clinical Education Coordinator
B.A., Bridgewater College; M.S., Old Dominion University
Content most often taught: Undergraduate: Athletic training, health

Dr. Shonna Snyder, Associate Professor
Health/Physical Education Coordinator
B.S., Wilmington College; M.Ed., University of Cincinnati; Ph.D., Purdue University
Content most often taught: Undergraduate: health/physical education methodology, health
Graduate: wellness, special populations

Dr. Deborah Ware, Associate Professor
Graduate Program Coordinator
B.S., East Stroudsburg State College; M.A.T., Livingston University; Ed. D., University of Central Florida
Content most often taught: Undergraduate: scientific principles, first-aid/CPR, health
Graduate: scientific principles, social issues, legal issues
REGULAR PART-TIME FACULTY PROFILE
PHYSICAL EDUCATION, WELLNESS, AND SPORT STUDIES

Brian Arnold, Instructor
Assistant Director of Student Activities
B.A., Gardner-Webb University
M. Div., Gardner-Webb University

Kelly Brame, Instructor
Coordinator of Leadership and Volunteerism
B.A., University of North Carolina-Greensboro
M. Div., Southeastern Baptist Theological Seminary

Tee Burton, Instructor
Head Coach, Men & Women’s Golf
B.S., University of North Carolina-Chapel Hill

Stephen Dolan, Instructor
Assistant Athletic Director for NCAA Compliance
B.S., North Carolina State University
M.A., North Carolina State University

Daniel Elliot, Instructor
Head Coach, Wrestling
B.S., Gardner-Webb University
M.A., Gardner-Webb University

Kevin T. Jones, MA, LAT, ATC
Assistant Professor, Director of Athletic Training
B.A., Lenoir-Rhyne College
M.A., Gardner-Webb University

Jon Mitchell, MA, LAT, ATC, Instructor, Assistant Director of Athletic Training
B.S., Mars Hill College
M.A., Gardner-Webb University

Stephanie Stark, MS, LAT, ATC, Instructor, Assistant Athletic Trainer
BS, Western Carolina University
MS, East Stroudsburg University of Pennsylvania

Karissa Weir, Instructor
Director of Student Leadership and Activities
B.S., Mt. Union College
M.A., Gardner-Webb University
REGULAR ADJUNCT FACULTY PROFILE
PHYSICAL EDUCATION, WELLNESS, AND SPORT STUDIES

Lisa Brummett
B.S., Western Carolina University
M.A., Gardner-Webb University

Gene McRae
B.A., UNC-Pembroke
B.S.W., Livingstone College
M.S.W., UNC-Chapel Hill

Stephanie Mitchell
B.S., Elmhurst College
M.A., Gardner-Webb University

Edd Pelsmaeker
B.F.A., University of Utah

Lisa Queen
B.A., Lenoir-Rhyne College
M.A., Gardner-Webb University

Jody Raduly
B.S., Gardner-Webb University
M.A., Gardner-Webb University

Daphney Torres
B.S., Gardner-Webb University
M.A., Gardner-Webb University

Richard M. Wince
B.A., Mt. Union College
M.A., University of Akron
PHYSICAL/HEALTH EDUCATION PROGRAM
(Undergraduate)

Student Learning Outcomes

Students (teacher candidates) who complete the Physical/Health Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

1. Teacher candidates demonstrate leadership.
2. Teacher candidates establish a respectful environment for a diverse population of students.
3. Teacher candidates know the content they teach.
4. Teacher candidates facilitate learning for their students.
5. Teacher candidates reflect on their practice.

Accomplishment will be demonstrated in the following way:

Teacher candidates will be assessed on all standards (NCPTS 1-5) in accordance with the Teacher Candidate Evaluation Rubric of the North Carolina Educator Evaluation System. The rubric includes a range of four categories (Emergent, Developing, Proficient, and Accomplished). All candidates will provide evidence of achievement at the proficient level or higher.

Teacher Education/Health Education Conceptual Framework

The model of the educator as Theorist and Practitioner was developed as descriptive of the purposes, attitudes, and goals in preparing professionals for productive services as an educator. The conceptual framework is organized around four unifying threads: the learner and learning, social context, methodology, and professional development. The Department of Physical Education, Wellness, and Sport Studies seeks to empower students to live out the role of theorist and practitioner through experience and modeling.

Teacher Education Program Goals

The courses offered in the Teacher Education Program are designed to foster in the student:

- knowledge of and skills in the subject matter in the area of specialization;
- the ability to use the scientific method;
- attitudes and skills to excite learners in and involvement with subject matter;
- knowledge of the nature of the learner and the learning process;
- knowledge of the role of the school in a democratic society;
Teacher Education Program Goals (Cont.)

- knowledge of the philosophical, social, and historical and legal contexts in which professional educators operate;
- knowledge of various teaching strategies, materials, instructional technologies, and methods of classroom organization;
- knowledge and skills to maintain a classroom environment conducive to learning;
- knowledge of various styles and the skills to vary instruction to meet learner needs;
- knowledge of elements of cultural diversity and their influence upon the learner;
- the skills to evaluate learning;
- the skills to locate and integrate classic and contemporary scholarship pertaining to student achievement and teacher effectiveness;
- ability to use effective communication skills in classroom interaction and in consultative and collaborative relationships;
- an understanding of the impact of family dynamics on learning readiness;
- knowledge of the nature of a range of exceptionalities and the skills to begin to design and deliver appropriate instruction;
- an understanding of the necessity for life-long professional learning.

TEACHER EDUCATION PROGRAM
POLICIES/PROCEDURES/REQUIREMENTS

Admission to Teacher Education Program

To be admitted to the teacher education program, an undergraduate degree seeking student must meet the following requirements:

1. file declaration of intent to major in an area of licensure with the Academic Advising Office;
2. complete a minimum of 30 cumulative semester hours, with at least 12 hours earned at Gardner-Webb;
3. complete the Application for Admission to Teacher Education. Applications are due the first Monday in October and the first Monday in March (see calendar dates listed on course schedule);
4. have a minimum 2.50 cumulative grade point average on all college or university work;
5. complete EDUC 250 with a grade of “C” or better. The Teacher Education handbook provides specific guidelines for the preservice candidate;
6. obtain the minimum scores currently required by the State Board of Education on the PRAXIS I examination or the SAT/ACT equivalents. These scores are subject to change by the State Board of Education. Applicants must satisfy the score requirements in effect at the time of admission to the Teacher Education Program;
7. successfully complete Teacher Education Program Interview.
The Professional Semester

The Professional Semester includes the student teaching experience. Before beginning the Professional Semester, the student must meet the following requirements:

1. submit completed Application for Student Teaching on or before February 15 for teaching in a fall semester and on or before September 15 for teaching in a spring semester (see calendar dates listed on course schedule);
2. maintain a 2.50 cumulative grade point average;
3. maintain a grade of “C” or better in all professional education courses;
4. complete all requirements for the selected major. Any exceptions must be approved by the Dean of the School of Education.

Student Teaching and Related Field Experiences

Student teaching assignments and various field experiences required throughout the Teacher Education Program are made in public schools within commuting distance from the University. Transportation to these sites is the responsibility of the student.

Completion of the Teacher Education Program

Successful completion of all major requirements and the Professional Education minor, including the Professional Semester, will qualify students for licensure in North Carolina and many other states.

North Carolina Licensure Requirements

To be recommended for Standard Professional 1 (SP1) Licensure in the state of North Carolina, a candidate must meet the following requirements:

1. complete approved program of study;
2. if applicable at the time of program completion, minimum scores are required on Praxis II Subject Assessment;
3. submit completed application for licensure to the office of School of Education;
4. provide official transcripts for all college/university work completed at other institutions to the office of School of Education;
5. remit the processing fee required by the State of North Carolina at the time of application.
Licensure Only Students

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Standard Professional 1 (SP1) Licensure may apply for admission to the approved program for teacher licensure. The candidate must meet entrance and exit requirements comparable to those required of a degree-seeking student in the approved program. A minimum of 21 hours must be taken at Gardner-Webb to be recommended for licensure by the institution.

Student Appeals

Students not meeting requirements for admission to teacher education and/or the professional semester (student teaching) may appeal to the Teacher Education Committee for acceptance of continuation in the program. The process for appeal is outlined in the Teacher Education Committee Policy Manual.

Teacher Education Committee

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate teacher education program. It is composed of faculty members from each department offering specialty area majors and professional studies, student representatives, and school personnel including a teacher and member of support staff.
### Standard 1: Scientific and Theoretical Knowledge

Teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of health educated and physically educated individuals.

- **Describe and apply the biological, psychological, historical, behavioral, and sociological concepts related to health status and physical education**
  - ✓
  - ✓
  - ✓
  - ✓

- **Identify legal and liability issues of health education and physical education and adjust instructional approaches as needed**
  - ✓
  - ✓
  - ✓
  - ✓

- **Identify global trends of health behaviors, physical activities, health education, and health promotion**
  - ✓
  - ✓
  - ✓
  - ✓
  - ✓
  - ✓

- **Analyze, correct, and apply critical elements and performance concepts of motor skills**
  - ✓
  - ✓
  - ✓
  - ✓
  - ✓

- **Demonstrate, analyze, and correct the appropriate application of health skills**
  - ✓
  - ✓
  - ✓

- **Utilize 21st century learning skills to acquire appropriate content resources to meet the needs of a constantly changing learning environment**
  - ✓
  - ✓
  - ✓
  - ✓
  - ✓

- **Apply behavioral and structural intervention theories to effective health education and physical education practices**
  - ✓
  - ✓
  - ✓
  - ✓
  - ✓
  - ✓
  - ✓
**STANDARDS and INDICATORS for PHYSICAL EDUCATION/HEALTH EDUCATION TEACHERS**
Teacher Licensure (K-12)

| Standard 2: Fundamental Motor Skills and Movement Forms | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 2 | 2 | 1 | 1 | 5 | 1 | 5 |
| Demonstrate and apply movement education concepts and the critical elements of locomotor, nonlocomotor, and manipulative skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate and apply personal competence in a variety of physical education content areas | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand, exhibit and apply knowledge of responsible personal and social behavior | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand and apply knowledge of rules, modified game forms, tactical awareness and strategic play | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate and apply knowledge of skill-related fitness concepts | ✓ | ✓ | ✓ | ✓ | ✓ |
| Utilize managerial rules and routines to create and maintain a safe and effective learning environment | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognize the changing dynamics of the environment and adjust instructional and managerial tasks | ✓ | ✓ | ✓ | ✓ | ✓ |
### Standard 3: Fitness, Nutrition and Obesity Prevention

Teacher candidates have the knowledge, skills and dispositions to teach fitness and nutrition concepts needed to reduce and prevent obesity.

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<td>Achieve and maintain a health-enhancing level of fitness and weight management</td>
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<td>Demonstrate and apply the five components of health-related fitness, nutrition, and stress management</td>
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<td>Demonstrate knowledge of a variety of obesity reduction and prevention intervention practices</td>
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<td>Demonstrate the skills necessary to assess dietary patterns that contribute to obesity and initiate prevention education strategies</td>
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<td>Demonstrate and apply health behavior change theory to programming and prevention practices</td>
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<td>Promote lifelong healthy nutrition and physical activity throughout the school environment</td>
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<td>Demonstrate functional knowledge of behavioral and structural interventions that modify health-compromising behaviors and reinforce health-promoting behaviors</td>
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**STANDARDS and INDICATORS for PHYSICAL EDUCATION/HEALTH EDUCATION TEACHERS**
Teacher Licensure (K-12)

| Standard 4: Health Education and Promotion | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 1 | 0 | 1 | 2 | 3 | 3 | 3 | 4 | 0 | 0 | 9 | 2 | 2 | 1 | 0 | 1 | 2 | 6 |
| Teacher candidates demonstrate the knowledge, skills and dispositions necessary for developing and implementing effective practices that foster health literacy. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Analyze the etiological factors and social influences that compromise health behavior outcomes | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Describe the learned concepts, functional knowledge, health education performance indicators and essential health skills needed to be a health literate consumer | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Describe ways to establish effective collaborative relationships that support structural interventions within a Coordinated School Health Program | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Demonstrate proficiency in accessing and applying resources such as the National Health Education Standards, CDC Priority Health Behaviors, and local, state, and national data in designing effective health education curricula and programs | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Demonstrate a thorough understanding and application of health education content areas including nutrition, lifelong fitness, relationships, mental and emotional health, intentional and unintentional injury prevention, personal and consumer health, alcohol, tobacco, and other drug prevention, chronic and infectious disease prevention, and environmental health awareness | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Analyze and respond to factors that impact needs in comprehensive sequential health education | ✓ | ✓ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

14
DEGREE REQUIREMENTS

General Education
The Basic Core Requirements must be satisfied. Human Biology 101 is recommended in the core requirements as a prerequisite for BIOL 203 and 204.

Major
A major in Physical Education/Health Education with preparation for teacher licensure (K-12) requires 42 semester hours of Physical Education/Health Education courses. Required courses are Physical Education/Health Education 211, 235, 301, 331, 341, 342, 402, 407, 408, 409, Health 226, 320, and 321, and EXSI 335.

Minor
Physical Education/Health Education majors (teacher licensure) are required to complete a minor in professional education which includes Education 250 and 450, Psychology 303, and Physical Education/Health Education 432 (must be taken the semester prior to Student, Student Teaching).

Additional Requirements

- The student must present a current CPR/First Aid certification card as a course requirement during enrollment in PHED 432.
- Biology 203 (Human Anatomy and Physiology I), Biology 204 (Human Anatomy and Physiology II).

NOTE: BIOL 203 has prerequisite of BIOL 101 or BIOL 111, either with grade of “C” (2.00); or SAT Critical Reading of 500 AND SAT Math of 500; or ACT Composite score of 22, ACT English Subscore of 21, ACT Math Score of 18, and ACT Reading Score of 20; or TEAS Composite Score of 67. Also, BIOL 204 has prerequisite of BIOL 203 with grade of “C” (2.00) or permission of instructor.

Students will not be permitted to complete more than 50% of the Professional Education minor excluding Student Teaching until they are formally admitted into the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach, ideally no later than the end of the first semester of the junior year. Students will not be permitted to register for courses in excess 50% of the major until they are formally admitted to the Teacher Education Program.
POLICIES AND GUIDELINES

For Students in the

Physical Education/Health Education with Teacher Licensure Program

1. The student major must follow all university policies stated in the catalog under which he/she was admitted to Gardner-Webb University.

2. Prescribed courses listed in the catalog must be taken to receive a B.S. Degree and teacher licensure for the state of North Carolina.

3. In order to graduate, a student must have a grade of “C” (2.00) or better in each course in the major studies.

4. Each student is responsible for monitoring his/her progress toward meeting requirements for graduation. Advisors are assigned to assist the student but cannot be held responsible when students violate course sequence and other requirements.

5. All courses in the major area of study are competency based. In these courses, a student must achieve in all areas the minimal level for successful completion.

6. Physical Education/Health Education majors are required to wear the official uniform to all classes requiring physical activity or teaching skills.

7. All students are expected to dress appropriately for all classroom courses.

8. All majors are encouraged to join professional organizations and to attend workshops/conventions/seminars specific to their major (i.e., North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance - NCAAHPERD).

NOTE: Requirements for a state-issued teacher license are subject to change by decree of the Department of Public Instruction, state of North Carolina. Furthermore, the Teacher Education Committee of Gardner-Webb University has oversight over criteria for the recommendation of a teacher license.
SPORT PEDAGOGY
STUDENT LEARNING OUTCOMES

1. Students will know the physiological and psychological processes required for efficient sport performances.
2. Students will master the correct fundamental skills requisite for a variety of sport performances.
3. Students will be able to assess and evaluate the performance of others, both cognitive and physical.
4. Students will be able to effectively facilitate learning in sport settings.
5. Students will be able to establish a positive environment for a diverse population of students.
6. Students will be able to maintain a safe environment, and will possess the skills to provide appropriate first aid.

COURSE REQUIREMENTS
PHED 211, 235, 336, 341, 342, 401, 402, 408, and 409 (9 hours)
EXSI 335 and 347 (6 hours)
HLED 323 (3 hours)
SPED 450 (3 hours)

NOTE: Each student is required to complete BIOL 101 in the general studies curriculum; PHED 407 has a prerequisite of BIOL 101; SPED 450 cannot be taken until the final semester of program coursework.

CLASS ATTENDANCE POLICY

Attendance in classes is an obligation, a responsibility and a learning opportunity for the student. Since the class attendance policy is the prerogative of the individual professor, he/she will state in writing the attendance policy of each class. Absence from class does not excuse the student from the responsibility of class work. Foreseeable absences should be discussed with the individual professor prior to the absence. It is the student’s responsibility to be aware of absences from class. Students are required by University policy to attend a minimum of 75% of the scheduled class meetings.

POLICY ON ACADEMIC DISHONESTY

The Board of Trustees has voted that the following will not be tolerated at Gardner-Webb or any of its off-campus centers and will result in disciplinary action and could subject the student to suspension according to the seriousness of the violation:

   Dishonesty -- such as cheating, plagiarism, forgery, or knowingly furnishing false information.
The individual professors in the Department of Physical Education, Wellness, and Sport Studies will have the authority to administer their policy regarding dishonesty in their individual classes. There must be proof positive by the professor in individual cases of dishonesty.

The specific policy regarding academic dishonesty is stated in the University Student Handbook.

DEPARTMENTAL ADVISORS

Each student who declares a major in this department will be assigned an advisor by the department chair. Advisors are assigned based on the advisee load of each professor, professor expertise, and student requests.

Each student is personally responsible to fulfill all requirements for the degree as stated in the Gardner-Webb Catalog. The major advisor will assist the student in planning his/her course of study for the length of his/her stay at Gardner-Webb. Advisee meetings are scheduled periodically during the year. It is the advisee’s responsibility for scheduling this meeting. The most important advisee/advisor meetings occur during pre-registration times and dates.

All departmental representatives are knowledgeable concerning requirements, scheduling and other related advising concerns. It is to each student’s advantage to work closely with the advisor to help ensure a planned and sequential course of study.

ADDITIONAL STUDENT MAJOR OPPORTUNITIES

Department majors are encouraged to make a difference in the University and local community through professional growth activities, service projects, and volunteerism. The following are some of the opportunities the department sponsors or is involved with:

- Physical Education/Health Education Student Club (PHEMA)
- Cleveland County Special Olympics
- Cleveland/Gaston County Senior Games
- Health Fairs
- Department Newsletter
- Movie Nights
- Ongoing Research Projects
- Department Social Events
SPECIAL ACCOMMODATIONS

If learning or participation in a class is affected in any way by a disability recognized under the Americans With Disabilities Act (ADA), please do the following: (1) register with the Noel Program for the Disabled at Gardner-Webb University, 704-406-4270; and (2) inform the instructor regarding your disability so that he/she can work with you and the Noel Program to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester.

GRADUATION REQUIREMENTS

A minimum of 128 hours is required for graduation. All candidates for graduation are expected to take their last year (32 semester hours) at Gardner-Webb University. Students transferring from a two-year college are required to complete a minimum of 64 hours of subsequent study in senior colleges or universities, with at least the final 32 hours at Gardner-Webb University.

A student must have a minimum of “C” (2.00) on each course counted toward the physical education, health/wellness, athletic training or sport management major.

A minimum Quality Point Ratio of 2.00 on a 4.00 scale based on the University grading system is required for graduation, both on all work attempted and on work attempted at Gardner-Webb University.

The student is responsible for fulfilling all requirements for the Physical Education/Health Education or Sport Pedagogy major. Each student must fulfill all the Basic Course Requirements as approved by the Registrar and all the requirements for the major and minor as approved by the departmental chairperson.

APPLICATION FOR GRADUATION

The student is responsible for making official application for graduation to the Registrar no later than the end of pre-registration during the regular semester immediately prior to the final semester of study. For students completing requirements for Fall Commencement Exercises, the application must be submitted to the Registrar by the last Monday in July. For students participating in Spring Commencement Exercises, the application must be submitted to the Registrar by the first Monday after Thanksgiving. For students participating in the Summer Commencement Exercises, the application must be submitted to the Registrar by the last Monday of April. A late fee will be assessed for applications submitted after these dates.
**Physical Dimensions of Wellness**

**Purpose of Course(s)**

The Department of Physical Education, Wellness and Sport Studies supports the belief that the Physical Dimensions of Wellness course requirement focuses on holistic individual development and the personal search for meaning. This requires the development of self-management, self-direction, self-monitoring, and self-reinforcement. To this end, the primary purpose is: each individual shall find meaning and significance through participation in movement activities.

**Course(s) Objectives**

Upon successful completion of PHED 140-146, 150-159, or 160-165 the student will:

1. improve the physiological efficiency of human development potential (circulatory efficiency, biomechanical efficiency, neuromuscular efficiency);
2. improve psychological well-being to enhance the achievement of personal integration (self-understanding, self-perception, catharsis, self-challenge);
3. improve social interaction to augment communication skills, group interaction skills, and cultural involvement (expression, teamwork, competition, leadership, movement appreciation).

---

**CORE Competencies**

Courses in the PEWSS Department that are part of the general education requirements of the university fall under the category of *Dimensions of the Self*. These courses include the one-hour activity courses (PHED 140-165), Dimensions of Personal Wellness (HLED 221), and Health Maintenance, Promotion, and Wellness (HPE 338, GOAL). In addition to course specific goals and objectives, each of the CORE courses seek to fulfill the following competencies:

1. Students will identify means to enhance the integration of the spiritual, intellectual, emotional, physical, environmental, and social dimensions of the human personality.
2. Students will investigate and create opportunities leading to self-discovery, self-evaluation, and self-reflection.
3. Students will recognize and express value assumptions and perspectives held by self and others.
4. Students will develop habits of intentionality in the areas of personal, physical, psychological and aesthetic appreciation.
DESCRIPTION OF COURSES

Note: For activity courses (PHED 140-165) additional fees, equipment purchases, and/or activity-specific clothing requirements may apply.

**FITNESS (PHED)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
<th>Credit Type</th>
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<tbody>
<tr>
<td>LOW IMPACT AEROBICS</td>
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<td>HIGH IMPACT AEROBICS</td>
<td>1 semester</td>
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<tr>
<td>AEROBIC WALKING</td>
<td>1 semester</td>
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<td>JOGGING</td>
<td>1 semester</td>
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<tr>
<td>AEROBIC WATER SKILLS</td>
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<td>WEIGHT TRAINING</td>
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<td>MILITARY FITNESS</td>
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**LIFETIME SPORTS (PHED)**

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<td>RACQUETBALL</td>
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<tr>
<td>RECREATIONAL DANCE</td>
<td>1 semester</td>
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<tr>
<td>GOLF</td>
<td>1 semester</td>
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<tr>
<td>GOLF AND BOWLING</td>
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<td>2-0-1</td>
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<tr>
<td>SCUBA DIVING</td>
<td>1 semester</td>
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<tr>
<td>TEAM SPORTS</td>
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<tr>
<td>SWIMMING</td>
<td>1 semester</td>
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<tr>
<td>MARTIAL ARTS</td>
<td>1 semester</td>
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<tr>
<td>SNOW SKIING</td>
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**OUTDOOR ADVENTURE (PHED)**

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<tr>
<td>RAPPELLING/CLIMBING</td>
<td>1 semester</td>
<td>2-0-1</td>
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<tr>
<td>HIking/orienteering</td>
<td>1 semester</td>
<td>2-0-1</td>
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<tr>
<td>CAMPING SKILLS</td>
<td>1 semester</td>
<td>2-0-1</td>
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<tr>
<td>CANOEING/WHITE WATER RAFTING</td>
<td>1 semester</td>
<td>2-0-1</td>
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<tr>
<td>BACKPACKING SKILLS</td>
<td>1 semester</td>
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<tr>
<td>ALPINE TOWER CHALLENGE</td>
<td>1 semester</td>
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</table>
PHYSICAL EDUCATION (PHED)

211 INTRODUCTION TO PHYSICAL EDUCATION AND HEALTH EDUCATION
3 semester hours
An overview of physical and health education, with emphasis placed on history, philosophy, 21st century issues, and career opportunities. Both domestic and global perspectives will be examined.
3-0-3 (Fall)

213 LIFEGUARDING AND LIFEGUARDING INSTRUCTOR 3 semester hours
Emphasis on developing competencies in American Red Cross Lifeguarding skills, including CPR and first aid, and preparation for authorization as an ARC Lifeguarding Instructor. Students may receive certification in ARC Lifeguarding, CPR for the Professional Rescuer, including AED training, fundamentals of Instructor Training, and Lifeguard Instructor. Recommended for the student who is/was a certified lifeguard. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement) 3-1-3.

214 SWIMMING AND WATER SAFETY INSTRUCTOR 3 semester hours
Emphasis on development of swimming skills directed toward becoming an American Red Cross Water Safety Instructor. Students may receive certifications in ARC swimming. Fundamentals of Instructor Training, and preparation for authorization as an ARC Water Safety Instructor. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement) 3-1-3.

235 MOTOR LEARNING 3 semester hours
A study of basic concepts applicable to motor skill acquisition, motor control and motor development. Areas of study include variables effecting the learner (e.g., knowledge of results, practice, transfer of learning). 3-0-3. (Spring)

300 HEALTHFUL LIVING FOR ELEMENTARY EDUCATORS 3 semester hours
The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students.
A field experience is required. Prerequisite: EDUC 250. 3-1-3. (Spring)

301 ELEMENTARY SCHOOL PHYSICAL EDUCATION 3 semester hours
Methods, materials, and techniques for instruction in recognizing, identifying, and applying a planned, sequential program in elementary physical education.
A field experience is required. Prerequisite: EDUC 250.3-1-3. (Fall)

303 INTRAMURALS 2 semester hours
Principles and ideas to effectively organize and administer intramural sports programs in various school settings. A field experience is required. 2-1-2.

309 OFFICIATING 2 semester hours
Theories and techniques, both general and sport specific, designed to orient the student to the field of sports officiating. A field experience is required. 2-1-2.
PHYSICAL EDUCATION (Cont.)

310 OUTDOOR EDUCATION  3 semester hours
Designed to provide the student with practical knowledge as it relates to camping, hiking, backpacking and related basic wilderness survival skills. Fees may apply. A field experience is required. 3-1-3.

331 CREATIVE MOVEMENT (K-12)  3 semester hours
Methods, materials and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance. 3-0-3. (Fall)

336 THEORY AND TECHNIQUES OF COACHING  3 semester hours
An examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities. 3-0-3. (Fall, even years)

341 THEORY AND TECHNIQUES OF TEAM SPORTS  3 semester hours
Methods, theories, and techniques for teaching volleyball, softball, football, soccer and basketball on the K-12 level. 3-0-3. (Fall)

342 THEORY AND TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS  3 semester hours
Methods, theories and techniques for teaching developmental gymnastics, tennis, track and field, badminton and golf on the K-12 level. 3-0-3. (Spring)

400 COMMUNITY RECREATION PROGRAMS  3 semester hours
A survey of the recreation field with respect to philosophies, practices, work settings, trends, knowledge bases and skills and employment opportunities. 3-0-3. (Fall)

401 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY  3 semester hours
This course examines various psychological parameters which influence sport behavior and performance. 3-0-3. (Fall, odd years)

402 PHYSICAL EDUCATION FOR DIVERSE POPULATIONS  3 semester hours
A study of the instruction of physical education and healthy activity for diverse populations. These populations include the handicapped, the young, the elderly, the disadvantaged, and other groups. Field experience required. Prerequisite: EDUC 250. 3-1-3. (Spring)

407 SCIENTIFIC PRINCIPLES FOR PHYSICAL EDUCATION AND SPORT PEDAGOGY  3 semester hours
A study of the responses and adaptations of the cardiorespiratory, muscular, neural, and energy systems to aerobic and anaerobic exercise, the principles of nutrition and ergogenic aids focusing on strategies for teaching these principles in non-clinical physical education and sport pedagogy settings. 3-0-3 (Fall)
408 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS  3 semester hours
The study and application of various administrative issues involved in the fields of athletics and physical education. 3-0-3. (Fall)

409 TESTS AND MEASUREMENTS  3 semester hours
The study of various tests and measurements used for assessment in health and physical education programs, with special attention given to elementary statistical procedures, test administration and principles of grading. 3-0-3. (Spring)

430 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION 1-3 semester hours (variable)
Specialized study in selected areas of the health and/or physical education disciplines. Course content will vary and may, at times, include travel and/or field experiences. Content will reflect current practices in the field and student interest and need. Offered as needed.

432 SEMINAR FOR PHYSICAL EDUCATORS AND HEALTH EDUCATORS  3 semester hours
Methods, materials, theory, practice, and program development in teaching physical and health education on the K-12 level. (Must be taken the semester immediately prior to student teaching.) 3-0-3. (Fall, Spring)

495, 496 INDEPENDENT STUDY 1-6 semester hours each semester
Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required.

HEALTH (HLED)

221 DIMENSIONS OF PERSONAL HEALTH  3 semester hours
The study of scientifically based, accurate, and current information relating to the development and maintenance of a life-long plan for personal health and wellness. 3-0-3. (Fall, Spring)

226 HEALTH EDUCATION FOR THE SCHOOL HEALTH EDUCATOR 3 semester hours
This course provides an overview of content areas and skills related to comprehensive school health education for students who wish to become teachers. Topics include concepts related to health and health education, health skills, the six CDC priority risk behaviors, and traditional content areas and skills in comprehensive school health education. Emphasis will be placed on core content knowledge and health skills prospective teachers need to deliver health instruction and be healthy role models for their students. Field Experience Required. 3-1-3 (Spring)
Prerequisites: EDUC 250 or Consent of Instructor.

320 COMPREHENSIVE HEALTH EDUCATION  3 semester hours
This course provides students with the knowledge and skills necessary to plan and implement a sequential curriculum of salient health topics for students K-12. The purpose is to prepare students to promote the development of health knowledge, health-related skills and behaviors, and positive health attitudes leading to improved health status and quality of life for school aged children. Field experience required. Prerequisite: EDUC 250. 3-1-3. (Fall)
HEALTH (HLED) Cont.

321 TEACHING METHODS FOR HEALTH EDUCATION  3 semester hours
This course prepares students to meet competencies in methodology necessary for teaching K-12 health. The course focuses on the coordinated school health program, the national health education standards, health literacy, pedagogy, and student assessment strategies. Teaching resources for the 21st Century teacher are explored. Field experience required.
Prerequisite: EDUC 250 and HLED 320 or permission of the department. 3-1-3. (Spring).

323 FIRST AID/CPR WITH INSTRUCTOR CERTIFICATION  3 semester hours
A course designed to provide the citizen responder with knowledge and skills necessary to help sustain life and minimize pain and the consequences of injury or sudden illness. The course also prepares students for instructor certification. Includes American Red Cross basic and instructor certification in First Aid/CPR/AED. Field experience required. 3-1-3. (Fall, Spring)

495, 496 INDEPENDENT STUDY  1-6 semester hours each semester
Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required.

DEGREE COMPLETION PROGRAM

300 HEALTHFUL LIVING FOR ELEMENTARY EDUCATORS  3 semester hours
The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students.
A field experience is required.

338 HEALTH MAINTENANCE, PROMOTION AND WELLNESS  3 semester hours
An examination of the concepts, attitudes, and skills that contribute to personal health and physical fitness.

401 DRUG AND ALCOHOL EDUCATION  3 semester hours
An introduction to the sociological, cultural, psychological and physical implications associated with the use and abuse of substance.

402 SEXUALITY/SEX EDUCATION  3 semester hour
An introduction to the study of basic elements and issues of human sexuality. Central to this course is personal knowledge and the ability to communicate effectively with children, family and others in the context of teaching and personal relevancy.
Projected Course Sequence
Department of Physical Education, Wellness, and Sport Studies

* Circumstances may prevent courses from being offered as projected.

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**PHYSICAL EDUCATION/HEALTH EDUCATION**
B.S. Degree – Teacher Licensure
(Effective Fall 2014)

NAME_____________________________________________ Contact #____________________ ID #________________

Last                     First                         Middle

**BASIC COURSE REQUIREMENTS:** 54-65 Hours

1. Dimensions of the Humanities (11-21 hrs.)
   Composition, Literature, and Communication (11-12)
   - ENGL (Composition I) 101 3
   - ENGL (Composition II) 102 3
   Choose one: ENGL 211, 212, 231, 232, 251, 252
   Oral Communication
   Choose one: COMM 233, BADM 325, THEA 330, EDUC 450,

2. **PHED**
   - 211
   - 301
   - 331
   - 341
   - 401
   - 407
   - 408
   - 432

3. **HLED**
   - 226
   - 320
   - 321
   - 323

**PROFESSIONAL EDUCATION MINOR:** 22 Hours

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**MAJOR:** 39 Hours

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<td>HLED</td>
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</table>

Students will not be permitted to register for more than 50% of Physical Education/Health Education (licensure) courses until they are formally admitted into the Teacher Education Program.
I. Dimensions of the Humanities (11-21 hrs.)
Composition, Literature, and Communication (11-12)
ENGL (Composition I) 101 3
ENGL (Composition II) 102 3
Choose one: ENGL 211, 212, 231, 232, 251, 252 3
Oral Communication
Choose one: COMM 233, BADM 325, THEA 330, EDUC 450, ENGL 270, RELI 354, 3
or two semesters of 1

Foreign Language (Must complete through 201 level) 3

II. Dimensions of Faith (6 hrs.)
RELI (Old Testament) 101 3
RELI (New Testament) 102 3

III. Dimensions of Heritage (15 hrs.)
Western Heritage
HIST (Western Civ. I) 101 3
HIST (Western Civ. II) 102 3
Global Heritage
SSCI (Global Understanding) 205 3
or RELI (Religion and Culture.) 245 3
American Heritage (Choose two)
ECON (Econ. and the Free MarketSys.) 203 3
POLS (The American Political Process) 202 3
HIST (The American Century) 245 3
COMM (Technology and Am. Society) 230 3

IV. Dimensions of the Self (10 hrs.)
UNIV (Dimensions of University Life) 111 3
HLED (Dimensions of Personal Health) 221 3
Choose one: ARTS 225, MUSC 225, THEA 235 (Survey) 3

Physical Dimensions of Wellness --
Choose one course from one of the following areas:

PHED 140-145 (Fitness) 1
PHED 150-159 (Lifetime Sports)
PHED 160-165 (Outdoor Adventure)

V. Dimensions of Scientific Inquiry (8 hrs.)
Choose one: BIOL 101 (recommended), 111 4
Choose one: CHEM 103, 111, 251, GEOL 101, 102, 105, 106, PHYS 103, 104, 201, 203 4

VI. The Quantitative Dimension (3-4 hrs.)
Choose one: MATH 105 (recommended), 110, 150, 151, 219 3-4

SPORT PEDAGOGY
B.S. Degree
(Effective Fall 2014)
NAME______________________________ Contact #____________________ ID #________________
Last First Middle
BASIC COURSE REQUIREMENTS: 54-65 Hours

Date Grade

MAJOR: 39 Hours

PHED F 211 3 27
S 235 3
F(E) 336 3
F 341 3
S 342 3
F(O) 401 3
S 402 3
F 408 3
S 409 3
HLED F/S 323 3
SPED S 450 3
EXSI F 335 3
S 347 3
COMM 235 (Debate) 1

Foreign Language (Must complete through 201 level) 3

II. Dimensions of Faith (6 hrs.)
  RELI (Old Testament) 101 3
  RELI (New Testament) 102 3

III. Dimensions of Heritage (15 hrs.)
  Western Heritage
    HIST (Western Civ. I) 101 3
    HIST (Western Civ. II) 102 3
  Global Heritage
    SSCI (Global Understanding) 205 3
    or
    RELI (Religion and Culture...) 245 3
  American Heritage (Choose two)
    ECON (Econ. and the Free Market Sys.) 203 3
    POLS (The American Political Process) 202 3
    HIST (The American Century) 245 3
    COMM (Technology and Am. Society) 230 3

IV. Dimensions of the Self (10 hrs.)
  UNIV (Dimensions of University Life) 111 3
  HLED (Dimensions of Personal Health) 221 3
  Choose one: ARTS 225, MUSC 225,
             THEA 235 (Survey) 3
  Physical Dimensions of Wellness --
    Choose one course from one of the
    following areas:
    PHED 140-145 (Fitness) 1
    PHED 150-159 (Lifetime Sports)
    PHED 160-165 (Outdoor Adventure)

V. Dimensions of Scientific Inquiry (8 hrs.)
  Choose one: BIOL 101 (recommended),
             111
  Choose one: CHEM 103, 111, 251,
             GEOL 101, 102, 105, 106,
             PHYS 103, 104, 201, 203

VI. The Quantitative Dimension (3-4 hrs.)
  Choose one: MATH 105 (recommended),
             110, 150, 151, 219

MINOR

Physical Education, Wellness, and Sport Studies

Effective Fall 2014

The student must have an overall "C" average on all work counted toward the minor.

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<td><strong>PHED</strong></td>
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Choose 6 credit hours:
SPORT PEDAGOGY
(Graduate)

The Sport Pedagogy program includes thirty semester hours in five components: methodology, science, socio-culture, administration, and elective. The primary focus of the program is instructional expertise in sport-related settings. The elective component of the program consists of six hours of subject area work that may be programmed to meet the specific needs of individual students. This program does not include recommendation for G level state licensure.

Purpose

Graduate courses for the Master of Arts in Sport Pedagogy are designed to assist in the advanced preparation of individuals who are involved with sport and fitness-related endeavors. These fields of endeavors may include physical education programs, coaching environments, fitness centers, sport clubs, and other physical activity settings. The development of skills will be accomplished through coursework, research, and pedagogical experience. Students will benefit from a synthesis of current and applicable information derived from both theory and practice.

Goals

Integrating Christian values, concepts, and ideals, the Master of Arts in Sport Pedagogy is designed to meet the following goals:

1. Provide in depth study in a carefully selected curriculum specifically intended to foster the development of individual potential for becoming optimally effective in their chosen professions.
2. Provide advanced preparation for ethical leadership in sport science and pedagogy.
3. Develop the skills essential for the research of various aspects of sport science and pedagogy.
4. Develop the capacity to interpret and then apply the findings of research to actual practices.
5. Develop skills and understanding of the numerous teaching styles used in effective instruction.
6. Foster a responsibility to make positive change in the student’s chosen profession and the global community.
SPORT PEDAGOGY
Program of Study

A. Methodology (6 semester hours)
   SPED 600 Research in Sport Pedagogy
   SPED 601 Instructional Strategies

B. Science (6 semester hours)
   SPED 602 Scientific Principles of Human Performance
   SPED 603 Contemporary Concepts of Wellness

C. Socio-Culture (6 semester hours)
   SPED 604 Sport in Society
   SPED 605 Sport and Physical Education for Diverse Populations

D. Administration (6 semester hours)
   SPED 606 Sport and Physical Education Administration
   SPED 607 Legal Issues of Sport and Physical Education

E. Elective (6 semester hours)
   SPED 608 Psychology of Sport
   SPED 609 Supervision and Evaluation of Instruction
   SPED 610 Theories of Motor Development
   SPED 611 Physical Education Seminar
   SPED 555 Special Topics

Background requirements for admission into Graduate Sport Pedagogy

A student must have on the undergraduate transcript a course in teaching methodology and a course related to exercise science/physiology. If the prerequisites are lacking, the student can enroll in undergraduate coursework at GWU during the first 6 hours of graduate study.
Description of Courses

SPORT PEDAGOGY (SPED)

Graduate Courses

600 Research in Sport Pedagogy 3 semester hours
A course designed to prepare the student to access, interpret, and apply practical aspects of research, with emphasis on the development of skills which will enable effective presentation, communication, and understanding.

601 Instructional Strategies 3 semester hours
An in-depth study of the development and utilization of innovative teaching strategies in physical education and sport instruction.

602 Scientific Principles of Human Performance 3 semester hours
A study of the most recent developments in the field of exercise physiology is the major focus of this class, with emphasis on the related fields of biomechanics and motor learning.

603 Contemporary Concepts of Wellness 3 semester hours
A study of the relationships among the components of wellness, as well as an examination of recognized approaches to effective instruction of lifetime physical fitness.

604 Sport in Society 3 semester hours
An examination of the issues and problems associated with play, games, and sport in a socio-cultural context.

605 Sport and Physical Education for Diverse Populations 3 semester hours
A study of the implications for those involved in the instruction and provision of sport opportunities for diverse populations. These populations include the handicapped, the gifted, the elderly, and other groups with identifiable special needs.

606 Sport and Physical Education Administration 3 semester hours
A study of specific issues involved in the organization and administration of sport and physical education programs.

607 Legal Issues of Sport and Physical Education 3 semester hours
An exploration of the legal issues in sport and physical education. Emphasis will be placed on liability issues relevant to educational, recreational, and athletic settings.

608 Psychology of Sport 3 semester hours
An analysis of the psychological aspects of sport with an emphasis on application and implications for teachers and coaches.

609 Supervision and Evaluation of Instruction 3 semester hours
A study of the basic issues relevant to instructional supervision. Particular attention will be given to methods of evaluating instruction by means of systematic observation.
SPORT PEDAGOGY (cont.)

610 Theories of Motor Development 3 semester hours
A study of motor, physical, and neuromuscular development from the prenatal period to old age. Emphasis will be placed on stages of development, motor system, and development of specific movement patterns.

611 Physical Education Seminar 1-3 semester hours
A class for practicing physical educators, designed to be taught in a workshop format. The specific content will vary based upon instructor, students, and setting. The purpose will be to examine and to apply practices necessary in developing instructional expertise.

555 Special Topics 3 semester hours
A study of significant issues, trends, and/or practical problems in education. Content varies according to student interest and need.
AWARDS FOR OUTSTANDING MAJORS

Each year the Department of Physical Education, Wellness, and Sport Studies presents an award to the outstanding senior in physical/health education with licensure. Selection of each recipient is based on academic, professional and personal excellence during the time spent at Gardner-Webb University.

Plaques, engraved with the name of each year’s recipients, hang in the reception area of the Department of Physical Education, Wellness, and Sport Studies.

The following is a list of specific qualifications for each award:

1. Senior majoring in physical/health education with licensure, exercise science, athletic training or sport management
2. Grade point average in major area must be 3.00 or better
3. Professional conduct and promise in career
4. Graduation dates are fall through summer of current academic year
5. Leadership and fellowship traits
6. Overall GPA of 2.50
LEADERS Program of Professional Excellence

All majors within the Physical Education, Wellness, and Sport Studies Department at Gardner-Webb University may elect to obtain a leadership certification for the LEADERS Program of Professional Excellence.

LEADERS

is an acronym used to categorize an array of academic and professional knowledge, skills, and abilities (KSA’s) in categories of: Leadership, Ethics, Academics and Professional Roles, Diversity, Etiquette and Professional Disposition, Religion and Philosophy, and Service Learning and Community Outreach.

Students who choose to attain the LEADERS certification will, over the course of their tenure as PEWSS majors, collect evidences that demonstrate competence in each area and compile them in the form of an electronic portfolio. * Evidences are assigned point values. ** Students must accumulate a minimum of fourteen (14) total points for certification. A minimum of two (2) points must be acquired for each category.

Candidate’s attainment of competencies will be assessed and approved by full time faculty members of the PEWSS department. Each submission must include appropriate documentation along with a written reflection.

Students who successfully complete the LEADERS program will be awarded a certificate of completion. They will also be recognized on awards day and receive a designation on their official transcript.

Examples of acceptable evidences for each category are outlined below:

Leadership - the act of taking charge; guiding and directing others.
  - Attend a professional conference, lecture, or other approved community meeting
  - Hold office in a club
  - Deliver a public presentation
  - Facilitate a group project
  - Other as approved by the professor and/or advisor

Ethics – rules or standards that govern the conduct of a person.
  - Demonstrate an understanding of the role of the professional related to morals, values, and sportsmanship.
  - Attend a scholarly event relatable to ethics, values, sportsmanship
  - Write an advocacy letter
  - Write a research paper on a relevant topic
  - Other as approved by the professor and/or advisor

Academics and Professional Roles – scholarly attributes related to and exemplified in the major.
Demonstrate content knowledge in areas of: Human growth and development; Learning environment; Teaching/professional practice; Assessment

- Write a research paper depicting proper APA format
- Demonstrate the application of knowledge in a practical setting (internship, student teaching, laboratory experience)
- Read and apply contemporary research
- Other as approved by the professor and/or advisor

**Diversity** – the development of more positive and effective interactions with members of other cultures.

- Show evidence of experience with diverse groups; e.g., multicultural activities, Special Olympics, Senior Games
- Complete a podcast or webinar on diversity
- Substantiate exposure to special populations within course content
- Submit a research paper relevant to diversity awareness
- Other as approved by the professor and/or advisor

**Etiquette and Professional Dispositions** – exemplary behavior, appearance and work ethic.

- Attend a professional development workshop, webinar, or podcast
- Obtain letters of recommendation from people who can attest to your professionalism.
- Compose your professional resume
- Show evidence of practical experience in developing interview skills
- Other as approved by the professor and/or advisor

**Religion and Philosophy** – spiritual maturity; integration of faith and beliefs with the major.

- Write an essay integrating faith and career
- Draft your personal philosophy
- Participate in mission work
- Attend religious oriented event such as FCA
- Other as approved by the professor and/or advisor
Service Learning/Community Outreach – meaningful service to the community that is either curriculum-based or volunteer

- Include a print out of Student Activities Volunteer Hours
- Show evidence of a service learning project associated with a course within the major
- Write a reflective paper on one volunteer experience demonstrating personal growth and appreciation for service learning experiences
- Submit awards or recognitions achieved for community service
- Other as approved by the professor and/or advisor

Students who choose to attain the LEADERS certification will, over the course of their tenure as PEWSS majors, collect evidences that demonstrate competence in each area and compile them in the form of an electronic portfolio. Evidences are assigned point values. Students must accumulate a minimum of fourteen (14) total points for certification. A minimum of (2) points must be acquired for each category. Also, a minimum of two (2) unique submissions per category is required. Candidate’s attainment of competencies will be assessed and approved by the LEADERS coordinator.

*Each submission must include appropriate documentation along with a written reflection.*

Submission deadlines: At least 50% of the portfolio must be completed before their final semester and 100% of evidences must be completed before the midpoint of their final semester. The electronic portfolio must be completed at least one week before the date of the LEADERS presentation.
# LEADERS
Program of Professional Excellence

## Point Value Chart

Students who choose to attain the LEADERS certification will, over the course of their tenure as PEWSS majors, collect evidences that demonstrate competence in each area and compile them in the form of an electronic portfolio. Evidences are assigned point values. Students must accumulate a minimum of fourteen (14) total points for certification. A minimum of (2) points must be acquired for each category. Also, a minimum of two (2) unique submissions per category is required. Candidate’s attainment of competencies will be assessed and approved by the LEADERS coordinator. Each submission must include appropriate documentation along with a written reflection.

<table>
<thead>
<tr>
<th>Point values</th>
<th>Category</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1 per hour; 2 points max</td>
<td>Leadership - the act of taking charge; guiding and directing others.</td>
<td>Photocopy of name tag, program with verification of attendance (signature of administrator)</td>
</tr>
<tr>
<td>.5 per year of service</td>
<td>Hold office in a club</td>
<td>Photocopy of program, presentation materials</td>
</tr>
<tr>
<td>1 point</td>
<td>Deliver a public presentation (outside of class)</td>
<td>Letter of verification by administrator; expository of project with pictures, video</td>
</tr>
<tr>
<td>1 point</td>
<td>Facilitate a group project</td>
<td>Written paper, other approved by professor</td>
</tr>
<tr>
<td>TBA</td>
<td>Other as approved by the professor and/or adviser</td>
<td>Authorized program with written summary</td>
</tr>
<tr>
<td>.5 point</td>
<td>Ethics - rules or standards that govern the conduct of a person.</td>
<td>Copy of letter with any responses</td>
</tr>
<tr>
<td>.5 point</td>
<td>Demonstrate an understanding of the role of the professional related to morals, values, and sportsmanship.</td>
<td>Copy of paper</td>
</tr>
<tr>
<td>.5 point</td>
<td>Attend a scholarly event relatable to ethics, values, sportsmanship</td>
<td></td>
</tr>
<tr>
<td>.5 point</td>
<td>Write an advocacy letter</td>
<td></td>
</tr>
<tr>
<td>.5 point</td>
<td>Write a research paper on a relevant topic</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Other as approved by the professor and/or adviser</td>
<td></td>
</tr>
<tr>
<td>.5 point</td>
<td>Academics and Professional Roles - scholarly attributes related to and exemplified in the major.</td>
<td>Written paper, other as approved by professor</td>
</tr>
<tr>
<td>.5 point</td>
<td>Demonstrate content knowledge in areas of: Human growth and development; Learning environment; Teaching/professional practice; Assessment</td>
<td>Written paper</td>
</tr>
<tr>
<td>.5 point</td>
<td>Write a research paper depicting proper APA format</td>
<td>Samples of work from experience</td>
</tr>
<tr>
<td>.1 per hour; 2 points max</td>
<td>Demonstrate the application of knowledge in a practical setting (internship, student teaching, laboratory experience)</td>
<td>Written paper; other as approved by professor</td>
</tr>
<tr>
<td>.1 per hour; 1 point max</td>
<td>Read and apply contemporary research</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Other as approved by the professor and/or adviser</td>
<td></td>
</tr>
<tr>
<td>.1 per hour; 2 points max</td>
<td>Diversity - the development of more positive and effective interactions with members of other cultures.</td>
<td>Video, pictures, written documentation</td>
</tr>
<tr>
<td>.5 per event; 2 points max</td>
<td>Show evidence of experience with diverse groups; e.g., multicultural activities, Special Olympics, Senior Games</td>
<td>Confirmation of participation; other as approved by professor</td>
</tr>
<tr>
<td>.5 point</td>
<td>Complete a podcast or webinar on diversity</td>
<td>Video, pictures, written documentation; other as approved</td>
</tr>
<tr>
<td>.5 point</td>
<td>Substantiate exposure to special populations within course content</td>
<td>Written paper</td>
</tr>
<tr>
<td>TBA</td>
<td>Submit a research paper relevant to diversity awareness</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Other as approved by the professor and/or adviser</td>
<td></td>
</tr>
</tbody>
</table>

Gardner-Webb University
Department of Physical Education, Wellness, and Sport Studies
<table>
<thead>
<tr>
<th>Point values</th>
<th>Category</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| **Etiquette and professional dispositions** — exemplary behavior, appearance and work ethic.  
.5 per event; 2 points max  
.1 per letter; .5 max  
.5 point  
.1 per hour  
TBA | • Attend a professional development workshop, webinar, or podcast  
• Obtain letters of recommendation from people who can attest to your professionalism.  
• Compose personal professional resume  
• Show evidence of practical experience in developing interview skills  
• Other as approved by the professor and/or advisor | (Obtain approval from LEADERS coordinator for all acceptable documentation)  
Authorized documentation of participation; other as approved by professor  
Photocopies of letters  
Photocopy of resume  
Authorized documentation of attendance to workshop; other as approved by professor |
| **Religion and Philosophy** — spiritual maturity; integration of faith and beliefs with the major.  
.25 point  
.25 point  
.1 per hour; 2 points max  
.1 per hour; 2 points max  
TBA | • Write an essay integrating faith and career  
• Draft personal philosophy  
• Participate in mission work  
• Attend religious oriented event such as FCA  
• Other as approved by the professor and/or advisor | Photocopy of essay  
Photocopy of philosophy  
Authorized documentation and written summary of experience; other as approved by professor  
Authorized documentation of attendance |
| **Service Learning/ Community Outreach** — meaningful service to the community that is either curriculum-based or volunteer  
.25 point  
.1 per hour; 2 points max  
.25 point  
.1 per hour; 2 points max  
TBA | • Include a printout of Student Activities Volunteer Hours  
• Show evidence of a service learning project associated with a course within the major  
• Write a reflective paper on one volunteer experience demonstrating personal growth and appreciation for service learning experiences  
• Participate in a community service project  
• Other as approved by the professor and/or advisor | Photocopy of printout  
Video; pictures; written expository of experience; other as approved by professor  
Video; pictures; written expository of experience; other as approved by professor |
POTENTIAL CAREER OPPORTUNITIES

Physical/Health Education Majors

<table>
<thead>
<tr>
<th>Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>Junior/Community colleges</td>
</tr>
<tr>
<td>Elementary school</td>
<td>College and university</td>
</tr>
<tr>
<td>Junior high/middle school</td>
<td>Foreign schools</td>
</tr>
<tr>
<td>High school</td>
<td>Military schools</td>
</tr>
<tr>
<td>Special physical education</td>
<td>Church schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interscholastic programs</td>
<td>Community sport programs</td>
</tr>
<tr>
<td>Intercollegiate programs</td>
<td>Military sport programs</td>
</tr>
<tr>
<td>Sports academies</td>
<td>Sport camps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Leisure Industries</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health/fitness centers</td>
<td>Weight loss clinics</td>
</tr>
<tr>
<td>City/county health centers</td>
<td>Military fitness</td>
</tr>
<tr>
<td>YMCA/YWCA</td>
<td>Camps</td>
</tr>
<tr>
<td>Wellness Centers</td>
<td>Geriatric programs</td>
</tr>
<tr>
<td>Country clubs/resorts</td>
<td>Travel and tourism</td>
</tr>
<tr>
<td>Housing complexes</td>
<td>Outward bound/NOLS</td>
</tr>
<tr>
<td>Cruise liners</td>
<td>Diet counseling centers</td>
</tr>
<tr>
<td>Public or private sports clubs</td>
<td>Industrial recreation programs</td>
</tr>
</tbody>
</table>

Racially Nondiscriminatory Policy

“Gardner-Webb admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.”