Physical Education Subject Matter Requirements

Use the matrix below to determine if you have completed coursework that matches each of the domains for Physical Education. In the right column for each subdomain:

1. Provide the name and number of the course(s) you are choosing as a content match
2. **Link the course name and number to the course description** showing that the same or similar topics in that subdomain are also found in the course description
3. Provide the number of units earned and the grade earned

   Example: PED 263 Teaching of Team Sports and Individual Activities
   3.0 units, B+

Also consider the following:

- You may use community college and university coursework as long as it was credit bearing and earned a grade of C or above.
- You may use one or several courses to meet each subdomain.
- The linked course description must also be highlighted showing the similar content to the sub domain description
- As a guide, the course description evidence you provide must meet the majority of the domain to be acceptable.
- You will provide a copy of all community college or university transcripts containing the courses used as evidence at the end of the matrix, as well as course descriptions.

Only submissions meeting the requirements above will be sent to a team for review. Submissions not meeting these requirements will be returned to the candidate.

Suggested process:

Have a printed copy of any college transcripts you expect to pull from, as well as the online catalog from the institution. Read the domain and sub domains to get a sense of the topics, and then highlight the courses in your transcripts that may have that subject matter. Go next to the first sub domain, re-read it, and then read the course description from the course(s) you think may be a match. Highlight particular words in that course description, and highlight the same or similar words in the sub domain. When you think the course is a match, fill in the white box on the right exactly as the example indicates above.

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First & Last Name:		**Date:**	
Email:		**Credential Program:**	

Domains for Physical Education	
Domain 1: Professional Foundations	**Course number/name, units earned, grade earned; include a brief course description from the course syllabus**
1.1 Philosophies of Physical Education a. Demonstrate knowledge of past and present philosophies of physical education and their impact on the goals, scope, and components of physical education programs. b. Demonstrate an understanding of the organization, purposes, and goals of contemporary physical education programs.	
1.2 Historical Development Demonstrate knowledge of the historical development of physical education, including contributions of noteworthy physical educators of various backgrounds, races, ethnicities, genders, and national origins.	
1.3 Current Research, Trends, and Issues Analyze current research, trends, and issues that affect physical education (e.g., inclusion, lifelong fitness, the sharp increase in obesity-related diseases among U.S. youth) and their impact on physical education programs and goals.	

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Domains for Physical Education	
1.4 Legal and Ethical Issues Demonstrate an understanding of legal and ethical issues in physical education, such as those related to supervision, liability, confidentiality, equity, disability, and diversity.	
1.5 Interrelationships of the Subdisciplines of Kinesiology Demonstrate an understanding of the interrelationships of the subdisciplines of kinesiology.	
1.6 Professional Responsibilities, Organizations, and Resources a. Demonstrate knowledge of professional responsibilities, organizations, and resources that support physical education (e.g., AAHPERD, American College of Sports Medicine, National Council for the Exceptional Individual). b. Demonstrate knowledge of current state and national standards for physical education.	
1.7 Relationship Between Human Movement Activities and Values a. Demonstrate an understanding of human movement activities as instruments for maintaining traditional values and/or for examining and changing traditional values. b. Analyze the role of physical education in promoting equity for diverse groups.	
Domain 2. Growth, Motor Development, and Motor Learning	**Course number/name, units earned, grade earned; include a brief course description from the course syllabus**

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2.1 Individual Differences a. Demonstrate knowledge of individual motor and physical fitness variables such as agility, balance, flexibility, coordination, strength, and speed. b. Analyze individual physical changes and their impact on mechanical and physiological aspects of motor performance.	
2.2 Perceptual-Motor Development Know components of perceptual-motor development such as visual, auditory, tactile, and kinesthetic discrimination and how they relate to skill acquisition and performance.	
2.3 Physical and Developmental Changes Demonstrate an understanding of physical changes that occur with growth, development, and age, and analyze their impact on mechanical and physiological aspects of motor performance.	
2.4 Motor Learning Relate classical and current theories and models of motor learning to fundamental concepts underlying skill acquisition such as transfer, feedback, retention, practice, readiness, and observational learning.	
2.5 Motor Task Analysis Apply knowledge of motor task analysis as it relates to motor development, enabling students to select or design motor tasks that are appropriate to the process of learning movement skills.	

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Domains for Physical Education	
2.6 Conditions Affecting Growth, Motor Development, and Motor Learning Analyze conditions that affect growth, motor development, and motor learning such as diseases, disabilities, and social, emotional, and environmental factors.	
2.7 Developmental Differences Affecting Motor Skills Acquisition Demonstrate an understanding of developmental differences in motor learning and factors that affect motor skills acquisition for individuals with disabilities.	
Domain 3. The Science of Human Movement	**Course number/name, units earned, grade earned; include a brief course description from the course syllabus**
3.1 Body Systems Demonstrate knowledge of the skeletal system, the general organization of the nervous system, the actions of muscles and major muscle groups, and the interaction of these systems with one another and with the external environment in producing motion.	
3.2 Basic Kinematic and Kinetic Principles of Motion Apply knowledge of basic kinematic and kinetic principles of motion including, but not limited to, summation of forces of equilibrium, vectors, and force-velocity relationships.	

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3.3 Biomechanical Principles a. Apply knowledge of biomechanical principles (e.g., Newton's laws of motion, center of gravity) to a broad range of movement activities. b. Apply knowledge of biomechanical principles in relation to individual differences and to body mechanics for safe and efficient movement/motion.	
3.4 Movement Analysis Apply knowledge of movement analysis to movement patterns, including technologies for movement analysis.	
3.5 Effects of Exercise Demonstrate knowledge of acute and chronic effects of exercise on body systems (e.g., pulmonary, cardiorespiratory, muscular, skeletal, neural, endocrine) and on energy systems utilized during exercise.	
3.6 Components of Wellness a. Demonstrate an understanding of components of wellness, such as nutrition, stress management, cardiorespiratory risk reduction, and physical fitness (i.e., cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition). b. Analyze the effects of factors such as gender, age, disability, environment, and substance abuse on physical fitness.	

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Domains for Physical Education	
3.7 Physical Fitness Testing and Prescription Demonstrate knowledge of physical fitness testing, exercise prescription, and fitness programs for all individuals, including those with disabilities, as well as the components of health-related fitness and technologies for fitness testing and training.	
3.8 Factors Affecting Physical Performance Analyze the effects of factors such as gender, age, disability, environment, and substance abuse on physical performance.	
3.9 Safety, Injury Prevention, and First Aid Demonstrate an understanding of safety-related topics such as the prevention and care of injuries, cardiopulmonary resuscitation, and first aid.	
3.10 Physiological Principles of Fitness Apply knowledge of physiological principles (e.g., overload, specificity, FIT, reversibility) to the components of physical fitness.	
Domain 4. The Sociology and Psychology of Human Movement	**Course number/name, units earned, grade earned; include a brief course description from the course syllabus**
4.1 Personal Development Analyze the relationship of movement to the development of individual identity, including the development of self-awareness, self-concept, self-discipline, self-expression, and body image.	

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4.2 Theories Related to Motivation Demonstrate an understanding of contemporary theories such as attribution, social learning, competence, learned helplessness, self-efficacy, and other social/psychological theories as they relate to motivation in physical activities.	
4.3 Social Development a. Analyze the relationship of movement to social interaction and the development of group member identity through physical education activities. b. Identify strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, trust building, and risk taking.	
4.4 Role of Movement Activities in Society a. Demonstrate knowledge of the role of movement activities in society and the relationship of movement activities to social norms, ethics, values, and institutions. b. Demonstrate knowledge of the role of movement activities in the development of social interaction skills, a sense of group identity, and a sense of productive participation with others. c. Demonstrate knowledge of the role of movement activities in promoting positive social behaviors and traits (e.g., loyalty; compassion; fairness; understanding and appreciation of similarities, differences, and abilities).	

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Domains for Physical Education	
4.5 Factors Influencing Activity Choices Analyze factors that influence an individual's activity choices (e.g., gender, age, ethnicity, culture, disability).	
Domain 5. Movement Concepts and Forms	**Course number/name, units earned, grade earned; include a brief course description from the course syllabus**
5.1 Fundamental and Creative Movement Skills a. Demonstrate knowledge of fundamental movement skills such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills, and basic rhythmic movement, as well as knowledge of elements and qualities of movement (e.g., space, time, force, flow, level). b. Demonstrate knowledge of creative movement such as exploration, improvisation, and problem solving.	
5.2 Dance Concepts and Forms a. Demonstrate knowledge of skills used in rhythmic activities, creative dance, and structured dance forms (e.g., modern, ballet, jazz, tap, social, folk, country, ethnic, classical). b. Demonstrate an understanding of the use of dance to express perceptions, feelings, images, and thoughts. c. Demonstrate an understanding of dance concepts, forms, and basic vocabulary.	
5.3 Gymnastic Movements	

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a. Demonstrate knowledge of gymnastic forms such as rhythmic gymnastics and educational gymnastics. b. Demonstrate knowledge of gymnastic movements such as stunts, tumbling, apparatus work, and floor exercise.	
5.4 Aquatic Skills Demonstrate knowledge of aquatic skills such as water safety, swimming strokes, diving, and water fitness activities and games.	
5.5 Individual, Dual, and Team Sports and Games a. Demonstrate knowledge of techniques, skills, critical elements, scientific principles, and equipment for individual, dual, and team sports and games. b. Apply knowledge of developmental progressions for sports activities. c. Demonstrate an understanding of principles of game strategies. d. Demonstrate knowledge of safety, etiquette, fair play, and fair competition. e. Apply knowledge of how to promote critical-thinking, decision-making, problem-solving, collaboration, communication, leadership, conflict-resolution, and teamwork skills through participation in sports and games. f. Demonstrate knowledge of the application of motor learning principles (e.g., transfer, game-like conditions) in instruction for sports and games.	

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Domains for Physical Education	
5.6 Outdoor Education a. Demonstrate knowledge of techniques, skills, and safety issues for outdoor education activities. b. Identify long-term psychological, physiological, and lifestyle benefits of participation in outdoor education activities.	
5.7 Nontraditional and Cooperative Activities a. Identify examples of nontraditional, global, and cooperative games and activities (e.g., Pickle ball, bocce ball, team juggling). b. Apply knowledge of how to promote critical thinking, decision making, problem solving, collaboration, cooperation, leadership, and communication through participation in non-traditional and cooperative activities.	
5.8 Combative Activities Demonstrate knowledge of one or more basic combative activities (e.g., fencing, wrestling, self-defense) and related safety issues.	
5.9 Fitness Activities Demonstrate an understanding of fitness activities such as aerobic conditioning, resistance and weight training, and stretching that increase cardiovascular efficiency, muscular strength and endurance, and flexibility.	

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Domains for Physical Education	
Domain 6. Assessment and Evaluation Principles	**Course number/name, units earned, grade earned; include a brief course description from the course syllabus**
6.1 Evaluation Methods in Physical Education Demonstrate knowledge of evaluation methods used for the various domains of learning in physical education (e.g., physical, psychomotor, cognitive, social, affective).	
6.2 Techniques of Test Construction, Evaluation, and Administration Demonstrate knowledge of basic strategies of test construction, evaluation, and administration for traditional, holistic, and authentic assessments such as developing and using criteria to assess attainment of goals and objectives.	
6.3 Test Characteristics Apply knowledge of test characteristics such as validity, reliability, and objectivity.	
6.4 Assessment Techniques and Tools Apply knowledge of assessment strategies and instruments, including technology, that are appropriate for individuals with diverse backgrounds, special needs, and disabilities.	
6.5 Types of Evaluation a. Demonstrate an understanding of types of evaluation such as norm-referenced, criterion-referenced, content-referenced, and authentic assessment.	

Domains for Physical Education	
b. Demonstrate knowledge of formative and summative evaluation strategies.	
6.6 Basic Statistical Applications Demonstrate knowledge of basic statistical applications, including central tendency and variability, standard scores, norms, and correlations.	
6.7 Interpretation and Communication of Assessment Data Apply skills for interpreting assessment data and for communicating test results, performance profiles, and assessment data to various audiences (e.g., students, parents, school board members).	
Domain 7. Integration of Concepts	**Course number/name, units earned, grade earned; include a brief course description from the course syllabus**
7.1 Interpretation and Application of the Subdisciplines of Kinesiology Interpret and apply knowledge of the subdisciplines of kinesiology to facilitate student skill acquisition and performance.	
7.2 Selecting, Adapting, and Modifying Activities Use developmental information to appropriately select, adapt, and modify sports and games based on goals, skill levels, individual needs, and disabilities.	

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Domains for Physical Education	
7.3 Developmental Progressions Demonstrate knowledge of appropriate developmental progressions within and between individual movement skills.	
7.4 Learning Concepts and Principles Use concepts and principles of learning to analyze observed individual differences.	
7.5 Connections Between Physical Education and Other Disciplines Demonstrate knowledge of connections between physical education and other subject areas such as life and physical sciences, social science, health, mathematics, language arts, and visual and performing arts.	

To Be Completed by the Program:

Total credits for all domains:	
Credits needed for Bachelor's Degree	