# part2EducationP1.jpgCOLLEGE OF

**Education**

**Business**

# EDUCATION

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## 

## COLLEGE OF EDUCATION

College of Education’s Conceptual Framework

The College of Education prepares candidates to be educators who possess the knowledge, skills and dispositions of their profession and the ability to use that knowledge in a way that will positively impact schools and the larger community. Faculty in the College of Education are guided in this purpose by the mission and core values of Albany State University; the College of Education; the general education requirements of the University; the standards of the University System of Georgia, Georgia Professional Standards Commission (GaPSC), the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE).

The Conceptual Framework which guides the work of our faculty, staff and our candidates reflects the vision that graduates of Albany State University’s College of Education will be: 1) Reflective Transformative Practitioners, 2) Culturally-Responsive Practitioners, and 3)

Technologically Competent Practitioners.

The College of Education in collaboration with the Colleges of Arts and Humanities and Sciences and Health Professions (known as the Professional Education Unit-P.E.U.) are committed to the belief that the preparation of its candidates is a shared responsibility with the P-12 public schools. Together with P-12 partners, in a continuous performance-based learning environment, the P.E.U. has adopted a vision of: teaching for continuous learning and performance-based preparation for all professional educators. As such, the P.E.U. operates from the premise of teaching for continuous learning and performance based preparation for preparing its candidates as reflective, technologically competent and culturally responsive practitioners who are skilled professional educators (i.e., teachers and other school personnel) to meet the needs of all P-12 learners. To achieve this, the P.E.U. faculty nurtures these core values which under-gird the curricula, instructions and professional development/dispositions of all candidates. Hence, these core values and their related processes/indicators are the cornerstones for preparing candidates who are capable of positively impacting the achievement of all P-12 learners.

The Leadership Team coordinates the policies, operations and development of Teacher Education programs. The following programs are offered:

|  |  |  |
| --- | --- | --- |
| **Major/Teaching Area**  Early Childhood Education  Health and Physical Education  Middle Grades Education  Music Education  Science Education  Special Education – Adapted Curriculum | **Teaching Grades**  P-5  P-12  4-8  9-12  6-12  P-12 | **Degree**  Bachelor of Science Bachelor of Science Bachelor of Science Bachelor of Science Bachelor of Science Bachelor of Science |
| **Major/Non-Teaching Area**  Health, Physical Education and Recreation |  | **Degree**  Bachelor of Science |

## DEPARTMENT OF TEACHER EDUCATION

The Department of Teacher Education offers the Bachelor of Science degree in Early Childhood Education, Middle Grades Education and Special Education. (Please see the Graduate Catalog for information about the graduate degrees offered). Each degree program is approved and leads to Level-4 Teacher Certification by the Georgia Professional Standards Commission.

A Minor in Education is offered to select students who are not Education Majors. Eighteen semester hours of designated study is required. All students who are seeking initial Level T-4 Certification must apply for Admission to the Professional Education Unit/Teacher Education and are governed by all of the general Teacher Education policies as stated here under the section titled College of Education.

## ACCREDITATION

Teacher Education programs are accredited by the Georgia Professional Standards Commission and the National Council for the Accreditation of Teacher Education. Albany State University is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor’s, Master’s and Education Specialist degrees.

## CERTIFICATION

All Teacher Education programs are approved by the Georgia Professional Standards Commission. Upon completing an approved program and with the recommendation of the College of Education, graduates receive State of Georgia Level-4 certification as teachers, the basic credential for teaching in the public school in Georgia. Please note that the approved programs are designed to meet Georgia certification, and that certification requirements of the State of Georgia do change, producing changes in the requirements of the approved programs. Students must comply with all changes for degree requirements if the changes impact certification. All Teacher Education students who plan to teach should file applications for Teacher Certification during Student Teaching.

## TEACHER EDUCATION GOVERNANCE AND CURRICULA

The College of Education is the University’s Teacher Education Unit. All Teacher Education Programs of all departments of Albany State University are governed by the policies listed in this section. The Dean of the College for Education is the Official Certification Officer for Teacher Education, with the aid of the College of Education Leadership Team.

## BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

**Courses Titles Credit Hrs.**























**AREA F: Program of Study (Foundations) 18 hrs**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| EDUC | 2110 | Invst Crit/Contemp Issues in Edu | 3 |
| EDUC | 2120 | Explore Soci/Cultural Perspectives Div in Education Cnt | 3 |
| EDUC | 2130 | Exploring Teaching & Learning | 3 |
| ISCI | 2001 | Life/Earth Science | 3 |
| ISCI | 2002 | Physical Science | 3 |
| MATH | 2008 | Foundations of Numbers & Operations. | 3 |
| EDUC | 2199 | Orientation to Teacher Education | 0 |

**AREA G: Professional Program (27 hrs)**

|  |  |  |  |
| --- | --- | --- | --- |
| EDUC | 3370 | Classroom Management | 3 |
| ECEC | 3319 | Quantitative Skills | 3 |
| ECEC | 3200 | Curriculum in ECE | 3 |
| ECEC | 3354 | Science for Young Child | 3 |
| ECEC | 4400 | Soc Studies/Cultural. Diversity | 3 |
| ECEC | 4420 | Preschool Education | 3 |
| EDUC | 3378 | Creative/Effect Tech |  |
|  |  | Performance-Based Learning | 3 |
| EDUC | 4450 | Measurement/Evaluation | 3 |
| SPED | 3230 | Contemporary Perspectives of Exceptional Students | 3 |

**Concentration Areas**

**Reading (12 hrs )**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ECEC | 3322 | | Children's Reading, Literature/Lang | | 3 |
| \*ECEC | 3355 | | Developmental Reading | | 3 |
| \*ECEC | 4423 | | Corrective Reading | | 3 |
| \*ECEC | 4500 | | Remedial Read: A Practicum | | 3 |
| **Mathematics**  MATH | 3000 | | Numbers and Applications | | **(9 hrs)**  3 |
| MATH | 3001 | | Math Concepts/Technology | | 3 |
| MATH | 3112 | | Discrete Mathematics | | 3 |
| **AREA H: Teaching Experience (14 hours)** | | | | | |
| EDUC | 4400 | | Prep for Teachers | | 2 |
| ECEC | 4460 | | Student Teaching | | 12 |
| **Electives**  EDUC  EDUC  EDUC | 2500  2501  2502 | | Mastery Learning Reading  Mastery Learning Mathematics  Mastery Learning Writing | | 1  1  1 |
| \*Courses must be taken | | in sequence | |

## BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION (MGED 4-8)

**Courses Titles Credit Hrs.**



















**AREA F: Program of Study Related (18 hrs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EDUC | | 2110 | Invst Crit/Contemp Issues in Edu | 3 |
| EDUC | | 2120 | Explore Soci/Cul Prespec Div in Edu Cnt | 3 |
| EDUC  EDUC | | 2199 | Exploring Teaching & Learning  Orientation to Teacher Education | 3  0 |
|  |  | |  |  |

**Select three electives for your areas of concentration**

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL | 2105 | Creative Writing (LA Concentration) | 3 |
| ENGL 2204 POLS | 2204 | Advanced Composition (LA Concentration) | 3 |
| POLS | 2101 | Intro to Political Science (SS Concentration) | 3 |
| HIST | 2113 | Minorities in America (SS Concentration) | 3 |
| HIST | 2115 | African American History (SS Concentration) | 3 |
| CHEM | 2310 | Scientific Mathematics (S Concentration) | 3 |
| MATH | 2411 | Basic Statistics (MATH Concentration) | 3 |
| MATH | 2008 | Foundations of Numbers & Operations (M&S Concentration) | 3 |

**AREA G: Methods/Curriculum/Content (21 hours)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EDUC | | 3378 | Creative/Effect Tech |  |
|  | |  | Performance-Based Learning | 3 |
| EDUC | 3370 | | Classroom Management | 3 |
| EDUC | 3306 | | Educational Psychology | 3 |
| SPED | 3230 | | Contemporary Perspectives of Except Students | 3 |
| EDUC | 4450 | | Measurement and Evaluation | 3 |
| MGED | 3315 | | Curriculum Needs for MGED | 3 |
| MGED | 4439 | | Reading and Writing in MGED | 3 |

**Must Select Two Concentration Areas**

**Languages Arts (15 Hours)**

|  |  |  |  |
| --- | --- | --- | --- |
| MGED | 4423 | Language Arts for MGED | 3 |
| MGED | 3326 | Preadolescent Literature | 3 |
| ENGL | 3204 | Rhetoric and Writing | 3 |
| ENGL | 3305 | Modern Grammar | 3 |
| ENGL | 3106 | Technical Writing | 3 |

**Mathematics (15 Hours)**

MGED 3314 Mathematics for MGED 3

MATH 3000 Numbers & their Applications 3

MATH 3001 Mathematical Concepts Using Technology 3 (Pre-requisite MATH 1113)

MATH 3112 Discrete Mathematics 3

MATH 3213 Modern Geometry 3

**Social Science (15 Hours)**

MGED 4422 Social Studies in the MGED 3

GEOG 3101 Principles of Geography 3

ECON 4705 Economic History of US 3

HIST 3403 History of Georgia 3

POLS 4513 Issues in Global Politics 3

**Science (15 Hours)**

MGED 4434 Science in the MGED 3

BIOL 3109 Advanced Concepts in Biological Science 4

PHYS 3001 Advanced Concepts in Physics 4

PHYS 3002 Advanced Earth & Space Science 4

**AREA H: Teaching Experience (14 hours)**

EDUC 4400 Prep for Teaching 2

MGED 4461 Student Teaching 12

**Electives**

EDUC 2500 Mastery Learning Reading 1

EDUC 2501 Mastery Learning Mathematics 1

EDUC 2502 Mastery Learning Writing 1

## Bachelor of Science IN SPECIAL EDUCATION ADAPTED CURRICULUM P-12

**Courses Titles Credit Hrs. AREA A: ESSENTIAL SKILLS (9 hours)**

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL | 1101 | English Composition I or | 3 |
| HONR | 1111 | Honors Humanities I (H) | 3 |
| ENGL | 1102 | English Composition II or | 3 |
| HONR | 1112 | Honors Humanities II (H) | 3 |
| MATH | 1111 | College Algebra | 3 |















**AREA F: Program of Study (Foundations) 18 hrs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | | |  |
| EDUC | 2110 | Invst Crit/Contemp Issues in Edu | | | 3 |
| EDUC | 2120 | Explore Soci/Cultural Perspectives Div in Education Cnt | | | 3 |
| EDUC | 2130 | Exploring Teaching & Learning | | | 3 |
| ISCI | 2001 | Life/Earth Science | | | 3 |
| ISCI | 2002 | Physical Science | | | 3 |
| MATH  EDUC | 2008  2199 | Foundations of Numbers & Operations.  Orientation to Teacher Education | | | 3  0 |



**AREA G: Professional Courses (45 Hrs)**

|  |  |  |  |
| --- | --- | --- | --- |
| EDUC | 3370 | Classroom Management | 3 |
| SPED | 3300 | Development and Characteristics of Children with Disabilities | 3 |
| SPED | 3310 | Instructional Methods/Materials for Children with Disabilities | 3 |
| SPED | 4400 | Learning Environment and Behavior Management | 3 |
| SPED | 3340 | Curriculum, Transitions and Instructional Planning | 3 |
| EDUC | 4450 | Measurement and Evaluation | 3 |
| SPED | 3230 | Contemporary Perspectives of Exceptional Students | 3 |
| MGED | 3315 | Curriculum Needs for MGED | 3 |

**Concentration Areas**

**Reading (12 hrs )**

|  |  |  |  |
| --- | --- | --- | --- |
| ECEC | 3322 | Children's Reading, Literature/Lang | 3 |
| \*ECEC | 3355 | Developmental Reading | 3 |
| \*ECEC | 4423 | Corrective Reading | 3 |
| \*ECEC | 4500 | Remedial Read: A Practicum | 3 |
| **Mathematics**  MATH | 3000 | Numbers and Applications | **(9 hrs)**  3 |
| MATH | 3001 | Math Concepts/Technology | 3 |
| MATH | 3112 | Discrete Mathematics | 3 |







|  |  |  |  |
| --- | --- | --- | --- |
| **AREA H: Teaching Experience (14 Hours)** | | | |
| EDUC | 4400 | Prep for Student Teaching | 2 |
| SPED | 4460 | Student Teaching the Disabled | 6 |
| SPED | 4470 | Student Teaching in Inclusive Environments | 6 |
| **ELECTIVE**  EDUC  EDUC  EDUC | 2500  2501  250 2 | Mastery Learning Reading  Mastery Learning Matehmatics  Mastery Learning Writing | 1  1  1 |

## OFFICE OF ADMISSION TO THE PROFESSIONAL EDUCATION UNIT/TEACHER EDUCATION

Formal admission to the study of Teacher Education is a mandatory requirement. All students pursuing initial Teacher Certification must be admitted to the Professional Education Unit/Teacher Education. This includes students who are pursuing bachelor degrees via an approved Teacher Education Program, and post-baccalaureate students who are seeking initial or additional Level-4 certification as teachers. Students are not eligible to take 3000 and 4000 level Education courses or Student Teach until admitted to the Professional Education Unit/Teacher Education. Students enrolling in 3000 and 4000 level Education courses without having met the admissions requirements to the Professional Education Unit/Teacher Education, will be administratively withdrawn from class(es). Additionally, all education majors and candidates are required to successfully pass a criminal background check.

## APPLICATION FOR ADMISSIONS TO THE PROFESSIONAL EDUCATION UNIT/TEACHER EDUCATION

An Application for Admission to the Professional Education Unit will be obtained from the College of Education, and completed with the Academic Advisor for processing and submission. Students are encouraged to register for GACE –Basic Skills Examination while in enrolled in EDUC 2110: Invest. Crit./Contemp. Issues in Education. Transfer students who have completed an Introduction to Education course at a previous institution, should apply for Admission to the Professional Education Unit/Teacher Education their first semester of enrollment.

## REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION UNIT/TEACHER EDUCATION

The College of Education is a professional college. Therefore, formal action must be taken by the College for students desiring entry into the study of Teacher Education. The following criteria must be met to gain unconditional Admission to the Professional Education Unit/Teacher Education. Teacher Education candidates are expected to model the highest standards mandated by the Professional Standards Commission’s Code of Ethics at all times.

1. Completion of a minimum of 36 semester hours from areas A, B, C, D and E of the Core and a cumulative grade point average of 2.5 or above.
2. Completion of EDUC 2110, ENGL 1101 and 1102 and MATH 1111 (or equivalent) with grades of “C” or above.
3. Proficiency in oral communications as demonstrated in EDUC 2110, EDUC 2120, EDUC 2130.
4. An acceptable history of professional dispositions and criminal background.
5. Completion of EDUC 2199 Orientation to Teacher Education.
6. Satisfactory completion of unique requirements of the specific program applied to and approval by the corresponding program coordinator. This may include specific achievement tests or physical performance requirements.

Admissions to the Professional Education Unit/Teacher Education is a pre-requisite to enrollment in professional Teacher Education courses at the 3000 or 4000 level. Students who do not meet the requirements for admission will not be approved for enrollment in such courses. Students enrolling in 3000 and

4000 level Education courses without having met the admissions requirements to the Professional Education Unit/Teacher Education, will be administratively withdrawn from class(es).

**Transition Status:** Transfer students are granted a waiver for one semester ONLY to fulfill all requirements for admission to Teacher Education.

**GUIDELINES FOR GACE – BASIC SKILLS EXAMINATION TESTING PROGRAM**

The College of Education has established the following guidelines regarding GACE Basic Skills examination:

1. Students must successfully pass or exempt the GACE Basic Skills Examination before formal admission to the Professional Education Unit.
2. Students should register for and take the GACE Basic Examination while enrolled in EDUC 2110.

Students have not successfully passed or exempted the GACE Basic Skills assessments should register for the Mastery Learning elective(s) to receive intensive GACE Basic Skills preparation in targeted areas of weakness.

3.

4. The students have the responsibility of reporting in writing their GACE scores to their Academic Advisor.

**ADVISEMENT ACTIVITIES**

The faculty and staff in the Department of Teacher Education provide the following advisement support services and activities to students who intend to major in Teacher Education.

**Instruction and Guidance-** Assist students with course selection required for admission to Teacher Education, Core requirements, and professional-level courses according to Catalog and Program of Study Check Sheets.

**Student Orientation**

Advise COE students that they are required to attend a mandatory student orientation each year with the Department Chairperson and Advisors to share important information and address students’ concerns. These meetings keep students current on program and certification information.

**Early Experience**

Advise students who are interested in education to participate in early experiences where they have opportunities to work with children in a supervised setting.

**Transfer Students**

Advise transfer students as to the appropriate actions needed to gain unconditional admission to the Teacher Education Program.

**Professional Development Workshops**

Advise students to attend professional development workshops when provided.

**FIELD and CLINICAL EXPERIENCES**

All professional education courses in the department of Teacher Education require authentic field experiences. Candidates are expected to engage in experiences with diverse candidates across a variety of grade levels as specified by their intended program of study.

The following senior year experiences are required of all baccalaureate Teacher Education students:

**BEGINNING OF SCHOOL EXPERIENCE**

All students are required to spend two weeks in a public school to observe/participate at the beginning of the school year. Students must apply for the Beginning School Experience during the spring semester prior to the academic year they are scheduled to student teach, whether Student Teaching in the fall or the spring. They must complete this non-paid volunteer experience as a staff member in a public school setting. Approval and arrangements for the Beginning School Experience are made with the public school by the Director of Clinical Experiences. Service for one year as a paraprofessional may substitute for the Beginning School Experience.

**STUDENT TEACHING**

Student Teaching is the capstone experience of the entry level baccalaureate programs and is conducted in select public schools. Students are advised against taking additional classes while doing their Student Teaching. Students must apply for admission to Student Teaching by at- tending the Pre-Student Teaching Seminar in the preceding semester. – (EDUC 4400 - Prep for Teaching)

**The Student Teacher must comply with the participating school’s dress code.**

**ADMISSION REQUIREMENTS FOR STUDENT TEACHING**

For all Teacher Education programs, Admissions to Student Teaching requires that the student:

* Be fully admitted to the Professional Education Unit/Teacher Education and is in good standing (G.P.A. of 2.5 or better).
* Has completed the required specialty area (teaching content) and professional courses.
* Has applied for Admission to Student Teaching by attending the Pre-Student Teaching seminar the preceding semester.
* Is covered by Professional Liability Insurance. (Inexpensive insurance coverage is usually acquired through Professional Association Membership and proof of medical insurance).
* Has passed the GACE Basic Skills examination.
* Has completed EDUC 2199 Orientation to Teacher Education.
* Has completed Clinical Experience (30 hours) prior to Student Teaching (EDUC 4400 Prep for Teaching).

**INTERNSHIP AND PRACTICUM COURSES**

All internship and practicum courses taken in lieu of Student Teaching are governed by Student Teaching policies and all Student Teaching requirements are applicable to these courses.

\*Students who have not been formally admitted to the Professional Education Unit/Teacher Education will not be permitted to enroll in the

Clinical Experience.

## MINOR IN EDUCATION

Requirements for Admission to the Minor:

* Completion of core courses with no less than a grade of “C” in English 1101, 1102.
* Grade point average of 2.50 or better.
* Successful completion of the GACE Basic Skills Test.
* Student must be admitted to the Professional Education Unit/Teacher Education.

## DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

The curriculum of the Health, Physical Education, and Recreation (HPER) department is designed to meet and exceed state and national accreditation standards and to prepare students for their professional field of choice. At Albany State University, the HPER department offers two Bachelor of Science degrees: Bachelor of Science degree in Health and Physical Education-Teacher Education certification and a Bachelor of Science degree in Health, Physical Education, and Recreation. All students seeking initial Level-4 certification for the Bachelor of Science in Health and Physical Education (teaching) must apply for admission to Teacher Education and must meet all requirements set forth by the College of Education. (*Please refer to the appropriate section in Teacher Education*.) In addition, an endorsement in driver education is also offered.

The mission of the HPER department is to arm our students and stake-holders with the knowledge, skills and ability needed to enhance the health and welfare of society through the acquisition of knowledge, the significance of discovery, and the value of communication that leads to perpetual participation in physical and recreational endeavors. As an academic unit focusing on a multi-disciplinary approach to the study of health and human performance, the intent of the HPER department is to inspire a passion for continuous learning, to endorse healthy behaviors, and to indoctrinate our students to become fully certified leaders and valued members of society. The vision of the HPER department is to be acclaimed for distinction in academic instruction, innovative in scholarship, and renowned for highly prepared graduates.

## BACHELOR OF SCIENCE DEGREE IN HEALTH AND PHYSICAL EDUCATION (TEACHING)

**Course Title Credit Hours**



























|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AREA F:** |  | | | |
| EDUC | 2110 | Invst Crit/Contemp Issues in Edu | 3 |
| EDUC | 2120 | Explore Soci/Cul Perspec Div in Edu Cnt | 3 |
| EDUC | 2199 | Orientation to Teacher Education | 0 |
| EDUC | 2130 | Exploring Teaching & Learning | 3 |
| PEDH | 1007 | Aquatics | 1 |
| BIOL | 2411KK | Anatomy & Physiology I | 4 |
| BIOL | 2412K | Anatomy & Physiology II | 4 |
| Total |  |  | (18 hours) |

*\*Guided Physical Education activity courses.*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |







|  |  |  |  |
| --- | --- | --- | --- |
| **AREA G:** | **Physical Education** | |  |
| PEDH | 1000-2000\* | Skills Courses | 6 |
| PEDH | 2213 | Intro to HPER | 3 |
| PEDH\* | 3384 | Adapted Physical Education & Diversity in the Classroom | 3 |
| PEDH | 3394 | Psychology of Coaching | 3 |
| PEDH | 4460 | Kinesiology | 3 |
| PEDH | 4470 | Physiology of Exercise | 3 |
| PEDH | 4480 | Major Seminar & Practice | 1 |
| PEDH | 4482 | Tests and Measurements | 3 |
| Total |  |  | **(25 hours)** |
| \* Guided Physical Education Activity Courses | | |  |

**AREA H: Health Education Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| HEDP | 1001 | Intro to Wellness | 1 |
| HEDP | 2250 | Drug Education | 2 |
| HEDP | 2267 | First Aid and Safety | 2 |
| HEDP | 3660 | Current Issues in Health | 3 |
| **Total** |  |  | **(8 hours)** |

**AREA I:** **Education Courses**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| EDUC | 3306 | Educational Psychology | 3 |
| EDUC | 3350 | Public School Health | 3 |
| ECEC | 3352 | Health & Physical Education for Young Children | 3 |
| EDUC | 3363 | Methods & Materials Secondary PE | 3 |
| EDUC | 4400 | Prep for Teaching | 2 |
| EDUC | 4412 | Student Teaching | 12 |
| SPED | 3230 | Cont Perspec Except Students | 3 |
| **Total** |  |  | **(32 hours)** |

|  |  |  |  |
| --- | --- | --- | --- |
| **ELECTIVE**  EDUC  EDUC  EDUC | 2500  2501  2502 | Mastery Learning Reading  Mastery Learning Matehmatics  Mastery Learning Writing | 1  1  1 |

**\*\*\*Beginning School Experience must be met prior to Student Teaching**

**Total required for graduation 126**

## BACHELOR OF SCIENCE DEGREE IN HEALTH, PHYSICAL EDUCATION AND RECREATION

**120 semester hours**

**Course Title Credit Hours**











**Major Requirements**

**Physical Education Theory Courses**

PEDH 1000-2000\* Skills Courses 7

PEDH\* 3384 Adapted Phys Ed & Diversity in the Classroom 3

PEDH 3394 Psychology of Coaching 3

PEDH 4460 Kinesiology 3

PEDH 4470 Physiology of Exercise 3

PEDH 4482 Tests & Measurements 3

PEDH 2213 Intro to HPER 3

**Total 25**

**Education**

\*Guided Physical Education activity courses.

**Courses Above the Core:**

|  |  |  |  |
| --- | --- | --- | --- |
| ASU | 1200 | Freshman Seminar & Service to Leadership | 3 |
| **Subtotal** |  |  | **3** |

**Health Education**

|  |  |  |  |
| --- | --- | --- | --- |
| HEDP | 1001 | Intro to Wellness | 1 |
| HEDP | 2250 | Drug Education | 2 |
| HEDP | 2267 | First Aid and Safety Education | 2 |
| HEDP | 3350 | Public School Health | 3 |
| HEDP | 4490 | Contemporary/Current Issues in Health | 3 |
| **Subtotal** |  |  | **13** |

**Recreation Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| RECD | 2075 | Outdoor Recreation | 3 |
| RECD | 3045 | Rec Facility/Equip Design | 3 |
| RECD | 4002 | Rec for Spc Pop | 3 |
| RECD | 4090 | Adm Supervision of Recreation | 3 |
| RECD | 4095 | Recreation Practicum | 3 |
| **Subtotal** |  |  | **15** |
| **Electives** |  |  | **5** |
| PEDH | 2214 | Games of Low Organization | 2 |
| PEDH | 2272 | Fund Coaching Football/Soccer | 2 |
| PEDH | 2276 | Fund Coaching Basketball/Volleyball | 3 |

**Total required for graduation 120**

## ENDORSEMENT IN DRIVER EDUCATION

Candidates holding initial or higher certification are eligible for an endorsement in driver education by Georgia Professional Standards

Commission.

|  |  |  |  |
| --- | --- | --- | --- |
| DEDP | 4468 | Driver and Traffic Safety Education | 3 |
| DEDP | 4469 | Teaching of Driver Safety | 3 |
| DEDP | 4470 | Multiple Car Facility | 3 |