Physical Education Teacher Education

Degree Offered
• Master of Science

Nature of the Program
The Master of Science in Physical Education Teacher Education (delivered online) is designed for success-oriented professional learners who aspire to further their career advancement. The curriculum is aligned with the advanced teaching standards (Professional Knowledge, Practice and Leadership) from the Society of Health and Physical Educators (SHAPE). The program develops advanced teacher candidates in three areas: Professional Knowledge, Practice, and Leadership. The four guiding principles that underlie these standards include (1) Focus on learning rather than teaching; (2) Development of integrated knowledge base; (3) Importance of systematic inquiry; and (4) Role of teachers as leaders in schools.

The Physical Education Teacher Education program offers a unique combination of professional courses and advanced labs. Professional courses are followed by advanced lab experiences allowing for the timely application of the knowledge and skills learned in K-12 school settings. Across the curriculum, students evaluate their own teaching effectiveness using research-informed methods to further extend their understanding of school physical activity and physical education. The ultimate measure of student learning remains its positive impact on youth in the schools and communities in which they serve. Please note that despite its emphasis on practical application, this is not an initial licensure program in physical education. Individual states and districts, however, may provide an endorsement for certified teachers upon completion. We highly encourage students to discuss this option with their employer before enrolling.

Admissions

M.S. PHYSICAL EDUCATION TEACHER EDUCATION
Required criteria for PETE program admission include the following:

1. Resume: highlighting professional background, experience, and qualifications
2. Personal statement: 1-2 written pages on professional goals and reasons for seeking admission

Note: Students who do not meet the 2.75 grade point average requirement may be admitted as a provisional graduate student only if their GPA is between 2.50 and 2.75. Provisional graduate students are required to attain a 3.0 GPA in their first 9 hours of adviser approved course work in order to remain in the program and to be reclassified as a regular graduate student.

No more than twelve graduate hours may be taken toward the master's degree as a non-degree seeking graduate student.

Applications are accepted on a rolling basis until August 1st for a fall term start, December 15th for a spring term start, and May 1st for a summer term start.

ACCELERATED B.S./M.S. PHYSICAL EDUCATION TEACHER EDUCATION
Students must complete an internal application for admission to the accelerated B.S./M.S. (ABM) program. Students may apply for regular admission to the ABM in PETE in the fall semester following the completion of 60 credits. Only enrolled WVU PEK majors may be considered for regular admission to the program. Transfer students must complete at least 24 credit hours as degree-seeking students at WVU before applying. The minimum GPA requirement for regular admission is a GPA of 3.0, with no provisional admissions allowed. Additional criteria include acceptable performance on the Praxis Core Exam and the program's Professionalism Assessment used to monitor undergraduate student dispositions each semester in the major by a designated faculty member. Regular admission will not be offered to students with less than 2 semesters to complete the bachelor's degree. The ABM in PETE is not available to students seeking a second (or subsequent) bachelor's degree. The internal application is due by October 1 with program admissions decisions communicated by December 15. Applications will be reviewed by a three member work group and presented to the program faculty for a final admissions decision.

Admission Requirements 2023-2024
The Admission Requirements above will be the same for the 2023-2024 Academic Year.

Major Code: 5531

Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PET 515</td>
<td>Research Methodology in Physical Education</td>
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<tr>
<td>PET 545</td>
<td>Standards-Based Assessment in Physical Education</td>
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<tr>
<td>PET 565</td>
<td>Curriculum in Physical Education</td>
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<td>Motor Development for Special Populations - Advanced Laboratory</td>
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<td>School Physical Activity and Technology - Advanced Laboratory</td>
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<td>School Physical Activity</td>
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<td>PET 581</td>
<td>Motor Development in Special Populations</td>
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<td>PET 583</td>
<td>Principles of Effective Teaching</td>
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<tr>
<td>PET 585</td>
<td>Physical Education Supervision and Advocacy</td>
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Total Hours: 30

**SUGGESTED PLAN OF STUDY**

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<th>Semester</th>
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<td>PET 515</td>
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<td><strong>Third Semester</strong></td>
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Total credit hours: 30

**Accelerated Program**

- B.S. Physical Activity and Kinesiology and M.S. Physical Education Teacher Education

**Accelerated B.S./M.S. Degree Requirements**

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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<tr>
<td>University Requirements</td>
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<tr>
<td>Physical Education and Kinesiology Major Requirements</td>
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<td>M.S. Physical Education Teacher Education Degree Requirements</td>
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<tr>
<td><strong>Total Hours</strong></td>
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</table>

**University Requirements**

General Education Foundations (GEF) 1, 2, 3, 4, 5, 6, 7, and 8 (31-37 Credits)

Outstanding GEF Requirements 1, 2, 3, 6, 7, and 8
Physical Education and Kinesiology Major Requirements

Foundations  
PET 101  Games in American Culture (GEF 5; C- or higher required)  
PET 124  Human Body: Structure and Function (C- or higher required)  
PET 125  Principles of Human Movement (C- or higher required)  
PET 167  Introduction to Physical Education (C- or higher required)  
PET 175  Motor Development (C- or higher required)  
PET 244  Motor Learning and Performance (C- or higher required)  
PET 276  Special Physical Education (C- or higher required)  

PEK CORE Block  
All students must earn a minimum grade of C- required in all PET and PASS CORE Block courses.  
And all students must maintain a minimum GPA of 2.5 or higher each semester.  
PET 228  Curriculum in Physical Education (Fulfills Writing and Communication Skills Requirement)  
PET 233  Pedagogy Theory and Application  
PET 346  Teaching Physical Activities 1  
PET 347  Teaching Physical Activities 2  
PET 349  Health-Optimizing Physical Education  
PET 350  Teaching Primary Physical Education  
PET 369  Teaching K-2 Physical Education  
PET 379  Teaching 3-5 Physical Education  
PET 441  Technology in Physical Education  
PET 447  Teaching Physical Activities 3 (Fulfills Writing and Communication Skills)  
PET 449  Teaching Physical Activities 4  
PET 477  Adapted Physical Education Practicum  
EXPH 365  Exercise Physiology 1  
RDNG 422  Reading in the Content Areas  
SPED 304  Special Education in Contemporary Society (GEF 4)  
PASS 401  Foundations of Health Education  
PASS 402  Core Concepts in Health Education  
PASS 403  Program Design, Implementation, and Evaluation for Health Educators  

Capstone Experience  
Students complete one of the following tracks:  

Track 1 Physical Education Teaching  
PET 587  Student Teaching: K-5 Physical Education  
PET 588  Student Teaching: 6-12 Physical Education  
PET 589  Student Teaching Seminar  

Track 2 Sport Pedagogy  
PET 491  Professional Field Experience  

Total Hours  
82

M.S. PHYSICAL EDUCATION TEACHER EDUCATION DEGREE REQUIREMENTS  
Minimum cumulative GPA of 3.0 is required.  
PET 515  Research Methodology in Physical Education  
PET 545  Standards-Based Assessment in Physical Education  
PET 565  Curriculum in Physical Education  
PET 573  Instructional Technology in Sport and Physical Education  
Select one of the following:  
PET 574  Curriculum in Physical Education - Advanced Laboratory  
& PET 577  and School Physical Activity and Technology - Advanced Laboratory
**PET 575 & PET 576**
Effective Teaching in Physical Education - Advanced Laboratory
and Motor Development for Special Populations - Advanced Laboratory

**PET 581**
Motor Development in Special Populations 3

**PET 583**
Principles of Effective Teaching 3

**PET 580**
School Physical Activity 3

**PET 585**
Physical Education Supervision and Advocacy 2

Total Hours 26

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**SUGGESTED PLAN OF STUDY**

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
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**Second Year**

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**Third Year**

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<td>PASS 401</td>
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**Fourth Year**

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<tr>
<td>PET 449</td>
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<tr>
<td>PET 477</td>
<td>3 PET 589 or CI 491</td>
<td>2 PET 585</td>
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<td>PET 575 or 577</td>
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Total credit hours: 138

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**Major Learning Outcomes**

**PHYSICAL EDUCATION TEACHER EDUCATION**

The goal of the program is to develop educational professionals who focus their teaching on learner needs, enhance their integrated knowledge base, conduct inquiry-based practice and engage as school-community leaders.
• Professional Knowledge - Students understand, refine, and analyze disciplinary content knowledge, the application of that knowledge to the pedagogy of teaching, and modes of inquiry that form the basis for physical education programs and instruction.

• Professional Practice - Students apply content knowledge and pedagogical content knowledge to design, deliver, and reflect upon appropriate learning experiences that facilitate and enhance the growth of learners.

• Professional Leadership and Advocacy - Students become continuous, collaborative learners who further their professional development and use their abilities to contribute to the profession.

• Professional Ethics - Students demonstrate professional behaviors, including a commitment to excellence and lifelong learning, diversity and collaboration, and service to others.

COURSES

PET 515. Research Methodology in Physical Education. 3 Hours.
Application of historical, descriptive, and experimental research strategies and designs to physical education.

PET 545. Standards-Based Assessment in Physical Education. 3 Hours.
Students completing this course will acquire the dispositions, knowledge, and performance competencies related to standards-based measurement and evaluation of school-aged children in K-12 physical education.

PET 565. Curriculum in Physical Education. 3 Hours.
Designed to examine the factors affecting curriculum development. Emphasis on research in the changing curriculum, and the selection and sequencing of developmentally appropriate activities for early, middle, and adolescent childhood.

PET 573. Instructional Technology in Sport and Physical Education. 2 Hours.
Investigate emerging educational and instructional technologies in sport and physical education. Students critically examine the implications of technology integration in teacher and coach education.

PET 574. Curriculum in Physical Education - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 565. Using models-based practice, students plan and design a physical-education curriculum, including a justification and evaluation plan. In addition, students relate their justification to relevant theory and empirical (data-based) evidence from the extant research literature.

PET 575. Effective Teaching in Physical Education - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 583. Provides students with teaching experiences in physical activity programs for children and youth. These experience provides a practical application of research-based principles of effective teaching to impact student learning.

PET 576. Motor Development for Special Populations - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 581. Provides graduate students with teaching experiences in physical activity for children. The students engage in the practical application of research-based and developmentally appropriate teaching practices to facilitate the inclusion of students with disabilities in physical education.

PET 577. School Physical Activity and Technology - Advanced Laboratory. 1-3 Hours.
PR or CONC: PET 580. Application of the comprehensive school physical activity program model using a guided participatory action research process. Students also learn a range of technologies used to plan, implement, manage, and evaluate physical activity programs for school-aged youth.

PET 578. Teaching Physical Activities 1. 1 Hour.
The course is designed to assist advanced physical education teacher candidates in the planning, management, assessment, and effective delivery of sports for K-adult-aged learners. Particular emphasis will be placed on developing content knowledge and pedagogical content knowledge.

PET 579. Teaching Physical Activities 2. 1 Hour.
The course is designed to assist advanced physical education teacher candidates in the planning, management, assessment, and effective delivery of lifetime physical activities for K-adult-aged learners. Particular emphasis will be placed on developing content knowledge and pedagogical content knowledge.

PET 580. School Physical Activity. 3 Hours.
Investigate the literature related to children’s physical activity, health-related fitness, and school-based intervention using multi-level approaches. Comprehensive school physical activity programs that employ the following components are studied in depth: quality physical education, before and after school, during school, family, and community engagement, and after involvement.

PET 581. Motor Development in Special Populations. 3 Hours.
Designed to examine the motor developmental patterns of various special population groups focusing on physical education's interactive role with the developmental process. Current developmental research related to the area will be emphasized. (Offered every third summer.)

PET 583. Principles of Effective Teaching. 3 Hours.
Research based principles of effective teaching as they relate to physical education. Students will examine and evaluate their own teaching practices through a series of reflective assignments.

PET 585. Physical Education Supervision and Advocacy. 2 Hours.
Effective programmatic supervision and advocacy practices for leaders in school physical activity and physical education.

PET 587. Student Teaching: K-5 Physical Education. 5 Hours.
PR or CONC: PET 588 and PET 589. A final, school-based practice teaching experience in elementary schools.
PET 588. Student Teaching: 6-12 Physical Education. 5 Hours.
PR or CONC: PET 587 and PET 589. A final, school-based practice teaching experience in secondary schools.

PET 589. Student Teaching Seminar. 2 Hours.
PR or CONC: PET 587 and PET 588. Discussions to enhance communication concerning the program’s student teaching and stimulate critical thinking about the student teaching experience. (Seminar.).

PET 600. Workshop in Physical Education. 1-15 Hours.
Professional development experience for the physical education teacher.

PET 605. Professional Issues in Physical Education. 3 Hours.
Designed to examine current professional issues in physical education and the impact of these issues on the professional’s life.

PET 645. Standards-Based Assessment in Physical Education. 3 Hours.
Students completing this course will acquire the dispositions, knowledge, and performance competencies related to standards-based measurement and evaluation of school-aged children in K-12 physical education.

PET 668. Issues in Motor Development. 3 Hours.
Examines the contributions made to the body of knowledge of motor development by various theories of child development, psychology, learning, and ecology. A variety of theoretical perspectives, assessment techniques, and issues will be reviewed.

PET 671. Childhood Motor Development. 3 Hours.
PR: PET 668. This course will study changes during childhood in motor behavior which reflect the interaction of the mover with contextual features of the environment and the demands of the movement task. Laboratory experiences with children included.

PET 672. Advanced Laboratory in Physical Education. 1-6 Hours.
Provides graduate students with teaching experiences in physical activity programs for children. Students can choose between pre-school or elementary school age children and land-based or water-based learning environments. Open to all majors.

PET 675. Effective Teaching Advanced Laboratory. 1 Hour.
PR: PET 683 and enrolled in WVU PETE Master’s Program. This course provides graduate students with teaching experiences in physical activity programs for children and youth. The experience provides a practical application of research-based principles of effective teaching to impact student learning.

PET 676. Motor Development for Special Populations Advanced Laboratory. 1 Hour.
PR: PET 681 and enrolled in WVU PETE Master’s Program. This course provides graduate students with teaching experiences in physical activity programs for children. The experience provides a practical application of research-based and developmentally appropriate teaching practices to facilitate the inclusion of students with disabilities in physical education.

PET 680. Theory of Fitness Education. 3 Hours.
This course explores the theoretical foundations and related literature underlying the provision of fitness education and the role of this content in physical education programs.

PET 686. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education teaching. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading may be S/U.).

PET 688. Applied Motor Learning. 3 Hours.
Examines the theoretical foundations and related literature that underlie the learning, performance, and retention of motor skills with applications to teaching and coaching.

PET 690. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education teaching. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading may be P/F.).

PET 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

PET 692. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

PET 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PET 694. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

PET 695. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.
PET 696. Graduate Seminar. 1-3 Hours.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

PET 697. Research. 1-9 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper, or equivalent scholarly project, or a dissertation. (Grading may be S/U.)

PET 698. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

PET 699. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use the University’s facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in the department’s 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is P/F; colloquium credit may not be counted against requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

PET 730. Diversity Issues in Physical Education/Teaching. 3 Hours.
A synthesis of research and literature covering a wide range of social/political issues related to diversity and inclusion in physical education such as gender equity, developmental disabilities, and multiculturalism.

PET 735. Reading Research 1. 3 Hours.
This course provides the doctoral student with an introduction to the literature that underlies the knowledge base in physical education teaching and teacher education.

PET 736. Reading Research 2. 3 Hours.
This course provides the doctoral student with an introduction to the literature that underlies the knowledge base in physical education teaching and teacher education.

PET 741. Research in Kinesiology. 3 Hours.
PR: PET 735. The purpose of this seminar is to provide doctoral students with the knowledge and skills needed to initiate a well-focused line of scholarly investigation leading to dissertation completion and continued research productivity following program completion.

PET 745. Physical Education/Teaching Curriculum Development and Evaluation. 3 Hours.
PR: PET 741 and PET 735. A historical and philosophical analysis of curriculum theory related to the preparation of physical education teachers with an emphasis on current models, content standards, curricular design and evaluation, as well as the curriculum accreditation.

PET 750. Research on Teaching. 3 Hours.
An introduction to research on teaching in physical education with an emphasis on the cognitive process that underlie learning and instruction.

PET 755. Physical Activity in Schools. 3 Hours.
This course provides student in-depth knowledge of the key guidelines, intervention strategies, and program evaluation methods associated with children's physical activity in schools.

PET 761. Motor Behavior Issues Seminar. 3 Hours.
The purpose of this course is to examine the implications of technology integration in teacher and coach education.

PET 770. Motor Behavior Issues Seminar. 3 Hours.
This course a readings, discussion, research, and application seminar in human movement production. Emphasis will be placed on bridging theory to practice. Applications focus on teaching/learning, fundamental motor skills, and rehabilitation of motor skills.

PET 775. Physical Education Supervision. 3 Hours.
Examination of the supervision process in physical education and related supervision issues.

PET 781. Research on Teaching in Physical Education. 3 Hours.
This course is designed to examine issues related to the provision of quality physical education in P-12 programs, and to the integration of many elements contributing to the student's professional preparation.

PET 785. Behavior Analysis. 3 Hours.
Examination of basic and advanced concepts of applied behavior analysis as they relate to research in physical education and related fields as well as course design and implementation at the college level.

PET 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of physical education. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading may be S/U.)

PET 791. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.
PET 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

PET 793. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PET 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

PET 796. Graduate Seminar. 1-3 Hours.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

PET 797. Research. 1-9 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading will be S/U).

PET 930. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). The tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.