

Purpose

The goal of Physical Education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. The Physical Education endorsement is required for educators to teach physical education K-12. The physical education endorsement can be attached to an elementary license or secondary teaching license with the corresponding methods class for the grade level (i.e., elementary methods, secondary methods, K-12 methods).

Physical Education Endorsement Requirements:

Physical Education has 9 content requirements:

1. Current First Aid and CPR Certification- A copy of the certification card is required. Hands-on certification is required. (American Red Cross, American Heart Association, National Safety Council, Emergency Care & Safety Institute.)
2. Philosophy of Physical Education
3. Motor Learning

Two different physical activities courses are required: i.e. volleyball and basketball

4. 1-Physical Activity and Skill Course (i.e. volleyball)
5. 2-Physical Activity and Skill Course (i.e. basketball)
6. Nutrition
7. Exercise Physiology
8. Methods of Teaching Physical Education (K-12, or Elementary, or Secondary)
9. Methods of Teaching Fitness for Life
10. Adapted Physical Education

Associate Endorsement

Three areas of requirements must be met for an associate endorsement. CPR/First Aid is required and then two of the other required areas must be met.

Overview of Requirement Areas and Approved Competency Paths to the Physical Education Endorsement

Each requirement may be earned by taking university courses, completing the Microcredential(s), or other experiences that demonstrate knowledge, skills, and dispositions as approved by the USBE Physical Education Specialist. Examples of other experiences could be

teaching a university course, certification in a related area, or work experience directly related to the requirement.

[Physical Education K-12 Competencies](#)

[University Course Option Sheet](#)

[Microcredentials](#)

[CPR and First Aid](#)

*A copy of the certification card is required. **Hands-on (In-person) certification is required.***

(American Red Cross, American Heart Association, National Safety Council, Emergency Care & Safety Institute.) Certification card should be uploaded with your other documentation in your application.

[Philosophy of Physical Education](#)

University Course

Microcredential=1 Stack of 3

Other Experience

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.

[Motor Learning](#)

University Course

Microcredential=1 Stack of 3

Other Experience

Analyze fundamental motor skills, movement concepts, and selected fundamental sports skills. Give effective feedback to students learning fundamental motor skills, movement concepts, and selected fundamental sports skills. Teach methods for developing individualized learning using developmentally appropriate progressions.

Physical Activity and Skill (2)

Two different physical activities courses or experiences are required: I.e., volleyball, and basketball.

University Course

Certification

Coaching HS Sport- Letter from Administration,

College Participation-Letter from Coach

Demonstrate competency in two of the following activities: sport, recreation activity, dance, yoga, strength, and conditioning, coaching, or other activity or PE courses.

Nutrition

University Course

Microcredential (Health) 1 Stack of 4

Other Experience

Demonstrate an understanding of the relationship between food intake and health. Evaluate nutrient requirements and food selection to meet those requirements. Evaluate one's own food intake and eating behaviors and learn to be informed consumers of food and nutrition information. Demonstrate an understanding of the role of carbohydrates, protein, lipids, water, vitamins, and minerals in human nutrition; the relationship of nutrition to maintenance of health and prevention of disease, and the role of nutrition in weight control, sports nutrition, eating disorders, pregnancy/lactation, and chronic disease.

Exercise Physiology

University Course

Microcredential=1 Stack of 2

Other Experience

Demonstrate an understanding of how the human body functions and maintains homeostasis during the increased metabolic demands of exercise. Demonstrate an understanding of the interaction of the nervous, muscle, cardiovascular, pulmonary, and metabolic systems at rest and during exercise. Design an age and developmentally appropriate, sport-specific exercise and conditioning prescription for one of the following purposes: endurance, strength, and weight control.

Methods of Teaching Physical Education K-12

University Course

Microcredential=1 Stack of 3

Demonstrate the knowledge, skills, and experience necessary to deliver quality PE lessons for students that include principles, concepts, strategies, classroom management, skill development, and assessment.

Demonstrate understanding of the Utah Core Standards.

Plan for student agency, give individualized feedback to students and adapt instructions based on student needs (data, observation, etc.)

Methods of Teaching Fitness for Life

University Course

Microcredential= 1 Stack of 3

Other Experience

Demonstrate understanding of fundamental principles of cardiovascular fitness, flexibility, and strength development. Each individual designs and implements their own-personal fitness program based on individual needs, assessments, and personal preferences. Students will explore resources for and methods of teaching the principles of fitness in the secondary school setting.

Adapted Physical Education

University Course

Microcredential= 2 Adapted PE Stacks

Other Experience

Understand various disabilities and how they affect participation in Physical Education. Be able to analyze and assess motor skills, document assessment outcomes for qualification, give feedback to students, teachers, and parents, and be able to provide adaptations with equipment, environment, and activities for participation in activities and sports. Understand professional practices, policies, laws, and procedures. Demonstrate competency in understanding the IEP process. Teachers should know how the IEP drives the goals and learning for students who have an IEP. Demonstrate understanding of behavior intervention plans (BIP) and how they are implemented.