

# Department of Human Performance & Leisure Studies

## GRADUATE FOCUS



### OUR VISION YOUR FUTURE

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**North Carolina Agricultural & Technical  
State University**

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## WELCOME

Dear Graduate Student:

Welcome to the graduate program in the *Department of Human Performance and Leisure Studies (HPLS)* at *North Carolina Agricultural and Technical State University (NC A&T SU)*. The Department of HPLS is an integral unit in the School of Education and an essential component of the total university program. The faculty and staff are pleased that you have chosen to pursue your graduate studies here at NC A&T SU.

The graduate program is designed to offer advanced study to qualified individuals who wish to improve upon and broaden their competencies as related to careers in Physical Education Teacher Education (PETE), Adapted Physical Education (APE) and Sport Psychology fields. In addition, the graduate program is designed to build upon the knowledge, skills, and dispositions acquired at the baccalaureate level.

We look forward to advising, supporting, and facilitating your professional growth and development. As a graduate student, you can expect to engage in a rigorous curriculum, but know that your education is invaluable to your future success. With that in mind, we hope that in your “quest for learning”, you pursue excellence to the fullest extent of your ability.

## THE GRADUATE FOCUS

The GRADUATE FOCUS has been prepared to assist you in completing the University and Program requirements. The materials presented herein, used in conjunction with the University Bulletin, Graduate Catalog and regular consultation with respective departmental graduate advisors, should enable you to successfully progress towards your master’s degree in PETE, APE, or Sport Psychology.

Remember, this is only a guide. A graduate advisor is available to assist you and help plan your program of study based on your individual needs and background. Again, welcome and good luck.

***Applicants are admitted without discrimination due to race, color, creed or gender.***

## CONCEPTUAL FRAMEWORK OF THE SCHOOL OF EDUCATION

The vision of the School of Education (SOE) is to evolve as the leader in the development of professionals who are “catalysts for learning” in local, state, national and international communities. In order to achieve this goal, the SOE has adopted several standards and processes at the core of its practice. The Conceptual Framework is based on the professional standard for licensure required by North Carolina State Department of Public Instruction (NCDPI), Specialty Areas Standard (SAS), Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Accreditation of Teacher Education (NCATE), and National Board for Professional Teaching Standards (NBPTS). The philosophical foundation for the program is a dynamic model that includes a broad view of constructivism and, also encompasses developmental, cognitive, and behavioral models.

The School of Education’s teacher education program has high expectations for its candidates as they prepare to work in P-12 educational settings. The theme, *Professional Educator: Catalyst for Learning*, reflects the knowledge, skills and dispositions that are modeled by faculty and developed in candidates through coursework, field-experiences, and other opportunities. The knowledge base for students is derived from research, current best practices and professional societies.

The SOE distinguishes its graduates by its emphasis on four principles: diversity, assessment, reflection and technology (DART): These principles are defined as follows:

Diversity – Candidates in the initial and advanced programs understand how all children learn and develop, and provide the intellectual, social and personal support to insure that student achieve.

Assessment – Candidates understand and use traditional and authentic assessment to determine students’ intellectual, social and personal development.

Reflection – Candidates understand the importance of applying reflective practices related to subject matter human learning and development, pedagogy, theory and technology in the learning community.

Technology – Candidates understand the importance and use of technology in the teaching and learning process.

The alignment of standards reflects the knowledge, skills and dispositions of the professional educator. This inclusive model provides a natural bridge between the professional standards, the P-12 partners and other constituents.

## MISSION

The mission of the graduate program in the Department of Human Performance and Leisure Studies is to prepare teachers, recreation administrators, fitness/wellness, and other professionals who will be: (1) Catalysts for learning, with a strong knowledge base; (2) Decision-makers, able to choose and use the most effective strategies to meet

students' or clients' needs; and (3) Practitioners, able to apply, in a variety of settings, the knowledge gained.

### **PHILOSOPHY**

The philosophy of graduate study in the Department of Human Performance and Leisure Studies is to develop competent professionals in the field through scholarship, advanced training, and specialization.

### **GOALS**

1. To promote scholarship from a structured core of required studies in advanced and specialized courses.
2. To develop critical thinking and analytical skills in teaching and problem solving.
3. To provide opportunities for specialization in the diverse areas within physical education.

### **OBJECTIVES**

1. To provide specialized content knowledge in physical education, adapted physical education, and sport psychology.
2. To provide knowledge of research and scientific foundations.
3. To integrate physical education with general education through an interdisciplinary curriculum.
4. To provide advanced technology experiences.
5. To provide a licensure-only program in physical education that leads towards a Masters of Arts in Teaching.

## **GRADUATE PROGRAM IN PHYSICAL EDUCATION**

The Department of HPLS offers a Master of Science (M.S.) Program in Physical Education and a Master of Arts in Teaching (M.A.T.)

The M.S. graduate program in Physical Education has two options with three concentrations:

1. Option 1: Licensure
  - Physical Education Teacher Education (PETE)
  - Adapted Physical Education (APE)
  - Sport Psychology
2. Option 2: Non-licensure:
  - Professional Development Option
  - Adapted Physical Education (APE)
  - Sport Psychology

The M.A.T graduate program has two phases:

1. Phase I: Licensure Only (Class “A” Teaching Certificate)
2. Phase II: Master of Arts in Teaching

## **ADMISSION TO THE MASTER’S DEGREE PROGRAM**

### **Admission Requirements for Master of Science in Physical Education**

Acceptance of an applicant will depend upon an in-depth, overall analysis of the following requirements:

- A Bachelor’s degree from an accredited four-year institution of higher education
- Official scores on GRE (Graduate Record Examination) or the MAT (Miller’s Analogies Test). Tests must be taken within the last five (5) years
- An undergraduate Grade Point Average (GPA) of 2.8 for licensure option, and 2.6 for non-licensure option
- A written statement of goals (to be completed during the interview within the department)
- Personal interview to be conducted by the Graduate Faculty
- Three letters of reference
- An abbreviated curriculum vita

An applicant who desires to be admitted in the licensure option must possess a Class “A” teaching certificate. An applicant who does not possess a Class “A” teaching certificate must seek the non-licensure option. Only graduates in the licensures option who met all of the academic requirements will be recommended for the Class “M” certificate.

### **Admission Requirements for Master of Arts in Teaching**

For Phase I: An undergraduate degree from an accredited four-year institution of higher education with an overall cumulative undergraduate GPA of 2.5 or pass Praxis I.

For Phase II: An overall GPA of 3.0 in Phase I, Class “A” initial teaching certificate, GRE or MAT scores, and approval to advance further in the M.A.T. This phase is opened only to graduates from phase I of the M.A.T. Program.

### **Admission Procedure to Teacher Education (For M.A.T. Program)**

Prior to the completion of Phase I, the M.A.T. students must apply and be admitted to the teacher education program. This must occur before the student teaching (i.e., HPED 615 PETE Internship). In order to apply to the teacher education program, a M.A.T. student should: (1) take the 16 Personality Factors test, (2) have an accumulative GPA of 2.8 or above from the M.A.T. Phase I courses, and (3) complete 12 credit hours within the MAT courses of study.

### **Application Procedure**

1. Obtain an application from the School of Graduate Studies, or online ([www.ncat.edu/~gradsch](http://www.ncat.edu/~gradsch))
2. Submit a completed application to the School of Graduate Studies, Rm.120, Gibbs Hall, NCAT State University, Greensboro, NC 27411.
3. Inquire with the School of Graduate Studies in regard to the status of the application.
4. Upon notification of acceptance, contact the HPLS graduate advisors, Dr. Chung and Dr. Palma.

### **Admission Status**

Applicants can be admitted under three types of conditions:

#### 1. Unconditional Admission:

Applicants who have met admission requirements (see pg. 6) can be admitted unconditionally.

#### 2. Provisional Admission:

An applicant who has not met the academic G.P.A. admission requirement may be admitted provisionally. An applicant admitted provisionally must enroll in specified graduate courses as a means to demonstrate his/her ability to perform successfully at the graduate level by earning grades of “B” or above during his/her first nine hours of graduate studies.

#### 3. Post Baccalaureate Student (PBS) Admission:

Applicants not seeking to be admitted into a graduate degree program at NC A&T SU may be allowed to take courses for professional development or for renewal of teaching certificate, if applicants meet standard School of Graduate Studies' admission requirements. If an applicant subsequently wishes to pursue a degree program, he/she must complete the full admission process. The School of Graduate Studies reserves the right to refuse to accept credits in which the applicant earned while enrolled as a PBS. Under no circumstances may the applicant apply towards a degree program more than twelve semester hours earned as a PBS.

### **International Student Applicants (ISA):**

International applicants, whose native language is other than English, regardless of citizenship, must submit Test of English as a Foreign Language (TOEFL) scores as evidence of their ability to use English at a level of competence sufficient for graduate studies. The minimum requirement for admission is a TOEFL score of 550, with scores of 50 on at least two sections. No section score should be below 45. ISA applicants taking the Computer-Based Test (CBT) must obtain a minimum score of 213. The TOEFL date must be received within 24 months of the application deadline date prior to the semester for which the application is being reviewed. An official TOEFL score report issued by the Education Testing Service (ETS) is required. The ISA must also provide the University with verification that the required funds are available to support the proposed program of graduate study. Foreign nationals in the United States must provide information regarding their current visa status at the time in which application is made. The University provides special forms to be used by ISA relative to reporting the above mentioned information (See Graduate Catalog).

### **ADVISEMENT**

Upon admission into the graduate program, advisors will be assigned by the departmental chairperson to assist applicants during their matriculation years. Applicants are encouraged to consult with advisors in order to establish their graduate program of study.

### **APPLICATION FOR GRADUATION**

Candidates must secure an application for graduation from the Graduate School. He/she must file an application for graduation during the last academic semester in which he/she expects to fulfill the requirements for the degree.

### **TIME LIMITATION FOR PROGRAM COMPLETION**

The master's degree program must be completed within six successive calendar years. Programs remaining incomplete after this time interval are subject to cancellation, revision or special examination for out-dated work.

When the program of study is interrupted because the student has been drafted into the armed services, the time limit shall be extended for the length of time the student shall have been on active duty if the candidate resumes graduate work no later than one year following his/her releases from military service.

### **TRANSFER OF CREDIT**

A maximum of six (6) semester hours of graduate credit may be transferred from another graduate institution if (1) the work is acceptable as a credit towards a comparable degree at the institution from which transfer is sought, and (2) the courses to be transferred are approved by the Dean of the School of Graduate Studies. Only 12 credits from a previous North Carolina A&T State University master's degree may be counted.

To request a transfer of credit, the student must complete an application in the Office of the School of Graduate Studies. It will be the student's responsibility to request a statement certifying that the work is acceptable as credit toward a comparable degree from the appropriate institution(s).

### **GRADE APPEAL**

A student may appeal the final grade earned in a course. Initially, the student should attempt to resolve the matter through consultation with the instructor of the course, the department chairperson, and/or dean of the academic unit in which the grade was assigned. If the matter is not resolved through these levels of interaction, then the student should consult the individual school/college on their written grade appeal policy. A student wishing to pursue a written appeal of a grade must demonstrate a legitimate basis for the appeal. Grade appeals are final at the level of the school/college wherein, the student's program of study is instituted.

## Master of Arts in Teaching SPECIALTY AREA: PHYSICAL EDUCATION

Name: \_\_\_\_\_

Email: \_\_\_\_\_

| Prerequisites  |                      |   |
|--|----------------------|---|
| 2.5 GPA or pass Praxis 1<br>Undergraduate degree                                 | BIOL 361<br>HPED 445 | Human Anatomy & Physiology<br>Kinesiology |
| Phase 1: Initial Licensure Requirements (Must complete before beginning Phase 2) |                      |   |
| <b>Requirements (27 hours) and Pass PRAXIS II</b>                                |                      |   |
|  | <b>Semester/Year</b> | <b>Grade</b>                              |
| HPED 610 Health, Safety, and Liability in Physical Education                     |                      |   |
| HPED 611 Understanding Human Motor Development                                   |                      |   |
| HPED 612 Movement Forms and Motor Learning                                       |                      |   |
| HPED 613 Philosophical Foundation of Pedagogy in PE                              |                      |   |
| HPED 615 PETE Internship (Period of 10 consecutive weeks)                        |                      |   |
| HPED 731 Exercise Physiology   |                      |   |
| CUIN 619 Learning Theories   |                      |   |
| CUIN 624 Teaching Reading in Secondary School                                    |                      |   |
| CUIN 721 Advanced Methods of Instruction   |                      |   |
|  |                      |   |
|  |                      |   |
| Phase 2: Master of Arts in Teaching (Documentation of Approval)                  |                      |   |
|  | Date                 | Advisor Initials                          |
| <b>Requirements for Master of Arts in Teaching (Phase 2)</b>                     |                      |   |
| (1) Completion of Phase 1  | _____                | _____                                     |
| (1) Minimum 3.0 GPA from Phase 1   | _____                | _____                                     |
| (2) Pass Praxis II   | _____                | _____                                     |
| (3) Licensed (Initial)   | _____                | _____                                     |
| (4) GRE (Graduate Record Examination) or M.A.T. (Miller Analogy Test)            | _____                | _____                                     |
| (5) Application process approval   | _____                | _____                                     |
| Phase 2: Advanced MAT Coursework   |                      |   |
| <b>Requirements (12 credit hours)</b>  | <b>Semester/Year</b> | <b>Grade</b>                              |
| CUIN 711 - Research and Inquiry (3)*   |                      |   |
| CUIN 729 - Diversity Issues in K-12 Schools (3)*                                 |                      |   |
| CUIN 728 - Technology in K-12 Schools (3)*                                       |                      |   |
| HPED 788 - Comprehensive Examination (0)*  |                      |   |
| HPED 798 - Research Seminar (3)*   |                      |   |
| <b>*Prerequisite – Completion of Phase 1</b>                                     |                      |   |
|  |                      | Documentation of Approvals                |
|  |                      | Research Seminar Project                  |
|  |                      | Written Comprehensive Exam                |
|  |                      | Advisor Signature                         |
|  |                      | Dept. Chair Signature                     |

I, \_\_\_\_\_, understand that this is my Plan of Study for the MAT in Physical Education and that it is my responsibility to follow this Plan of Study. I understand that if I am not continuously enrolled, I am subject to the development of a new Plan of Study, the possible loss of previous coursework, and the necessity to repeat completed benchmarks.

Date: \_\_\_\_\_

Advisee: \_\_\_\_\_

Advisor: \_\_\_\_\_

Department Chairperson: \_\_\_\_\_

## Master of Science in Physical Education TEACHING OPTION

(This program complies with North Carolina's advanced competencies for an "M" certificate)

Name: \_\_\_\_\_

Email: \_\_\_\_\_

| <b>ADMISSION REQUIREMENTS</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|---|-----------------------------------|-------------------|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Undergraduate GPA: _____<br>GRE/MAT Scores: _____  | <input type="checkbox"/> Three Letters of Recommendation<br><input type="checkbox"/> Writing Sample (e.g., Goal Statement)<br><input type="checkbox"/> Licensure (Initial)  |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>REQUIRED PHYSICAL EDUCATION COURSES (24H)</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 723</b> – Supervision in Physical Education<br><b>HPED 731</b> – Exercise Physiology<br><b>HPED 733</b> – Motor Learning & Control<br><b>HPED 760</b> – Program Development in Adapted PE<br><b>HPED 784</b> – Research Statistics in Physical Education<br><b>HPED 786</b> – Scientific Foundations of Human Movement<br><b>HPED 798</b> – Research Seminar or <b>HPED 799</b> – Thesis<br><b>ELECTIVE: Any 700 level HPED Course</b> |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>PROFESSIONAL EDUCATION COURSES (15H)</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 619</b> – Learning Theory<br><b>CUIN 711</b> – Research & Inquiry<br><b>CUIN 721</b> – Advanced Methods of Instruction<br><b>CUIN 728</b> – Integrating Technology into K-12 Curriculum<br><b>CUIN 729</b> – Diversity Issues in K-12  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>REQUIRED CAPSTONE EXPERIENCES</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <input type="checkbox"/> Written Comprehensive Exam for CUIN<br><input type="checkbox"/> Written Comprehensive Exam for HPED<br><input type="checkbox"/> Research Project/Thesis   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center; padding: 5px;"><b>Documentation of Approvals</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">Advisor Signature</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Dept. Chair Signature</td> </tr> </tbody> </table>  | <b>Documentation of Approvals</b> | Advisor Signature | Dept. Chair Signature |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Documentation of Approvals</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Advisor Signature  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dept. Chair Signature  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

I, \_\_\_\_\_, understand that this is my Plan of Study for the MS in Physical Education and that it is my responsibility to follow this Plan of Study. I understand that if I am not continuously enrolled, I am subject to the development of a new Plan of Study, the possible loss of previous coursework, and the necessity to repeat completed benchmarks.

Date: \_\_\_\_\_

Advisee: \_\_\_\_\_

Advisor: \_\_\_\_\_

Department Chairperson: \_\_\_\_\_

**Master of Science in Physical Education**  
**PROFESSIONAL/NON-TEACHING OPTION**  
 (This program will not lead to any form of licensure)

Name: \_\_\_\_\_ Email: \_\_\_\_\_

| <b>ADMISSION REQUIREMENTS</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|-----------------------------------|-------------------|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Undergraduate GPA: _____<br>GRE/MAT Scores: _____   | ____ Three Letters of Recommendation<br>____ Writing Sample (e.g., Goal Statement)  |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>REQUIRED PHYSICAL EDUCATION COURSES (24H)</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>HPED 700</b> – Evaluation of Motor Dysfunction<br><b>HPED 721</b> – Current Problems & Trends in Physical Ed.<br><b>HPED 731</b> – Exercise Physiology<br><b>HPED 732</b> – Sport & Exercise Psychology<br><b>HPED 733</b> – Motor Learning & Control<br><b>HPED 784</b> – Research Statistics in Physical Education<br><b>HPED 786</b> – Scientific Foundations of Human Movement<br><b>HPED 798</b> – Research Seminar or <b>HPED 799</b> – Thesis | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center; padding: 5px;">Semester/Year</th> <th style="text-align: center; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table> | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>PROFESSIONAL EDUCATION COURSES (15H)</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>REQUIRED CAPSTONE EXPERIENCES</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ____ Written Comprehensive Exam for HPED<br>____ Research Project/Thesis  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center; padding: 5px;"><b>Documentation of Approvals</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">Advisor Signature</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Dept. Chair Signature</td> </tr> </tbody> </table>  | <b>Documentation of Approvals</b> | Advisor Signature | Dept. Chair Signature |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Advisor Signature   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dept. Chair Signature   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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Date: \_\_\_\_\_ Advisee: \_\_\_\_\_

Advisor: \_\_\_\_\_ Department Chairperson: \_\_\_\_\_

## Master of Science in Physical Education ADAPTED/TEACHING OPTION

(This program complies with North Carolina's advanced competencies for an "M" certificate)

Name: \_\_\_\_\_ Email: \_\_\_\_\_

| <b>ADMISSION REQUIREMENTS</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Undergraduate GPA: _____<br>GRE/MAT Scores: _____   | <input type="checkbox"/> Three Letters of Recommendation<br><input type="checkbox"/> Writing Sample (e.g., Goal Statement)<br><input type="checkbox"/> Licensure (Initial)  |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>REQUIRED PHYSICAL EDUCATION COURSES (24H)</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 700</b> – Evaluation of Atypical Motor Performance<br><b>HPED 723</b> – Supervision in Physical Education<br><b>HPED 760</b> – Program Development in Adapted PE<br><b>HPED 761</b> – Early Childhood Adapted Physical Activity<br><b>HPED 762</b> – The Teaching of Adapted Physical Activity<br><b>HPED 784</b> – Research Statistics in Physical Education<br><b>HPED 786</b> – Scientific Foundations of Human Movement<br><b>HPED 798</b> – Research Seminar or <b>HPED 799</b> – Thesis |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>PROFESSIONAL EDUCATION COURSES (15H)</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 619</b> – Learning Theory<br><b>CUIN 711</b> – Research & Inquiry<br><b>CUIN 721</b> – Advanced Methods of Instruction<br><b>CUIN 728</b> – Integrating Technology into K-12 Curriculum<br><b>CUIN 729</b> – Diversity Issues in K-12   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>REQUIRED CAPSTONE EXPERIENCES</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <input type="checkbox"/> Written Comprehensive Exam for CUIN<br><input type="checkbox"/> Written Comprehensive Exam for HPED<br><input type="checkbox"/> Research Project/Thesis  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center; padding: 5px;"><b>Documentation of Approvals</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">Advisor Signature</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Dept. Chair Signature</td> </tr> </tbody> </table>  | <b>Documentation of Approvals</b> | Advisor Signature | Dept. Chair Signature |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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Date: \_\_\_\_\_ Advisee: \_\_\_\_\_

Advisor: \_\_\_\_\_ Department Chairperson: \_\_\_\_\_

**Master of Science in Physical Education**  
**ADAPTED/NON-TEACHING OPTION**  
 (This program will not lead to any form of licensure)

Name: \_\_\_\_\_ Email: \_\_\_\_\_

| <b>ADMISSION REQUIREMENTS</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>REQUIRED PHYSICAL EDUCATION COURSES (27H)</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>PROFESSIONAL EDUCATION COURSES (12H)</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 711</b> – Research & Inquiry<br><b>CUIN 712</b> – Diversity<br><b>CUIN 746</b> – Technology and Teaching II<br><b>Elective: Any HPED /CUIN/HDSV 700 Level Course</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>REQUIRED CAPSTONE EXPERIENCES</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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Date: \_\_\_\_\_ Advisee: \_\_\_\_\_

Advisor: \_\_\_\_\_ Department Chairperson: \_\_\_\_\_

## Master of Science in Physical Education SPORT PSYCHOLOGY/TEACHING OPTION

(This program complies with North Carolina's advanced competencies for an "M" certificate)

Name: \_\_\_\_\_ Email: \_\_\_\_\_

| <b>ADMISSION REQUIREMENTS</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>REQUIRED PHYSICAL EDUCATION COURSES (24H)</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 723</b> – Supervision in Physical Education   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table> | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 732</b> – Sport & Exercise Psychology   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 733</b> – Motor Learning & Control  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 734</b> – Applied Sport Psychology  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 735</b> – Sport Psychology Practicum  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 784</b> – Research Statistics in Physical Education   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 786</b> – Scientific Foundations of Human Movement  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 798</b> – Research Seminar or <b>HPED 799</b> – Thesis  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>PROFESSIONAL EDUCATION COURSES (15H)</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 619</b> – Learning Theory   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 711</b> – Research & Inquiry  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 721</b> – Advanced Methods of Instruction   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 728</b> – Integrating Technology into K-12 Curriculum   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 729</b> – Diversity Issues in K-12  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%; padding: 5px;">Semester/Year</th> <th style="width: 50%; padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </tbody> </table>   | Semester/Year                     | Grade             |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>REQUIRED CAPSTONE EXPERIENCES</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <input type="checkbox"/> Written Comprehensive Exam for CUIIN<br><input type="checkbox"/> Written Comprehensive Exam for HPED<br><input type="checkbox"/> Research Project/Thesis | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center; padding: 5px;"><b>Documentation of Approvals</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">Advisor Signature</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Dept. Chair Signature</td> </tr> </tbody> </table>  | <b>Documentation of Approvals</b> | Advisor Signature | Dept. Chair Signature |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Dept. Chair Signature   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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Date: \_\_\_\_\_ Advisee: \_\_\_\_\_

Advisor: \_\_\_\_\_ Department Chairperson: \_\_\_\_\_

**Master of Science in Physical Education**  
**SPORT PSYCHOLOGY/NON-TEACHING OPTION**  
 (This program will not lead to any form of licensure)

Name: \_\_\_\_\_ Email: \_\_\_\_\_

| <b>ADMISSION REQUIREMENTS</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Undergraduate GPA: _____<br>GRE/MAT Scores: _____   | ____ Three Letters of Recommendation<br>____ Writing Sample (e.g., Goal Statement)  |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>REQUIRED PHYSICAL EDUCATION COURSES (24H)</b>  |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>HPED 731</b> – Exercise Physiology<br><b>HPED 732</b> – Sport & Exercise Psychology<br><b>HPED 733</b> – Motor Learning & Control<br><b>HPED 734</b> – Applied Sport Psychology<br><b>HPED 735</b> - Sport Psychology Practicum<br><b>HPED 784</b> – Research Statistics in Physical Education<br><b>HPED 786</b> – Scientific Foundations of Human Movement<br><b>HPED 798</b> – Research Seminar or <b>HPED 799</b> – Thesis |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>CUIN 711</b> – Research & Inquiry<br><b>CUIN 712</b> – Diversity<br><b>Elective: Any HPED/CUIN/HDSV 700 Level Course</b><br><b>Elective: Any HPED/CUIN/HDSV 700 Level Course</b><br><b>Elective: Any HPED/CUIN/HDSV 700 Level Course</b>   |   |                                   |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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Date: \_\_\_\_\_ Advisee: \_\_\_\_\_

Advisor: \_\_\_\_\_ Department Chairperson: \_\_\_\_\_

## GRADUATE COMPREHENSIVE EXAMINATION

The purpose of the graduate comprehensive examination is for the prospective masters' candidate to exhibit cumulative knowledge pertaining to the specialty area. The following are the procedures to follow for comprehensive examinations:

- The comprehensive examination is to be taken after the candidate completes the course of study. However, the candidate may be enrolled in HPED 798 and one additional course (HPED or CUIN) during the semester in which the exam is taken.
- The candidate must be registered in HPED 788 at the time of taking the comprehensive exam.
- There are two options to the comprehensive exam depending upon the candidate's program of study:
  - Teaching Option – The candidate must take both the Professional Education & Specialty Area (PE)
  - Non-Teaching Option – The candidate must take the Specialty (PE).
- The date, time and site of the comprehensive examination will be determined by the department's graduate council.
- A set of review questions for the comprehensive examination is accessible to candidates and maybe picked up from Ms. Eaddy (HPLS), and from the CUIN office (Professional Education area).
- The examination will consist of questions submitted by the graduate faculty members who taught the graduate courses in the candidate's program of study.
- A graduate faculty will closely proctor the entire test. Only examinees and graduate faculty are to be present during the examination.
- The comprehensive examination will be evaluated by the graduate faculty during the week following the initial examination date.
- The results will be given to the candidates' advisor on Friday of the evaluation week. The candidates must contact their advisor between noon and 4:00PM on Friday of the evaluation week.
- A passing grade will be given to candidates who satisfactorily pass all questions (see Appendix C Graduate Comprehensive Exam Rubric).
- In the event of failure on one or more areas of the comprehensive examination, the graduate committee has two options to consider. The first option requires that the examinee satisfy the graduate committee on their particular area either verbally or in written form within ten working days of failure notification. The second option requires that the examinee apply for a second examination to be taken during the next comprehensive examination cycle.
- If a student fails a comprehensive examination twice, the candidate must petition for a third examination. The petition is reviewed by a committee from the candidate's major concentration. A student who fails a third time is dismissed from the degree program.

## **LATERAL ENTRY**

A lateral entry license entitles the holder to be employed by and serve as a teacher in North Carolina schools. Lateral entry licenses are authorized on a provisional basis in major areas of academic study for which the state has established licensure.

### **Criteria**

- Applicants for a lateral entry license must be employed by a North Carolina school system and hold at least a bachelor's degree from a regionally accredited institution in the subject area they are employed to teach.
- Graduates of approved education programs who are not recommended for licensure by their college or university are not eligible for a lateral entry license. However, a person who has satisfied all major degree requirements but has a minor deficiency or technical requirement can apply for a lateral entry license if employed by a school system. Such a deficiency cannot exceed six semester hours and must be corrected during the first year of licensure. Individuals who have completed all education program requirements except the PRAXIS Series test are not eligible for lateral entry licensing.

### **Conditions**

- The applicant and the employing school system submit a joint application to the Licensure Section.
- Individuals licensed through lateral entry must complete an approved education program in their area of licensure at a college or university. The college evaluated the individual's credentials and outlines the course work necessary to earn a clear license. Successful teaching experience can substitute for the student teaching requirement.
- An initial lateral entry license is valid for two school years. It can be extended on a yearly basis for up to three years if the holder earns a minimum of six semester hours of the outlined course work per year. Lateral entry employees must meet all program requirements within five years.
- Lateral entry employees must earn the required score on the designated PRAXIS Series specialty area test or subject assessment test during their first two years of licensure. If they do not, the license cannot be extended.
- Lateral entry license holders are subject to all regulations that apply to other beginning teachers in North Carolina. They must successfully complete three years in the Initial Licensure Program before their licenses can be converted from lateral entry to clear and continuing status. Lateral entry employees retain initial status throughout the entire period during which they complete academic and
- Individuals entering public school service through lateral entry must complete a two-week training course prior to service in the schools or submit evidence of equivalent training. The required training may include the effective teacher training program, classroom management and discipline procedures, and an orientation to local school policies and procedures.
- For a lateral entry license to remain valid, the holder must meet the testing and progressive credit requirements within the five-year limit whether or not he or she continues to be employed in a North Carolina school system.

## COURSE DESCRIPTIONS

**HPED 610      Health, Safety, and Liability in Physical Education      Credit 3(3-0)**

This course is designed to study research-based practices regarding health and safety issues, health-related fitness appraisals, and legal/liability principles pertaining to physical education activities. Emphasis is also focused on the effects of substance abuse on human performance and behavior. In addition, strategies in adapting health-related fitness appraisal activities for individuals with special needs will be examined.

**HPED 611      Understanding Human Motor Development      Credit 3(3-0)**

This course is designed to develop the knowledge and skills necessary in understanding human motor development. Course content includes fundamental movements, movement concepts, growth and motor development, and the role of perception in movement. In addition, development and implementation of developmental movement programs, including assessment of motor ability will be equally emphasized with considerations for individuals with special needs.

**HPED 612      Movement Forms and Motor Learning      Credit 3(3-0)**

This course is designed to address theoretical and practical issues pertaining to the understanding of humans' development various dance and rhythmic skills, as well as analyses of individual, dual, and team sport skills. Moreover, emphasis is placed on humans' learning of motor skills with respect to assessment and programming developmentally appropriate activities.

**HPED 613      Philosophical Foundations of Pedagogy in Physical Education      Credit 3(3-0)**

This course is designed to address theoretical and practical application based pedagogical issues which impact physical education as it relates to its history, contemporary philosophical views, sociological factors, and psychological factors. Moreover, this course will address the issue of teacher accountability in the public schools and the impact of teachers' philosophical views on the physical education curriculum.

**HPED 615      PETE Internship      Credit 3(3-0)**

This course is designed to facilitate students' teaching and implementation of empirical-based pedagogical best practices; respond to learners' exceptionalities/diversities; appropriate use of North Carolina course of study; use of technology to create supportive learning environments; participation in other school-based activities (e.g., Guidance activities, child accounting, cocurricular activities, parent-teacher associations, teachers' meetings), which will aid in developing a Master teacher. In addition, student teachers must complete one semester of actual supervised teaching, which meets North Carolina Department of Public Instruction (NCDPI) required contact hours of teaching learning in the public schools.

**HPED 700      Evaluation of Atypical Motor Performance      Credit 3(3-0)**

This course is designed to study the various methods of assessing and evaluating atypical motor performance. Emphasis is placed on ecologically-based data collection, interpretation, and instruction. A practicum is required.

**HPED 721      Current Problems and Trends in Physical Education      Credit 3(3-0)**

This course is designed for experienced teachers to address problems in teaching and coaching on all educational levels. Trends and the future direction of the profession will be addressed through research and class discussion.

**HPED 723      Supervision in Health and Physical Education      Credit 3(3-0)**

This course is an in depth study of management theories and policies applicable to the administration of Health and Physical Education classes at all levels elementary through higher education. The planning, implementing and evaluating of classroom activities are emphasized.

**HPED 731      Exercise Physiology      Credit 3(3-0)**

This course is designed to give the student an understanding of the application of principles and theories of physiology as it applied to the physical training and conditioning of athletes for sport participation.

**HPED 732      Sport and Exercise Psychology      Credit 3(3-0)**

This course is the study of current and classical theories of sport psychology as applied to human performance. Emphasis is placed upon motivation, attention, anxiety, human factors and cognitively based psychological skills training programs.

**HPED 733      Motor Learning and Performance      Credit 3(3-0)**

This course is the study of current theories and principles of human motor behavior as applied to the acquisition and analysis of motor skills. Emphasis will be placed upon learning concepts, practice, arousal methodology, transfer and distribution.

**HPED 734      Applied Sport Psychology      Credit 3(3-0)**

This course involves current research and practices in applied sport psychology, specifically sport specific psychological topics and its applications in various athletic settings.

**HPED 735      Sport Psychology Practicum      Credit 3(3-0)**

This course provides supervised experiences in the organization, administration and evaluation of applied sport psychology programs, generally involving psychological skills training with competitive sport participants. Prerequisites: HPED 734 and permission of instructor.

**HPED 742      Administration of Interscholastic and Intercollegiate Athletics Credit 3 (3-0)**

This course is designed to provide management theories and principles for the organization and administration of interscholastic and intercollegiate athletics. The components of budgeting, scheduling, staffing, coordination, planning and legal liability will be thoroughly discussed.

**HPED 760      Program Development in Adapted Physical Activity      Credit 3(2-2)**

This course is designed to study the various approaches in developing adapted physical activity programs for individuals with disabilities, with emphasis on ecological approach. Content focus is placed on inclusion, diversity, and non-categorical elements of program development, implementation, and evaluation. A practicum is required.

**HPED 761      Early Childhood Adapted Physical Activity      Credit 3(2-2)**

This course focuses on the planning, implementation and evaluation of inclusive motor development programs for very young children with special needs. Emphasis is placed on current practices in assessment and programming, family involvement, and playground safety. A practicum is required.

**HPED 762      The Teaching of Adapted Physical Activity      Credit 3(1-4)**

This course is designed to study and apply various instructional approaches to the teaching of adapted physical activity in an inclusive setting. Emphasis is placed on instructional styles and strategies, organizational techniques, and teaching effectiveness within an ecological framework. Internship is required.

**HPED 784      Research Statistics for Physical Education      Credit 3(3-0)**

This course is designed to give the student a sound foundation in the principles and applications of various statistical methods as they relate to conducting and evaluating research in Physical Education. The course includes descriptive statistics, probability theory, sampling distribution, inferences about means and standard deviations, hypothesis testing, regression, correlation, Chi-square and non-parametric methods.

**HPED 786      Scientific Foundations of Human Movement      Credit 3(3-0)**

This course is designed to discuss and explore the scientific bias and approaches to study human movement, including ethical decisions making in human movement research.

**HPED 788      Comprehensive Examination      Credit 0**

Comprehensive examination is a capstone experience which assesses graduate students' cumulative knowledge base regarding their specialty areas.

**HPED 798      Research Seminar      Credit 3(3-0)**

This course is designed to provide the students with a culminating experience by conducting writing and presenting a research project to a forum of students and faculty. Prerequisites: CUIN 711, HPED784, HPED786 and completion of 50% of the course of studies.

**HPED 799      Thesis      Credit 3(3-0)**

An in-depth research project in the area of physical education. Each student will have an advisor and Thesis Committee, in accordance with the procedures within the Graduate School, who will provide guidelines in the completion of the study. Each student will present his/her findings and will provide a successful defense before the Thesis Committee.

**GRADUATE FACULTY**

**Deborah J. Callaway, B.S., Virginia State College; M.Ed., Virginia Commonwealth University; Ed.D Virginia Polytechnic Institute and State University; Associate Professor.**

**Yongchul Chung, B.S., Seoul National University; M.S., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Greensboro; Assistant Professor.**

**Teresa Dail, B.S., Wake Forest University; M.A.T., University of North Carolina-Chapel Hill; Ph.D., University of North Carolina at Greensboro; Assistant Professor.**

**Gloria M. Palma, B.S., University of the Philippines; M.S., Ph.D., Washington State University; Associate Professor.**

**Daniel Webb, B.S., Coppin State College; M.S., University of Wisconsin-LaCrosse; Ph.D., The Ohio State University; Assistant Professor.**

**APPENDIX A**

**DECLARATION OF GRADUATE PROGRAM INTENT FORM**

**NORTH CAROLINA AGRICULTURAL AND TECHNICAL  
STATE UNIVERSITY**

**DECLARATION OF GRADUATE PROGRAM INTENT  
DEPARTMENT OF HUMAN PERFORMANCE AND LEISURE STUDIES**

I am declaring my track of study during my graduate program in the Department of Human Performance and Leisure Studies to be:

\_\_\_\_\_ **Master of Science Degree: Teaching Physical Education**  
(Must already have license in Physical Education in North Carolina)

\_\_\_\_\_ **Master of Science Degree: Non-Teaching Physical Education**  
(Does not have a license in the Physical Education and the degree will not apply to teaching licensure in North Carolina)

\_\_\_\_\_ **Master of Arts in Teaching Degree: Teaching Physical Education**  
(Must have an undergraduate degree from an accredited institution)

Advisee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's signature \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX B**  
**GRADUATE STUDENT INFORMATION SHEET**

**DEPARTMENT OF HUMAN PERFORMANCE AND LEISURE STUDIES**

FOLDER REVIEW

**NAME** \_\_\_\_\_

**ID NUMBER** \_\_\_\_\_

**DATE ENTERED** \_\_\_\_\_

**ANTICIPATED DATE OF COMPLETION** \_\_\_\_\_

**PROGRAM OF STUDY/AREA** \_\_\_\_\_

**CONCENTRATION** \_\_\_\_\_

**ADVISOR** \_\_\_\_\_

BACKGROUND INFORMATION

**PERMANENT ADDRESS** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHONE** \_\_\_\_\_

(W) (H)

**FAX** \_\_\_\_\_

**E-MAIL** \_\_\_\_\_

**UNDERGRADUATE DEGREE** \_\_\_\_\_

**GRADUATE DEGREE (IF APPLICABLE)** \_\_\_\_\_

**CURRENT OCCUPATION** \_\_\_\_\_

**APPENDIX C**  
**COMPREHENSIVE EXAMINATION RUBRIC**

**Comprehensive Examination Rubric**  
**Department of Human Performance and Leisure Studies**

Candidate's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Content Points \_\_\_ X .75 = \_\_\_ Writing Points \_\_\_ X .25 = \_\_\_ Total: \_\_\_\_\_

|  | <b>PERFORMANCE</b>  |   |   |
|--|---|---|---|
|  | <i>Exceptional</i>  | <i>Acceptable</i>   | <i>Unacceptable</i>   |
|  | <b>Points earned (7-10) ___</b>   | <b>Points Earned ( 4-6)___</b>  | <b>Points Earned (0-3)___</b>   |
| <b>CRITERIA</b>                        |   |   |   |
| <b>Knowledge of Content</b>            | Candidate has in-depth knowledge of the subject matter and demonstrates this knowledge through critical analysis and synthesis of the subject. Candidate substantiates answers with accurate references to the research literature. | Candidate demonstrates knowledge of content and demonstrates this by explaining important principles and concepts delineated in the question. Candidate provides explanations and instructional strategies.   | Candidate demonstrates inadequate knowledge of the subject matter. Candidate provides inaccurate or inappropriate explanations and instructional strategies. Candidate demonstrates an inaccurate understanding of principles and concepts. Parts of the question are unanswered.                                 |
|  | <b>Points Earned: (7-10)___</b>   | <b>Points Earned (4-6) ___</b>  | <b>Points Earned (0-3) ___</b>  |
| <b>Language Use and Writing Skills</b> | Candidate displays excellent writing skills such that the principles and concepts delineated in the questions are clearly, concisely, and logically articulated. Grammatical errors are minimal.                                    | Candidate displays acceptable writing skills such that the principles and concepts delineated in the questions are clearly articulated. Writing skills are at an acceptable level as demonstrated through the ability to develop coherent ideas, and through the acceptable use of grammatical conventions. | Candidates display inaccurate writing skills such that the principles and concepts delineated in the questions are not clearly articulated. Writing skills are at an unacceptable level as demonstrated through the inability to develop coherent ideas and through lack of attention to grammatical conventions. |

**APPENDIX D**  
**PLAN OF WORK FORM**

## PLAN OF GRADUATE WORK

|                  |                   |             |                   |
|------------------|-------------------|-------------|-------------------|
| <b>Last Name</b> | <b>First Name</b> | <b>M.I.</b> | <b>Student ID</b> |
|                  |                   |             |                   |

|                       |                |                      |                      |
|-----------------------|----------------|----------------------|----------------------|
| <b>School/College</b> | <b>Program</b> | <b>Degree Sought</b> | <b>Date Expected</b> |
|                       |                |                      |                      |

### Master's Option

| Check One        | X                        | Total Hours Required | Course Hours | Project Hours | Thesis Hours |
|------------------|--------------------------|----------------------|--------------|---------------|--------------|
| Course Work Only | <input type="checkbox"/> |                      |              |               |              |
| Project          | <input type="checkbox"/> |                      |              |               |              |
| Thesis           | <input type="checkbox"/> |                      |              |               |              |

### Doctoral

| Total Hours Required | Course Hours | Dissertation Hours |
|----------------------|--------------|--------------------|
|                      |              |                    |

### Modern Language (if required)

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|  |
|--|

### Subject of Thesis/Dissertation (if required)

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### Advisory Committee (if known)

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

### GRADUATE COURSES COMPLETED AT OTHER INSTITUTIONS FOR WHICH TRANSFER CREDIT IS REQUESTED TOWARD DEGREE

| Institution | Number and Name of Course | Date | Credits | Grade |
|-------------|---------------------------|------|---------|-------|
|             |                           |      |         |       |
|             |                           |      |         |       |
|             |                           |      |         |       |

To officially transfer credits from another university a Transfer of Credit form must be completed and approved by the program and the School of Graduate Studies.

