



## 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

<b>Major/Teaching Field</b>	<b>Level</b>	<b>Major/Teaching Field</b>	<b>Level</b>
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 an overall 2.50 Grade Point Average . Note that majors in Communication Disorders must have a 3.25 GPA and Art Education is 3.0. Post Baccalaureat initial certification students in all majors must also meet this requirement.
4. have passed both parts of the Regents' Testing Program;
5. have passed the Reading, Writing, and Mathematics portions of the Praxis I Test (PPST or CBT forms), or exempted this requirement with appropriate scores on the SAT, ACT or GRE; Check with the Dean's office for exemption scores.
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 and repeated courses. 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.

Transfer students enrolling in the College of Education with an overall 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. Transfer students will have one semester to complete both Praxis I and the Regents' test requirements if all

other admission requirements are met.

## **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.

## **Conceptual Framework**

The College of Education's Conceptual Framework guides the professional education programs by defining the philosophy, rationale, and research base that support the essential, instructional components of degree programs. This conceptual framework consists of ten principals that provides coherence, both across and within, all COE programs for student outcomes, course activities, assessments, and field experience. Outcomes related to the conceptual framework are listed with the teacher education programs in this bulletin and additional expectations are provided in the course syllabi.

## **RETENTION IN TEACHER EDUCATION PROGRAMS**

Education majors are required to earn minimum grades of "C" in all professional education courses and those courses required in 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 advisor. 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 membership in professional student association groups such as SPAGE or SGAE. Membership is not required, but non-members must present evidence of liability coverage before participating in the COE field experience.

### **Opening School Experience**

The required Opening School Experience is completed in approved public school settings at the beginning of the student's senior year, where the student participates in the pre-planning days for teachers and through the first days of classes. The OSE student is paired with a mentor teacher to learn about the organization and planning needed to begin a new school year. The OSE requires sixteen hours of participation during preplanning days and eight hours in the first two days of classes. Depending on school schedules, the fall semester student may complete the OSE in their student teaching placement. Applications for this experience are available in Office of the Dean of Education and are due by midterm 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 maintained the admission overall GPA required for entry into their respective programs to enroll in student teaching. This is 2.5 for most programs, 3.25 for COMD, and 3.0 for ARED. All course work must be completed prior to student teaching. Since it is a full-time activity (10 semester hours credit and a two hour seminar), students are not permitted to take coursework concurrently with student teaching. Applications must be submitted to the Assistant Dean of Education for Student Services within the first two weeks of the term, immediately preceding the anticipated student teaching semester, except that fall applicants should submit their applications during the first two weeks of spring term. 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.

## 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 KSPE 2000 (2 hours), two physical education activities courses, and the first aid/CPR course, KSPE 2150.

### 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 and registration applications are available in the office of the Dean of the College of Education. A passing score must be obtained on these certification tests before the College of Education will recommend students for an initial Georgia certificate. The Praxis I test is also required for certification but is met through the admission requirements for teacher education.

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 for Students with Degrees

Students, who already have a degree and are coming to Valdosta State University to obtain a teaching certificate, should first check on their eligibility for admission to teacher education. If the student qualifies for Teacher Education, then their transcripts will be reviewed and an individualized certification program developed. A certification review fee of \$35 will be charged for the development of this individualized plan. Admission requirements for certification students include completion of the Praxis I test and having an overall GPA appropriate to the desired course of study. The overall GPA is 2.5 for all programs except Communication Disorders at 3.25 and Art Education at 3.0. Students denied admission into teacher education may appeal their case to the Undergraduate Policies Committee.

### Other Degree Programs in the College of Education

<b>Major</b>	<b>Department</b>	<b>Degrees</b>
Psychology	Psychology	B.A., B.S.
Sports Medicine	Kinesiology and	B.S.
Health Fitness	Physical Education.	B.S.E.F.
Health & Physical Education		B.S.

Administrative Services	Vocational Education	B.S.
Technical Studies	Vocational Education	B.A.S.
Information Processing	Vocational Education	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
KSPE	Kinesiology and Physical Education
LEAD	Educational Leadership
MGED	Middle Grades Education
MUE	Music Education
PSYC	Psychology and Counseling
READ	Reading Education
RSCH	Educational Research
SEED	Secondary Education
SPEC	Special Education
VOED	Vocational Education



**DEPARTMENT OF EARLY CHILDHOOD  
AND READING EDUCATION**

Dr. Brenda P. Dixey, Head  
Room 164, Education Center

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**

<b>Core Areas A-E</b> (See VSU Core Curriculum, pp. 95-98) .....	<b>42 hours</b>
<b>Area F Requirements</b> .....	<b>18 hours</b>
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)	
<b>College of Education Health and Physical Education Requirements</b> .....	<b>6 hours</b>
HSPE 2000 .....	2 hours
HSPE 2150 .....	2 hours
HSPE Fitness/Activity Courses .....	2 courses
<b>Professional Program Requirements</b> .....	<b>60 hours</b>
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
<b>Total Hours</b> .....	<b>126 hours</b>

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 KINESIOLOGY AND PHYSICAL  
EDUCATION**

Dr. Hemming Atterbom, Head  
Room 168, Physical Education Complex

The Department of Kinesiology and Physical Education 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 Exercise Science 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, sports medicine, and related fields).

Degree programs in the Department of Kinesiology and Physical Education prepare students for professional careers in Health and Physical Education (teaching), Exercise Science, and Sports Medicine. The degree programs are designed to build basic concepts and skills appropriate for the specific careers 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 pro-

gram 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 Exercise Science (B.S.E.S.) 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 Exercise Science 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 program with a major in Sports Medicine is a curriculum 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 program has numerous desired educational outcomes.

### **Selected Educational Outcomes**

Students who graduate from the Health and Physical Education teacher preparation program will demonstrate:

1. an acceptable level of content knowledge,
2. proficiency in a number of individual and team sport skills,
3. knowledge in the area of motor development, anatomy and physiology
4. Students will demonstrate their ability to successfully teach health and physical education to various P-12 populations in the Public Schools.

**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**

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

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

- KSPE 2000 and KSPE 2150 ..... 4 hours
- KSPE 2020 ..... 2 hours

**Professional Program Requirements** ..... **60 hours**

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

**Selected Outcome Assessments**

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

## **BACHELOR OF SCIENCE IN EXERCISE SCIENCE (B.S.E.S.) DEGREE**

The Bachelor of Science in Exercise Science degree satisfies the desired educational outcomes (knowledge, skills, and objectives) recommended by the American College of Sports Medicine (ACSM):

### **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 exercise performance and health maintenance.
3. The student will be able to demonstrate administrative leadership skills for both exercise programming and selected health promotion activities 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 clinical and non-clinical settings regarding physical activity and selected healthy lifestyle issues.

### **Admission Requirements**

Students are admitted into the BSES 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 KSPE 2110 and KSPE 1010.
4. Achieving an overall GPA of 2.5 in BSES coursework, including the core.

### **Retention Requirements**

1. Maintain an overall GPA of 2.5 in all BSES course work
2. Prior to enrolling in KSPE 4510 and KSPE 4550:
  - a. Complete the University Core and have a GPA of 2.5 in all BSES 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 KSPE 1010.
  - d. Graduation check list returned from the Office of the Registrar
  - e. Have professional liability insurance and active CPR certification.

## Requirements for the Bachelor of Science in Exercise Science Degree

<b>Core Areas A-E</b> (See VSU Core Curriculum, pp. 95-98) .....	<b>42 hours</b>
<b>Area F Requirements</b> .....	<b>18 hours</b>
BIOL 2651, BIOL 2652 .....	8 hours
BVED 2400 .....	3 hours
KSPE 2110, KSPE 2150 .....	4 hours
Elective .....	3 hours
<b>College of Education Health and Physical Education Requirements</b> .....	<b>4 hours</b>
KSPE 2000 .....	2 hours
Two KSPE Fitness/Activity Courses .....	2 hours
<b>Professional Program Requirements</b> .....	<b>60 hours</b>
KSPE 3420, KSPE 3010, KSPE 3011.....	9 hours
KSPE 3050.....	1 hour
KSPE 3150, KSPE 3350.....	4 hours
KSPE 3360, KSPE 3370, KSPE 3430.....	9 hours
KSPE 1010.....	1 hour
KSPE 3200, KSPE 4010, KSPE 4050, KSPE 4070.....	12 hours
KSPE 4080, KSPE 4090, KSPE 4130, KSPE 4510.....	12 hours
KSPE 4550.....	12 hours
<b>Total Hours</b> .....	<b>124 hours</b>

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

### Selected Outcome Assessments

1. The student through written, oral and practical examinations will be able to develop a scientifically based and medically safe fitness assessment and exercise prescription.
2. The student through written, oral and practical examinations 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 exercise performance and health maintenance.
3. The student will successfully meet VSU guidelines for granting academic credit for participating in an internship program.
4. The student will successfully complete the Health Fitness Instructor or Exercise Specialist Certification examination as 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

<b>Core Areas A-E</b> (See VSU Core Curriculum, pp. 95-98) .....	<b>42 hours</b>
<b>Area F Requirements</b> .....	<b>18 hours</b>
BIOL 2651, BIOL 2652 .....	8 hours
BVED 2400, PSYC 2700 .....	6 hours
KSPE 2150, KSPE 2050 .....	4 hours
<b>College of Education Health and Physical Education Requirements</b> .....	<b>4 hours</b>
KSPE 2000 .....	2 hours
Two KSPE Fitness/Activity Courses .....	2 hours
<b>Professional Program Requirements</b> .....	<b>60 hours</b>
BVED 3430, KSPE 3200, KSPE 3420, KSPE 3430 .....	12 hours
KSPE 4300, KSPE 4350, KSPE 4360, KSPE 4400 .....	12 hours
KSPE 3400 .....	2 hours
KSPE 4250, KSPE 4450, KSPE 4490 .....	9 hours
KSPE 3860 .....	2 hours

Teacher Certification Options *	23 hours
(A) Teacher Certification Option	
KSPE 4410, KSPE 4420	8 hours
PSYC 3110, SPEC 3010, CIED 2000	9 hours
Electives	6 hours
or	
(B) Teacher Certification and Internship	
KSPE 4430	12 hours
PSYC 3110, SPEC 3010, CIED 2000	9 hours
Electives	2 hours
or	
(C) Internship - No Teacher Certification	
KSPE 4430	12 hours
Electives	11 hours

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

### 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 KSPE 2050 required prior to admission
  - c. At least sophomore standing
  - d. Clinical observation
  - e. Interview with sports medicine faculty, career goals, and recommendations
3. An official transcript sent from Registrar's Office to the Curriculum Director
4. Complete application form returned to the Curriculum Director.
5. Three letters of reference to the Curriculum Director. Same names as on the application form.

## **Retention Requirements**

1. Evaluation for retention is done at the end of each semester in the program.
2. Maintain a cumulative GPA of 2.75. Students whose GPA falls below 2.75 be placed on probation for one semester. During the probation period, students may continue to take sports medicine classes but will NOT be allowed to work in clinical experiences.
3. Student will be dismissed for any of the following reasons:
  - a. Cumulative GPA falling below the 2.75 cumulative GPA and inability to achieve this requirement after one semester of probation.
  - b. Poor performance in clinical experiences.
  - c. 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 curriculum is meeting the stated objectives and goals.

## **Selected 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.

## **Athletic Department Mission Statement**

The mission of the Athletic Department is to develop student-athletes as complete individuals and educated citizens fully prepared to make a positive contribution to their community. This must be done within the academic framework of the institution and in concert with the institution's overall mission. With respect to non-participants, the athletic program seeks to serve the region and enhance the development of the institution by fostering a sense of loyalty and community among students, faculty, staff, alumni and supporters.