

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

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

Degree

Master of Science in Secondary Education: Athletic Administration and Coaching (Teaching)

Master of Science in Secondary Education: Athletic Administration and Coaching (Non-Teaching)

Master of Science in Secondary Education: NCAA Compliance and Academic Progress Reporting (Non-Teaching)

Requirement for Admission

Standard Educator License

GRE General Test

GRE General Test

Certificate

NCAA Compliance and Academic Progress Reporting

Requirement for Admission

GRADUATE FACULTY

Donwook Cho, Ph.D., Coordinator of Sport Management and Assistant Professor of Health, Physical Education, and Recreation

Johnny Thomas, Ed.D., Chairperson, Department of Health, Physical Education, and Recreation and Assistant Professor of Health, Physical Education, and Recreation

ENDORSEMENT AREA: ATHLETIC ADMINISTRATION AND COACHING (TEACHING)

Program Description

The Department of Health, Physical Education, and Recreation offers the **Master of Science in Secondary 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 Secondary Education with an emphasis in Athletic Administration and Coaching – Standard Educator License** 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.
ED 533 Curriculum Development	3 hrs.
PH 513 Advanced Educational Psychology	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 in Physical Education & Sports	3 hrs.
PE 521 Scientific Principles of Coaching	3 hrs.
PE 545 Trends, Issues, Challenges in Athletics/Sports	3 hrs.
Electives (6 hours)	Credits
PE 527 Measurement and Evaluation of Physical Education	3 hrs.
PE 540* Independent Research	3 hrs.
PE 541 Sociology of Sports	3 hrs.
PE 543 Philosophy of Sports	3 hrs.
TOTAL	33 hrs.

*PE 540 is a required course if a score of 3.0 is not earned on the analytical component of the GRE.

ENDORSEMENT AREA: ATHLETIC ADMINISTRATION AND COACHING (NON-TEACHING)

Program Description

The Department of Health, Physical Education, and Recreation offers the **Master of Science in Secondary Education with an emphasis in Athletic Administration and Coaching (Non-Teaching)**. 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 (Non-Teaching License)** 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.
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Electives (6 hours)		Credits
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PE 543	Philosophy of Sports	3 hrs.
TOTAL		33 hrs.

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Athletic Administration and Coaching Course Descriptions (PE)

PE 510 – CARE AND PREVENTION OF ATHLETIC INJURIES

(3 Credits)

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 Credits)

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 Credits)

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 Credits)

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 Credits)

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 Credits)

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 Credits)

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 Credits)

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 Credits)

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 non-school settings.

PE 538 – PHYSIOLOGY OF MUSCULAR ACTIVITY

(3 Credits)

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 Credits)

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 Credits)

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 Credits)

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 542 – PHILOSOPHY OF SPORTS

(3 Credits)

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 Credits)

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 Credits)

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 Credits)

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.