



# The University of Georgia

University Council  
Athens, Georgia 30602

March 13, 2009

## UNIVERSITY CURRICULUM COMMITTEE – 2008-2009

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Dear Colleagues:

The attached proposal to increase the required hours for the major in Health and Physical Education (B.S.Ed.) was tabled at the December UCC meeting. Additional justification has been provided and the proposal will be an agenda item for the March 20, 2009, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair  
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.  
Professor Jere W. Morehead

TO: David Shipley, Chair  
University Curriculum Committee

FROM: Kirk Cureton, Head  
Department of Kinesiology

TOPIC: Increase in Requirement for the HPE Major to 129 Hours: Additional  
Information

DATE: January 27, 2009

The Department of Kinesiology is requesting that the requirement for the Health and Physical Education (HPE) undergraduate major be increased from 120 to 129 hours. The basis for the request stems from need to prepare students in two content fields (health and physical education) and a sequence of professional education (pedagogy) courses, which includes the equivalent of one full academic year of field experiences and internships (student teaching) in the schools (a minimum of 900 hours). These requirements are needed to meet the *Regent's Principles for the Preparation of Teachers for the Schools*, but cannot be achieved within the 120-semester-hour limit and still ensure the quality of preparation needed to ensure the *Principles'* guarantee. The need to increase the hour requirement of the HPE major was acknowledged in 2005, when the Board of Regents approved a waiver of the 120-hour requirement for the B.S.Ed. majors in Early Childhood Education, Middle School Education, Special Education and Health and Physical Education, and permitting these majors to require up to 129 hours (see Attachment A - copy of BOR approval).

The other majors referred to in the Regents' waiver of the 129-hour requirement (Early Childhood, Middle School and Special Education) at UGA requested and were granted an increase in the hour requirement to 129 hours shortly after approval of the waiver. A request for an increase for the Health and Physical Education major was not made at the same time, but should have been. The major has met the necessary requirements only by offering a number of courses for insufficient credit (2 instead of 3 hours) and by not providing sufficient credit for the time spent in the student teaching internship. The current proposal rectifies these deficiencies and ensures that our program meets national and state teacher preparation standards, and maintains its current status as a *NASPE Nationally Recognized Program*.

Below is a summary of the proposed changes that will increase our credit hour requirement from 120 to 129 hours. The changes reflect a comprehensive evaluation of the current curriculum to minimize the hours required while providing the content needed. The changes reflect a decrease in the hour-requirement or elimination of a course currently taught,

where justified by circumstances or reorganizing content; the addition of a course required of all undergraduates majors in the Department of Kinesiology; an increase in the semester-hour requirement of six courses from 2 to 3 hours when needed to adequately cover the content; and an increase in the semester-hours of credit given to student teaching to more appropriately reflect the time invested.

<b>Proposed Change</b>		<b>Total Program Hours After Change (Currently 120)</b>
1.	Decrease KINS 4340 from 4 to 3 semesters hours (minus 1) - Health education majors are no longer included in the course (major terminated), reducing the scope of content that needed to be taught.	119
2.	Elimination of KINS 5400 (minus 1) – Content can be covered in KINS 5460 (Student Teaching).	118
3.	Addition of KINS 2010 (plus 3) –Course required of students in all three Department of Kinesiology undergraduate majors. Needed to provide a common understanding of the discipline of Kinesiology and its relation to the HPE major.	121
4.	Change KINS 3110, 3120, 3210, 3220, 3600 and 3700 from 2 to 3 credit hours each (plus 6) – Inadequate credit has been given to these courses in the past. Each needs to be increased to 3 hours to cover the content necessary.	127
5.	Increase KINS 5460 from 12 to 14 credit hours (plus 2). The BOR has encouraged assigning additional credit hours for student teaching, because of the extensive clock hours required (minimum 600 hours)	129

Each of the courses required for the HPE major is need to meet accreditation standards. The national accrediting body, the *National Association for Sport and Physical Education (NASPE)* partners with *National Council for Accreditation of Teacher Education (NCATE)* to assess the HPE major teacher education program every seven years. When providing *NASPE/NCATE* with appropriate data for their assessment, we must show how each of our courses meet the *NASPE/NCATE Standards for Beginning Physical Education Teachers*. Further, there are additional certification requirements by the *Georgia Professional Standards Commission (PSC)* for HPE teachers in Georgia that must be met by our program and are not included in the *NASPE/NCATE* standards. While *NASPE/NCATE* does not require health education courses, the state of Georgia does, so that graduates can be certified as Health and Physical Education teachers in grades P-12. That is, they are to be qualified to teach two different (albeit related) school subjects for all grades.

Attached are the *PSC Georgia Teacher Program Standards* and the *NASPE/NCATE Beginning Teacher Standards and Outcomes* that must be met by the HPE major program (Attachment B). Following the standards are matrices showing how the standards and outcomes are met by the courses in the HPE major (Attachment C).

## Attachment A

Board of Regents of the University System of Georgia  
Office of P-16 Initiatives  
Educator Preparation

BOR Approval of 129-Hours for HPE Major (2/03/05)  
(<http://www.usg.edu/p16/resources/educators/epaac.phtml>)

**Waiver of the 120 Semester-Hour Rule for Bachelor of Science in Education Majors in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and the Requirement of at Least Six Semester Hours in Science (Outside of Area D) in Early Childhood Education**

Recommended: That the Board approve a waiver of the 120-semester hour rule for Bachelor of Science in Education majors in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and the requirement of at least six semester hours in science (outside of Area D) in early childhood education, effective February 2, 2005.

Abstract: The Educator Preparation Academic Advisory Committee (EPAAC), at its December 3, 2004 meeting, approved two recommendations to take effect fall 2005: 1) that institutions be permitted to require up to 129 semester hours for majors offered under the Bachelor of Science in Education in Early Childhood Education, Middle Grades Education, Health and Physical Education, and Special Education and that a major in Early Childhood Education require at least six semester hours in science outside of Area D of the core curriculum.

Each of the majors listed in the recommendation must include sufficient coursework to prepare teachers in one or more content fields and a sequence of professional education courses, which include the equivalent of one-full academic year of field experiences and internships in the schools (a minimum of 900 hours). These requirements, while meeting the *Regents' Principles for the Preparation of Teachers for the Schools*, compromise an institution's ability to offer the Bachelor of Science in Education degree within the 120 semester hour limit and still ensure the quality necessary in the Principles' guarantee.

The *Regents' Principles* approved in 1998 include the requirement for early childhood teachers to complete at least 12 semester hours in reading and mathematics (outside of Areas A – E of the core curriculum) but only core curriculum courses in science. To comply with the Principles and the EPAAC recommendation, institutions would require the addition of at least six semester hours in science in the preparation of teachers for grades P-5. The recommendation to include at least six semester hours in science outside of Area D in Early Childhood Education enables the curriculum to be recognized in the credit hours accrued by students and in the workload of faculty. The additional hours will enable each university or college offering teacher preparation programs to ensure that teacher certification candidates will know all subjects included on the teaching certificate to sufficiently help students learn content standards required in schools.

## Attachment B

### *Georgia Teacher Preparation Program Standards and NASPE/NCATE Beginning Teacher Standards*

#### **Georgia Teacher Educator Program Standards**

##### *1 Candidate Knowledge, Skills, and Dispositions*

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge skills and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

##### *2 Assessment System and Unit Evaluation*

The professional education unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and professional education unit operations to evaluate and improve the professional education unit and its preparation programs.

##### *3 Field Experiences and Clinical Practice*

The professional education unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

#### **NASPE/NCATE Beginning Teacher Standards**

##### *Standard 1: Content Knowledge*

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

##### *Standard 2: Growth and Development*

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

##### *Standard 3: Diverse Students*

Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

##### *Standard 4: Management and Motivation*

Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

##### *Standard 5: Communication*

Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

*Standard 6: Planning and Instruction*

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.

*Standard 7: Student Assessment*

Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

*Standard 8: Reflection*

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

*Standard 9: Technology*

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

*Standard 10: Collaboration*

Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

**NASPE Outcomes for Each Standard**

***Standard 1: Content Knowledge***

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

**Outcome 1.1** Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purposes of improving learning.

**Outcome 1.2** Demonstrate competent motor skill performance in a variety of physical activities

**Outcome 1.3** Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, games, tactics, and skill improvement principles)

**Outcome 1.4** Describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.

**Outcome 1.5** Understand and debate current physical activity issues and laws based on historical, philosophical, and sociological perspectives.

**Outcome 1.6** Demonstrate knowledge of approved state and national content standards, and local program goals.

***Standard 2: Growth and Development***

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

**Outcome 2.1** Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio/emotional domains.

**Outcome 2.2** Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and levels of readiness.

**Outcome 2.3** Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

***Standard 3: Diverse Students***

Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

**Outcome 3.1** Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).

**Outcome 3.2** Use appropriate strategies, services, and resources to meet diverse learning needs.

***Standard 4: Management and Motivation***

Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Outcome 4.1** Use managerial routines that create smoothly functioning learning experiences.

**Outcome 4.2** Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.

**Outcome 4.3** Use a variety of developmentally appropriate practices (e.g. content selection, instructional formats, use of music, appropriate incentive/rewards) to motivate school age students to participate in physical activity inside and outside of the school.

**Outcome 4.4** Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.

**Outcome 4.5** Develop an effective behavior management plan.

### ***Standard 5: Communication***

Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

**Outcome 5.1** Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).

**Outcome 5.2** Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).

**Outcome 5.3** Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic, ability, gender differences).

**Outcome 5.4** Describe and implement strategies to enhance communication among students in physical activity settings.

### ***Standard 6: Planning and Instruction***

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.

**Outcome 6.1** Identify, develop, and implement appropriate program and instructional goals.

**Outcome 6.2** Develop short and long-term plans that are linked to both program and instructional goals, and student needs.

**Outcome 6.3** Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.

**Outcome 6.4** Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.

**Outcome 6.5** Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.

**Outcome 6.6** Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.

**Outcome 6.7** Select and implement appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.

**Outcome 6.8** Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.



**Outcome 6.9** Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.

**Outcome 6.10** Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, critical thinking).

***Standard 7: Student Assessment***

Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

**Outcome 7.1** Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.

**Outcome 7.2** Use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).

**Outcome 7.3** Involve students in self and peer assessment.

**Outcome 7.4** Interpret and use performance data to inform curricular and instructional decisions.

***Standard 8: Reflection***

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals), and seek opportunities to grow professionally.

**Outcome 8.1** Use a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.

**Outcome 8.2** Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.

**Outcome 8.3** Construct a plan for continued professional growth based on the assessment of personal teaching performance.

***Standard 9: Technology***

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

**Outcome 9.1** Demonstrate knowledge of current technologies and their application to physical education.

**Outcome 9.2** Design, develop, and implement student learning activities that integrate information technology.

**Outcome 9.3** Use technologies to communicate, network, locate resources, and enhance continuing professional development.

***Standard 10. Collaboration***

Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

**Outcome 10.1** Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.

**Outcome 10.2** Actively participate in the professional physical education community (e.g., local, state, district, and national) and within the broader education field.

**Outcome 10.3** Identify and seek community resources to enhance physical activity opportunities.

**Outcome 10.4** Establish productive relationships with parents/guardians and school colleagues, to support student growth and well being.

## Attachment C

### Matrix Showing NASPE/NCATE Standards Met by Courses Required for the HPE Major

<u>Course</u>	<i>NASPE/NCATE STANDARD</i>									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
KINS 2010	X	X	X					X	X	
KINS 3105	X	X	X	X	X	X	X		X	
KINS 3110	X	X	X	X	X	X	X		X	
KINS 3120	X	X	X	X	X	X	X		X	
KINS 3210	X	X	X	X	X	X	X		X	
KINS 3220	X	X	X	X	X	X	X		X	
KINS 3301		X	X					X		X
KINS 3302		X	X					X		X
KINS 3600	X	X	X				X		X	
KINS 3700	X	X	X				X		X	
KINS 3720	X		X					X	X	X
KINS 3750	X	X	X		X		X		X	
KINS 3830	X			X			X			
KINS 4305	X	X	X	X	X	X	X	X	X	
KINS 4340	X	X	X	X	X	X	X	X	X	X
KINS 4330	X	X	X	X	X	X	X	X		
KINS 4360	X	X	X	X	X	X		X		
KINS 4610	X	X	X	X	X	X	X	X		X
HPRB 5060	X	X			X	X	X	X	X	
HPRB 5210	X	X			X	X	X	X	X	
KINS 5460	X	X	X	X	X	X	X	X	X	X

**KEY:**

**Courses (note: credit hours in bold are proposed)**

- KINS 2010 Introduction to Kinesiology (3)
- KINS 3105 Teaching Methods for Fitness (2)
- KINS 3110 Teaching Methods for Team Activities I (3)
- KINS 3120 Teaching Methods for Team Activities II (3)
- KINS 3210 Teaching Methods for Individual Activities I (3)
- KINS 3220 Teaching Methods for Individual Activities II (3)
- KINS 3301 Community Service Learning Practicum (1)
- KINS 3302 Multicultural Service Learning Practicum (1)
- KINS 3600 Applied Biomechanics (3)
- KINS 3700 Applied Exercise Physiology (3)
- KINS 3720 Foundations of Physical Education (3)
- KINS 3750 Motor Skill Behavior (3)
- KINS 3830 Measurement and Evaluation in Kinesiology (3)
- KINS 4305 Physical Education for the Elementary School (3)
- KINS 4340 Curriculum & Teaching Procedures in School Health Education (3)
- KINS 4330 Physical Education for Secondary School (3)
- KINS 4360 Curriculum Design/Administration in Physical Education (3)
- KINS 4610 Adapted Physical Education (3)
- HPRB 5060 Educational Strategies in Human Sexuality (3)
- HPRB 5210 Effects of Drug Use and Abuse (3)
- KINS 5460 Student Teaching in Physical Education (14)

## **NASPE Outcomes Addressed by Required Courses in the Health and Physical Education Major**

<b>Course</b>	<b>Outcomes Addressed</b>
KINS 2010	1.4, 1.5, 2.1, 3.1, 3.2, 8.2, 9.1, 9.3
KINS 3105	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.4, 6.8, 6.9, 8.1, 8.2, 8.3, 9.3
KINS 3110	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.4, 6.8, 6.9, 8.1, 8.2, 8.3, 9.3
KINS 3120	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.4, 6.8, 6.9, 8.1, 8.2, 8.3, 9.3
KINS 3210	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.4, 6.8, 6.9, 8.1, 8.2, 8.3, 9.3
KINS 3220	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.4, 6.8, 6.9, 8.1, 8.2, 8.3, 9.3
KINS 3301	2.1, 2.2, 2.3, 3.1, 3.2, 8.1, 8.2, 8.3
KINS 3302	2.1, 2.2, 2.3, 3.1, 3.2, 8.1, 8.2, 8.3
KINS 3600	1.1, 1.4, 2.2, 3.2, 7.4, 9.3
KINS 3700	1.1, 1.4, 2.2, 3.2, 7.4, 9.3
KINS 3720	1.5, 1.6, 3.1, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3, 10.1, 10.2, 10.3
KINS 3750	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1, 7.4, 9.1, 9.3
KINS 3830	1.6, 4.1, 4.2, 7.1, 7.2, 7.4
KINS 4305	1.1, 1.6, 2.1, 2.3, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.4, 6.8, 7.2, 8.1, 9.3
KINS 4340	1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 5.2, 5.3, 6.1, 6.2, 6.3, 6.7, 6.8, 8.2, 9.3, 10.1
KINS 4330	1.1, 1.6, 2.1, 2.3, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.4, 6.8, 7.2, 8.1
KINS 4360	1.4, 1.5, 1.6, 2.2., 2.3, 3.1, 3.2, 4.2., 4.4, 5.1, 5.3, 6.1, 6.2, 6.3, 6.5, 6.6, 8.1, 8.2, 8.3
KINS 4610	1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.8, 6.9, 6.10, 7.1, 7.2, 7.4, 8.1, 8.2, 10.1, 10.4
HPRB 5060	1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 5.2, 5.3, 6.1, 6.2, 6.3, 6.7, 6.8, 8.2, 9.3
HPRB 5210	1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 5.2, 5.3, 6.1, 6.2, 6.3, 6.7, 6.8, 8.2, 9.3
KINS 5460	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.8, 6.9, 6.10, 7.2, 7.3, 8.1, 8.2, 9.3, 10.2, 10.4



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# The University of Georgia

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College of Education  
*Department of Kinesiology*

TO: Arthur Horne, Dean  
COE Curriculum Committee  
College of Education

FROM: Kirk Cureton, Head *Kirk Cureton*  
Department of Kinesiology

TOPIC: Increase in hour requirement for the HPE major

DATE: September 4, 2008

On February 3, 2005, the Board of Regents approved a waiver of the 120 semester hour rule for BSED majors in early childhood education, middle grades education, health and physical education, and special education to require up to 129 hours (see: <http://www.usg.edu/p16/resources/educators/epaac.phtml>). The faculty in the Department of Kinesiology have voted to change the number of hours required for the Health and Physical Education Major from 120 to 129. This change in hours reflects a strengthening of several courses required for the major and the intensive field experiences necessary to prepare high quality teachers. I have submitted the change in hours for the courses within the CAPA system. Please do not hesitate to contact me with questions.

Approved:

Arthur Horne, Dean

Chair, COE Curriculum Committee

# Health and Physical Education - B.S.Ed.

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## Degree Requirements

### [Entrance Requirements for the Major](#)

General Education Core Curriculum  
(Selected with the advice of an academic advisor)

Areas [I](#) [II](#) [III](#) [IV](#) [V](#)

[Area VI](#)

### [Major Requirements](#)

*[College-wide Requirements](#) must be satisfied in order to graduate with this major*

**TOTAL DEGREE HOURS**      ~~120 hours~~ **129 hours** (increase hours from  
120 to 129)

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Basic View 

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## I. Foundation Courses (9 hours)

[ENGL 1101](#)

[ENGL 1102](#)

[MATH 1101](#)

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## II. Sciences (7-8 hours)

At least one of the physical science or life science courses must include a laboratory.

**Physical Sciences (3-4 hours)**

**Preferred Course(s):**

[CHEM 1110](#) and [CHEM 1110L](#)

**Life Sciences (3-4 hours)**

**Preferred Course(s):** [BIOL 1103](#) and [BIOL 1103L](#)

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## III. Quantitative Reasoning (3-4 hours)

**Preferred Course(s):** [CSCI 1210](#) or [STAT 2000](#)

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## IV. World Languages and Culture, Humanities and the Arts (12 hours)

World Languages and Culture (9 hours)

**Preferred Course(s):**

A nine-hour sequence of Spanish.  
Humanities and the Arts (3 hours)

**Preferred Course(s):**

[DANC 2010](#) or [SPCM 1100](#)

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**V. Social Sciences (9 hours)**

- Students who have not met the Georgia and U.S. Constitution requirement by examination should enroll in [POLS 1101](#).
- A passing grade on an examination on the history of the United States and Georgia is required to satisfy the United States and Georgia History Requirement for all persons receiving a baccalaureate degree from the University, unless exempted by one of the following courses: [HIST 2111](#), [HIST 2112](#). Examinations are given to freshmen during orientation and twice each semester by the History Department. Reexamination is permitted. Examination dates are announced in the *Schedule of Classes*.

**Preferred Course(s):** ([HIST 2111](#) or [HIST 2112](#))  
[POLS 1101](#)

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**Area VI**

[CBIO 2200-2200L](#)

[CBIO 2210-2210L](#)

[EDUC\(EFND\) 2110](#)

[EDUC\(EFND\) 2120](#)

[EDUC\(EPSY\) 2130](#)

One hour of 1000/2000-level electives

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**Entrance Requirements**

- Completion of Area I-V and completion of: [CBIO 2200-2200L](#), [CBIO 2210-2210L](#), and [HPRB 1710](#) with a grade of "C" (2.0) or better
  - 2.5 G.P.A.
  - Completion of an essay (no more than three pages) addressing interest in becoming a physical education teacher, purpose of schooling, experiences influencing the applicant's thinking about physical education, and experience working with children/adolescents
  - Six hours from Area III (foreign language - Spanish recommended) must be completed with a grade "C" (2.0) or better
  - GACE must be passed or exempted because of SAT/ACT/GRE test scores. **This is a high demand major.** After meeting the entrance requirements, students will be selected based on the following high-demand selection criteria.
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**High-Demand Major–Selection Criteria**

- G.P.A. in major related courses ([EPSY 2020](#), [EFND 2030](#), [HPRB 1710](#))  
(50% of total score/50 points possible)
  - Written essay  
(50% of total score/50 points possible)
- 

**Major Requirements**

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major

field and at least 39 semester hours of upper division work overall.

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**Required Courses (~~60 hours~~)(69 hours)**

Students are required to demonstrate eight sport competencies. This may be achieved via completion of [PEDB](#) classes or credit for high school varsity participation in interscholastic competition. Three of the competencies are designated by the state: swimming, outdoor recreation (i.e., GORP), and dance (i.e., [DANC 3070](#): Children's Dance for Teachers). The remaining five competencies are selected by the student. Students will not receive credit for [PEDB](#) classes which are noted as high school competencies (e.g., played varsity basketball, cannot receive credit for [PEDB 1040](#): Beginning Basketball).

**Health Education Core (~~40 hours~~) (9 hours)**

[HPRB 5060](#)

[HPRB 5210](#)

[KINS 4340](#)

**Credit hours for KINS 4340 is being decreased from 4 hrs to 3hrs.**

**Physical Education Core (~~43 hours~~) (51 hours)**

**[KINS 2010](#) (ADD 3 hr course)**

[KINS 3720](#)

[KINS 3105](#)

[KINS 3750](#)

[KINS 3110](#)

[KINS 4305/6305-4305L/6305L](#)

[KINS 3120](#)

[KINS 4330/6330-4330L/6330L](#)

[KINS 3210](#)

[KINS 4360](#)

[KINS 3220](#)

[KINS 4610/6610-4610L/6610L](#)

[KINS 3301](#)

**~~[KINS 5400](#)~~ (DELETE 1 hr course)**

[KINS 3302](#)

[KINS 5460](#)

**Credit hours for KINS 3110, KINS 3120, KINS 3210, and KINS 3220 are being increased from 2 hrs to 3hrs.**

**Credit hours for KINS 5460 are being increased from 12 hrs to 14 hrs.**

**Exercise Science Core (~~7 hours~~) (9 hours)**

[KINS 3600](#) ([CBIO 2200-2200L](#) is a prerequisite)

[KINS 3700](#) ([CBIO 2200-2200L](#) and [CBIO 2210-2210L](#) are prerequisites)

[KINS 3830](#)

A second language competency is highly recommended.

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(This total does not include the 1-hour P.E. requirement)