

Institutional Examples of Applying the SHAPE Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs

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ABSTRACT

This educational brief provides examples of applications of the recently updated Society of Health and Physical Educators (SHAPE) Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs across several institutions (SHAPE America, 2022). Research has shown that movement and physical activity are essential for managing physical and mental health; therefore, the current low level of physical activity among college students is concerning (American College Health Association, 2024; Rodríguez-Romo et al., 2022). Academic instructional physical activity programs (IPAPs) provide students with quality learning environments that promote and support opportunities for lifelong physical activity and movement. Empowering physical activity instructors with appropriate instructional practices increases the likelihood of positive experiences for both students and instructors. The intent of this brief is to demonstrate how SHAPE IPAP Guidelines are incorporated in universities today. The institutional examples can serve as models to facilitate discussions within other colleges and universities. The information provided will assist program administrators and faculty in developing, better aligning, and supporting their respective IPAP with teaching, administrative, and instructional practices as identified in the SHAPE IPAP Guidelines document.

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BACKGROUND

The 2023 American College Health Association (ACHA, 2024) National College Health Assessment reported that only 40% of students are meeting the physical activity recommendations for active adults (i.e., meeting the 2018 U.S. Department of Health and Human Services aerobic and strength training recommendations), and only 32% of students are meeting the guidelines for highly active adults (i.e., meeting the 2018 U.S. Department of Health and Human Services recommendation for strength training and twice the recommendation for aerobic activity). Studies have shown that movement and physical activity are essential for managing physical and mental health. Rodríguez-Romo et al. (2022) found that undergraduate students with greater levels of physical activity (assessed by a Global Physical Activity Questionnaire) had better mental health than students with low to moderate physical activity levels. In addition, data from the Fall 2023 National College Health Association survey (ACHA, 2024) found that 78% of students reported experiencing moderate to high levels of stress within the past 30 days, and 51.5% of students reported feelings of loneliness. Due to the connections between physical activity and mental health, low levels of physical activity among college students are concerning.

Many colleges and universities have the resources, facilities, and expertise to promote and support physical activity. Academic instructional physical activity programs (IPAPs) provide students with quality learning environments that encourage and support opportunities for lifelong physical activity and movement. Furthermore, the physical activity instructional environment offers a more personal opportunity for faculty and students to interact compared to traditional classroom-centered spaces, potentially reducing loneliness and creating a sense of belonging. Students enroll in instructional physical activity courses for various reasons, including personal health, skill development, social opportunities, stress reduction, and to meet university-based credit requirements (Brock et al., 2020). Because physical activity positively impacts health and well-being, empowering physical activity instructors with appropriate instructional practices increases the likelihood of positive experiences for both students and instructors.

The Society of Health and Physical Educators (SHAPE America) recently published updated *Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs (IPAP Guidelines)* (SHAPE America, 2022). The preface of the IPAP Guidelines supports SHAPE's recommendation of physical activity for a healthy life, focuses on individual development, and offers recommendations for program design, implementation, and evaluation. The rationale for the IPAP Guidelines, derived from research and teaching experiences, includes the following: to educate professionals about effective programming and teaching within a higher education curriculum; describe minimal standards; and provide an expert consensus about important and frequently observed appropriate and inappropriate practices. Overall, the document highlights administrative, curriculum, and instructional approaches to support the goal and role of higher education instructional physical activity and wellness programs in developing physically literate individuals. The IPAP Guidelines provide recommendations and points for advocacy of instructional physical activity and wellness programs. The IPAP Guidelines intend to provide a framework for designing and developing high-quality programs that best meet the respective institution's and students' needs. Programs can use the IPAP Guidelines to move beyond minimal standards and further design and implement higher-quality IPAPs. The SHAPE IPAP Guidelines document provides recommendations; this educational brief extends the IPAP Guidelines and provides specific examples of applying the IPAP Guidelines across four universities with varying institutional characteristics.

The SHAPE Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs are intended for college and university administrators, department chairs, and instructional physical activity directors, coordinators, and faculty. The document emphasizes seven areas: (1) Administration and Support, (2) Program Staffing, (3) Professionalism, (4) Curriculum, (5) Learning Environment, (6) Instruction Strategies, and (7) Assessment. Russell and Sampson Moore (2022) provided an excellent overview of topics and considerations that guided the development of the current appropriate practices Guidelines for higher education IPAPs.

AIMS

This educational brief focuses on providing four institutional examples of applying the SHAPE Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs.

IMPLEMENTATION

Each institutional example of IPAP Guidelines implementation had a representative attend an inaugural Instructional Physical Activity Program Summit hosted by the University of North Carolina Wilmington in October 2023. Other institutional representatives who attended the Summit were contacted and chose not to participate. Each of the four institutional representatives involved in this brief expressed an interest in sharing programmatic examples of IPAP Guidelines applications. A convenience sample of four institutions does not capture every opportunity or challenge faced by IPAPs in higher education. However, the examples provided can serve as models and frameworks for others to consider. The information and examples provided have been sourced through institutional websites, program coordinators, and respective departmental faculty. An institutional review board determined that the project did not meet the definition of research. The intent is that by providing examples and demonstrating various ways that IPAP Guidelines are implemented across universities, faculty and administrators can facilitate discussions within their institutions on ways programs and faculty can implement or better align IPAPs with appropriate practices and strategies, provide examples where faculty can strengthen teaching practices and strategies, and identify opportunities to support faculty and academic instructional physical activity programs. Table 1 provides an overview of the Institutional Characteristics of the IPAP programs showcased. Table 2 provides an overview of the IPAP Guideline practice area, respective subsections, and the institutions providing examples for each area.

Table 1*Instructional Physical Activity Program Institutional Characteristics*

Institution	IPAP Website URL	Carnegie Classification	2022-2023 Undergraduate/ Graduate Enrollment	Budget Model
Auburn University (AU) https:// www.auburn.edu	https://education.auburn.edu/kinesiology/physical-activity-wellness/ index.php	Doctoral Universities: Very High Research Activity	25,379/6,385	Responsibility Center Management
Grand Valley State University (GVSU) https://www.gvsu.edu	https://www.gvsu.edu/move- sci/about-fit-92.htm	Doctoral/Professional Universities	18,665/2,983	Centralized
North Carolina State University (NC State) https://www.ncsu.edu	https://hes.dasa.ncsu.edu/	Doctoral Universities: Very High Research Activity	25,254/10,446	Centralized
University of North Carolina Wilmington (UNCW) https://uncw.edu	https://uncw.edu/academics/colle ges/chhs/schools/health-applied- human-sciences/wpa-101/	Doctoral Universities: High Research Activity	14, 294/3,549	Centralized

Note. IPEDS Data, <https://nces.ed.gov/collegenavigator/> for Carnegie Classification, Undergraduate/Graduate Enrollment

Table 2*Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs Practice Areas, Subsections, and Respective Institutional Examples*

Practice Area	Subsections	Institutional Examples
Administration and Support	Daily support Policy and procedures Scheduling Physical learning environment Emotional learning environment Risk management Program alignment Advocacy	GVSU UNCW
Program Staffing	Full-time director or coordinator Full-time faculty Part-time faculty Graduate teaching assistants Professional development and training Faculty evaluation and recognition	AU GVSU

Practice Area	Subsections	Institutional Examples
Professionalism	Presentation Teaching Professional growth Advocacy	NC State UNCW
Curriculum	Course offerings Course syllabi and learning outcomes Course content Using assessment data Substitutions or course equivalency	NC State GVSU
Learning Environments	Establishing the learning environment Safety Diversity, equity, and inclusion Educational value or competition Physical activity and behavior modification	AU UNCW
Instruction Strategies	Expectations for student learning Instructional design Learning time Maximizing participation Teaching methodology and learning styles Technology use Faculty engagement Student success Faculty feedback	NC State UNCW
Assessment	Assessment use Assessment environment Variety of assessments Wellness assessment Use of technology Online and hybrid Assessment Grading Reporting student progress Program assessment	GVSU AU

Note. AU = Auburn University; GVSU = Grand Valley State University; NC State = North Carolina State University; and UNCW = University of North Carolina Wilmington.

OUTCOMES

Institutional Descriptions

At Auburn University (AU), physical activity courses are offered within the School of Kinesiology as part of the Physical Activity and Wellness Program (PAWP). The program offers 230 graded elective courses, ranging from two to three credit hours, with an annual enrollment of approximately 8,000 students. Courses are conducted on-campus and at community facilities, with a delivery method that is 40% face-to-face and 60% online. The PAWP provides 23 different courses, including walking, jogging, golf, scuba diving, kayaking, bowling, jiu-jitsu, and stress reduction. Active Auburn and Wellness and Public Health are two popular online courses that make up 54% of PAWP enrollment, with 98 sections offered annually. Class sizes vary from 8–60 students depending upon delivery mode (i.e., face-to-face vs online) and level of instructional supervision required (e.g., scuba diving). A full-time

administrative coordinator oversees the program, and courses are taught by 40 graduate teaching assistants and 10 community contract instructors with specialized content knowledge.

At Grand Valley State University (GVSU), the IPAP is housed within the Department of Movement Science within the College of Liberal Arts and Sciences. All courses are offered under the Fitness Skill and Activity (FIT) prefix and managed by a full-time Course Coordinator. The coordinator oversees FIT course scheduling, staffing, course development, and a programmatic budget. Typically, 182 sections of 1-credit FIT courses are offered, and approximately 3,600 students are enrolled. Course delivery modes include 156 face-to-face sections, 24 online sections, and two hybrid sections. Class sizes range from approximately 14–25, adjusted for safety (rock climbing and scuba), best practices (online synchronous Pilates), and space (golf). Online class numbers are reflected in this range as well. FIT courses are elective, available for all students, and graded as credit/no credit. Each year, 45–50 unique sections of FIT courses are offered. FIT courses include various sports and physical activities such as indoor cycling, pickleball, Zumba, volleyball, self-defense, core strength, etc. Most courses are offered on-campus in spaces and facilities shared with campus recreation and athletics. On average, 45 instructors teach FIT courses. Instructors are primarily part-time adjunct faculty but also include full-time tenured and affiliate faculty members.

At North Carolina State University (NCSSU), physical activity courses are offered through the Department of Health and Exercise Studies (HES) in the University College. Per the NC State General Education Program (GEP) requirement, undergraduate students must complete two credit hours in HES. One credit hour must be a HESF 100-level fitness course. Students can complete these courses as graded or credit-only. HES offers 52 different GEP courses within the categories of fitness, specialty, racquet, outdoors, aquatics, and team sports. Nearly 30 faculty teach approximately 100 different GEP course offerings via approximately 600 course sections annually. In addition, HES offers off-campus courses (e.g., golf, outdoors courses) and a variety of online courses. Class sizes range from approximately 20–30 students for in-person classes and up to 65 students for online courses. The department is located in the Wellness and Recreation Center and shares space, facilities, and some equipment with Wellness and Recreation and Athletics.

At the University of North Carolina Wilmington (UNCW), the Wellness and Physical Activity (WPA/L 101) IPAP program is housed in the School of Health and Applied Human Sciences within the College of Health and Human Services. Undergraduate students must complete an online lecture (WPA) and physical activity lab (WPAL) to meet the two-credit University Studies requirement for Lifespan Wellness. WPA/L includes a full-time program coordinator/instructor, four full-time instructors, 25 part-time adjunct instructors, and four graduate teaching assistants. The online lecture (21 sections) and in-person lab (58 sections) are graded and taught semester-long to approximately 2000 students per semester. The physical activity lab, a corequisite to the online lecture, is delivered in person with class sizes of 22–30 students and offers various physical activity sections, such as coastal activities, yoga, dance, martial arts, gardening, sports, and lifetime fitness. Most WPAL lab classes meet on campus in dedicated teaching studios or shared facilities with the Athletics and Student Recreation Center. Students interested in taking an additional IPAP course for credit can take one of 10 WPA 295 in-person sections for a more profound application of physical activity and whole-person wellness.

Institutional Examples of Integration of Appropriate Instructional Practices

Administration and Support

GVSU is committed to instructional physical activity courses and continuously updates, redefines, and renews these courses. The role of the coordinator includes staffing and scheduling, creating an up-to-date curriculum, hiring experts in various fitness and skill activities, and providing pedagogical support in teaching FIT classes. The coordinator is a full-time administrative professional staff member. In this position, as a department member, they are engaged in developing policies, allocating resources, and aligning FIT faculty members with the Higher Learning Commission expectations based on their educational and experiential backgrounds. The FIT Coordinator onboards all new faculty who teach in the program, assesses all syllabi to ensure that these align with curricular objectives, and ensures that reviews of faculty and risk management are conducted yearly. The FIT program has a base budget that allows for equipment updates. While this budget is limited, the FIT program is also able to share equipment and space with the university recreation center. The FIT coordinator is a strong advocate for faculty within the program. One unique avenue for adjunct, part-time faculty members is the ability to apply for teaching and professional development grants from the Faculty Teaching and Learning Center.

Administration and support for the UNCW's WPA/L 101 program include a program coordinator to align University Studies general education standards and requirements and the School of Health and Applied Human Sciences (SHAHS). The program coordinator is on the SHAHS leadership team with direct and regular access to the director and associate directors for academic and student affairs and quality assurance. The program coordinator is responsible for policies and procedures consistent with WPA/L 101, SHAHS, and University Studies goals. Policies and procedures are delivered regularly to all returning and new instructors with required pre-semester online training and in-person orientation. Continuing education is offered through mini-training sessions, virtual meetings, and/or regular email communication during the year to promote quality and improvement. The program coordinator is responsible for scheduling instructors and space, equipment needs, risk management, and program alignment. While the program coordinator identifies and assists with personnel, the director of SHAHS oversees all full-time (5) and part-time (25) employees. The WPA/L program is a vital component of the SHAHS and is supported with funding, professional development, and advocacy across campus.

Program Staffing

AU's Physical Activity and Wellness Program (PAWP) is overseen by a full-time coordinator. The coordinator holds dual master's degrees in physical education and higher education instructional leadership and administration. Working closely with the Director of Scheduling and Advising in the School of Kinesiology at AU, the PAWP coordinator plays a key role in assigning courses to over 50 graduate teaching assistants and community contract instructors within the physical activity program. These instructors are carefully selected based on their expertise and special certifications, such as scuba diving, and undergo yearly evaluations to maintain high standards. The PAWP coordinator at AU provides comprehensive support to instructors, including orientation, training workshops, daily assistance, mentorship, and annual evaluations. All students enrolled in physical activity courses complete a confidential 7-item university-based evaluation, which is then reviewed by the School of Kinesiology Director and coordinator to ensure

quality and provide guidance. Furthermore, the coordinator undergoes an annual review by the School Director to ensure continued excellence.

GVSU's FIT Program is overseen by a full-time coordinator who was hired based on expertise in physical education pedagogy (undergraduate degree), communication and administration (master's degree) in education, as well as over 17 years of physical education experience. This expertise includes developmentally appropriate practices in physical education, modification and adaptation of movement skills and fitness activities, and assessment methods in the cognitive, psychomotor, and affective domains. The coordinator engages all FIT faculty in initial onboarding and annual professional development sessions. All FIT faculty are offered Red Cross CPR/AED training sponsored by the Department of Movement Science. The FIT Coordinator staffs all 182 sections with both part-time and full-time faculty and staff. Utilizing a rubric designed by the FIT Coordinator in alignment with the Higher Learning Commission, all faculty hired must have a degree or certification in fitness or physical activity skills linked to the courses they teach as FIT faculty. The FIT Coordinator supports all FIT faculty, reviews their syllabi and teaching annually, offers strategies to engage students on Blackboard (the learning management system), and enters grades into the online system. All students complete a confidential university-developed student evaluation of teaching, which the FIT Coordinator then reviews. In addition to supporting the FIT faculty, the FIT Coordinator has yearly goals and undergoes a review by the Movement Science Department Chair to support professional development.

Professionalism

The mission of the Department of Health and Exercise Studies at NC State is to foster an inclusive academic environment in which to educate and inspire students to build and sustain a healthy body and mind for lifelong productivity and well-being. The vision for the Department is to be a leading innovator and key contributor to a global focus on physical health and quality of life. The values include integrity, inclusion, innovation, impact, and academic excellence. All of this is accomplished through the professionalism of the faculty. Applicable to the sections of presentation and teaching, faculty adopt gender-neutral language, wear professional NC State branded attire, and make themselves available to meet with students outside of class during weekly dedicated office hours. In addition, as of Fall 2021, the Department has eliminated the use of gendered fitness testing grading scales to align with inclusive pedagogy. All faculty are expected to stay current in their respective field and complete continuing education, attend conferences, or other means to develop professional skills further.

UNCW's WPA/L 101 program collaborates with multiple departments within the campus and community to deliver quality student educational experiences. The WPA/L 101 program also strives to be a leader on campus for student well-being. To achieve the program's goals and promote a culture of wellness throughout the campus and community, consistent and evident practice of professionalism from all faculty is essential. Whether the class meets outdoors, in a space shared with another department, or at a local venue, the instructor is expected to present themselves as a qualified leader while modeling respect for the environment and others to all students. WPA/L 101 faculty are expected to be available, positive, and supportive in all student communications. The pre-semester training emphasizes strategies and expectations to promote student success for the diverse needs of students. The course curriculum, shared by all WPA/L 101 faculty, is custom-built and regularly updated to further ensure teaching content that is consistent, peer-reviewed, and relevant to students. The SHAHS ensures competency and credentialed qualifications for new faculty before being hired to teach for WPA/L 101. The program coordinator is working with

the Associate Director of Quality Assurance to implement a plan for part-time faculty with an enhanced formative evaluation process to establish ongoing professional development, goal setting, and evaluation. Part-time faculty receive one peer teaching evaluation (by a full-time WPA/L 101 faculty member) per year and twice a year for first-year or graduate teaching assistants, as well as end-of-the-semester confidential student evaluations.

Curriculum

NC State offers students a wide range of options with 17 different 100-level (fitness) and 35 different 200-level (specialty, team sports, racquet, aquatics, and outdoors) courses. Activity courses are offered at various levels (e.g., beginning swim, advanced beginning, intermediate, and swim conditioning) to reflect students' varied abilities. New courses have been developed over the years to reflect students' diverse interests. HESF 114 Functional Movement and Proprioceptive Awareness (approved as a new course in Spring 2024) was developed to offer a lower-impact option for students and those needing more body weight, stability, and balance training to prepare them for more advanced movements and activities. Lastly, HESF 115 – Wellness and Resilience (approved as a new course in Spring 2024) was developed to provide a course offering that teaches students skills for developing resilience to manage commonly experienced stressors and difficulties in college as an added component to the standard physical activity aspect for the HES GEP. To ensure teaching consistency of course content, all faculty with sections of the same course use the same learning outcomes; however, faculty have the autonomy to employ the assessment methods of their choosing.

The FIT program at GVSU focuses on providing students with the skills, content knowledge, and confidence to pursue physical activity throughout their lifespan. In addition to updating titles, objectives, and assessments, a survey was given to students enrolled in the FIT classes requesting ideas for new courses. It is essential to offer various classes, allowing students to learn and engage in diverse fitness pursuits. There are currently almost 50 different 100-level offerings (Pilates, boxing, golf, rowing, conditioning & flexibility, soccer, etc.) and three different 200-level offerings (physical activity for wellness, lifeguarding, and sports officiating). Some activity courses are offered at various levels (swimming strokes and drills vs. swimming for fitness), and some courses are offered using different modalities (person vs. online). New experimental courses are offered yearly to gauge student interest and are added to the curriculum depending on enrollment (pickleball, futsal, Olympic weightlifting). Certain courses are only offered once a year, often due to weather and available space (tennis, sailing, softball). A model syllabus is created for each course following a uniform format and consistent objectives.

Learning Environment

Creating a safe and inclusive learning environment is a crucial aspect of the PAWP at AU. While physical safety is essential and upheld through certifications, facility and equipment inspections, developmentally appropriate activities, and skill modification training, we believe emotional safety is the true determinant in fostering a healthy lifestyle. It is often surprising how many students ask, “Can I take the swimming course if I do not know how to swim?” Our courses are open to all students of all skill and ability levels. For example, we had a student in a wheelchair enroll in our walking class, which was a first for us. The coordinator and instructor worked with the student to set personal goals for the class and developed an individualized plan with the help of an accessibility expert. By the end of the

semester, the students not only experienced social benefits by making new friends in the class, but also achieved their goal of having the endurance to wheel themselves across campus to all their classes. Respectful and inclusive communication is essential for creating a safe learning environment and is expected from faculty and AU students. All instructors undergo training on bias, microaggressions, pronouns, and considerate language during orientation and as needed with the coordinator. As part of our commitment to inclusivity, we have recently partnered with the Education to Accomplish Growth in Life Experiences for Success (EAGLES) program at AU. The EAGLES program is a comprehensive transition program that provides post-secondary education opportunities for students with intellectual disabilities. The program aims to provide a campus experience that helps students with intellectual disabilities achieve their employment and independent living goals. To facilitate this partnership, the coordinator works closely with the EAGLES program staff to select physical activity courses that align with the interests and needs of individual EAGLES students.

The WPA/L program at UNCW fully embraces the School of Health and Applied Human Sciences mission to promote all individuals' health and well-being. Paramount to teaching and promoting physical activity through whole-person wellness is establishing a culture where students can feel safe to explore, learn, and grow. The more integrated the culture of wellness is, the greater the benefit to students in living and applying what they are learning. Safety in the WPA/L 101 program at UNCW goes beyond the physical domain to support students' holistic well-being. All instructors are hired, trained annually, and evaluated based on their ability to deliver quality content in a supportive and positive manner that meets the diverse needs of today's students. Given the large class sizes (22–30 students), faculty must be adept at teaching various skill levels and learning styles each class period. Faculty are skilled at teaching and monitoring large instructional physical activities and consistently providing cuing, feedback, and support to all students. Consistent behavior management policies that emphasize student responsibility and success are delivered across all sections. A revised evaluation process includes mentoring part-time faculty for additional support and continued quality improvement. All graduate assistants meet weekly with the Associate Director of Student Affairs (former WPA/L 101 program coordinator) to provide additional guidance and support for lesson planning and problem solving. For students who can benefit from or require additional accommodations, faculty have resources and equipment to support and maintain a safe, positive, and inclusive environment. The WPA/L adjacent programs in SHAHS include Healthful Living and Fitness Education and Recreation Therapy, which have provided additional training and assistance for WPA/L faculty in establishing best practices for physical and intellectual accommodations. The Distance Education and E-Learning team provides continued assistance with Universal Design Learning and accessibility in online content, and the Mohin Scholz LGBTQIA Resource Center has provided training on inclusive language to benefit all our students. Overall, a physical activity learning environment that prioritizes enjoyment and safety allows students to develop and practice skills that can benefit them over the lifespan.

Instructional Strategies

NC State focuses on instructional design that promotes student success. The curriculum provides opportunities for students to interpret and use assessment data to set personal goals, including fitness and wellness plans. Courses have varied approaches for students to self-assess and progress their fitness level. In some courses, students complete a self-assessment and use the results to set a SMART (i.e., specific, measurable, achievable, relevant, and time-bound) goal, which is evaluated at the end of the semester. In other classes, students create and implement an appropriate

exercise plan and reflect on their progress and success. NC State's DELTA (i.e., Digital Education and Learning Technology Applications) supports faculty teaching online courses with resources, tools, and educational workshops for teaching in an online environment and filming support for digital learning. Faculty use technology in the classroom to improve teaching effectiveness (e.g., fitness apps, Moodle for delivery of online content, and video for form and technique).

The physical activity and wellness labs at UNCW use a custom-built and interactive lab manual, Physical Activity and Wellness, through Top Hat Educational Software. Each section of WPAL 101 utilizes the same content, while instructors tailor specific lab dates to teach and apply the content specific to that section's activities. Emphasis is placed on quality instruction and appropriate activities for all students to practice, learn, and apply physical activity for whole person well-being. Classes meet 100 minutes per week and have 22–30 students per section. Faculty plan for most class time to be physically active and participatory and, as appropriate, socially and emotionally beneficial. Credentialed faculty, whether part-time or full-time, all share a passionate interest in the activity. Their expertise in teaching, paired with enthusiasm for each activity, projects a positive learning environment for students. Developing a positive culture and climate takes time, starting with a full-time program director and hiring qualified faculty. Faculty plan a progression of skills and competencies throughout the semester, and there are interactive labs every other week to apply course content specific to each section. Interactive labs often include personal assessment, goal setting, and small group demonstrations and discussions of concept applications.

Assessment

The FIT program at GVSU is unique in that students earn credit for instructional physical activity classes. The key to assessment tied to a credit/no credit grade is a consistent syllabus enumerating the grading process and incorporating both formative and summative assessments. All FIT courses require 80% or higher to earn credit. Assessment is not based on effort, but rather a combination of active engagement, projects, journals, and quizzes. The active engagement is structured around a 5-point daily rubric focused on the student arriving on time, appearing fully engaged, and learning during class. Students who arrive late or are not fully engaged and learning do not earn full credit. Quizzes, projects, and journals differ depending on FIT content, but multiple assessments are required for each FIT class. Consistent expectations are essential for student success. GVSU is student-centered, and we support our students. Still, it is important to state unequivocally that students understand that this is academic content and, thus, there are expectations related to learning. Our goal is for FIT courses to be accessible to all students, and this often requires working with the Office of Disability Support Resources for appropriate assessment modifications. For the most part, students are successful, and FIT faculty are more comfortable when they understand expectations and share them with their students.

The PAWP at AU employs formative and summative assessments to monitor student progress towards prescribed learning outcomes. At the beginning of each academic term, students in PAWP courses are required to complete a syllabus quiz, which serves as an acknowledgment of the learning objectives and helps them understand the expectations, required materials, assignments, and assessments outlined in the syllabus. PAWP courses at AU include essential modules and quizzes that cover core topics such as exercise principles, strategies for behavioral change, and nutrition education. These online modules and quizzes are distributed throughout the semester and are a framework for linking the course content to healthy living and overall wellness. In online PAWP courses, psychomotor outcomes

are assessed using various technologies, including video and PowerPoint submissions. In face-to-face courses, instructors ensure that psychomotor assessments are conducted respectfully without causing discomfort or embarrassment to students. All assessments are adjusted and delivered in compliance with the Americans with Disabilities Act as needed. Instructors and the PAWP coordinator closely monitor and uphold the integrity of all grading and assessments. Grades are updated weekly at minimum and shared privately with students through the Canvas learning management system. To ensure program effectiveness, instructors, the PAWP coordinator, and the administration engage in ongoing program assessment through student feedback, course evaluations, and annual performance reviews.

CONCLUSION

Faculty and administrators involved in higher education physical activity programs can continue to reflect on strategies to provide quality instruction utilizing the SHAPE Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs document (SHAPE America, 2022). Moving beyond the foundation and recommendations of the SHAPE IPAP Guidelines document, this educational brief has provided institutional examples of integration and application of these IPAP Guidelines. The examples shared are meant to serve as a framework to facilitate discussions within institutions on ways programs and faculty can implement or better align with appropriate practices and strategies, provide examples where faculty can strengthen teaching practices and strategies, and identify opportunities to support faculty and academic instructional physical activity programs. Although this brief is limited to examples from four institutions, these varied institutional examples offer perspectives and strategies to strengthen and enhance the quality of other higher education IPAPs. As a strategy to support IPAP programs and ensure that these Guidelines are used, we encourage continued communication, collaboration, and dissemination of appropriate practices across institutions for IPAPs to meet and move beyond minimal guidelines. The IPAP Guidelines and institutional examples are shared to support advocacy efforts for higher education institutions. IPAPs can directly support and foster healthy environments for higher education and students. Colleagues have noted the value of instructional physical activity and wellness programs within higher education (Casebolt et al., 2017; Szarabajko & Cardinal, 2024). The Guidelines provide a framework and foundation for the continuous development, improvement, and strengthening of IPAPs. The ACHA Healthy Campus 2030 Framework acknowledges the importance of well-being and physical and mental health for students' success (ACHA, 2023), and within higher education, IPAPs are vital in supporting a healthy campus infrastructure.

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