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A RESPONSE TO THE BANISHMENT OF PE
COURSES FROM THE HIGHER GENERAL
CORE CURRICULUM: THE RENOVATION OF A
HIGHER EDUCATION PHYSICAL EDUCATIONAL
ACTIVITY PROGRAMS



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A Response to the Banishment of PE Courses from the Higher Education General Core Curriculum: The Renovation of a Higher Education Physical Educational Activity Programs

Abstract

Physical activity is a primary focus, essential aspect, and significant contributing factor of a healthy human lifespan; however, Among the top 25 ranked research institution, only nine university required physical education in the core curriculum (36%). Of the top 25 liberal arts institutes, 17 (68%) include physical education within the core, but the general requirements were appallingly and limited to simply passing a swim test and/or enrolling in one or two physical education courses. Nevertheless, there limited incorporation of physical education, which illuminates an issue of ignorance towards the benefits of physical education and physical activity in higher education. The purpose of this paper is to describe the reimagination of activity courses taught at one midsized state university in Texas. The following agenda and goals were set: a complete overhaul of the activity program with the purpose of increasing enrollment and fitness levels of students at said university.

Keywords: Higher education, physical education, activity courses, physical activity, educational administration

A Response to the Banishment of PE Courses from the Higher Education General Core Curriculum: The Renovation of a Higher Education Physical Educational Activity Programs

Introduction

Beginning with the motor development processes of infants and adolescents progressing to sustained, functional abilities of the senior population, physical activity is a primary focus, essential aspect, and significant contributing factor of a healthy human lifespan (Pennington, Curtner-Smith, & Wind, 2020a, 2020b, 2020c). Boot, de Ridder, Pols, Krenning, and de Muinck (1997) examined the effects of physical activity on youth ranging from 4-20 years of age, and identified a significant correlation between bone mineral density and regular participation in physical activity. Researcher collected by Warburton, Nicol, and Bredin (2006) recognized that participation in physical activity relates to the prevention of multiple chronic diseases (e.g., cancer, cardiovascular disease, depression, diabetes, hypertension, obesity, and osteoporosis). Blair et al. (1989) and Lee et al. (2010) revealed an inverse relationship between physical activity participation and mortality in both men and women. Additionally, and aside from physical effects, physical activity has been thoroughly researched and documented to have positive effects on academic achievement (Belch, Gebel, & Maas, 2001; Castelli, Hillman, Buck, & Erwin, 2007; Welk et al., 2010; Chomitz et al., 2009). The benefits of physical activity are immense and indisputable (Pennington, 2014; Pennington, 2015; Pennington, 2019; Pennington & Nelson, 2019; Pennington, 2020), however, despite the evidence identified through the results of the research, physical education activity programs (PEAP) at the college level are consistently being ignored and removed from university undergraduate core curriculum. Bourke, Bray, and Horton (2009) examined the core curriculum of 50 institutions in America. Multiple core

curriculum courses were parallel among the institutions; however, core required physical education course were present in just over half of the colleges (52%). Among the top 25 ranked research institution, only nine university required physical education in the core curriculum (36%). Of the top 25 liberal arts institutes, 17 (68%) include physical education within the core, but the general requirements were appallingly and limited to simply passing a swim test and/or enrolling in one or two physical education courses. The 17 liberal arts institutions believed physical education “.... Provide[s] for a more holistic or whole-body approach...” (Bourke et al, 2009, p. 229) and evidence from previously reviewed research offers support to these beliefs. Nevertheless, the overall results Bourke et al. (2009) exemplified limited incorporation of physical education, which illuminates an issue of ignorance towards the benefits of physical education and physical activity in higher education.

In Fall 2013, Tarleton State University (TSU) removed the kinesiology PEAP course credits from the General Degree Plan Requirements. Thus, negatively effecting the enrollment numbers of the physical activity program and speculatively decreasing the physical activity level of the student body. As previously noted, numerous researchers have indicated that physical activity and physical fitness have a significant relationship to academic achievements (Castelli, Hillman, Buck, & Erwin, 2007; Tremblay, Inman, & Willms, 2000; Trudeau & Shephard, 2008); therefore, in the Kinesiology Department, physical activity is considered essential to academic success. Throughout the Kinesiology Department, a common collaborative mission statement is accepted and practiced: “To provide educational opportunities related to movement and health, provide leadership experiences through service and to promote the total well-being of students; not only for a career.... but for a lifetime.” Consequently, the deletion of PEAP courses as a university requirement affected each “player” (faculty member), which provided substantial

reasoning to generate a change and recovery initiative. The following agenda and goals were set upon the initial removal of activity courses: a complete overhaul of the activity program with the purpose of increasing enrollment and fitness levels of TSU students. This revamp focused on a current physical activity fads and trends to generate a refurbished and up-to-date program.

PEAP Reconstruction Details

To institute change, it is essential to recognize the significance attributions each subdisciplines possesses in regard to overall field expansions; and in this case, the renovation of a program to attract the interest of an external population (TSU student body excluding Kinesiology Majors). In order to do so, strategic collaboration was implementation and necessary to accomplish this revamping and restoration. Ideas and methods were centered on the diverse interests of each full faculty member: physical fitness, exercise science, dance, recreation, aquatic sport, and outdoor pursuits. Each individual appropriately networked and communicated with external experts and other members of the activity committee to develop potential ideas for restoration and change. In addition, research was conducted to justify the following changes: old course titles and descriptions were altered to reflect current fitness fads and/or trends, several old courses simply receiving a sunset due to continuous limited enrollment numbers, and new courses were added to satisfy absent areas of interest. The PEAP reconstruction consisted of 15 newly created activity courses (*Cardio Fitness; Advanced Scuba Diving; Lifeguarding; Powerlifting; Strength Bootcamp; Innovative Dance; Global Sports I – Rugby, Soccer, Sand Volleyball; Global Sports II – Lacrosse, Cricket, Team Handball; Disc Golf; Rock Climbing; 5K/10K Training; Hunting & Fishing; Trap & Skeet Shooting; Yoga I; Yoga II*), 9 modified courses (*Fitness Walking; Racquetball; Swimming; Scuba; Weight Training; Beginning Aerobic Dance; Water Aerobics; Dance Techniques; Texas Star Drill Team*), 8 deleted courses (*Social*

Dance; Badminton; Tennis; Team Sports; Beginning Group Exercise; Varsity Athletics; Sports Officiating I; Yoga) and 7 non-changed courses (*Archery; Bowling; Golf; Conditioning & Fitness; Weight Training; Swimming; Fitness Walking*). The following will discuss the revision details, justifications, and descriptions for the old, renamed, and new PEAP courses.

Non-changed courses. Multiple section of *Archery, Golf, Conditioning & Fitness, Weight Training, and Fitness Walking* are offered each semester. These courses were not affected by the banishment of PEAP courses from the university general degree requirement, and each section offered continued to reach full enrollment capacity. In past semester, the kinesiology department has offered several sections of *Bowling* with successful enrollment numbers. However, due to unfortunate and unexpected environmental elements the bowling alley is under repair, thus disabling the usage of the facility. Upon completion of the facility repair, the kinesiology department will reinstate the course; therefore, no changes were applied to the *Bowling* curriculum. *Conditioning & Fitness* requires student to successfully pass a series of physical fitness examination, including multiple swimming tests. As a result, *Swimming* is typically offered as a prerequisite course for students that possess limited swimming experience and abilities. The enrollment numbers for *Swimming* vary from semester to semester, but this variance was not deemed significant enough to alter the curriculum. *Archery, Weight Training, Fitness Walking, and Swimming* were foundation courses for several of the newly created specialty activity courses. Moreover, all of these courses were consistent among many recognized university programs (i.e., Texas A&M; University of Texas; University of Minnesota; University of Arkansas; University of Wake Forest).

Deleted Courses. The justifications for deletion varied among courses. To begin, *Social Dance* was an original activity course that had not been offered in several years. Additionally, no

course descriptions or student outcomes were present within the university CourseLeaf system, causing the course to be recognized as a 'ghost' class. Therefore, revising and updating the inventory system was the primary justification for deletion. Mirroring justifications were utilized for *Badminton* and *Tennis. Racquetball*, soon to be discussed, received a name change modification to *Racquet Sports* consisting for several sports taught in one course, which includes *Badminton* and *Tennis*. Therefore, teaching these courses individually was viewed as unnecessary and counterproductive to the modified *Racquet Sports* course. In addition, when *Badminton* and *Tennis* were offer, both courses struggle in regards to enrollment numbers. Another group of courses receiving similar justification are *Team Sports*, *Beginning Group Exercise*, and *Yoga*. The concepts involved in these courses served as foundations for three of the newly created courses, to be discussed in a later section. *Team Sports* was separated into two courses: *Global Sport I* and *Global Sports II*. *Beginning Group Exercise* received an updated and more attractive title – *Strength Bootcamp*. *Yoga* was typically a popular and enjoyable activity course for students. Consequently, the PEAP committee collaborated and agreed that an advanced course (*Yoga II*) would provide skilled and interested students with a progressive course option. The adding of *Yoga I* and *Yoga II* to the inventory satisfied the recognized needs. *Varsity Athletics* (KINE 1251) was originally intended for females participating as a collegiate athlete. Enrollment in this course had significantly decreased in recent years; therefore, it was acknowledged as appropriate to delete the course and advice athletes interested in receiving course credit for varsity athletics to enroll in *Varsity Athletics* (KINE 1250), which is now available for all athletes (male and female). The final course deletion was *Sports Officiating I* which was entered when the Texas Common Numbering System came into effect. The course was not currently being offered and additionally, conflicted with a designed lecture course,

Sports Officiating (KINE 1308). Therefore, and again, the course was deleted to cleanup inventory.

Modified Courses. The common modification applied to courses in this section involved a simple course title change to provide desirable descriptions and reflect current fitness industry terminology. *Scuba* and *Dance Techniques* received an additional term to increase the course title descriptions: *Scuba Diving* and *Dance Techniques & Fundamentals*. *Beginning Aerobic Dance* was shortened to *Aerobic Dance*. No advanced aerobic dance course exists within the previous or current catalog. Therefore, the term “beginning”, signifying a prerequisite course, was deemed an unnecessary and excessive term. Instead of creating an additional advanced course, the course description for *Dance Techniques & Fundamentals* was expanded to include supplementary fundamental dance styles. Description below:

Dance Techniques & Fundamentals – This course is designed to provide a basic foundation of dance with an emphasis on the fundamentals of dance. The class will consist of beginner ballet, jazz, hip hop, and modern dance techniques. The artistry and physicality of dance will be emphasized.

A title modification was applied to *Texan Star Drill Team* to include and attract individuals from both the university cheer team and the university dance team. Now known as *Dance Performance*, the course is designed for individuals who are members of the Texan Stars Dance team or Tarleton Cheer teams. It shall serve as a support group for school events/activities and promote school loyalty and spirit.

Water Aerobics was a popular term for exercise designed in a pool or water environment. According to Keith Strange (2014) water aerobics was organized and practiced in the 1950s by fitness professional Jack LaLane. And, statistics revealed that, “Between 2004 and 2009, the

average age of aquatic exercise participants dropped from 57 to 45” (Michael Popke, 2010). The water aerobics interest/participation average age may be dropping but it still does not include the conventional college student demographics (18 – 22 yrs. old). Consequently, the committee insisted on investigating modern names for water aerobics. Defined by the YMCA as water fitness, the University of Hospitals classifies water aerobics classes as aquatic group class, and IDEA Health and Fitness Association combined the two labels and defines water aerobics as aquatic fitness. Agreed upon by the PEAP committee, the label provided by IDEA Health and Fitness Association (*aquatic fitness*) would deliver a modernized title and influenced a needed expansion to the description.

This course is designed for students to engage in basic water resistance exercises, shallow water plyometrics, stretching and strength exercises, and deep-water muscular endurance exercises. This is an excellent opportunity to engage in a low-impact alternative to land-based fitness activities. No previous experience or aquatic expertise is required for this class.

Among the previously offered racquet sports courses (*Badminton, Tennis, and Racquetball*), *Racquetball* was the only successful course in regards to enrollment numbers, which received a modification different from the other courses discussed in the section. The PEAP committee was interested in developing well-rounded students. Therefore, taking advantage of the increased enrollment number in *Racquetball*, a decision was instituted to combining the three courses (*Badminton, Tennis, and Racquetball*), thus creating a comprehensive course (*Racquet Sports*) for the students. The following is the new course description:

This course provides students with an opportunity to experience and learn a wide variety of racquet sports such as: racquetball, badminton, pickleball, speedminton, and others. The course is designed to teach the basic rules, regulations, and skills of each racquet sport.

These changes were all considered effective, appropriate, and overdue modifications to the PEAP, and were included and offered in the spring 2016 catalog.

Newly Created Courses. Justification for newly created courses fell into four different categories. The first new course justification category was labelled as a “Gap in the Program”. The activity committee recognized, based on the previous PEAP course inventory and the PEAP inventory of researched institution, several missing activity course options. The committee desired to increase the specificity within the program, therefore the second category was derived from the general primary activity courses (*Archery, Weight Training, Fitness Walking, and Swimming*) and labelled as “Specialty Courses”. The third rationalization group involved an “Expansion or Advancement” of already existing courses. The fourth and final justification section focused on “Updating and Replacing” courses that were deleted from the PEAP course inventory.

Gap in the Program. Based on the PEAP committee’s collective knowledge of physical activity courses and after researching the PEAP course inventory of several recognized universities (Texas A&M; University of Texas; University of Minnesota; University of Arkansas; University of Wake Forest), the following six courses were added:

1. Lifeguarding – This course is designed to meet American Red Cross (ARC) requirements related to lifeguarding and basic water safety skills. Upon successful completion of the course, the student will be awarded the American Red Cross

Lifeguard Training certificate and CPR/AED/First Aid certification for Lifeguards. An additional fee is required to cover ARC textbook, ARC ancillary materials, and ARC certification cards. Basic swim skills are required.

2. Innovative Dance – Intermediate level course that continues the exploration of ballet, jazz, hip hop, and modern dance techniques. Pom techniques will also be introduced.
NOTE: Basic foundation of dance techniques & fundamentals or successful completion of KINE 1236 (Dance Techniques & Fundamentals) is encouraged.
3. Disc Golf – This course introduces the fundamentals of disc golf. Emphasis is placed on basic throwing techniques, putting, distance driving, scoring, and single and doubles play. Tournament and match play formats will also be introduced. NOTE: Basic equipment will be provided; however, students will be required to purchase specialty discs and carrying bag. Students must provide their own transportation to the Stephenville City Park.
4. Rock Climbing – This course introduces students to top-rope rock climbing and bouldering techniques in both an indoor and outdoor environment. Topics include equipment, knots, belaying, rappelling, anchor systems, and a range of climbing techniques. Risk assessment and safety techniques are thoroughly addressed throughout the course. NOTE: An additional fee is required for facility rental and equipment use. A day trip (1 day) to Mineral Wells State Park will be required; students must provide their own transportation to the park and pay their entry fee.
5. Hunting & Fishing – This course is designed for outdoor enthusiasts. Students will learn fundamental firearm safety, fishing rules and regulations, hunting rules and regulations, environmental recognition (aquatic life, wild-game species, and gender

identification), license and permit procedures, general outdoors law, seasonal guidelines, and conservation methods. The 'Texas Parks and Wildlife Outdoor Annual Hunting and Fishing Regulations' will serve as the foundation for this course.

FISHING: Basic fishing gear will be provided; however, students may bring their own fishing gear. Three day-trips to area lakes will be required; students must provide their own transportation to the lakes. Students must purchase a Texas fishing license.

HUNTING: Students must provide their own firearm plus ear and eye protection. An additional fee is required to cover ammunition and targets. Students must provide their own transportation to the shooting range. Two day-trips to area game ranches will be required; students must provide their own transportation to the ranches.

Students must purchase and pass a Hunter Safety course.

6. Trap & Skeet Shooting – This course is designed to introduce students to trap & skeet shooting as well as discuss proper firearm and ammunition selection. Firearm safety and range etiquette will be strongly emphasized. An additional fee is required to cover ammunition and targets. Students must provide their own firearm plus ear and eye protection. Students must provide their own transportation to the shooting range.

Specialty Courses. The primary courses of the PEAP are *Archery, Golf, Conditioning & Fitness, Weight Training, and Fitness Walking* and, as discussed, aside from *Golf*, are considered foundational to numerous newly created courses. Each created course within this section were tailored to the 'specific' interest of students.

Fitness walking, in reference to enrollment numbers, is considered a highly successful course. The course is designed to reduce sedentary lifestyles and enhance overall health & fitness by increasing cardiovascular endurance, muscular strength and endurance, and improve body

composition. To facility this description and satisfy the requests of the students, instructors typically progressively advance the exercise routines from low intensity walking activities to advanced aerobic activities at moderate and sometime high intensity. Therefore, to address and fulfill the desires of the advanced students, *Cardio Fitness* was created:

This course is designed to enhance overall health & fitness by increasing cardiovascular endurance, muscular strength and endurance, and improve body composition. Students are encouraged to refrain from a sedentary lifestyle. Activities include walking, indoor cycling, indoor rowing, and other aerobic activities.

Multiple sections of full capacity each semester is also typical for *Weight Training*. The students within each section can normally be divided into two different classification: novice and advanced lifter. Students are either interested in learning how to lift or simply wish to lift more often and receive supplemental instructions and tips. *Weight Training* will continue to be offered as a primary activity course for both populations, but to target the advanced lifting students and novice lifters interested in obtaining an advance lifting status, *Powerlifting* was added to the PEAP course inventory.

This course is designed to provide a competitive weight lifting program for both novice and advanced lifters. Instruction will focus on exercise techniques, training principles, programming, and practical strength training application. The course will concentrate on improving the individual's 1-rep max in Squat, Deadlift and Bench Press by using different methods of resistance exercises. An optional fee is necessary for students who want to travel to competitive powerlifting events; the optional fee will be used to cover entry fees and travel to/from event.

Conditioning & Fitness is a required course for kinesiology majors only. The course is designed to prepare the student to meet the minimum health-related fitness standards required for graduation. The course consists of fitness testing in the following areas: cardiovascular endurance, muscular strength & endurance, flexibility, and swimming. Students must meet the minimum health-related standard for each area to pass the course. *5K/10K Training* is an specific extension of the cardiovascular endurance portion of *Conditioning & Fitness* and was created for three distinct reason: (a) many students within *Conditioning and Fitness* enjoy the competitive nature of testing, (b) student external to kinesiology do not typically enroll in *Conditioning & Fitness* but are interested in, again, the competitive testing protocol, and (c) *5K/10K Training* serves as an excellent prerequisite for the cardiovascular endurance evaluations within the *Conditioning & Fitness* course.

Lastly, *Archery*, considered an outdoor education course, is certainly one of the most successful classes among the primary activity courses and the PEAP program. Several sections of the course are offered each semester and each section consistently reaches full capacity. Outside of the PEAP program, but still within the kinesiology department lecture course inventory, is an Outdoor Adventure course. Likewise, multiple sections of the course are offered and again, each section is consistently full. Based on this information, the activity committee recognized that students tend to possess an interest in outdoor education. Furthermore, this observation provided the justification to create *Rock Climbing*, *Hunting & Fishing*, and *Trap & Skeet*; thus, filling a ‘gap’ within the PEAP and creating a comprehensive outdoor education program.

Extension or Advancement. Similar to the specific advancement of *Conditioning & Fitness* to *5K/10K Training*, the courses within this section were created based on students

demands for advanced activity curriculum. Two courses were generated to fulfill advanced activities request.

Advanced Scuba Diving - The course teaches the PADI Advanced Open Water Diver and Rescue Diver scuba curriculum. Certifications are earned through a combination of class knowledge development, swimming pool and real-world open water dives. An additional fee is required to cover textbook, ancillary materials, scuba equipment rental, PADI certification cards, and pool air fills. Students must provide their own headgear (mask & snorkel) and footgear (fins & boots). Basic swim skills are required

Yoga II – Intermediate level course that continues the exploration of mind and body through asana (poses). This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. The goal is to improve yoga practice and to develop an overall deeper understanding of yoga methodology through advanced postures, breathing techniques and relaxation practices. NOTE: Previous yoga experience or successful completion of Yoga I (KINE 1248) is encouraged.

Updated and Replacement Courses. Of the deleted courses, *Beginning Group Exercise*, *Team Sports*, and *Yoga* were still considered essential to the PEAP. Instead of receiving a complete ‘sunset’, these courses were updated and replaced with progressive courses, enhanced descriptions, and modern terminology.

The update and terminology modification for *Beginning Group Exercise*, and among the top 25 fitness fads of Men’s Fitness (Neumyer, 2016), was *Strength Bootcamp*. The justification was validated with physical activity fad research, “Popularity may have dipped a bit in the 2000s, but Boot Camps have come roaring back in the past few years as a way to drop some

pounds with your friends...” (Neumyer, 2016). And additionally, the PEAP contained a ‘cardio’ group exercise course but lacked a strength training group class. Furthermore, *Strength Bootcamp* aided in constructing a comprehensive program (course description below).

This course is designed to promote the overall health & wellness benefits of strength training by incorporating High Intensity Interval Training (HIIT) in a motivating bootcamp setting. Traditional calisthenics, body weight exercises, speed work, agility drills, power development, reaction time, and balance workout will be designed to address and improved: cardiovascular endurance, muscular strength and endurance, flexibility and body composition.

Team Sports was divided into two courses: *Global Sport I* and *Global Sports II*. Limited time within a single semester hindered the effectiveness of the original course (*Team Sports*). However, this separation enables students to thoroughly learn and participate in multiple diverse sports. *Global Sports I* consists of rugby, soccer, and sand volleyball (description below).

This course is designed provide a diverse offering of games and sports that are played on an international level. The games and sports taught within this course will include, but are not limited to: Rugby, Soccer, and Sand Volleyball.

Global Sports II contains lacrosse, cricket, and team handball (description below).

This course is designed provide a diverse offering of games and sports that are played on an international level. The games and sports taught within this course will include, but are not limited to: Lacrosse, Cricket, Team Handball.

It must be additionally noted that *Global Sports I* and *Global Sports II* do not cover the typical American sports – Football, Basketball, Baseball, or Ice Hockey. These sports were purposefully

not included to facilitate an increased global perspective and understand of alternative sports and recreational activities.

The final update and replacement was applied to the deleted *Yoga* course. As discussed, *Yoga* was considered a successful course (multiple full section) and an advanced course (*Yoga II*) would allow interested skillful students a progressive course option. Therefore, *Yoga I* and *Yoga II* replaced and updated the original general *Yoga* course.

Yoga I – This course explores the asnas (poses) and vinyasa (flow) of yoga intended to target physical postures, breathing, relaxation, and mental concentration.

Refer to the *Extension or advancement* section to review the *Yoga II* descriptions.

Conclusion

Upon internal completion of the PEAP renovation, the course deletions, modifications, and creations were submitted to and processed by the college curriculum committee and university curriculum committee. All course edits were accepted and added to the university course catalog. Table 1 represents a comprehensive overview of the PEAP renovation (see below).

Table 1: An Overview of the PEAP Renovation

Old Course Title	Continued, New Course Title, or New Course
Archery	Archery
Bowling	Bowling
Golf	Golf
Conditioning & Fitness	Conditioning & Fitness
Weight Training	Weight Training
Swimming	Swimming
Fitness Walking	Fitness Walking
Racquetball	Racquet Sports - Tennis, Racquetball, Badminton, Pickleball – NEW Title
Scuba	Scuba Diving – NEW Title
Beginning Aerobic Dance	Aerobic Dance – NEW Title

Water Aerobics	Aquatic Fitness – NEW Title
Dance Techniques	Dance Techniques & Fundamentals – NEW Title
Texan Star Drill Team	Dance Performance – NEW Title
Social Dance	DELETE FROM INVENTORY
Badminton	DELETE FROM INVENTORY
Tennis	DELETE FROM INVENTORY
Team Sports	DELETE FROM INVENTORY
Yoga	DELETE FROM INVENTORY
Beginning Group Exercise	DELETE FROM INVENTORY
Varsity Athletics	DELETE FROM INVENTORY
Sports Officiating I	DELETE FROM INVENTORY
n/a	Cardio Fitness – NEW Course
n/a	Advanced Scuba Diving – NEW Course
n/a	Lifeguarding – NEW Course
n/a	Powerlifting – NEW Course
n/a	Strength Bootcamp – NEW Course
n/a	Innovative Dance – NEW Course
n/a	Global Sports I: Rugby, Soccer, Sand Volleyball – NEW Course
n/a	Global Sports II: Lacrosse, Cricket, Team Handball – NEW Course
n/a	Disc Golf – NEW Course
n/a	Rock Climbing – NEW Course
n/a	5K / 10K Training – NEW Course
n/a	Hunting & Fishing – NEW Course
n/a	Trap & Skeet Shooting – NEW Course
n/a	Yoga I – NEW Course
n/a	Yoga II – NEW Course

As discussed, the benefits of physical activity are immense and indisputable: physical activity influences and effects essential aspects of human development, learning, and lifespan (Conley & Pennington, 2022; Pennington, Shiver, McEntyre, & Brock, 2022; Pennington, 2021)

. However, the inclusion of PEAP courses within the college setting, in this case the university undergraduate core curriculum, a critical developmental and learning stage of life, is highly disregarded and viewed as unnecessary (Bourke et al., 2009). The purpose of the PEAP is to promote and instill exercise for a lifetime. And reflecting this purpose statement are the results

of the revamp: an attractive current comprehensive program, influencing students to participate in physical activity regardless of university requirements.

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