DEPARTMENT OF
HEALTH, PHYSICAL EDUCATION AND RECREATION

Johnny D.Thomas, Ed.D., Department Chair
Davey L. Whitney HPER Complex, 2nd Floor
1000 ASU Drive #1380
Phone: 601-877-6507 FAX: 601-877-3821

GRADUATE FACULTY
Alfred Arrington, Ed.D., Adjunct
Garry Lewis, Ph.D., Assistant Professor
Dewayne Middleton, Ph.D., Adjunct
Robert Smith, Ed.D., Adjunct
Johnny Thomas, Ed.D., Chair/Professor

ENDORSEMENT AREA: ATHLETIC ADMINISTRATION AND COACHING

Program Description

The Department of Health, Physical Education, and Recreation offers the **Master of Science in Education with an emphasis in Athletic Administration and Coaching.** The basis of this degree program is a disciplinary curriculum that requires graduates to engage in a profound, comprehensive exploration, examination, and study of the various administrative and coaching models, theories, approaches, techniques, and methodologies for their effective management, administration, and leadership of an athletic and/or a sport programs on any athletic hierarchy.

The department's objectives for **the Master of Science Degree in Education with an emphasis in Athletic Administration and Coaching** are as follow:

- To prepare graduates with comprehensive, diverse, relevant, and holistic managerial and operational knowledge and skills of athletic administration and coaching.
- To provide graduates with the different instructional strategies and techniques associated with athletic administration and coaching.
- To provide opportunities for graduates to learn various research theories and execute the most contemporary research approaches and applications supporting athletic administration and coaching.
- To increase the awareness of graduates of the importance of their acquiring sufficient knowledge of the anatomy and physiology, prevention, treatment, and rehabilitation of athletic injuries.
- To educate graduates so that they can be able to demonstrate competency and expertise in athletic administration and coaching, ranging from K – 12, the collegiate level, the private sector, and/or beyond.
- To promote and encourage graduates to be role models for student athletes whom they teach, coach, and mentor to show evidence to these athletes of the importance of obtaining an equivalent balance in achieving excellence in both scholastic and intercollegiate athletics and academics.

- To provide a curricular offering and graduate experience that cause graduates to continue to extend their academic pursuit to the doctoral degree and beyond.

- To provide graduates with a disciplinary experience that teaches them how to maximize both the athletic and academic performance of student athletes by linking both teaching and methodological strategies, technology, measurement and evaluation, and /or research with the overall disciplinary knowledge bases underlying athletic administration and coaching.

- To ensure that graduates are recipients of a qualitative and quantitative curricular offering so that they can demonstrate competency and expertise in teaching, coaching, service, and/or research related to athletic administration and coaching.

Course Requirements

Required Education Core Courses (12 hours)		**Credits**
ED 512	Foundations of American Research	3 hrs.
ED 514	Methods of Educational Research	3 hrs.
PH 513	Advanced Educational Psychology	3 hrs.
ED 533	Curriculum (Methods) Development	3 hrs.

Required Courses (15 hours)		**Credits**
PE 510	Care and Prevention of Athletic Injuries	3 hrs.
PE 511	Psychology of Sports	3 hrs.
PE 516	Management/Supervision in Physical Education	3 hrs.
PE 521	Scientific Principles of Coaching in Physical Education and Sports	3 hrs.
PE 545	Trends, Issues, Challenges in Athletics/Sports	3 hrs.

Electives (6 hours)		**Credits**
PE 523	Theories & Concepts of Coaching	3 hrs.
PE 527	Measurement and Evaluation of Physical Education	3 hrs.
PE 540	Independent Research(Athletic Administration or Coaching)	3 hrs.
PE 541	Sociology of Sports	3 hrs.
PE 543	Philosophy of Sports	3 hrs.
PE 547	Historical Perspective of Physical Education and Sports	3 hrs.
	TOTAL	**33 hrs.**

Athletic Administration and Coaching Course Descriptions (PE)

PE 510 CARE AND PREVENTION OF ATHLETIC INJURIES 3 hrs.
This course examines the general principles of the care and prevention of athletic injuries, injuries to the musculoskeletal tissues, the mechanism and etiology of injuries, the protective equipment of the care and prevention of athletic injuries, and the principles of treatment. Further investigation is on the care, prevention, rehabilitation, and injuries at the joints that comprise the human body, and special emphasis of study is on children and adolescents, environmental problems, specialized activities, general risk factors, and training and exercising.

PE 511 PSYCHOLOGY OF SPORTS 3 hrs.
The course provides principles and scientific methods from psychology to study human behavior in sports. It helps coaches to develop and apply effective skills and strategies that will enhance their athletes' performance and to improve their athletes' mental game. Achievement motivation, regulation of anxiety, self-confidence, rehabilitation, adherence, cohesion, and leadership are among many of the topics subjected to study.

PE 515 PROBLEMS IN CONTENT AND METHOD IN HEALTH EDUCATION 3 hrs.
This course covers problems in the content, method, and instruction of health education at various levels, particularly in the school and in the community. It also covers the suitability of content and method as determined by need, interest, and ability.

PE 516 MANAGEMENT/SUPERVISION IN PHYSICAL EDUCATION 3 hrs.
The course examines the philosophies, goals, objectives, and purposes of physical education; it critiques the philosophic foundation of physical education and professional organizations; it discusses the different concepts of physical fitness, styles of leadership, approaches of facility management, and supervising functions of personnel; and it focuses on the different features of program development, the budgetary process, and on the variety of techniques underlying measurement and evaluation of an organization.

PE 517 METHODS AND MATERIALS OF PHYSICAL EDUCATION 3 hrs.
This course explores the history of physical education, the purpose, benefits, and philosophy of physical education, and the duties and challenges of physical education. Additional examination is on organization and instruction, lesson planning and outcomes, and careers in physical education.

PE 521 SCIENTIFIC PRINCIPLES OF COACHING IN PHYSICAL EDUCATION AND SPORTS 3 hrs.
The course focuses on the coach's responsibility and relations, the coach and the student, the coach and the community, the coach and the news media, the coach and organized athletics, and the coach and the inter-scholastic athletic program. Athletic equipment, the coach and the sports facilities, liability for injuries in athletics, safety in sports, athletic facilities-layout and maintenance, athletics for girls, and trends in high school athletics are major emphases of discussion in the course.

PE 523 THEORIES & CONCEPTS OF COACHING 3 hrs.
The course investigates what is coaching about, how coaches do behave, coaching as an interpersonal relationship, and coaching in its social context. It investigates, additionally, motivations and recruitment in sports coaching, sports coaching and social issues, coaching styles, sports specificity in coaching practice, and the uniqueness of the coaching role.

PE 524 ORGANIZATION OF SAFETY EDUCATION 3 hrs.

The course reveals the organization, design, and development in effective safety and health training, human behavior and the health and safety trainer, the training materials in effective safety and health training, and training over the generation gap.

PE 527 MEASUREMENT AND EVALUATION OF PHYSICAL EDUCATION 3 hrs.
The course introduces measurement and evaluation, links program development with measurement and evaluation, discusses basic statistics and criteria for test selection, and reveals alternative assessment and how to measure health-related physical fitness and physical activity. Also, the course discusses how to measure psychomotor skills, cognitive knowledge, and affective behavior; how to grade, use self-evaluation to improve instruction; and how to use measurement and evaluation in activity-based settings and in nonschool settings.

PE 538 PHYSIOLOGY OF MUSCULAR ACTIVITY 3 hrs.
The course aims to discuss physiology of exercise in the US (its past and future), the control of the internal, bioenergetics, exercise metabolism, hormonal responses to exercise, hormonal control of substrate mobilization during exercise, measure of work, power, and energy expenditure, and the nervous system; structure and control of movement. It also aims to explore skeletal muscle: structure and function, circulatory adaptations to exercise, respiration during exercise, and acid base balance during exercise. Other aims of the course are to discuss temperature regulation, the physiology of health and fitness, exercise for the special populations, body composition and nutrition for health, and the physiology and training for performance.

PE 539 FOUNDATIONS AND PRINCIPLES OF PHYSICAL EDUCATION 3 hrs.
The course examines the nature and scope of physical education, exercise science, and sports, reveals the foundations of physical education, exercise science, and sports, and discusses the careers and professional considerations in physical education, exercise science, and sports. Sports careers in management, media, performance, and other areas; issues, challenges, and the future of physical education, exercise science, and sports are also the focus of the course.

PE 540 INDEPENDENT RESEARCH 3 hrs.

The course permits the student to explore, investigate, and research any area of his or her interest in health, physical education, or athletic administration and coaching. It provides the knowledge base for the student to have a fundamental foundation in designing and conducting research in education or in his or her area of interest. Particular emphases of the course are on research methods and designs and data analysis and results interpretation.

PE 541 SOCIOLOGY OF SPORTS 3 hrs.

The course examines the role of sports in society, the impact of sports on participants in sports, and the relationship between sports and other societal institutions. It investigates the influence of gender, race, and socioeconomic status on participation in sports and physical activity and explores drug abuse by athletes, aggression and violence, the effect of the media on sports, and player-coach relationships.

PE 543 PHILOSOPHY OF SPORTS 3 hrs.

The course examines sports from many different perspectives, such as the nature of reality, the structure of knowledge in sports, ethical and moral questions, and the aesthetics of movement. It critically examines the meaning of sports for all participants involved and enjoins students to question the beliefs and assumptions about sports.

PE 545 TRENDS, ISSUES, CHALLENGES IN ATHLETICS 3 hrs.

The course focuses on salient issues, challenges and trends confronting athletics/sports. It explores issues and challenges such as gambling, drug abuse, fan and player violence, scandals, parental conduct, and an overemphasis on winning within sports that exists from professional athletics to youth sports. Examining technological, societal, medical, training, current, and future trends in athletics/sports is also the focus of this course.

PE 547 HISTORICAL PERSPECTIVE OF PHYSICAL EDUCATION AND SPORTS 3 hrs.

The course critically investigates the past with a focus on events, people, and trends that influenced the development and direction of physical education and sports. It explores who, what, when, where, how, and why of physical education and sports to give students a better understanding of the past, the present, and the future of physical education and sports.

PE 551 TRENDS, ISSUES, & CHALLENGES IN PHYSICAL EDUCATION 3 hrs.

The course examines issues related to increased call for accountability, dwindling economic resources, and the insufficient parental, administrative, and teacher support for elementary and secondary physical education. The integrity of physical education as a school subject, the status and nature of school physical education, promoting and providing daily, high-quality physical education at the elementary and secondary levels, working to achieve the nation’s health objectives and encouraging lifespan involvement for all people are some challenges subjected to investigation in the course. Trends in health promotion and disease prevention, health care reform, education, technology, demographics, and physical activity and fitness are also topics of the contents of the course.

DEPARTMENT OF
HEALTH, PHYSICAL EDUCATION AND RECREATION

Johnny D. Thomas, Ed.D., Department Chair
Davey L. Whitney HPER Complex, 2nd Floor
1000 ASU Drive #1380
Phone: 601-877-6507 FAX: 601-877-3821

GRADUATE FACULTY
Alfred Arrington, Ed.D., Adjunct
Garry Lewis, Ph.D., Assistant Professor
Dewayne Middleton, Ph.D., Adjunct
Robert Smith, Ed.D., Adjunct
Johnny Thomas, Ed.D., Professor and Chair

ENDORSEMENT AREA: HEALTH AND PHYSICAL EDUCATION

Program Description

The Department of Health, Physical Education, and Recreation offers the **Master of Science in Education with an emphasis in Health and Physical Education.** The degree program provides an interestingly and a rigorously diverse contemporary curricular offering that excites majors to engage studiously in a painstaking and an investigating inquisition and a research endeavor of the advanced theoretical, practical, experiential, and empirical knowledge prevalent in Health, and Physical Education. Additionally, majors graduating with this degree satisfy the requirement to earn the state's "AA" certification, which qualifies them to teach health, and physical education from K through 12 in the state of Mississippi.

The department's objectives for **the Master of Science Degree in Education with an emphasis in Health and Physical Education** are as follow:

- To provide instruction, methodology, and technology and to require research undertakings, oral expression, and written critical or subjective thinking projects to prepare graduates for further advancement and success in higher education and in the world of work in Health, and Physical education and/or related fields.

- To promote vehemently the intellectual and collaborative engagement in teaching, research, and service so that graduates can contribute in addressing, examining, ameliorating, and resolving the threatening health and wellness and disease problems prevalent in the world.

- To instill in and to promote and to encourage graduates to possess a persuasive, genuine spirit and unwavering responsibility for providing extensive scholarship, diverse pedagogy, altruistic leadership, equitable empowerment, and righteous mentoring to those who come under their instruction, advisement, collaboration, guidance, and/or supervision.

- To be in the forefront in presenting to graduates the most reliable, valid, advanced, and contemporary events, issues, trends, and challenges confronting Health, and Physical Education.

- To nurture graduates in their preparation to be competent, competitive, and covetous physical educators as they vie against others physical educators in the world of graduate, teaching, and/or professional position.

Course Requirements

Required Education Core Courses (12 hours)		**Credits**
ED 512	Foundations of American Research	3 hrs.
ED 514	Methods of Educational Research	3 hrs.
PH 513	Advanced Educational Psychology	3 hrs.
ED 533	Curriculum (Methods) Development	3 hrs.

Required Courses (15 hours)		**Credits**
PE 516	Management in Physical Education & Athletics	3 hrs.
PE 538	Physiology of Muscular Activity	3 hrs.
PE 539	Foundations and Principles of Physical Education	3 hrs.
PE 517	Methods and Materials of Physical Education	3 hrs.
PE 551	Trends, Issues, & Challenges in Health, and Physical Education	3 hrs.

Electives (6 hours)		**Credits**
PE 515	Problems in Content and Methods in Health Education	3 hrs.
PE 524	Organization of Health and Safety Education	3 hrs.
PE 527	Measurement and Evaluation of Physical Education	3 hrs.
PE 540	Independent Research (Health or Physical Education)	3 hrs.
PE 547	Historical Perspective of Physical Education and Sports	3 hrs.
	TOTAL	**33 hrs.**

COURSE DESCRIPTIONS

Health And Physical Education Course Descriptions (PE)

PE 510 CARE AND PREVENTION OF ATHLETIC INJURIES 3 hrs.
This course examines the general principles of the care and prevention of athletic injuries, injuries to the musculoskeletal tissues, the mechanism and etiology of injuries, the protective equipment of the care and prevention of athletic injuries, and the principles of treatment. Further investigation is on the care, prevention, rehabilitation, and injuries at the joints that comprise the human body, and special emphasis of study is on children and adolescents, environmental problems, specialized activities, general risk factors, and training and exercising.

PE 511 PSYCHOLOGY OF SPORTS 3 hrs.
The course provides principles and scientific methods from psychology to study human behavior in sports. It helps coaches to develop and apply effective skills and strategies that will enhance their athletes' performance and to improve their athletes' mental game. Achievement motivation, regulation of anxiety, self-confidence, rehabilitation, adherence, cohesion, and leadership are among many of the topics subjected to study.

PE 515 PROBLEMS IN CONTENT AND METHOD IN HEALTH EDUCATION 3 hrs.
This course covers problems in the content, method, and instruction of health education at various levels, particularly in the school and in the community. It also covers the suitability of content and method as determined by need, interest, and ability.

PE 516 MANAGEMENT/SUPERVISION IN PHYSICAL EDUCATION 3 hrs.
The course examines the philosophies, goals, objectives, and purposes of physical education; it critiques the philosophic foundation of physical education and professional organizations; it discusses the different concepts of physical fitness, styles of leadership, approaches of facility management, and supervising functions of personnel; and it focuses on the different features of program development, the budgetary process, and on the variety of techniques underlying measurement and evaluation of an organization.

PE 517 METHODS AND MATERIALS OF PHYSICAL EDUCATION 3 hrs.
This course explores the history of physical education, the purpose, benefits, and philosophy of physical education, and the duties and challenges of physical education. Additional examination is on organization and instruction, lesson planning and outcomes, and careers in physical education.

PE 521 SCIENTIFIC PRINCIPLES OF COACHING IN PHYSICAL EDUCATION AND SPORTS 3 hrs.
The course focuses on the coach's responsibility and relations, the coach and the student, the coach and the community, the coach and the news media, the coach and organized athletics, and the coach and the inter-scholastic athletic program. Athletic equipment, the coach and the sports facilities, liability for injuries in athletics, safety in sports, athletic facilities-layout and maintenance, athletics for girls, and trends in high school athletics are major emphases of discussion in the course.

PE 523 THEORIES & CONCEPTS OF COACHING 3 hrs.
The course investigates what is coaching about, how coaches do behave, coaching as an interpersonal relationship, and coaching in its social context. It investigates, additionally, motivations and recruitment in sports coaching, sports coaching and social issues, coaching styles, sports specificity in coaching practice, and the uniqueness of the coaching role.

PE 524 ORGANIZATION OF SAFETY EDUCATION 3 hrs.
The course reveals the organization, design, and development in effective safety and health training, human behavior and the health and safety trainer, the training materials in effective safety and health training, and training over the generation gap.

PE 527 MEASUREMENT AND EVALUATION OF PHYSICAL EDUCATION 3 hrs.
The course introduces measurement and evaluation, links program development with measurement and evaluation, discusses basic statistics and criteria for test selection, and reveals alternative assessment and how to measure health-related physical fitness and physical activity. Also, the course discusses how to measure psychomotor skills, cognitive knowledge, and affective behavior; how to grade, use self-evaluation to improve instruction; and how to use measurement and evaluation in activity-based settings and in nonschool settings.

PE 538 PHYSIOLOGY OF MUSCULAR ACTIVITY 3 hrs.
The course aims to discuss physiology of exercise in the US (its past and future), the control of the internal, bioenergetics, exercise metabolism, hormonal responses to exercise, hormonal control of substrate mobilization during exercise, measure of work, power, and energy expenditure, and the nervous system; structure and control of movement. It also aims to explore skeletal muscle: structure and function, circulatory adaptations to exercise, respiration during exercise, and acid base balance during exercise. Other aims of the course are to discuss temperature regulation, the physiology of health and fitness, exercise for the special populations, body composition and nutrition for health, and the physiology and training for performance.

PE 539 FOUNDATIONS AND PRINCIPLES OF PHYSICAL EDUCATION 3 hrs.
The course examines the nature and scope of physical education, exercise science, and sports, reveals the foundations of physical education, exercise science, and sports, and discusses the careers and professional considerations in physical education, exercise science, and sports. Sports careers in management, media, performance, and other areas; issues, challenges, and the future of physical education, exercise science, and sports are also the focus of the course.

PE 540 INDEPENDENT RESEARCH 3 hrs.

The course permits the student to explore, investigate, and research any area of his or her interest in health, physical education, or athletic administration and coaching. It provides the knowledge base for the student to have a fundamental foundation in designing and conducting research in education or in his or her area of interest. Particular emphases of the course are on research methods and designs and data analysis and results interpretation.

PE 541 SOCIOLOGY OF SPORTS 3 hrs.

The course examines the role of sports in society, the impact of sports on participants in sports, and the relationship between sports and other societal institutions. It investigates the influence of gender, race, and socioeconomic status on participation in sports and physical activity and explores drug abuse by athletes, aggression and violence, the effect of the media on sports, and player-coach relationships.

PE 543 PHILOSOPHY OF SPORTS 3 hrs.

The course examines sports from many different perspectives, such as the nature of reality, the structure of knowledge in sports, ethical and moral questions, and the aesthetics of movement. It critically examines the meaning of sports for all participants involved and enjoins students to question the beliefs and assumptions about sports.

PE 545 TRENDS, ISSUES, CHALLENGES IN ATHLETICS 3 hrs.

The course focuses on salient issues, challenges and trends confronting athletics/sports. It explores issues and challenges such as gambling, drug abuse, fan and player violence, scandals, parental conduct, and an overemphasis on winning within sports that exists from professional athletics to youth sports. Examining technological, societal, medical, training, current, and future trends in athletics/sports is also the focus of this course.

PE 547 HISTORICAL PERSPECTIVE OF PHYSICAL EDUCATION AND SPORTS 3 hrs.

The course critically investigates the past with a focus on events, people, and trends that influenced the development and direction of physical education and sports. It explores who, what, when, where, how, and why of physical education and sports to give students a better understanding of the past, the present, and the future of physical education and sports.

PE 551 TRENDS, ISSUES, & CHALLENGES IN PHYSICAL EDUCATION 3 hrs.

The course examines issues related to increased call for accountability, dwindling economic resources, and the insufficient parental, administrative, and teacher support for elementary and secondary physical education. The integrity of physical education as a school subject, the status and nature of school physical education, promoting and providing daily, high-quality physical education at the elementary and secondary levels, working to achieve the nation's health objectives and encouraging lifespan involvement for all people are some challenges subjected to investigation in the course. Trends in health promotion and disease prevention, health care reform, education, technology, demographics, and physical activity and fitness are also topics of the contents of the course.