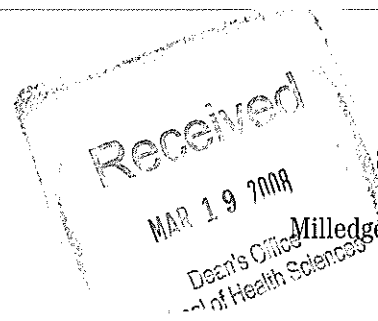




Georgia's Public Liberal Arts University



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March 19, 2008

**MEMORANDUM**

TO: Dr. Sandra Gangstead, Dean  
School of Health Sciences

FR: Jim Lidstone, Chair *J. Lidstone*  
School of Health Sciences Graduate Committee

RE: Cancer Exercise Specialist Certificate Program and M.A.T. in Physical Education

At the SOHS Graduate Committee meeting on Friday, March 14<sup>th</sup>, the Committee approved the Cancer Exercise Specialist Certificate Program and accompanying course proposals. The letter of intent, 4 new course proposals, and Master Course File Change Form are attached. The new course proposals will need to be signed by the Kinesiology Chair since they were submitted electronically to the Committee.

The Committee also approved the attached letter of intent for the Master of Arts in Teaching (M.A.T.) in Physical Education. Both of these proposals had been previously approved by the Department of Kinesiology Curriculum Committee and by the full Faculty Committee. Please let me know if you have any questions.

Milledgeville • Macon • Warner Robins

*Georgia College & State University, established in 1889, is Georgia's Public Liberal Arts University.  
University System of Georgia*

**Georgia College & State University  
School of Health Sciences  
Department of Kinesiology**

**Letter of Intent**

**Institution: Georgia College & State University**

**Date: March 12, 2008**

**School/Division: School of Health Sciences**

**Department: Kinesiology**

**Name of Proposed Program: Physical Education**

**Degree: Masters of Arts in Teaching (MAT)**

**CIP Code: 13.1314**

**Starting Date: Summer, 2009**

**Institutional Mission**

**1. Does the program further the mission of your institution? Yes.**

The overarching mission of the GCSU graduate programs is stated as; the mission of the graduate programs at Georgia College & State University is to "...educate our students at the highest level in their academic discipline and to provide them with a foundation for continuous learning as future scholars, teachers, and professionals. This is accomplished by providing high quality programs in several specialties of arts and sciences, and in business, education, and health sciences." In alignment with the GCSU graduate programs mission, the mission of the School of Health Sciences is; "...to provide graduate programs in disciplines that emphasize health education, promotion, maintenance, and restoration. School of Health Science graduates attain intellectual integrity, appreciation of diversity and commitment to the best for self, family, society and the world. In response, students emerge with a more comprehensive world view that promotes leadership, initiative, accountability, stewardship and a moral and ethical respect for others to effect change in a dynamic society." (<http://www.gcsu.edu>).

The Department of Kinesiology seeks approval to offer a Masters of Arts in Teaching (MAT) degree in Physical Education (See Appendix A for program description). GCSU currently offers the MAT for secondary level teacher preparation through the John Lounsbury School of Education. Part of the rationale behind the "5<sup>th</sup> year" approach to earning teacher certification is that students have four years to concentrate on content mastery and a full "5<sup>th</sup> year" to concentrate on the science and art of teaching. Beyond competencies ensured by this approach, research at GCSU indicates that a significant number of MAT graduates are remaining in the field longer than three years; the point at which the majority of teachers change

professions. Further analysis reveals that GCSU graduates are remaining longer because they are entering the field with greater competence and a level of maturity that is enhanced by the emphasis on intensive and extensive field experience that is central to the MAT model at GCSU.

Evidence of positive outcomes has lead the Department of Kinesiology to seek approval for offering the MAT that would provide an initial teacher certification option for other majors in the department (Community Health & Human Services, Exercise Science, Athletic Training, and Outdoor Education) or from other institutions. Therefore, this request to implement an MAT in Physical Education coincides with the recent deactivation of the B.S. in Physical Education and planned transition to the MAT model currently so effectively implemented at GCSU. The School of Health Sciences and the Department of Kinesiology support the use of a 5<sup>th</sup> year intensive integrated didactic and field-based, clinical graduate education experience as its proposed curricular framework for teacher education.

In keeping with the John H. Lounsbury School of Education's aim of creating highly competent teachers effectual as "Architects of Change"; the School of Health Sciences has designed this degree proposal to support the GCSU liberal arts mission, its own holistic health vision and professional guiding principles, as well as Kinesiology departmental goals.

**2. Will the proposed program require a significant alteration of the institutional mission? No**

**3. Will the program require the addition of a new organizational unit to the institution (e.g. college, school, division or department)? No.**

**4. Is it likely that a SACS visit for substantive change will be necessary? No.**

**5. How does the proposed program help meet the priorities/goals of your strategic plan?**

The first two goals in the School of Health Sciences 2007-2012 Strategic Plan articulate the high priority placed upon the enhancement of SHS academic programs which are design to create highly competent healthcare professionals who will provide leadership in clinical, educational, and community settings. The proposed MAT program will provide graduate level educational experiences for highly qualified exercise and health professionals that are designed to enhance their professional knowledge and competencies in teaching physical activity and health in P-12 school settings.

**6. Will this proposal require an addition or change in your institutional strategic plan? No**

**7. Will the program require an increase in state appropriation within the next five years? No.**

The proposed degree program will require less number of faculties (FTE) to implement and support than the existing B.S in Physical Education (which has been recently deactivated at GCSU). Since students in the proposed program will already possess a related undergraduate degree, less instructional support will be required to support the advisement and actual instruction of courses in the MAT degree program.

The implementation of the proposed MAT degree program will actually allow the Department to decrease the number of pedagogical FTE currently needed to support the B.S. in Physical Education and M.Ed. degree program. FTE resources may be reallocated to provide much needed instructional support in the didactically related undergraduate degree in Kinesiology specifically, the Exercise Science program.

This request to implement an MAT in Physical Education coincides with the recent deactivation the B.S. in Physical Education and subsequent "phase out" of the GCSU undergraduate HPE Teacher Education program. Additionally, The M.Ed. in Physical Education - Advanced Teacher Education Concentration is being deactivated. Thus freeing FTE originally committed to this degree concentration to be fully utilized in support of the proposed MAT program.

The MAT will follow a format already established at GCSU. Thirty-six semester credit hours of intensive, pedagogically focused didactic courses along with extensively integrated field-based learning experiences will be required in the program of study.

8. **If this is a baccalaureate program, will you be asking for an exception to the 120 hour expectation or to the core curriculum?** Not Applicable.
9. **Are there program delivery formats that will be new or different for your institution?**

The proposed MAT degree program in Physical Education will follow the MAT program model effectively employed in the John H. Lounsbury School of Education at GCSU. The majority of the proposed degree courses and field-based learning experiences will be offered in Macon at GCSU's Center for Graduate and Professional Learning with Macon area K-12 schools serving as clinical sites for field based experiences.

## **Need**

**Provide brief justification for why the state needs graduates from this program and for why the University System needs this program. Give a brief justification for why your institution should offer the program.**

**State need:**

Georgia continues to face teacher shortages across all disciplines of study and at all grade levels. This trend is exhibited in Middle Georgia, as is certainly indicative of many of the regions of the state where GCSU students are from and indicate they wish to return when their college education is completed. The Georgia Student Finance Commission (GSFC) identified "Health Occupations, Grades 7-12" as a critical shortage teaching field during the 2006-07 school year. GCSU's service area (Macon and Middle Georgia) continues to experience a 15% level of teacher position vacancies each year. Thus, colleges within the USG have initiated short and long term strategies targeted at increasing the number of new educators entering the field.

In addition to increasing the number of newly trained educators being infused into the workforce; strategies of teacher retention in the state have been discussed and are currently being implemented. The GCSU MAT Secondary & K-12 certification teacher preparation model has resulted in increasing the retention of its graduates in teaching in the state workforce well beyond the state and national teacher retention levels. This model is serving the state's need for increased infusion and retention of new teachers to assist in meeting population growth and consequential educational demand in the state.

**Institutional rationale:**

As Georgia's designated "Public Liberal Arts University", GCSU uses a model Masters of Arts in Teaching (MAT) in Secondary Education offered through the John H. Lounsbury School of Education as the educational framework for teacher preparation in secondary school teacher certification subjects such as English, history, political science, foreign languages (French & Spanish), broad field science, mathematics, chemistry, biology, and business education; as well as P-12 teacher certifications areas of art and health education. A MAT in Special Education (P-12) is also offered. An MAT in Physical Education would be designed with appropriate professional specialty preparation for the graduate student seeking P-12 Health and Physical education in-field subjects certification.

Part of the rationale behind the "5<sup>th</sup> year" approach to earning teacher certification is that students have four years to concentrate on content mastery and a full "5<sup>th</sup> year" to provide the student with focus on the science and art of teaching. Beyond competencies ensured by this approach, research at GCSU indicates that a significant number of MAT graduates are remaining in the field longer than three years; the point at which the majority of teachers change professions.

The retention data for GCSU teacher education graduates far exceeds national and State of Georgia retention rates. **[PLACE RETENTION INFO FROM SOE HERE]** Further analysis reveals that GCSU graduates are remaining longer because they are entering the field with greater competence and a level of maturity that is enhanced by the emphasis on intensive and extensive field experience that is central to the MAT model at GCSU.

**Provide a brief description of whether and why students will enroll in the program. What kinds of data do you intend to use to show student demand for the program?**

Evidence of positive outcomes has lead the Department of Kinesiology to seek approval for offering the MAT that would provide an initial 5<sup>th</sup> year teacher certification option for undergraduate majors at GCSU or from other institutions. Potential enrollment in the proposed MAT degree program from GCSU's own undergraduate student population is substantial. Major enrollment in GCSU's B.S. degree programs in Exercise Science, Athletic Training, Outdoor Education, and Community Health & Human Services have increased 103% since 2002.

Many of GCSU's pre-majors in the traditional undergraduate physical education program now "opt" for the GCSU B.S. in Health Education major ( w/ concentrations in Exercise Science, Athletic Training) because it provides a more intensive and concentrated preparation in the movement and human performance sciences. Since GCSU attracts student who are truly interested in a liberal arts education, these major options offer the students an opportunity to obtain a strong "science-based" degree while having the ability to pursue "electives" in other arts & sciences offered at GCSU. The current B.S. in Physical Education/ K-12 Teacher Certification degree program is not able to allow the student any possibility of exploration of electives that would count towards degree completion, due to the predominance of requirements in the program to meet all PSC, NCATE, and NASPE (NCATE specialty accreditation) standards.

The Department of Kinesiology experienced a 42% increase this past year (total enrollment in these programs exceeds 400 majors). From this current population, many students have expressed the desire to gain the opportunity to train as physical education teachers after completing their undergraduate degree. A recent survey of GCSU's current Kinesiology majors indicates that at least 5% of surveyed undergraduates expressed interest in enrolling in the proposed MAT program (approximately 20-28 students) if approved within the next two years.

Students who wish to apply to the proposed MAT program at GCSU will do so in the senior year. Specific requirements for admission to the program are discussed in Appendix B. If this proposed program is approved by the USG; the first full-time cohort is projected to begin Summer Semester, 2009 and finish in May 2010. Graduates will hold a Master of Arts in Teaching (MAT) degree and certification to teach health and physical education in Georgia. They will have the strong advantage of a baccalaureate degree in a related area of study, reflecting a much broader educational background.

Department of Kinesiology administration/faculty has reported numerous requests for post baccalaureate education leading to physical education teacher certification. Over the past two years, faculty and the department chair have indicated that professionals with bachelor degrees in related fields (Exercise Science, Athletic Training, Health Promotion, Outdoor Education, etc) from other colleges/universities have expressed interest in an MAT in Physical Education program at GCSU (approximately 3-4 inquiries per month). This alternate avenue for post baccalaureate teacher education in Physical Education, leading to P-12 Physical Education initial teacher certification

is currently not available at GCSU, or other middle Georgia institutions of higher education.

## Students

**Estimate the number of students who will graduate annually from the program in the steady state. What percentage will likely be from other existing programs? Which programs will the students come from?**

It is estimated that approximately 18-20 students will be admitted annually to the proposed degree program. Approximately 10-15 will be enrolled on a full-time basis, and 3-5 on a part-time basis. Since this program is designed to be completed in three semesters when enrolled full-time and completed in six semesters by part-time enrolled students; it is expected to yield 12-15 graduates annually.

It is projected that approximately 75% will come from GCSU students who have completed a related degree of study in Kinesiology. The remaining 25% of applicants are projected to come from other Georgia institutions (public and private) who wish to broaden their professional options with potential careers as Health and Physical Education teachers.

## Budget

- Estimate the steady-state cost of the program (in current dollars) and indicate the percentage from reallocation, student fees, grants, and outside dollars.**  
100% of the costs of this proposed program will be reallocated from instructional resources now dedicated to the B.S. degree in Physical Education and the MEd. Physical Education/ Advanced Teacher Certification Specialization. Both of these programs have been recently deactivated at GCSU. (The MEd. Degree program has been renamed "Kinesiology" effective fall, 2008). Table I illustrates the reallocation of instructional support within the Department of Kinesiology / School of Health Sciences, as well as existing resources currently dedicated to the graduate programs within the Department of Kinesiology, the School of Health Sciences, and the John H. Lounsbury School of Education at GCSU.

**Table I: Available Instructional Resources for MAT in Kinesiology-Physical Education**

Type of Resources Needed & Available	Source of Funding		Support Cost Estimates	Comments/ Explanation
	Existing	Reallocated		
.75 fte. Assoc. Prof. Kinesiology/ PE	✓		\$73,150 (w/fringe)	Current faculty position (vacant) in DOK
.10 fte. Prof. Kinesiology/PE	✓		\$11,083 (w/fringe)	Course already taught by SHS Dean
.12 fte. Professor Kinesiology/ Health	✓		\$ 9,895 (w/fringe)	Courses already taught by DOK faculty
[DATA FROM SOE] fte SOE	✓		\$ [DATA FROM SOE]	Courses already taught by SOE faculty

graduate faculty			(w/fringe)	
2 - 9 mth. grad. ast. stipends		✓	\$ 9,600 stipend	Current GA allocations in SHS
2 - grad. ast. tuition waiver		✓	\$ 7452 in-state	Current tuition waivers allocated in SHS/academic year
Additional travel support for field-based supervision		✓	\$ 1,500	Funding currently in SHS Deans Budget

These resources will be used to support the "phase out" of the B.S. Physical Education and MEd.- HPE/Advanced Teacher Certification program; and the implementation of the proposed MAT in Physical Education Degree program.

The only actual increase needed to support the new program will be additional travel support needed for faculty who will travel to the GCSU Center for Graduate and Professional Learning in Macon, and to supervise clinical, field based aspects of the program throughout area schools in the Macon area which is estimated at an annual cost of \$1,500. This increase in DOK operating budget will be redirected from existing SHS Dean's budgetary resources.

**2. Estimate start-up costs for the program and indicate possible fund sources.**

The only unique "start-up" costs for implementation of the program will be those associated with the development of targeted recruitment materials. "Start-up cost" for proposed program is estimated at no more than an initial \$3,000 in the first year.

All supply and facility costs will be managed through normal Departmental and School of Health Sciences operating budgets. Since the MAT is designed to replace the B.S. in Physical Education as well as subsume many curricular aspects of the current MEd.- Kinesiology with specialization in Advanced Teacher Education program offered at GCSU; equipment, supplies, and faculty support dedicated to the previous programs will be allocated to the proposed program during the "phase out" of the deactivated programs and "phase in" of the proposed MAT program. Other funding sources for additional equipment and supplies may include public and private grants and donor gifts with consultation from the GCSU Office of Grants and Sponsored Programs and the Georgia College Office for Advancement.

**Facilities**

No additional facilities will be needed in the near future. Existing space will be provided at the GCSU Center for Graduate and Professional Learning in Macon. Classroom, Laboratory, and faculty office space has been allocated for SHS graduate programs in the Health Sciences Building which is currently under renovation (scheduled for completion by Summer, 2009).

**If there are similar programs in your service area, how will the proposed program affect them?**

There are no similar programs within GCSU's service area.



**Do you plan a collaborative arrangement with another institution or entity? Yes.**

The School of Health Sciences (SHS) Graduate Coordinator will work with other accredited institutions of higher education in the middle Georgia area who offer related undergraduate degrees which could potentially yield students who wish to pursue an MAT in Physical Education upon their graduation. The SHS Graduate Coordinator and the MAT Program Coordinator in the Department of Kinesiology (DOK) will actively cooperate with these institutions' academic advisors to assist potential graduate students with selection of courses within their undergraduate major which will meet the essential undergraduate prerequisite course requirement for admission consideration in the Kinesiology MAT degree program at GCSU.

Since the MAT in Physical Education is designed to meet all the Professional Standards Commission (PSC) requirements for initial P-12 Health and Physical Education Certification in the State of Georgia; the Department of Kinesiology will work in close collaboration with the John H. Lounsbury School of Education, and under the review and governance of the GCSU's Educational Professional Council (EPC) in the development, implementation, evaluation and modification of the proposed MAT program.

## **Appendix A**

### **PROGRAM INFORMATION**

#### **Masters of Arts in Teaching: Health and Physical Education**

##### **Program Description.**

The Masters of Arts in Teaching (MAT) in Physical Education provides initial teacher preparation at the masters degree level for qualified candidates who hold a bachelors degree from a nationally accredited institution in a related discipline such as Kinesiology, Exercise Science, Health Promotion, Outdoor Education, Human Performance, etc that includes coursework listed below under the *Essential Course Admission Prerequisites*. The degree program is designed for college graduates whose undergraduate degrees did not include coursework and or learning experiences necessary to meet NCATE/NASPE National accreditation standards and the Georgia PSC professional education standards in health and physical education necessary for Physical Education P-12 teacher certification. Upon satisfactory completion of the program, the MAT- Kinesiology / Physical Education degree candidate would be eligible to apply for T5 State of Georgia Teachers Certificate.

##### **Goal of the Program.**

The overall intent of the proposed MAT degree program in Physical Education is to fully engage the graduate student with intensive, advanced learning experiences in pedagogical content knowledge and skills necessary to effectively instruct all school-age children/ youth, grades P-12 in health and physical education.

##### **Objectives of the Program.**

Graduates of the program are expected to demonstrate competencies in the following cognate areas. These are assessed throughout individual courses, K-12 school-based instructional experiences, and teaching portfolio development processes. Upon completion of the program, students will be able to;

- A). Demonstrate the application of basic and advanced principles in motor skill acquisition in the instruction in physical education at all grade levels.
- B) Demonstrate proficiency in utilizing a variety of teaching styles applicable to student learning styles during individual and group instruction.
- C) Effectively design and administer P-12 physical education and coordinated school health programs.
- D) Analyze and reflectively develop effective teaching behavior in the planning, implementation, evaluation, and modification of instruction.
- E) Demonstrate the ability to conduct age/stage appropriate physical education and health learning outcomes assessment and evaluation at all grade levels.
- F) Apply research and appropriate analytical techniques in an effort to improve physical education and health instruction in P-12 school settings.

## Program Format.

The program requires 36 semester hours of selected graduate course work. The program is designed as a one-year, full-time, experience which ideally begins in the summer semester and is completed during the following fall and spring semesters. It is possible to complete the program on a part-time basis, but the number of semesters necessary for completion of the course work would be extended since the courses must be taken in sequential order. If enrolled in the program on a part-time basis, a minimum of six credit hours must be completed per semester sequentially while under the direction of a graduate faculty advisor.

## MAT Physical Education Degree Requirements

*(All Essential Course Admission Prerequisites are met)*

### Graduate Course Requirements

KINS 6230: Research Methods in Kinesiology	3
EDIT 5202: Instructional Technology for Teachers	3
EDFS 5209: Culture and Schooling	3
EDFS 5202: Learning & the Learner	3
<sup>1</sup> KINS 6150: Pedagogical Applications in Physical Education	3
<sup>2</sup> KINS 6100: Program Assessment and Evaluation in Health & Physical Education	3
KINS 6250: Coordinated School Health Programs	3
<sup>2</sup> KINS 6450: Program Design & Implementation I: Elementary HPE	2
<sup>1</sup> KINS 6451: Clinical Field Experience I: Elementary HPE	4
<sup>1</sup> KINS 6460: Program Design & Implementation II: Secondary HPE	2
<sup>1</sup> KINS 6461: Clinical Experience II: Secondary HPE	4
Advisor Approved graduate level KINS course	<u>3</u>
Total Credit Hours	36

<sup>1</sup>New Course, <sup>2</sup>New Course Title Only

### Full-time Sequence:

#### Semester I: Summer

KINS 6150: Pedagogical Applications in Physical Education	3
KINS 6230: Research Methods in Kinesiology	3
KINS 6250: Coordinated School Health Programs	3
EDFS 5202: Learning & the Learner	3

#### Semester II: Fall

PHED 6100: Program Assessment and Evaluation in Health & Physical Education	3
KINS 6460: Program Design & Implementation II: Secondary HPE	2
KINS 6461: Clinical Experience II: Secondary HPE	4
EDFS 5209: Culture and Schooling	3

Semester III: Spring

EDIT 5202: Instructional Technology for Teachers	3
PHED6450: Program Design & Implementation I: Elementary HPE	2
KINS 6451: Clinical Field Experience I: Elementary HPE	4
Advisor approved KINS Elective	3

**Part-time Sequence:**

Year One:

Semester I: Summer

KINS 6150: Pedagogical Applications in Physical Education	3
KINS 6250: Coordinated School Health Programs	3

Semester II: Fall

PHED 6100: Program Assessment & Evaluation in Health & Physical Education	3
EDFS 5202: Learning & the Learner	3

Semester III: Spring

KINS 6230: Research Methods in Kinesiology	3
EDFS 5209: Culture and Schooling	3

Year Two:

Semester IV: Summer

EDIT 5202: Instructional Technology for Teachers	3
Advisor approved KINS Elective	3

Semester V: Fall

KINS 6460: Program Design & Implementation II: Secondary HPE	2
KINS 6461: Clinical Experience II: Secondary HPE	4

Semester VI: Spring

PHED6450: Program Design & Implementation I: Elementary HPE	2
KINS 6451: Clinical Field Experience I: Elementary HPE	4

## **Appendix B Program Admission Requirements**

### **Masters of Arts in Teaching: Physical Education**

#### **ADMISSION REQUIREMENTS**

1. Completed a bachelors degree in a highly related field of study from an accredited institution of higher learning.
2. Have a grade point average (GPA) of at least 2.75 on a 4.0 scale for the upper division major in undergraduate study.
3. Submit official score from GRE or MAT.
4. Pass (or exempt) the GACE Basic Assessment.
5. Provision of evidence that all *Essential Course Admission Prerequisites* are met.

#### ***Essential Course Admission Prerequisites***

Applicants for admission to the MAT-Health and Physical Education degree program must provide evidence of successful completion of the following essential movement, exercise, and health science courses (undergraduate, previous graduate, or equivalent professional certifications) in order to fulfill part of the regular admission process into the MAT – Health and Physical Education degree.

1. Human Anatomy and Human Physiology or two integrated courses in Anatomy & Physiology with laboratory components.
2. Developmental Psychology or Human Development
3. Behavioral Statistics, Measurement & Evaluation, or Research Methodology
4. Personal Health or an in-depth Fitness/wellness course
5. Physiology of Exercise
6. Kinesiology and Biomechanics, or one integrated course in Anatomical Kinesiology/Movement Analysis
7. Motor Learning and Motor Development, or one integrated course in Psychomotor Development & Learning
8. Exercise Leadership, Strength & Conditioning, or Health/Exercise Promotion
9. First Aid and CPR
9. Activity based Courses or relevant certificates which reflect both formal educational experiences leading to knowledge-based and skilled competencies in the following knowledge/skill-based activity areas (minimum of one in each of the areas):
  - Area One: Individual, dual, or team sports (such as basketball, volleyball, soccer, tennis, golf, gymnastics, martial arts, fencing, etc)
  - Area Two: Dance or Rhythmical Activities (ballet, jazz, modern, ballroom, folk, etc)
  - Area Three: Fitness (aerobics, yoga, therapeutic exercise, weight training, conditioning)
  - Area Four: Outdoor /Adventure related skills (canoeing, kayaking, rock climbing, orienteering, etc)
  - Area Five: Aquatics (swimming, lifesaving ARC certification, SCUBA, water aerobics, etc)

### **Regular Admission**

Depending on the admission test one selects, the following formula is used to determine eligibility for regular admission: GRE score (verbal + quantitative) + [GPA (upper division major coursework) X 100] = 1200 or more or a MAT score (minimum 385) + [GPA (upper division major hours) X 100] = 700 or more.

### **Provisional Admission**

Students will be eligible for provisional admission in the following circumstances: GRE score (verbal + quantitative) + [GPA (upper division major coursework) X 100] = 1100 to 1199 or a MAT score (minimum 385) + [GPA (upper division major hours) X 100] = 660 to 699

Students who earn provisional admission status must complete 9-12 hours of graduate course work at Georgia College & State University with a 3.0 GPA to be considered for regular admission. The 9-12 hours must be earned in courses approved by the Coordinator of Graduate Programs in Health Sciences.

### **Time Limitations**

The requirements for the degree program must be completed within a period of 6 years from the date that the student begins taking courses at GCSU. Courses completed more than 6 years prior to completion of the requirements for the Master's degree will be regarded as outdated and will not be applied toward the degree program. This includes courses that may be transferred from other institutions.

### **Transfer Credits**

For graduate programs in the Department of Kinesiology, only 9 semester hours of graduate course work may be accepted from other institutions. Only courses with grades of B or better will be accepted.

### **Exit Requirements**

All students must pass a comprehensive departmental exit requirement before completion of the program. Usually this exit requirement includes an electronic portfolio. Students should check with their adviser or the department chairperson for specifics. Students must pass this exit requirement to graduate.

### **COMPLETION CHECKLIST**

1. Earn a minimum GPA of 3.0 on all work attempted.
2. Submit an application for graduation at least one semester before the anticipated graduation date.
3. Successfully complete a comprehensive exit requirement (usually including an electronic portfolio.)
4. Where appropriate, schedule the GACE in the new area of certification.
5. When seeking a new certification area, submit passing scores on the GACE Content Area Assessment, the College Recommendation for Certification form and all necessary documentation to the School of Education Certification Officer.

Students who complete the MAT in Physical Education from GCSU may be recommended to the Georgia Professional Standards Commission for initial certification. The final recommendation for initial certification is a responsibility of the School of Education. The Certification Officer of the School of Education provides students information regarding