



SCHOOL OF EDUCATION

PHYSICAL EDUCATION SPECIALIZATION HANDBOOK

**FOR SPECIALIZATIONS LEADING TO
WEST VIRGINIA CERTIFICATION
Teaching Field Grades PK-Adult**

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Initial Physical Education Teacher Education Standards

The [SHAPE America Initial PETE Standards and Components](#) were designed to develop pre-service candidates into competent and capable future professionals and provide a performance-based assessment structure requiring candidates to demonstrate content and foundational knowledge, skillfulness and health-related fitness, planning and implementation, instructional delivery and management, assessment of student learning, and professional responsibility.

- **Standard 1: Content and Foundational Knowledge**

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- **Standard 2: Skillfulness and Health-Related Fitness**

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

- **Standard 3: Planning and Implementation**

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology, and metacognitive strategies to address the diverse needs of all students.

- **Standard 4: Instructional Delivery and Management**

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- **Standard 5: Assessment of Student Learning**

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

- **Standard 6: Professional Responsibility**

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

In addition to the above SHAPE/PETE standards, graduates of the PETE program at Shepherd University will also:

1. demonstrate an understanding of scientific and theoretical foundations as well as common and specialized content knowledge for the delivery of an effective P-12 physical education program;
2. apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or National Standards through the effective use of resources, accommodations and/or modifications, and technology to address the diverse needs of all P-12 students;
3. select and implement appropriate assessments to monitor P-12 students' progress and guide decision making related to instruction and learning; and
4. demonstrate behaviors essential to becoming effective professionals, such as: professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

For policies and procedures related to all teacher candidates within the EPP at Shepherd, review the [EPP Student Handbook](#) and/or the [Practicum Manual](#) and/or [School of Education website](#). For more specific information regarding your program and its requirements, contact your advisor/specialization coordinator.

Physical Education PK-Adult (YRL Residency) Four-Year Course Progression – Fall 2024 Catalog

FALL		FIRST YEAR			SPRING		FIRST YEAR	
Sub./Course No.	Tier	Title	Credit		Sub./Course No.	Tier	Title	Credit
Core Curriculum	1	ENGL 101	3		Core Curriculum	1	ENGL 102 or ENGL 103	3
WELL 201	1	Lifetime Fitness (WE)	3		COMM 202	2	Fundamentals of Speech (HM-GL or MD) (Req.)	3
Core Curriculum	1	Choose Mathematics (MA)	3		Core Curriculum	2	Choose SO with Advisor	3
EDUC 150*	1	Seminar in Education (FYEX)	1		Core Curriculum	1	Choose HIST with Advisor	3
PHED 104		Foundations of Health and Physical Education	3		PHED 226		Teaching Net and Wall Games	3
PHED 215		Fundamental Movements, Gymnastics, and Dance	3					
Take Praxis I CASE (See below.)*		TOTAL	16				TOTAL	15
FALL		SECOND YEAR			SPRING		SECOND YEAR	
Sub./Course No.	Tier	Title	Credit		Sub./Course No.	Tier	Title	Credit
Core Curriculum	2	Choose HM (CK) w advisor	3		Core Curriculum	1	Choose Lab Science	4
Core Curriculum	1	Choose Lab Science	4		PHED 228		Rhythm & Dance	3
EDUC 200*	2	Foundations of Education (SO-MD)	3		PHED 275		Assessment of Learning in Phys. Education & Sport	3
PHED 225		Teaching Tactical Games for Understanding	3		PHED 320		Fitness Education & Assessment	3
ELECTIVE		Choose with Advisor	3		ELECTIVE		Choose with Advisor	3
Take Praxis I CASE (See below.)*		TOTAL	16		Take Praxis I CASE (See below.)*		TOTAL	16
FALL		THIRD YEAR		JUNCTURE I / ADMISSION TO EPP REQUIRED TO PROCEED	SPRING		THIRD YEAR	
Sub./Course No.	Tier	Title	Credit		Sub./Course No.	Tier	Title	Credit
EDUC 320*		Social / Psychological Conditions of Learning	4		EDUC 370		Creating Learning Environments	3
RECR 371		Outdoor Education	3		PHED 431		Secondary Physical Education Methods	4
PHED 380		Perceptual Motor Learning	3		PHED 401		Teaching Adapted Physical Education	3
HLTH 375		Applied Anatomy & Physiology	3		Core Curriculum	2	Choose SO (CK) w advisor	3
PHED 300		Content and Instruction in Physical Education	3		Core Curriculum	2	Choose AR w advisor	3
APPLY FOR JUNCTURE 1		TOTAL	16		Take Praxis II (REQUIRED)		TOTAL	16
FALL		FOURTH YEAR			SPRING		FOURTH YEAR	
Sub./Course No.	Tier	Title	Credit		Sub./Course No.	Tier	Title	Credit
PHED 301		Elementary Physical Education Methods	4		EDUC 458		Residency II (PK-Adult) (CP)	9
EDUC 400		Inclusion in the Regular Classroom	3		EDUC 461**	3	Student Teaching Seminar (WM)	3
EDUC 443	2	Reading in the Content Area	3					
EDUC 380		Innovative Technology	3					
EDUC 375		Residency I	0				TOTAL	12
APPLY FOR JUNCTURE 2		TOTAL	13				DEGREE TOTAL	120
EDUC 461 is designated as the Writing in the Major [WM] course for Education.						Physical Education (Grades PK-Adult), B.A.		

Shepherd University EPP Admissions Requirements

Juncture I (Admission to EPP) Requirements:

- Must have an overall GPA of 2.75 and a 2.75 Shepherd GPA (incl. Transfer Students).
- Must have a C or better in all Specialty and Professional Courses (speak with your advisor).
- *Must have passed the PRAXIS I CORE/CASE or provided proof of exemption as determined/required by the State of West Virginia. *Please speak with your advisor regarding the exemptions/requirements/deadlines regarding the PRAXIS I CORE/CASE exams.*
- Contact your advisor with any questions about any additional course work or requirements that must be completed before applying for Juncture I.

Juncture II (Admission to ST / Residency II) Requirements:

- Must have an overall GPA of 2.75 and a 2.75 Shepherd GPA (incl. Transfer Students).
- Must have a C or better in all Specialty and Professional Courses (speak with your advisor).
- Must have an overall 2.75 GPA in Specialty and Professional Courses (speak with your advisor).
- You must pass all PRAXIS II Content exams before you will be permitted to student teach or enter Residency II. *Please speak with your advisor regarding the deadlines for passing the PRAXIS II Content exams.*

P-12 Education: PETE Specialization

Required Courses

In addition to the Core Curriculum Requirements, the Following are Required:

- **BIOL 225 - Human Anatomy and Physiology (3 cr)** Semester one of a two-course sequence that provides a detailed review of the human organism. In a lecture format, this course provides an overview of the human body and the chemical basis for activities occurring within the body and a detailed review of the cell and tissues and the integumentary, skeletal, muscular, and nervous systems as well as an overview of the human senses. Students taking this course should possess a high school level understanding of biology and chemistry. This course, along with BIOL 226, BIOL 227, and BIOL 228, fulfills the Core Curriculum Laboratory Sciences requirement. Co-Requisite: It is recommended, but not required, that BIOL 227 be taken concurrently.
- **BIOL 227 - Human Anatomy and Physiology Lab (1 cr)** A laboratory course in human anatomy and physiology to be taken concurrently with or following BIOL 225. This course, along with BIOL 225, BIOL 226, and BIOL 228, fulfills the Core curriculum Laboratory Sciences requirement. Prerequisite/Co-Requisite: BIOL 225.
- **BIOL 226 - Human Anatomy and Physiology (3 cr)** Semester two of a two-course sequence that provides a detailed review of the human organism. In a lecture format, this course provides a detailed review of cardiovascular, lymphatic, endocrine, respiratory, digestive, urinary, and reproductive systems. Students taking this course should possess a high school level understanding of biology and chemistry. This course, along with BIOL 225, BIOL 227, and BIOL 228, fulfills the Core Curriculum Laboratory Sciences requirement. Co-Requisite: It is recommended, but not required, that BIOL 228 be taken concurrently.
- **BIOL 228 - Human Anatomy and Physiology Lab (1 cr)** A laboratory course in human anatomy and physiology to be taken concurrently with or following BIOL 226. This course, along with BIOL 225, BIOL 226, and BIOL 227, fulfills the Core Curriculum Laboratory Science requirement. Prerequisite/Co-Requisite: BIOL 226..
- **GSPE 210 - Fitness for Life (3 cr)** Educated persons should know how to care for their bodies as well as their minds. Although most people would like to live longer, most would agree that the quality of one's life is more important than longevity. The wellness approach emphasizes prevention of disease and disability, promotes optimal living in all dimensions of wellness, and provides a foundation for a productive and satisfying life. The activity and laboratory sessions included in this course allow for practical application of concepts and will, hopefully, establish the pattern for a lifetime of fitness and wellness as well as an appreciation of the fun and enjoyment of physical exercise.
- **HLTH 375 - Applied Anatomy and Physiology (3cr)** An exploration of human anatomy and physiology with emphasis on developing an understanding of the interrelationships of the body systems in maintaining homeostasis in both health and disease. Organ systems covered include the skeletal, muscular, cardiovascular, respiratory, and endocrine. This course emphasizes both the acute response to exercise and the long term adaptations associated with training. Prior to Fall 2013, offered at 4 cr with a lab component. Beginning Fall 2013, was Exercise Physiology, 3cr. Prior to Fall 2019, numbered PHED 370. Prerequisites: HLTH 225 or current CPR/First Aid certification; and BIOL 225, BIOL 226, BIOL 227, and BIOL 228.
- **HLTH 405 - Applied Kinesiology (3 cr)** Study of the musculoskeletal system and its relationship to human movement. Students will identify anatomical and mechanical features of major joints of the body as well as muscles that operate them and how they interact to complete a motor skill. Previously numbered PHED 405. Prerequisites: HLTH 225.
- **PHED 104 - Foundations of Health and Physical Education (3 cr)** An introduction to teaching health and physical education. Topics include philosophy and history, psychological, sociological, and scientific principles of sport and physical activity, as well as career awareness, department procedures, the Shepherd University Teaching Model for skill acquisition, and general concerns related to teaching health and physical education.
- **PHED 215 - Fundamental Movements, Gymnastics, and Dance (3cr)** This course is designed to provide physical education teacher education candidates with the content knowledge, skills, and dispositions necessary to teach developmentally appropriate progressions for fundamental skills/concepts, dance, and gymnastics. Previously titled "Teaching Tumbling and Gymnastics" (2cr). Previously numbered as PHED 315.
- **PHED 225 - Teaching Games for Tactical Understanding (3 cr)** This course is designed to assess technical and tactical performance capabilities of Physical Education Teacher Candidates (TC). The course aligns with PETE accreditation standards using a Tactical Games for Understanding and small-sided games (SSG) practice approach. Previously Team Sport Activities. Previously numbered as PHED 325.
- **PHED 226 - Teaching Net and Wall Games (3 cr)** Designed to assess technical and tactical performance skills utilized in net and wall games. This course aligns with PETE accreditation standards for the development of skills and game performance. Previously numbered as PHED 326. Previously titled Individual Sport Activities.
- **PHED 227 - Teaching Target and Fielding Games (3cr)** Designed to assess technical and tactical performance skills utilized in target and field-run-score games. This course aligns with PETE accreditation standards using a "Games for Understanding" approach in the development of skills and game performance.
- **PHED 300 - Content and Instruction in Physical Education (3cr)** Introduction and development of specialized physical education content for the elementary and secondary school child with an emphasis on developmentally appropriate practices related to curriculum, management and organization essential to the teaching of movement activities and sport skills utilized in K-12 physical education. Prerequisites: PHED 215. Prerequisite/Co-Requisite: PHED 301 and/or PHED 431.
- **PHED 301 - Elementary Physical Education Methods (3 cr)** Teacher candidates will learn and utilize physical education teaching models to develop and implement a specific unit of instruction in an elementary school setting. Previously Elementary School Physical Education. Restricted to Secondary Education majors with a teaching field in Physical Education. Prerequisites: EDUC 320.
- **PHED 380 - Perceptual Motor Learning (3 cr)** Examines how people learn motor skills through the Shepherd University Teaching Model for skill acquisition. Student will also learn how to recognize deficiencies related to motor learning and adjust teaching procedures to cope with inherent disabilities.

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- PHED 400 - Current Issues and Trends in Health and Physical Education (3 cr) The course will examine readings and research associated with issues and trends in health and physical education in K-12 schools. Students will have the opportunity to apply previous peer teaching, field teaching, and observational experiences to case studies and current field observations. Focus will be on technology use, diversity, and disabilities, with an in-depth look at student and teacher behaviors. Prerequisites: PHED 225, PHED 226, PHED 301.
- PHED 401 - Teaching Adapted Physical Education (3 cr) Acquaints students with the problems underlying the need for adapted physical education programs. Organization and administration of special physical education programs for the handicapped/disabled are studied. Out-of-class field experience in an approved setting required.
- PHED 410 - Assessment of Learning in Physical Education and Sport (3 cr) Physical education candidates learn to select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning. Previously titled Tests and Measurements in Physical Education. Prerequisites: EDUC 320.
- PHED 431 - Secondary Physical Education Methods (3 cr) A focus on contemporary approaches to teaching secondary physical education with an emphasis on management of the learning environment, planning and implementation of effective instruction for student learning, and secondary curriculum development. Previously numbered EDUC 431. Previously titled Special Methods of Teaching Physical Education in the Elementary and Secondary Schools. Restricted to Secondary Education majors with a teaching field in Physical Education. Prerequisites: EDUC 320.
- RECR 371 - Outdoor Education (3cr) Outdoor Education is designed for individuals interested in using the outdoors as an educational setting. Emphasis will be placed on creating a learning environment in the outdoors, appropriate teaching and delivery methods, lesson plan design, leadership skills, field trip planning, and risk management. Some course components will focus on developing outdoor activity skills. The course will involve off-campus travel and learning experiences.

Visit the following link for detailed descriptions of this program and course choices:

[Physical Education Teaching Field Grade PK-Adult, B.A.](#)