

### III. Rationale for the Program

The proposed concentration will enable the graduate student, who is already licensed to teach health and physical education, to expand his/her knowledge skills and dispositions. The program is designed to enable the post-baccalaureate student to be better prepared to become an educational leader in the profession. Course work has been carefully designed to provide new information and expand upon previously learned material. An eight-week internship is required in the program.

One new course, Developing Leadership Skills in Health and Physical Education (KINS 520), requires the graduate student to partner with an area school and submit a grant that could affect student health and wellness in that school. A 6-credit internship in a local school will provide the graduate student, who is also a licensed teacher, an opportunity to pursue an area of interest in a concentrated eight-week placement. The graduate student will be able to select from: high school physical education, pre-school physical education, health education, or adapted physical education. Ideally, the graduate student's internship would be in the same school that was the focus of his/her previously submitted grant. This would enable the graduate to implement new ideas. In addition, this concentration of placements in the Farmville area will enable Longwood faculty to observe regularly as well provide for weekly seminars for the interns.

The benefit of these internships to the immediate area will be significant. The health issues in the area surrounding Farmville are well documented. To have an additional health and/or physical education teacher in a school will be of great benefit as these interns will be responsible for implementing new programs. If the graduate student elects to pursue the internship in adapted physical education, the benefits to the area will be significant. The instruction will not only assist the children, but will provide instruction to their teachers on how to teach physical skills to a child with a disability. Graduate students who elect to pursue the adapted physical education internship will meet all requirements to register for the national examination to become a Certified Adapted Physical Education specialist. Providing instruction in health and physical education to pre-school children will also greatly impact the area.

A smaller, but significant advantage to the MEd in Health and Physical Education (HPE) will be the availability of a Principles of Coaching course. In response to coaching requirements mandated by the Virginia High School League (VHSL) in fall 2010, this course has been designed to permit students to learn the knowledge, skills, and dispositions to be eligible to complete the two examinations required to coach in Virginia. (Please note: An undergraduate course, KINS 404 – Principles of Coaching, has been created to reflect the VHSL changes. It has been approved by the Department of Health, Athletic Training, Recreation, and Kinesiology and will move forward for full college and university approval in spring 2011. That course will replace the current KINS 496 – Coaching Interscholastic and Intercollegiate Athletics. It will be cross-listed with the new KINS 504. Undergraduates in the current Kinesiology, Pre-K-12 concentration Bachelor of Science program have not had sufficient flexibility in their schedules to enroll in a coaching course. Other majors have enrolled. Graduate students in the new MEd in HPE program will have the opportunity to complete this course. No new faculty will be required.

**This program can be implemented without additional full-time faculty because:**

- Six credits will be offered in the summer session.
- Three credits are already being offered. One course (Principles of Coaching) is currently being offered at the undergraduate level. It has been revised to meet graduate rigor and will be cross-listed with the undergraduate course. Graduate students not enrolling in this course will take SPED 540 – Curriculum and Methods for Exceptional Learners: General Curriculum, which is currently taught each fall.
- Six credits (EDUC 502 – Research Design and EDUC 550 – Classroom and Behavior Management for Pre-K-12 Teachers) are currently offered in the College of Education and Human Services.
- The six-credit internship will be supervised by the six program faculty members. While the credit-load for faculty has not been determined, it will not be the same as teaching a 6-credit course.
- The retirement of a recent faculty member has enabled the program to revise the position from half time in the teacher preparation program to full time. With the addition of a new faculty position in Exercise Science, the biomechanics course (4 credits and taught twice per year by the retiree) can be taught by a HARK faculty member without additional resources.
- The Department of Health, Athletic Training, Recreation, and Kinesiology is a vibrant and growing department. Many faculty members within the teacher preparation program teach courses outside of teacher education. With the expansion of the other three program areas (Athletic Training, Exercise Science, and Therapeutic Recreation), additional faculty could be required. At this time, it is estimated that a worse-case scenario would require that the teacher preparation program area might need to hire two adjunct faculty members to teach undergraduate courses that have enrollment from other program areas within the department. This would enable full-time teacher education faculty to devote more time to program specific courses and/or supervisory roles.