

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **South Carolina State University**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

This proposal requests the addition of Applied Exercise Science as a new concentration within the existing Physical Education program. In addition, this proposal requests a program name change from "Physical Education" to "Health and Physical Education" associated with CIP code 310501.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

BS Physical Education

Concentration: Sports Communication

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

BS Health and Physical Education

Concentrations: Sports Communication

Applied Exercise Science

Program Designation:

- | | |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: **January 2020**

CIP Code: **310501**

Current delivery site(s) and modes:

**Orangeburg Campus, South Carolina State University
Traditional Face-to-Face Instruction**

Proposed delivery site(s) and modes:

**Orangeburg Campus, South Carolina State University
Traditional Face-to-Face Instruction and Hybrid Modes of Delivery**

Program Contact Information (name, title, telephone number, and email address):

Jarred Boan, Ph.D.
Acting Chair
Department of Health Sciences
(803) 536-8567
jboan@scsu.edu

Institutional Approvals and Dates of Approval:

South Carolina State University Educational Policies Council: 03/28/2019
South Carolina State University Faculty Senate: 04/09/2019
South Carolina State University Board of Trustees: 04/10/2019

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

The proposal is to add a concentration of Applied Exercise Science to the BS Health and Physical Education program at South Carolina State University. The goal is to provide students with a concentration that is aligned with current demands of the workplace. This concentration provides students the theoretical background and practical application in courses required to pursue graduate level allied health programs, including physical therapy, occupational therapy, athletic training, human performance, etc. The target audience includes high school seniors, current Physical Education majors as well as transfer students from the Technical Colleges.

As part of its mission, "SC State University is committed to providing affordable and accessible quality baccalaureate programs in...applied professional sciences." The mission also states that "SC State University prepares highly skilled, competent and socially aware graduates to enable them to work and live productively in a dynamic, global society. The Applied Exercise Science concentration fits perfectly into the applied professional sciences programs SC State is authorized to offer. That concentration will also provide students with the skill and competence that will allow them to be "productive citizens who contribute to the economic development of the state and nation."

One of the goals of the University's Strategic Plan is to "realign academic programs to workforce demands and include experiential learning." This concentration is part of the Institution's efforts to develop programs that are in sync with workforce demands. Additionally, this concentration helps to "diversify and increase student enrollment," which is another goal of the Strategic Plan. The Applied Exercise Science concentration will attract new students to the Health and Physical Education program.

This proposal also requests a program name change from "Physical Education" to "Health and Physical Education" associated with CIP code 310501. The Health and Physical Education program does not

include preparation of teachers for the K-12 system. Changing the name will help make the distinction between the Physical Education Program associated with CIP Code 131314 and the program associated with CIP Code 310501. Approving the name change will also update the CHE inventory and prevent confusion between the two programs.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

Changes in policy at the National Athletic Trainers Association mandate that beginning in 2020 athletic trainers must complete a master’s degree in athletic training before sitting for their board certifying exam. This development has led some academic institutions to discontinue undergraduate athletic training programs and replace them with exercise science. The proposed concentration will prepare students with the knowledge as well as the prerequisite courses to enter a master’s program in athletic training or a doctoral program in physical therapy. SC State currently does not offer an undergraduate degree that meets the needs of students who wish to advance in the field.

Furthermore, there is significant interest from the current student body as well as potential incoming students. A total of 75 current Physical Education majors were polled to see if they had interest in this new concentration. Forty-one (41) students indicated that they would be interested in this concentration. In addition, students at the High School for Health Professions in Orangeburg as well as students at Branchville High School participated in a similar survey. Thirty-four (34) students expressed interest in the Applied Exercise Science concentration.

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no special articulation agreements associated with this program. However, South Carolina State University signed an MOU with the SC Technical College System in January 2019 allowing for seamless transfer of courses from the Technical College System to SC State. This agreement is enclosed as Appendix 1.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-2021	15	30	5	32		
2021-2022	20	47	7	51		
2022-2023	20	66	7	70		
2023-2024	20	80	7	84		
2024-2025	20	94	7	98		

Explain how the enrollment projections were calculated.

The 2020-2021 headcount for new students as well as total students per semester is based on a conversion rate of approximately 37% of the 41 existing students showing interest and an

approximation of new students based on interest of high school students polled at Branchville High School and the High School for Health Professionals.

In Fall 2020, it was calculated that a combination of 15 new students and 15 existing students would enroll in the new concentration, resulting in a total yield of 30 students. For Spring 2021, it is estimated that a total of five (5) new students would enroll. However, an attrition of three students would result in a total enrollment of 32 students for the spring semester of Year 1. An attrition rate of three students between the fall and spring semesters was factored into the calculation for all four years. Between 2021-22 through 2023-24, the number of new students in the fall semesters was estimated at 20 per semester and seven (7) each spring semester. It was also estimated that attrition between the spring and fall semester of each year would lead to a loss of ten students.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

The Health and Physical Education curriculum with a concentration in Applied Exercise Science is attached as Appendix 2.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
ED 308 Generic Teaching Methods (3 CR)	NFM 311 Human Nutrition (3 CR)	
ED 425 Application and Assessment (3 CR)	PE 312 Research Techniques in PE & Human Performance (3 CR)	
ED 430 Professional Clinical Experiences (12 CR)	PE 330 Foundations of Strength & Conditioning (3 CR)	
	PE 331 Biomechanics (3 CR)	
	PE 430 Foundations of Therapeutic Exercise (3 CR)	
	PE 431 Applied Exercise Science Practicum (3 CR)	

New Courses

List and provide course descriptions for new courses.

The following new courses have been developed and were approved at South Carolina State University during the spring 2019 semester.

PE 330 Foundations of Strength & Conditioning

The purpose of this three-credit undergraduate-level course is to provide an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics), nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. (3 credits)

PE 331 Biomechanics

The purpose of this course is to investigate the scientific study of movement including the quantitative and qualitative analysis of fundamental and basic movement patterns. This course includes the study of mechanical principles (Newton's laws of motion, torque, angular kinetics, etc.) and their application to increase the efficiency of fundamental movements. (3 credits)

PE 430 Foundations of Therapeutic Exercise

The purpose of this course is to examine exercise protocols and how they are used to rehabilitate orthopedic and musculoskeletal injuries. The course provides students with a solid foundation of the theory and practice associated with the design, implementation, progression, and supervision of healing and reconditioning programs. Techniques include progression and sequencing, examination and assessment, and application of soft tissue and joint mobilization, range of motion and flexibility, strength and muscle endurance exercises, balance, coordination and agility activities as well as function return to play exercises for full return to play participation. (3 credits)

PE 431 Applied Exercise Science Practicum

The purpose of the practicum in applied exercise science is to provide students with an opportunity to apply the knowledge and skills that they have acquired through course work in a practical setting. The practicum is a three-credit-hour course, in which students must satisfactorily complete a minimum of 52 hours of experiences in a physical activity environment. (3 credits)

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BS Exercise Science	123	The Citadel	Similar in total number of credit hours. Offers exercise physiology and senior exercise science practicum.	Stand-alone major. Emphasis is placed on general exercise prescription. Does not offer therapeutic exercise, biomechanics, kinesiology, or foundations of strength & conditioning courses.
BS, MS, PhD Exercise Science	120	USC Columbia	Similar in total number of credit hours. Offers exercise physiology and senior exercise science practicum courses.	Stand-alone major. Emphasis is placed on exercise science in the realm of public health. Does not offer therapeutic exercise, biomechanics, kinesiology, or foundations of strength & conditioning courses.
BS Exercise Science & Sport Science	120	Coastal Carolina University	Similar in total number of credit hours. Offers biomechanics, exercise physiology, and strength & conditioning courses.	Stand-alone major. Emphasis based on human performance. Does not include kinesiology, therapeutic exercise courses.
BS Exercise Science	122	College of Charleston	Similar in total number of credit hours. Offers biomechanics, exercise physiology, therapeutic exercise, kinesiology and strength & conditioning courses.	Stand-alone major. Does not offer a senior practicum course in exercise science.
BS Exercise Science	122	Lander University	Similar in total number of credit hours. Offers biomechanics, exercise physiology, therapeutic exercise, kinesiology and strength & conditioning courses.	Stand-alone major. Does not offer a therapeutic exercise course.
BS Exercise Science w/ 3 concentrations: Exercise Science, Allied Health, and Fitness Management	121-129	USC Aiken	Similar in total number of credit hours.	Stand-alone major with three separate concentrations. Each concentration places emphasis on one of the components of the proposed concentration, but not in a holistic nature.
BS Exercise Science w/ 3	120	USC Upstate	Similar in total number of credit hours.	Stand-alone major with three separate

Agenda Item 5e

concentrations: Exercise Science, Medical Fitness, & Strength & Conditioning			Offers biomechanics, exercise physiology, and strength & conditioning courses.	concentrations. Each concentration places emphasis on one of the components of the proposed concentration, but not in a holistic nature. Does not offer a course in therapeutic exercise.
BS Exercise Science	126	Winthrop University	Similar in total number of credit hours. Offers biomechanics, exercise physiology, and strength & conditioning courses.	Stand-alone major. Does not offer courses in therapeutic exercise, or senior exercise science practicum.
BS Kinesiology, BS Kinesiology Exercise Specialist, BS Kinesiology-Athletic Training, Kinesiology Pre-Physical Therapy	126	Anderson University	Similar in total number of credit hours. Offers biomechanics, exercise physiology, therapeutic exercise, kinesiology and senior practicum courses.	Stand-alone major with three separate concentrations. Each concentration places emphasis on one of the components of the proposed concentration, but not in a holistic nature. Does not offer a course in strength and conditioning.
BS Exercise Science	128	Bob Jones University	Similar in total number of credit hours. Offer exercise physiology, and senior practicum courses.	Stand-alone major. Emphasis is placed on applied physiology. This differs from the proposed concentration, which places focus on allied healthcare preparation. Does not offer courses in biomechanics, kinesiology, strength & conditioning or therapeutic exercise.
BS Kinesiology and Exercise Science	125	Charleston Southern University	Similar in total number of credit hours. Offers biomechanics, exercise physiology, therapeutic exercise, kinesiology and senior practicum courses	Stand-alone major with three separate concentrations. Each concentration places emphasis on one of the components of the proposed concentration, but not in a holistic nature.
BA and BAH Physical Education (Exercise Science) & Physical Education (Fitness Programming	120	Coker College	Similar in total number of credit hours. Offers exercise physiology and kinesiology courses.	Stand-alone major. Emphasis is placed on exercise and sport. This differs from the proposed concentration, which places focus on allied healthcare preparation. Does not offer courses on biomechanics, strength & conditioning, senior practicum experience or therapeutic exercise.
BS Exercise Science	120	Columbia College	Similar in total number of credit hours. Offers exercise physiology, kinesiology	Stand-alone major. Emphasis is placed on applied physiology. This differs from the

			and senior practicum courses	proposed concentration, which places focus on allied healthcare preparation. Does not offer courses in biomechanics, strength & conditioning, or therapeutic exercise.
BS Kinesiology & Exercise Science	120	Southern Wesleyan	Similar in total number of credit hours. Offers exercise physiology, kinesiology and biomechanics courses.	Stand-alone major. Emphasis is placed on applied physiology. This differs from the proposed concentration, which places focus on allied healthcare preparation. Does not offer courses in senior practicum experience, strength & conditioning, or therapeutic exercise.

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No additional faculty will be required during Year 1 of the implementation of the Applied Exercise Science concentration. In Year 2, two adjunct faculty members will be utilized in order to accommodate the projected increased enrollment. In Year 3, one full-time assistant professor will be hired to accommodate continued increase in enrollment. No additional faculty is anticipated to be added during Year 4 of implementation. No faculty, staff or administrative personnel are projected to be reassigned from their existing positions. Funds required to add the faculty listed are indicated on the “Estimated New Costs by Year” table on page eight of this document.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources Needed:

- National Athletic Trainers Association (NATA) Journal of Athletic Training
- NATA Athletic Training Education Journal
- American College of Sports Medicine (ACSM) Medicine & Science in Sport & Exercise
- ACSM Exercise & Sport Sciences Review
- National Strength & Conditioning Association (NSCA) Journal of Strength & Conditioning Research
- American Physical Therapy Association (APTA) Journal of Physical Therapy Education

Approximate Cost \$1,000 (See Financial Support table below)

Equipment: A list of needed equipment includes the following:

- iWorx HEK-PeakProC metabolic cart with exercise physiology education kit
- HUMACNorm Isokinetic Dynamometer

Approximate Cost: \$14,000 (See Financial Support table below)

Facilities: An existing lab space has already been provided by the University.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

Existing students in the Physical Education major may change their major in order to complete coursework for the new concentration. However, it is estimated that, based on the conversion rate of 37%, 15 students of the 41 who showed interest would change their majors based on the survey referenced above.

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	342,860.00	541,940.00	752,080.00	906,920.00	951,160.00	3,494,960.00
Program-Specific Fees	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal, Grant, or Other Funding	0	0	0	0	0	0
Total	342,860.00	541,940.00	754,080.00	906,920.00	951,160.00	3,494,960.00
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	0	5,000.00	70,000.00	0	0	75,000.00
Facilities, Equipment, Supplies, and Materials	14,000.00	20,000.00	20,000.00	0	0	54,000.00
Library Resources	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
Other (specify)	0	0	0	0	0	0
Total	15,000.00	26,000.00	91,000.00	1,000.00	1,000.00	134,000.00
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	327,860.00	515,940.00	663,080.00	905,920.00	950,160.00	3,360,960.00

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Tuition funding will be the source of financial support indicated for the first five years. Tuition funding is calculated using the cost of in-state tuition and fees per semester, which is \$5,530 or \$461 per credit hour for part-time students. The projected increase in enrollment will account for \$3,494,960.00 in revenue. A total of \$75,000 in new faculty costs is projected over the five-year period. Addition costs include, (a) facilities, equipment, supplies, and materials \$54,000 and (b) library resources - \$5,000. A total of \$134,000 in costs is estimated for the first five years of new concentration. The net total yields a revenue surplus of \$3,360,960 over the five-year period.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Apply scientific knowledge to evaluate fitness levels, performance levels, and movement pathologies within individuals.	Students will be able to demonstrate competency in interpreting human movement, diagnosing movement pathologies, and understanding the underlying factors of these pathologies.	Students will complete a number of wellness evaluations on their peers. These evaluations will be assessed using a designed rubric. All evaluations will be kept and added to their student portfolio.
Learn how to apply exercise prescription principles to develop training programs and rehabilitative exercise protocols	Students will be able to effectively prescribe exercise protocols to individuals based on the specific needs and limitations of those individuals.	Using the evaluations completed from objective one, students will design exercise prescriptions for their peers. These evaluations will address the specific needs and limitations of the individual receiving the prescription. These prescriptions will be evaluated using a designed rubric. All exercise prescription development plans will be added to the students' portfolios.
Learn anatomical referencing as it applies to kinetic physiology in order to understand and interpret human movement and performance.	Students will be able to demonstrate competency in understanding the structure and function of the human body as it pertains to human movement and performance.	Students will complete an assessment that requires them to recognize specific anatomical structures, understand normal function of those structures, and use this information to interpret any movement pathologies associated with their observation. This assessment will be completed in an applied setting.
Increase the students' understanding of the field of exercise science and to prepare each student to enter their professional specialization.	Students will be immersed in the field of exercise science through the experiential learning experience found in their senior practicum course (PE 431). This course will include an internship and work towards a specialization in the field of exercise science. This experience will culminate in the development of a professional portfolio for each student.	The student portfolio will be evaluated via the use of a designed rubric.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes
- No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes
- No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
- No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes
- No

Appendix 1



**PARTNERSHIP AGREEMENT
between
SOUTH CAROLINA STATE UNIVERSITY
and the
SOUTH CAROLINA TECHNICAL COLLEGE SYSTEM**

I. PURPOSE

The following agreement between South Carolina State University and the South Carolina Technical College System (SCTCS) is designed to increase access to higher education across the state and to enhance the seamless transfer of students and graduates from the 16 technical colleges in South Carolina to South Carolina State University. By closely examining and improving the transfer function, South Carolina State University and SCTCS seek to expand and encourage access to baccalaureate education.

II. TERMS OF THE AGREEMENT

SCTCS and South Carolina State University will engage in transfer efforts to create course and program articulation between the Associate in Arts (AA), the Associate in Science (AS) degrees, and the Associate in Applied Science (AAS) provided by the SCTCS and the approved baccalaureate programs offered at South Carolina State University. This agreement should also facilitate collaborative partnerships and the development of detailed articulation guides between South Carolina State University and the individual technical colleges within the system.

This agreement does not preclude any existing or forthcoming bridge agreements, nor any other transfer efforts between South Carolina State University and an individual technical college.

III. TARGET STUDENTS

Students entering South Carolina State University under this agreement will be referred to as a "Transfer Student" and will be defined as a student who has:

- A. Earned an AA or AS or AAS from one of the 16 technical colleges within SCTCS,
- B. Earned a grade of "C" or higher in each course applicable to the AA, AS, and AAS degrees,
- C. Intends to transfer to South Carolina State University, and
- D. Meets all other requirements contained in this Agreement.

IV. ACADEMIC ADMISISONS AGREEMENT

- A. Graduates from a South Carolina technical college may be granted admission to South Carolina State University and may expect the following subject to the admissions policies and procedures of South Carolina State University:
 1. Students who have completed the AA, AS, or AAS may enter South Carolina State University with Junior standing and will have satisfied the South Carolina State University General Education Program Requirements.

2. All transfer courses that are accepted by South Carolina State University will be applied to the attainment of the baccalaureate degree as appropriate to the student's major.
3. Although a course may be transferable into a baccalaureate program at South Carolina State University, it may not be applied to a specific major in all instances. In such cases, these credits will transfer as elective credits.

V. RESPONSIBILITIES

A. SCTCS students will:

1. Assume primary responsibility for understanding and following the requirements for their technical college AA, AS, and AAS degrees and the specific requirements for their intended major at South Carolina State University.
2. Follow all South Carolina State University requirements for admission processes and timelines published in the Undergraduate Catalog in effect at the time the application is submitted.
3. Submit all college and university transcripts with an admission application.

B. SCTCS Colleges will:

1. Advise students regarding courses needed to complete the AA, AS, and AAS degrees.
2. Notify students of transfer opportunities to South Carolina State University under this agreement.
3. Promote agreement and degree programs available at South Carolina State University among faculty, staff, and students to include the college and SCTCS websites.
4. Participate in relevant engagement and training opportunities offered to enhance college partnerships and the development of programmatic articulation guides.

C. South Carolina State University will:

1. Upon student's application to South Carolina State University, treat SCTCS students on an equal basis with other transfer students with regard to award and distribution of financial aid and other scholarships, campus housing, parking, selection of courses, and other student services.
2. Facilitate a Reverse Transfer option for SCTCS students who enroll at South Carolina State University without having attained their AA, AS, or AAS degree. Upon successful completion of coursework and hours at South Carolina State University, credits earned at South Carolina State University may be transferred back to the SCTCS institution and may be applied toward an associate degree at the originating technical college.

D. SCTCS and South Carolina State University will:

1. Collaborate to develop articulation guides and related materials for use in advisement and recruitment.
2. Monitor changes in the curriculum. When applicable, notify the other and update articulation guides on a mutually agreed upon schedule.

3. Work collaboratively to ensure consistency in student advising as it relates to the terms of this agreement.
4. Partner to conduct assessment and evaluation of this agreement.

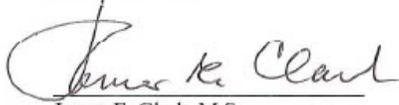
VI. REVIEW OF AGREEMENT

Review of this agreement will take place annually beginning one year after approval by representatives of SCTCS and South Carolina State University. Any revisions or new program elements will be implemented when mutually agreed upon by both parties. South Carolina State University shall ensure its ongoing compliance with *The Principles of Accreditation* as issued and amended by the Southern Association of Colleges and Schools Commission on Colleges.

SCTCS and South Carolina State University agree to the terms of this agreement as indicated by signing below and will remain in effect until additional recommendations for modifications are approved by both signatory entities or otherwise terminated as stated below.

This agreement is effective until such time that either party officially terminates the agreement in writing. The termination shall be effective six months after receipt of written notification or upon a mutually agreed upon termination date as provided in writing.

VII. SIGNATURES



James E. Clark, M.S.
President
South Carolina State University

1/8/19
Date



Tim Hardee, Ph.D.
President
South Carolina Technical College System

1/8/19
Date



Hope Rivers, Ph.D.
Executive Vice President
South Carolina Technical College System

1/8/19
Date

Appendix 2

**Proposed Bachelor of Science—Health and Physical Education
Concentration: Applied Exercise Science Concentration
Total Credit Hours: 123**

Semester 1			Semester 2		
UNIV 101	Freshman Experience	2	E 151	English Comp. II	3
E 150	English Comp. I	3	ED 206	Foundation of Education	3
S 150	Introduction to Speech	3	CS 150	Intro. to Computer Science	3
M 150-154	Mathematics	3	M 208	Statistics	3
B 150	Zoology	3	C 150	Chemistry I	3
B 151	Zoology Lab	1	C 151	Chemistry I Lab	1
HED 151	Personal & Community Health	2			
		17			16
Semester 3			Semester 4		
Art/ Mu250/D254	Art or Music or Drama Appreciation	3	E 250/251	World Literature	3
HED 214	First Aid & Safety	3	PE 202	Organ. & Admin. of PE	3
EPSY 250	Human Growth & Development	3	Econ 250/255	Mirco/Macroeconomics	3
PE 200	PE for Elementary Educators	3	NFM 311	Human Nutrition	3
B 209	Human Anatomy & Physiology	3	H 250/251	Western Civ.	3
B 219	Human Anatomy & Physiology Lab	1	PE 204	Teaching Individual Sports	1
PE 203	Teaching Team Sports	1	PE 205	Rhythmic & Folk Dance	1
		17			17
Semester 5			Semester 6		
ED 350/ PEO 150	Educ. Seminar or Lifetime Fitness Conc.	1	PE 322	Kinesiology	3
EPSY 260/ PSY 250	Prin. Of Learning or Psychology	3	HED 250	African American Health Issues	3
PE 301	Physiology of Exercise	3	PE 330	Principles of Strength Conditioning	3
PE 300	Physiology of Exercise Lab	1	RED 317	Reading Content Areas	3
PE 210	History & Principles of PE	3	Elective	*Elective Cluster	3
PE 308	Sport Psychology	3			
PE 208/PEC 150	Teaching Swimming or Beg. Swimming	1			
		15			15
Semester 7			Semester 8		
PE 312	Res. Tech. in PE/ Human Performance	3	PE 430	Principles of Therapeutic Exercise	3
ED 450/ FCS 101	Educ. Sem. or Intro to Family & Cons. Sci.	1	PE 304	Outdoor Recreation	3
PE 331	Biomechanics	3	PE 303	Meas. & Eval. in Human Perf.	3
PE 410	Coaching & Officiating	1	PE 431	AES Senior Practicum	3
PE 319	Adaptive Physical Education	3			
Elective	*Elective Cluster	3			
		14			12
* Elective Options: B 160/B 200/ C 152/C 153/ ENV 305/ HED 213/ HED 302/ P 250/ P 251/ P 310/ PE 314					
Highlights indicates new courses					