



COLLEGE OF EDUCATION

Dr. Floyd D. Toth, Dean

From its beginnings as a two-year women's normal school to its current role as a regional university, Valdosta State University has taken an active part in the preparation of teachers for Georgia's schools. As the role of teacher has changed over these years, so have the educational programs offered by the College of Education. Today's programs focus on developing professionals for schools by incorporating standards from the appropriate accrediting bodies. These standards describe what beginning teachers should know and be able to do upon completion of their studies. Most programs in the College of Education require extensive field experiences, in which preservice teachers apply the content, methods, and skills learned in college course work and receive feedback from mentor teachers and college supervisors. Prior to graduation, all students must demonstrate competencies necessary for beginning teachers in their chosen field of study.

ACCREDITATION

Teacher preparation programs at Valdosta State University meet Georgia certification requirements of the Professional Standards Commission and are accredited by the National Council for Accreditation of Teacher Education.

TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

Major/Teaching Field	Level	Major/Teaching Field	Level
Early Childhood Education	P-5	Business Education	7-12
Middle Grades Education	4-8	Music Education	P-12
Secondary Education:	7-12	Physical Education	P-12
English, Mathematics,		Special Education:	P-12
Science Social Science		Communication Disorders	
Foreign Language Education:	P-12	Technical, Trade, and	7-12
French, Spanish		Industrial Education	
Art Education	P-12		

ADMISSION TO THE TEACHER EDUCATION PROGRAM

All undergraduate students seeking a degree from a teaching field program are required to apply for Admission to Teacher Education prior to taking senior college (3000 and 4000 level) courses. Applications are available in the Dean's Office, College of Education, and should be submitted when the student has accumulated 45 semester hours towards an education degree program.

The requirements for admission into Teacher Education are:

1. have a major leading to teacher certification;
2. have earned at least 45 semester hours towards an education degree;
3. have achieved at least a 2.50 Grade Point Average on all coursework. Note that majors in Communication Disorders must have a 3.0 GPA. All transfer credits are included in the GPA calculation;
4. have passed both parts of the Regents' Testing Program;
5. have passed the Reading, Writing, and Mathematics portions of the Pre-Professional Skills Test (PPST) or the computer version, CBT, or exempted this requirement with appropriate scores on the SAT, ACT or GRE;
6. a grade of "C" or better in CIED 2000, ENGL 1101, and ENGL 1102;
7. not have a criminal background, a dishonorable discharge from the Armed Services, not have been discharged from any position for unprofessional conduct, or not have any record that indicates behaviors not compatible with those expected of a professional educator in Georgia. Any pending investigations similar to these items must be resolved before admission to Teacher Education;
8. have professional liability insurance;
9. attended orientation to Teacher Education meeting.

Admission to Teacher Education is a prerequisite for all senior-college level courses in the program of study. Students not meeting the criteria are informed of their deficiencies and not allowed to take 3000-level or 4000-level courses until the deficiencies are removed. The Grade Point Average for admission to Teacher Education is calculated using all coursework taken within the past five years, including transfer credits. All grades and hours for courses that are repeated will be included in this calculation—there is no "forgiveness" policy. If extenuating circumstances have led to denial of admission to Teacher Education, students may appeal to the Undergraduate Policies Committee. On registration day each semester, the Committee meets individually with all students submitting appeals. Appeal forms are available in the Dean's Office in the College of Education.

Transfer students enrolling in the College of Education with a Grade Point Average below 2.50 will not be allowed to take senior-college level courses in their programs of study until they are admitted to Teacher Education.

SPECIAL ADMISSION REQUIREMENTS IN CERTAIN PROGRAMS

To be admitted to the major program in Health Fitness, students must have a Grade Point Average of at least 2.5.

To be admitted to the major program in Communication Disorders, students must have a GPA of at least 3.0.

ADVISING CENTER

The Advising Center in the College of Education was created specifically to help new students and transfer students who have not been admitted to Teacher Education. The Center assists students in planning their program of study and provides a strong support system for addressing individual concerns. College faculty members with excellent advising skills are selected from each department to assist students in the Advising Center. Also, students who have been successful at VSU are recruited as peer advisors to provide additional assistance to students in their critical first years at the university.

PROMOTING DIVERSITY IN TEACHER EDUCATION

The College of Education establishes an environment that is accepting of differing life experiences and cultures and encourages the successful participation of any under-represented groups. Any student who is denied admission to Teacher Education may appeal for an exception. The Undergraduate Policies Committee will review each appeal and determine if the student's background or other circumstances created a barrier for entering Teacher Education. The Committee will grant exceptions to students who demonstrate potential for success, in order to promote diversity in the College of Education.

RETENTION IN TEACHER EDUCATION PROGRAMS

Education majors are required to earn minimum grades of "C" in all professional education courses and those courses related to the major. Student progress will be monitored through (a) GPA, (b) observations, and (c) faculty and public school teachers' recommendations.

With each field-based course, students will be evaluated on their interactions in the public school environment. Faculty members responsible for the course will report any concerns to the student's advisor and discuss the concerns with the student and department head. Repeated concerns in field experiences can jeopardize students' progress in completing their programs of study.

PROFESSIONAL LABORATORY EXPERIENCES

Valdosta State University's teacher preparation program places a heavy emphasis upon professional laboratory experiences. The experiences are of the types indicated below.

Students who participate in field-based experiences are required to be covered by professional liability insurance. One inexpensive way to meet this requirement is through professional association student membership. Membership is not required, but non-members must present evidence of liability coverage before participating in any type of field experience.

Observation and Participation

Certain professional courses require students to observe and participate in activities with children and youth, usually these activities are carried out in the public schools of Valdosta and Lowndes County.

Opening School Experience

The required Opening School Experience is completed in approved public school settings, where the student participates in the teachers' pre-planning period and through the first two days of classes. The Opening School Experience is done during the senior year. This activity pairs the student with a mentor teacher to learn about the organization and planning needed to begin a new school year. Applications for this experience are available in the Dean's Office in the College of Education or at the Teacher Education web site and are due during the first three weeks of the spring term prior to the anticipated Opening School Experience.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. Students must have a GPA of 2.50 or higher in their upper division coursework to enroll in student teaching. All course work must be completed prior to student teaching. Since it is a full-time activity (10 semester hours), students are not permitted to take coursework concurrently with student teaching. Applications must be submitted to the Assistant Dean of Education for Student Services. Applications for fall semester student teaching are due within the first two weeks of the preceding spring semester. Applications for spring semester student teaching are due within the first two weeks of the preceding fall semester. Student teaching is not offered in the summer.

All students applying for the student teaching experience must complete a consent form, giving VSU permission to conduct a criminal background check. The consent form and the fee to cover the costs must be included with the student teaching application. The background check will be completed prior to student teachers' being placed in the schools.

Seminar for student teachers is a two credit hour course taken concurrently with student teaching. Dates and times for the seminar meetings will be provided at the student teaching orientation and on the Teacher Education web site.

Student Education Association

Education majors are encouraged to become active members of the Student Education Association. Students may join the Student Georgia Association of Educators and the Student National Education Association or the Professional Association of Georgia Educators. These organizations form the Student Education Association of Valdosta State University.

GRADUATION AND TEACHER CERTIFICATION REQUIREMENTS

Health and Physical Education

A College of Education requirement is that all persons preparing to teach must satisfactorily complete courses in health and physical education. This requirement is met by taking HSPE 2000 (2 hours), two physical education activities courses, and the first aid/CPR course, HSPE 2150.

Course in Education of Exceptional Children

An act of the Georgia Legislature (HB 671) requires that all teachers, principals, and guidance counselors must satisfactorily complete training in the identification and education of exceptional children. The SPEC 3010 course at Valdosta State University has been approved to meet this requirement.

Georgia Teacher Certification Testing Program

The Georgia Professional Standards Commission requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the tests appropriate to their program of study. The test series is the PRAXIS II Subject Assessments. Registration applications are available in the office of the Dean of the College of Education and at the Praxis web site, www.ets.org/praxis. A passing score must be obtained on these certification tests before the College of Education will recommend students for an initial Georgia certificate.

The certification tests are given periodically during the school year at VSU and in other locations across the state. Students are encouraged to register for their respective tests during the first semester of the senior year. Those who fail to attain passing scores on the first attempt may register for and repeat the tests until passing scores are earned.

Certification Programs

Students coming to Valdosta State University to obtain a teaching certificate should contact the department that offers the degree program in the certification field of inter-

est. If the students qualify for Teacher Education, then their transcripts will be reviewed and an individualized certification program developed. Students applying for a certification program must have a 2.5 GPA and have passed or exempted all three parts of the Praxis I test. The PRAXIS II Subject Assessments Test is required in each certification area that has a test for that specific teaching field.

Other Degree Programs in the College of Education

Major	Department	Degrees
Psychology	Psychology	B.A., B.S.
Sports Medicine Health Fitness	Health, Physical Education, and Athletics	B.S. B.S.H.F.
Administrative Services Technical Studies Cooperative Program with Technical Institutes	Vocational Education	B.S. B.A.S. A.A.S.
Dental Hygiene - Cooperative Program with Valdosta Technical Institute		A.A.S.

Course Designations within the College of Education

ARED	Art Education
BVED	Business and Vocational Education
CIED	Curriculum and Instruction
COMD	Communication Disorders
ECED	Early Childhood Education
FLED	Foreign Language Education
ITED	Instructional Technology
HSPE	Health Education, Health Fitness, Physical Education
LEAD	Educational Leadership
MGED	Middle Grades Education
MUE	Music Education
PSYC	Psychology, Counseling and Guidance
READ	Reading Education
RSCH	Educational Research
SEED	Secondary Education
SPEC	Special Education
VOED	Vocational Education



**DEPARTMENT OF EARLY CHILDHOOD
AND READING EDUCATION**

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The Department of Early Childhood and Reading Education is a multidisciplinary department with programs that lead to a B.S.Ed. degree in Early Childhood Education, a M.Ed. degree in Early Childhood Education (P-3 Option and Content Option), a M.Ed. degree in Reading Education, an Ed.S. in Early Childhood Education, and an Ed.S. in Reading Education.

The Early Childhood Education programs are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children. The Reading Education programs prepare individuals who specialize in the areas of reading/language arts. Graduate programs are designed to build upon prior professional preparation and experiences and extend the depth and breath of knowledge of the theoretical base and exemplary practices in early childhood education and reading education.

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN EARLY CHILDHOOD EDUCATION**

The undergraduate Early Childhood Education program has numerous desired outcomes. Examples of these outcomes for the undergraduate program in Early Childhood Education include the following:

Selected Educational Outcomes

1. Graduates will demonstrate an acceptable level of content knowledge.
2. Graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the student teaching experience by planning, delivering, and assessing appropriate instruction for pupils who represent a diverse population and who are in public school settings.
3. Graduates will integrate technology into instruction, assessment, and communication.
4. Graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (pupils, families, and other professionals in the learning community).

Requirements for the B.S.Ed. Degree with a Major in Early Childhood Education

Core Areas A-E (See VSU Core Curriculum, pp. 95-98)	42 hours
Area F Requirements	18 hours
BVED 2400, CIED 2000, PSYC 2700	9 hours
One course from each of the following areas:	9 hours
Fine Arts, Foreign Languages, Mathematics (3 hours each)	
College of Education Health and Physical Education Requirements	6 hours
HSPE 2000	2 hours
HSPE 2150	2 hours
HSPE Fitness/Activity Courses	2 courses
Professional Program Requirements	60 hours
ECED 3000, ECED 3100	4 hrs
ECED 3300	4 hrs
ECED 3400, ECED 3690, ECED 4000, ECED 4690	9 hrs
ECED 4790	10 hrs
ECED 4800	2 hrs
ENGL 4000, GEOG 3410, HSPE 3000	9 hrs
MATH 3160, PSYC 3120, SCI 3000, SPEC 3010	12 hrs
READ 3200, READ 4000, READ 4100	8 hrs
Any 3000 or 4000 course outside College of Education	2 hrs
Total Hours	126 hours

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which the program requirements address the desired outcomes. Examples of these assessments for the undergraduate program in Early Childhood Education include the following:

Examples of Outcome Assessments

1. Graduates are required to pass the Early Childhood Education Praxis II Examination before being recommended for certification. Results of the Praxis Examinations will be examined to determine the pass/fail rates of College of Education graduates based on statewide passing scores. The number of times graduates attempt to pass the test and subtest scores will also be examined.
2. Student teachers are assessed on professional teaching knowledge and skills related to the ten College of Education Conceptual Framework Principles through direct observations recorded on standard rating scales by university supervisors and public school mentors. In addition, required written assignments will be assessed. Students teachers complete a post student teaching survey designed to identify program strengths and weaknesses and measure the extent to which specific College of Education outcomes are addressed.

3. Student teachers are assessed through observations by university supervisors and public school mentors and documentation contained in portfolios on their use of technological resources while planning, implementing, and assessing instruction.
4. Students, during practicum and student teaching experiences, are assessed on reflective teaching practices through the use of journals, videotapes, and conferences with university supervisors during practicum and student teaching experiences. It is expected that teaching practices will be maintained, modified, or changed based on information available to students about the impact of practices on pupils, families, and other professional practitioners.



**DEPARTMENT OF HEALTH, PHYSICAL
EDUCATION AND ATHLETICS**

Dr. Stan Andrews, Acting Head
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The Department of Health, Physical Education and Athletics offers degree programs that lead to a Bachelor of Science in Education Degree with a major in Health and Physical Education, a Bachelor of Science Degree with a major in Sports Medicine, a Bachelor of Science in Health Fitness Degree, a Master of Education (Option I) Degree with T-5 (professional) certification in Health and Physical Education, and a Master of Education (Option II) Degree without teacher certification (for those students who choose to concentrate their studies in the areas of exercise science, health fitness, sports medicine, and related fields).

Degree programs in the Department of Health, Physical Education and Athletics prepare students for professional careers in Health and Physical Education (teaching), Health Fitness, and Sports Medicine. The degree programs are designed to build basic concepts and skills appropriate for the specific degree program through a series of carefully sequenced courses, field experiences, and internships. These basic concepts and skills include, but are not limited to, program planning, computer applications and other technology applications, social diversity and appreciation for individual differences, assessment, and professional ethics.

The Bachelor of Science in Education Degree (B.S.Ed.) with a major in Health and Physical Education prepares students to teach health and physical education in grades

prekindergarten through twelve (P-12). Upon successful completion of the degree program and posting a passing score on the Praxis II teacher certification exam in the area of health and physical education, students are eligible for the T-4 (professional) teaching certificate from the state of Georgia. Both the undergraduate and graduate programs are approved by the National Council on Accreditation for Teacher Education (NCATE) and the National Association of Sport and Physical Education (NASPE).

The Bachelor of Science in Health Fitness (B.S.H.F.) Degree prepares students to work in a wide variety of clinical and non-clinical settings including cardiopulmonary rehabilitation, corporate fitness/wellness, hospital health promotion and outpatient rehabilitation, human performance laboratories, private practice, community health education, and other related areas. Students are involved in classroom, laboratory, clinical, and field experiences that include theoretical and hands on experiences in clinical and non-clinical settings that often include health appraisal and education, exercise testing and prescription for the apparently healthy and the diseased population, and administrative leadership skills. Graduates are prepared and encouraged to sit for the Health Fitness Instructor or Exercise Specialist certification through the American College of Sports Medicine (ACSM). The degree also prepares students for graduate studies in related areas.

The Bachelor of Science Degree with a major in Sports Medicine is a curriculum program certified and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Successful completion of the degree program qualifies the student to sit for the National Athletic Trainers Association certification exam. Individuals posting a passing score on the exam are recognized as Certified Athletic Trainers. Being recognized as a Certified Athletic Trainer allows individuals to be licensed in their state of residence and work as an athletic trainer in clinical settings, public schools, professional sports, and colleges and universities. Students in the program receive training under the direct supervision of one of the institution's NATA-certified athletic trainers in the areas of injury assessment, therapeutic exercise and modalities, advanced anatomy, biomechanics, kinesiology, and exercise physiology.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education major has numerous desired educational outcomes. Examples of the outcomes include:

Selected Educational Outcomes

1. Students who graduate from the Health and Physical Education teacher preparation program will demonstrate an acceptable level of content knowledge.
2. Students will demonstrate proficiency in a number of individual and team sport skills.
3. Students will demonstrate knowledge in the area of motor development, anatomy and physiology, and biomechanics of the human body.
4. Students will demonstrate their ability to successfully teach health and physical education to P-12 students and adapt activities for the individual needs of diverse and exceptional learners.

**Requirements for the B.S. Ed. Degree with a Major
in Health and Physical Education**

Core Areas A-E (See VSU Core Curriculum, pp. 95-98) **42 hours**

Area F Requirements **18 hours**

- HSPE 2100, HSPE 2010 4 hours
- BIOL 2651 4 hours
- BVED 2400, CIED 2000, PSYC 2700 9 hours
- HSPE 1010 1 hours

College of Education Health and Physical Education Requirements **6 hours**

- HSPE 2000 and HSPE 2150 4 hours
- HSPE 2020 2 hours

Professional Program Requirements **60 hours**

- DAN 3400 1 hour
- HSPE 3150, HSPE 3300, HSPE 3450, HSPE 3400 8 hours
- HSPE 3200, HSPE 3410, HSPE 3420, HSPE 3600 12 hours
- HSPE 3690 1 hour
- HSPE 3700, HSPE 3910 4 hours
- PSYC 3110, SPEC 3010 6 hours
- Elective at the 3000 or 4000 level 3 hours
- HSPE 3050 1 hour
- HSPE 2030, HSPE 3350, HSPE 4220 6 hours
- HSPE 4230, HSPE 4710, HSPE 4760 6 hours
- HSPE 4790 10 hours
- HSPE 4800 2 hours

Total Hours **126 hours**

Various assessment techniques are used in the Health and Physical Education teacher certification program to determine the progress of the student and whether the program curriculum is meeting the stated objectives and goals.

Examples of Outcome Assessments

1. Students are required to pass the Health and Physical Education Praxis II Exams before they will be recommended for certification.
2. The student must pass skill tests in the required technique courses to show proficient ability in individual and team sport skills.
3. Through written exams, oral practicums, and micro-teaching assignments in advanced courses, students will demonstrate knowledge of motor development, anatomy and physiology, and biomechanics of the human body.
4. The student must satisfactorily complete all pre-intern field based experiences and successfully complete the student teaching capstone course.

BACHELOR OF SCIENCE IN HEALTH FITNESS (B.S.H.F.) DEGREE

The Bachelor of Science in Health Fitness Degree subscribes to the desired educational outcomes (knowledge, skill, and objectives) listed by the American College of Sports Medicine (ACSM) that students should be able to demonstrate.

Selected Educational Outcomes

1. The student will be able to identify, recognize, and assess basic functional anatomy, biomechanics, and physiological responses to exercise.
2. The student will be able to demonstrate knowledge of nutrition and weight management in regard to health maintenance.
3. The student will be able to demonstrate administrative leadership skills for health and fitness programs in a variety of clinical and non-clinical settings.
4. The student will be able to demonstrate knowledge of assessment, planning, evaluation, and education of various populations in the private, corporate, and clinical setting regarding physical activity and healthy lifestyle issues.

Special Admission Requirements

Students are admitted into the BSHF degree program after

1. Completion of 45 semester hours of coursework.
2. Satisfactory completion of both sections of the Regents' Testing Program.
3. A grade of B or better in HSPE 2110.
4. Achieving a GPA of 2.5 in BSHF coursework, including the core curriculum.

Special Retention and Graduation Requirements

1. Maintain an overall GPA of 2.5 in all course work and hold current CPR certification.
2. Prior to enrolling in HSPE 4510 and HSPE 4550:
 - a. Complete the University Core and have a GPA of 2.5 in all BSHF course work , including the core curriculum.
 - b. GPA of 2.5 or higher in all Area F courses, including "elective."
 - c. Grade of "B" or higher in HSPE 1010.
 - d. Graduation check list returned from the Office of the Registrar
 - e. Have professional liability insurance and active CPR certification.

Probation and Dismissal

1. Students will be assigned an advisor in HSPE only after the minimal admissions requirements are met. Students who are not admitted will not be allowed to take any 3000- or 4000-level courses in BSHF HSPE.
2. After admission to the BSHF program, students whose GPA falls below the minimal GPA requirement of 2.5 may repeat coursework within HSPE, but may not enroll in any new 300- or 4000-level HSPE courses. All requirements of item 2. in Special Retention and Graduation Requirements (above) must be met prior to enrollment in HSPE 4510 and HSPE 4550.

Requirements for the Bachelor of Science in Health Fitness Degree

Core Areas A-E (See VSU Core Curriculum, pp. 95-98)	42 hours
Area F Requirements	18 hours
BIOL 2651, BIOL 2652	8 hours
BVED2400	3 hours
HSPE 2110, HSPE 2150	4 hours
Elective	3 hours
College of Education Health and Physical Education Requirements	4 hours
HSPE 2000	2 hours
Two HSPE Fitness/Activity Courses	2 hours
Professional Program Requirements	60 hours
HSPE 3420, HSPE 3010, HSPE 3011	9 hours
HSPE 3050	1 hour
HSPE 3150, HSPE 3350	4 hours
HSPE 3360, HSPE 3370, HSPE 3430	9 hours
HSPE 1010	1 hour
HSPE 3200, HSPE 4010, HSPE 4050, HSPE 4070	12 hours
HSPE 4080, HSPE 4090, HSPE 4130, HSPE 4510	12 hours
HSPE 4550	12 hours
Total Hours	124 hours

Various assessment techniques are used in the Health Fitness program to determine the progress of the student and whether the program curriculum is meeting the stated objectives and goals.

Examples of Outcome Assessments

1. The student will be able to pass written and oral examinations regarding acceptable protocols for a variety of health and fitness assessments.
2. The student will be able to interpret successfully the results of health and fitness assessments and demonstrate proficiency in exercise and nutrition prescription for an individual program of health maintenance.
3. The student will successfully complete the capstone internship course.
4. The student will successfully complete the Health Fitness Instructor Certification Exam or the Exercise Specialist Certification Exam offered by the American College of Sports Medicine.

BACHELOR OF SCIENCE WITH A MAJOR IN SPORTS MEDICINE

The Commission on Accreditation of Allied Health Education Programs (CAAHEP), the National Athletic Trainers Association (NATA), and the Joint Review Committee on Athletic Training Educational Programs identify a number of specific educational outcomes necessary for accreditation and the preparation of students to become athletic trainers. Among those outcomes are:

Selected Educational Outcomes

1. The student will be able to demonstrate acceptable techniques for the prevention and treatment of athletic injuries.
2. The student will exhibit knowledge in the recognition, evaluation, and immediate care of athletic injuries.
3. The student will be able to plan the rehabilitation and reconditioning of individuals with athletic injuries.
4. The student will exhibit the knowledge to be able to perform as a competent athletic trainer and health care administrator.

Requirements for the B.S. Degree with a Major in Sports Medicine

Core Areas A-E (See VSU Core Curriculum, pp. 95-98) **42 hours**

Area F Requirements **18 hours**

BIOL 2651, BIOL 2652 8 hours

BVED 2400, PSYC 2700 6 hours

HSPE 2150, HSPE 2050 4 hours

College of Education Health and Physical Education Requirements **4 hours**

HSPE 2000 2 hours

Two HSPE Fitness/Activity Courses 2 hours

Professional Program Requirements **60 hours**

BVED 3430, HSPE 3200, HSPE 3420, HSPE 3430 12 hours

HSPE 4300, HSPE 4350, HSPE 4360, HSPE 4400 12 hours

HSPE 3400 2 hours

HSPE 4250, HSPE 4450, HSPE 4490 9 hours

HSPE 3860 2 hours

Teacher Certification Options *	23 hours
(A) Teacher Certification Option	
HSPE 4410, HSPE 4420	8 hours
PSYC 3110, SPEC 3010, CIED200	9 hours
Electives	6 hours
or	
(B) Teacher Certification and Internship	
HSPE 4430	12 hours
PSYC 3110, SPEC 3010, CIED2000	9 hours
Electives	2 hours
or	
(C) Internship - No Teacher Certification	
HSPE 4430	12 hours
Electives	11 hours

*** Additional courses may be needed for other certification options.**

Special Admission Requirements

1. Students may apply for positions in the program as they become available.
2. Applications will be judged on the following criteria:
 - a. Grade point average - 2.75 minimum
 - b. Grades in HSPE 2050, BIOL 2651, and HSPE 2150 as compared to those of other applicants
 - c. At least sophomore standing
 - d. Experience or clinical evaluations
 - e. Interview with sports medicine faculty, career goals, and recommendation
3. Contact the Registrar's Office and have an official transcript sent to the curriculum director
4. Complete the application form and return it to the curriculum director.
5. Contact three individuals to send letters of reference for you to the curriculum director. Their names should be used on the application form.

Special Retention Requirements

Retention:

1. Maintain a 2.75 cumulative GPA. Students whose GPA falls below 2.75 will be placed on probation for one term. During the probation period, students may continue to take sports medicine classes but will NOT be allowed to work in clinical experiences.
2. Evaluation for retention is done at the end of each year in the program.

Dismissal:

1. Falling below the 2.75 cumulative GPA and inability to achieve this requirement after one quarter of probation.
2. Poor performance in clinical experiences.
3. Poor year-end evaluation.

A variety of assessment techniques will be used in the Sports Medicine program to determine the progress of the student and whether the program curriculum is meeting the stated objectives and goals.

Examples of Outcome Assessments

1. The student is required to demonstrate acceptable levels of skill in athletic training protocols such as taping, modalities, injury assessment, and injury prevention as assessed by the student's clinical supervisor throughout their senior level course work as outlined by the National Athletic Trainers Association.
2. Through written and oral examinations, the student must be able to recognize and evaluate injuries accurately and describe the necessary steps for immediate care.
3. By way of oral examinations and demonstrations during clinical field experiences, and practicums, the student will be able to describe and plan the rehabilitation and reconditioning of individuals with athletic injuries.
4. The student must have an exit interview with the program director to discuss strengths, weaknesses, and the overall ability of the student to perform as an athletic trainer and health care administrator. Upon graduation from the program, the student is eligible to take the National Athletic Trainer Association Certification Examination.