

Graduate Handbook 2016-2017

Department of HPER

Emporia State University



Mission of the Department of Health, Physical Education, and Recreation

The mission of the Department of Health, Physical Education, and Recreation (HPER) at Emporia State University is to prepare quality professionals; facilitate practical and action-based research and scholarly inquiry; and provide cutting-edge and collaborative services. The Department of HPER embraces and promotes lifelong opportunities for discovery, learning, and participation that contribute to healthy lifestyles.

We succeed in fulfilling our mission to the degree that all of our practices are based on the core values of excellence, leadership, accountability, and service.

Outcomes of the Master of Science Degree Program in HPER

In relationship to the above stated mission, there are outcomes specific to the Masters of Science degree program in HPER. Students completing this degree program will be able to:

1. **CONTENT:** Apply advanced content into professional practices within the disciplines of the HPER profession.
2. **RESEARCH:** Conduct, analyze, and apply research for the advancement of knowledge and skills related to the disciplines of the HPER profession.
3. **TECHNOLOGY:** Integrate innovative technological strategies to enhance learning and foster quality HPER programs and services.
4. **REFLECTION:** Appraise personal context in response to current issues related to the professional discipline.

Contact Personnel

Dr. Shawna Shane: HPER Department Chair and Health Endorsement Program Advisor – 620.341.5848. Email: sshane@emporia.edu

Dr. Vicki Worrell: Graduate Advisor – 620.341.5993. Email: vworrell@emporia.edu

Main Department of HPER Office: 620.341.5926

Department of HPER Graduate Faculty

Graduate Faculty Member	Rank	Grad Courses Taught
Andy Battenfield	Adjunct Graduate Faculty	PE 738
Dr. Joan Brewer	Full Professor (Associate Dean of the Teachers College)	PE 768, PE 868
Dr. Mike Butler	Associate Professor	PE 738, PE 803, PE 804, PE 865
Dr. Karen Dowd	Adjunct Graduate Faculty	PE 740, PE 745, PE 768, PE 858
Dr. Kathy Ermler	Full Professor	PE 835, PE 858, PE 868
Bob FitzPatrick	Adjunct Graduate Faculty	PE 720, PE 864, PE 862
Sunnin Keosybounheuang	Temporary Graduate Faculty	HL 735, HL 820
Dr. Paul Luebbers	Full Professor	PE 738, PE 768, PE 840, PE 868
Dr. Dennis McCormick	Adjunct Graduate Faculty	PE 707
Dr. Joella Mehrhof	Full Professor	PE 715, PE 858, PE 862, PE 864, PE 868
Dr. Nilo Ramos	Assistant Professor	PE 725
Dr. Shawna Shane	Associate Professor (Department Chair/Health Endorsement Program Advisor)	HL 735, HL 820
Dr. Mark Stanbrough	Full Professor	PE 707, PE 725, PE 768, PE 868
Dr. Bill Stinson	Faculty Emeritus	PE 762, HL 710, HL 720
Dr. Jennifer Thomas	Associate Professor	HL850
Amy Townsend	Temporary Graduate Faculty	HL 800
Dr. Vicki Worrell	Full Professor (HPER Graduate Advisor)	PE720, PE 745, PE 862, PE 868

Degree Requirements

- All requirements for the degree must be completed within a period of seven years from the first enrollment date. This includes any approved transfer courses.
- A graduate degree plan must be approved by the HPER graduate advisor and filed with the Graduate School at the point when a student has completed nine credits taken at Emporia State University.
- The student must be admitted to the degree candidacy by the Department of HPER.
- The student must complete the required number of semester hours of graduate level course work as established by the Department of HPER.
- A minimum of 60% of the credit hours must be earned in courses numbered 700 and above. Any course in which the student received a grade below C cannot be used to fulfill graduate degree requirements.
- A passing grade must be achieved in all courses taken.
- Commencement fee must be paid to the Business Office.
- The student must be enrolled in at least one semester credit hour during the semester in which the degree is granted.

Degree Candidacy

After being accepted to begin graduate school by the Department of HPER, the student must be admitted to degree candidacy. Degree candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. The following are the requirements for admission to degree candidacy.

- The student must complete at least nine credit hours of course work at Emporia State University with a grade of B or better.
- A degree plan must be filed with the Graduate School.
- All probationary requirements must have been removed.

Degree Plan

Each degree seeking graduate students must have an approved degree plan submitted by his/her advisor. This must be completed by the time the student has completed nine graduate level credits at Emporia State University graduate study. A copy of the degree plans may be found in Appendix A.

Transfer Credit

- No more than nine semester credit hours may be transferred towards the graduate degree and must be approved by the graduate advisor from Department of HPER at Emporia State University. These credits must be current and taken within the last three years.
- A grade of B or higher must have been earned in all such transfer credit.
- Official transcripts of all transfer work must be on file at the Graduate School prior to submitting a degree plan.

Academic Load

A graduate student enrolled in six or more credit hours in a given semester is considered a full-time student.

A maximum load for a graduate student during the Fall and Spring semesters is 16 credit hours. The maximum academic load for a graduate student during the Summer semester is twelve credit hours.

Required Courses for the Masters Degree in HPER

Required Courses:

PE 707 – Applied Psychology in Health, Sport and Movement Sciences (3 hrs)

PE 738 – Advanced Technology in HPER (3 hrs)

PE 768 – Advanced Exercise Physiology (3 hrs)

PE 858 – Ethics in HPER and Sport (3 hrs)

PE 865 – Statistics in HPER (3 hrs)

PE 868 – Research Problems in HPER (3 hrs) OR PE 869 – Thesis (5 hrs)

Elective Courses for the Masters Degree in HPER

Elective courses are required within the Masters degree program. The option the student chooses is the determining factor in the number of credits of elective courses needed. If the student chooses the non-thesis option, then the student is required to enroll in 15 credits of elective courses. If the student chooses the thesis option, then the student is required to enroll in 12 credits of elective courses.

Interest Areas

If the student is interested in ***teaching physical education***, then the following elective classes may appeal to the student:

- PE 715 – History of Politics in Sport
- PE 720 – Assessment in K-12 Physical Education
- PE 740 – Legal Issues in HPER
- PE 745 – Leadership in HPER
- PE 762 – Analysis of Teaching and Coaching
- PE 803 – Motor Learning
- PE 804 – Biomechanics
- PE 835 – Teaching Online Health and Physical Education
- PE 862 – Instructional Innovations in Physical Education

If the student is interested in ***teaching health education***, then the following elective classes may appeal to the student:

- HL 710 – Advanced Critical Issues in Health
- HL 720 – Curriculum Development in Health Education
- HL 735 – Instructional Strategies in Human Sexuality Education
- PE 740 – Legal Issues in HPER
- PE 745 – Leadership in HPER
- HL 780 – School Health Issues and Trends
- HL 800 – Applied Risk Behavior Education and Strategies
- HL 820 – Instructional Methods in Health Education
- PE 835 – Teaching Online Health and Physical Education
- PE 840 – Exercise Metabolism
- HL 850 – Wellness Concepts and Prevention Strategies

If the student is interested in the ***social/psychological/coaching aspects of sport***, then the following elective classes may appeal to the student:

- PE 715 – History of Sport and Politics
- PE 725 – Art and Science of Coaching
- PE 740 – Legal Issues in HPER
- PE 745 – Leadership in HPER
- PE 762 – Analysis of Teaching and Coaching
- PE 840 – Exercise Metabolism
- PE 864 – Sociology of Sport

If the student is interested in the ***exercise science/wellness aspects***, then the following elective classes may appeal to the student:

- PE 740 – Legal Issues in HPER
- HL 800 – Applied Risk Behavior Education and Strategies
- PE 803 – Motor Learning
- PE 804 – Biomechanics
- PE 840 – Exercise Metabolism
- HL 850 – Wellness Concepts and Prevention Strategies

Course Descriptions

A listing of all of the HPER graduate level courses may be found in Appendix B of this handbook.

Student Services

Smarthinking

Emporia State University provides distance students online tutoring services through Smarthinking. For information on the way to access this service go to <http://www.emporia.edu/distance/smarthinking.html>

ESU Bookstore

HPER graduate students may view and order textbooks by going to the following website: [Barnes and Noble ESU Bookstore](#).

Technology Assistance

Emporia State University provides extensive technology support to ESU faculty and students. Contact information can be found at <http://www.emporia.edu/it/help/> or by calling 620-341-5555.

Transcripts

Transcripts can be ordered at <https://www.studentclearinghouse.org>. The transcript will be sent by first class mail unless otherwise requested

Financial Aid

The Office of Student Financial Aid offers financial assistance to students through grants, part-time employment, and low-interest government loans. Academic scholarships are awarded through the University Scholarship Office. Contact the financial aid office at 620-341-5457 or outside Emporia at 1-800-896-0567 with questions.

Course Registration

Registration for courses typically occurs at two distinct times. Registration for summer and fall classes begins around March 10th. Registration for spring classes begins around October 10th. It is best to register for classes as early as possible, as often classes close quickly. Registration continues until all classes are closed. Students will only be able to enroll in graduate classes up to the end of the second week of class during the Fall/Spring semester or at the end of the first week of summer school classes if space is available and upon instructor approval.

Incomplete Grades

The grade of "I" (incomplete) is given only for personal emergencies that are verifiable and when the student has done passing work in the course. The student has the responsibility to take the initiative in completing the work. The student is expected to make up the incomplete work as soon as possible during the following semester.

With the exception of the graduate research (Masters Project or Thesis), all incomplete work must be finished by the end of the following full semester. Summer sessions are not considered a full semester for purposes of this deadline. Students who do not complete the unfinished work by the end of the following semester will have a grade of "F" entered on the transcript and will be required to re-enroll to earn credit for the course.

Academic Dishonesty Policy

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question, or for any components or requirements for that course. Departments, schools, and colleges may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a department or program.

A faculty member shall notify in writing his/her department chair and the registrar of the infraction. The department chair shall forward a report of the infraction to the Provost and Vice President for Academic Affairs. The registrar shall block the student from withdrawing from the course to avoid the penalties that result from the infraction. The Provost and Vice President for Academic Affairs shall act as the record keeper for

student academic infractions. The Provost and Vice President for Academic Affairs will notify the student in writing that an infraction has been reported and inform the student of the right to appeal and of the appropriate appeal procedures. The Provost and Vice President for Academic Affairs shall notify the student, the department chair, and the faculty member that initiated the proceedings, of any additional action taken beyond those already imposed by the faculty member. Should a single infraction be so egregious, or should a student have a record of multiple infractions, the Provost and Vice President for Academic Affairs may impose additional penalties, including expulsion of the student from the University.

The student has the right to appeal the charge of academic dishonesty. If after an appeal it is found that the student did not commit an act of academic dishonesty, no penalties will be imposed on the student.

Graduate Student Dispositional Concerns

Any member of the HPER graduate faculty may file a graduate dispositional concern on a currently enrolled graduate student using the *Graduate Student Dispositional Concern Report Form*. This form may be found in Appendix C of this handbook. This form provides a HPER graduate faculty member the mechanism to identify any graduate student who has exhibited academic concerns or lack of ethical behavior. These concerns may be such things as, but are not limited to, plagiarism, consistently late work, poor work quality, unprofessional attitudes, cheating, disrespectful behavior, and/or low GPA.

The *Graduate Student Dispositional Concern Report Form* is filed with the HPER department chair. When this form has been completed and filed, the department chair informs the chair of the HPER Graduate Committee who calls a meeting of all HPER graduate faculty members to discuss the reported concern. HPER graduate faculty members discuss the concern to determine if a disposition (early warning) should be filed on the specific graduate student. A two-thirds majority vote of the HPER graduate faculty members in attendance is required to place a disposition on the student.

For any student for whom a disposition is issued, the HPER graduate faculty must state in a written letter to the graduate student the identified concerns and any consequences related to the disposition. In addition, when appropriate, a contract for improvement may accompany the letter, as well as a timeline for change/improvement. The student must receive the written disposition no later than two weeks after the disposition has been issued. Unless agreed upon by the HPER graduate faculty, the responsibility of writing the disposition (and when necessary a contract and timeline), as well as sending it to the student rests with the chair of the Graduate Committee. Both the chair of the Graduate Committee and the HPER department chair must sign the letter. A copy of the disposition is filed in the student's departmental file.

Intent to Graduate

The student who is preparing to graduate must complete an “Intent to Graduate” form no later than March 1 for summer degree completion, July 1 for fall degree completion, and November 1 for spring degree completion. This form must be completed online at <http://www.emporia.edu/grad/graduating-students/>

Assessment Checkpoints

The criteria for admission, retention, and exit for graduates within the Department of HPER follow four decision points. These four decision points follow.

Decision Point 1: Admission to Program of Study

The following criteria must be met for consideration into the program of study.

1. Undergraduate GPA: A minimum of 2.5 overall and 2.75 in last 60 credits
2. Two letters of recommendation
3. Completed application
4. Departmental review of applicant
5. Orientation test completed with a score of 80% or better. Students will not be allowed to enroll in their second semester until this test has been successfully completed.

Decision Point 2: Program Assessments

Prior to the semester in which the student enrolls in PE 868 – Research Project in HPER, the following assessments occur

1. Graduate course GPA
2. Degree candidacy
3. Technology project assessment
4. Reflection project assessment
5. Current research practices project assessment

Decision Point 3: Completion of Masters Project

During the semester in which the student enrolls in PE 868: Masters Project or PE869: Thesis, the following assessments occur.

1. Graduate research project
2. Intent to Graduate form

All students are required to complete an original piece of research/scholarship as the capstone of the program. At the completion of the PE 868/PE 869 course, each student submits his/her final research project/thesis for peer and/or faculty review

Decision Point 4: Program Completion

After the student has completed the final project/thesis, the following assessments occur.

1. Final exam card

2. Exit survey

Appendix A

Department of HPER Degree Plan (NON-THESIS) Emporia State University (for students matriculating in Spring 2015 and after)

Required/Core Classes: 18 credits

Course Title and Number	Grade	Semester	Substitution
PE 707: Applied Psychology in HPER			
PE 738: Advanced Tech in HPER			
PE 768: Advanced Exercise Physiology			
PE 858: Ethics in HPER			
PE 865: Statistics in HPER			
PE 868: Masters Project			Only in spring and fall; never summer

Electives: 15 credits of electives are required.

Elective Courses	Grade	Semester	Substitution
PE 715: History of Politics in Sport			
PE 720: Assessment in K-12 Physical Education			
PE 725: Art and Science of Coaching			
PE 740: Legal Issues in HPER			
PE 745: Leadership in HPER			
PE 762: Analysis of Teaching and Coaching			
PE 803: Motor Learning			
PE 804: Biomechanics			
PE 835: Teaching Online Health and PE			
PE 840: Exercise Metabolism			
PE 862: Instructional Innovations in PE			
PE 864: Sociology of Sport			
HL 710: Advanced Critical Issues in Health			
HL 720: Curriculum Development in Health Ed			
HL 735: Instructional Strategies in Sex Education			
HL 780: School Health Issues and Trends			
HL 800: Applied Risk Behavior Ed and Strategies			
HL 820: Instructional Methods in Health Ed			
HL 850: Wellness Concepts and Prev. Strategies			

Department of HPER Degree Plan (THESIS)
Emporia State University
(for students matriculating in Spring 2015 and after)

Required/Core Classes: 20 credits

Course Title and Number	Grade	Semester	Substitution
PE 707: Applied Psychology in HPER			
PE 738: Advanced Tech in HPER			
PE 768: Advanced Exercise Physiology			
PE 858: Ethics in HPER			
PE 865: Statistics in HPER			
PE 869: Thesis (5 credits)			

Electives: 12credits of electives are required.

Elective Courses	Grade	Semester	Substitution
PE 715: History of Politics in Sport			
PE 720: Assessment in K-12 Physical Education			
PE 725: Art and Science of Coaching			
PE 740: Legal Issues in HPER			
PE 745: Leadership in HPER			
PE 762: Analysis of Teaching and Coaching			
PE 803: Motor Learning			
PE 804: Biomechanics			
PE 835: Teaching Online Health and PE			
PE 840: Exercise Metabolism			
PE 862: Instructional Innovations in PE			
PE 864: Sociology of Sport			
HL 710: Advanced Critical Issues in Health			
HL 720: Curriculum Development in Health Ed			
HL 735: Instructional Strategies in Sex Education			
HL 780: School Health Issues and Trends			
HL 800: Applied Risk Behavior Ed and Strategies			
HL 820: Instructional Methods in Health Ed			
HL 850: Wellness Concepts and Prev. Strategies			

Appendix B

Course Descriptions – HPER Graduate Classes Emporia State University Emporia, KS

PE 707. Applied Psychology of Health, Sport, and Movement Science – 3 credits

Course is designed to study the psychology of the athlete under competitive conditions, as well as the non-competitive training individuals.

PE 715. History of Politics in Sport – 3 credits

This course is a study into the aspects in which politics have historically influenced sports. Examination of this political influence as it relates to such topics as race, gender, human rights, economics, media, and the Olympics will occur

PE 720. Assessment Strategies for K-12 Physical Education – 3 credits

This course provides practicing physical educators with the tools to develop and utilize assessments strategies for the improvement of student learning.

PE 725. The Art and Science of Coaching – 3 credits

This course is designed to enhance coaching effectiveness through an applied approach of exercise physiology. Various coaching methods and training techniques will be examined with regards to current scientific theory. Attention will be given to developing a periodized training program specific to a sport of interest to the student.

PE 738. Advanced Technology in HPER – 3 credits

This course is designed to provide students with knowledge, skills, and tools to effectively implement technology in health, sport, and recreation. This course will include computer basics, using general productivity software for physical education tasks, physical education specific software programs, and exercise equipment technology.

PE 740. Legal Issues in HPER – 3 credits

This course is designed to expand, deepen, and enhance one's knowledge and comprehension of the law and its legal and ethical implications on professionals in physical education, wellness, fitness, and leisure. It includes, but is not limited to a review and examination of legal terminology, concepts, negligence and practices as they relate to such issues as programming, personnel, participants, spectators, facilities, equipment, accessibility, culture, environment, and risk management.

PE 745. Leadership in HPER – 3 credits

This course is designed to expand, deepen, and enhance one's knowledge and comprehension of the science and art of leadership principles, theories, characteristics,

styles, values, skill application, effectiveness, and assessment. Leadership will be considered and probed as it applies to individuals, groups, and organizations. This course has a strong wellness, physical education, and sport and fitness orientation.

PE 762. Analysis of Teaching/Coaching – 3 credits

This course is designed to provide the students with the knowledge, skills and tools to effectively evaluate the teaching/learning process in physical education and coaching. Specifically, the course will examine the need for and process of systematic observation and analysis of instruction.

PE 768. Advanced Exercise Physiology – 3 credits

The purpose of this course is to provide coaches, physical educators, and others who are concerned with the human body's response to exercise with experiences and opportunities to gain advanced knowledge of selected physiological principles.

PE 803. Motor Learning – 3 credits

Course is designed to acquaint students with research findings and empirical evidence regarding the psychological and physiological implications of motor skills, learning theories and other individual differences as they influence physical activity.

PE 804. Biomechanics – 3 credits

This course is designed to help students gain knowledge about the physics of human movement in the context of sports skills. Information on how the nervous system controls the musculoskeletal system to create movements will be addressed.

PE 835. Teaching Health and Physical Education Online – 3 credits

This course is designed develop, analyze, and evaluate the technology, methods and approaches to teach health and physical education online. The students will explore best practices related to online instruction generally and, specifically to health and physical education. Emphasis is placed on the development of health and physical education content instructional strategies to teach PreK-12 online.

PE 840. Exercise Metabolism – 3 credits

This course will provide students with the principles of biochemistry and metabolism as they pertain to the production and utilization of energy in the human. Attention will be given to acute metabolic responses during exercise and chronic adaptations due to exercise training. In addition, the metabolic adaptations of skeletal muscle contractile function due to training will be discussed.

PE 858. Ethics in Health, Physical Education, and Recreation – 3 credits

This course is designed to develop and promote critical thinking and decision-making skills through the examination of moral values and principles, ethical decision-making, diversity awareness, and accepted social behavior related to HPER and sport.

PE 862. Instructional Innovations in Physical Education – 3 credits

Examination and discussion of physical education curriculum, as well as innovations in teaching methods/strategies for physical education programs

PE 864. Sociology of Sport – 3 credits

This course is designed to study the impact of society on contemporary sport. Specifically, the course identifies issues and controversies associated with sport and challenges critical and practical examination of current sport concerns and trends.

PE 865. Statistics in HPER – 3 credits

This course is designed to provide a basic understanding of statistics to graduate students in HPER. This includes how to design an experiment and to analyze and interpret the data. This should help HPER professionals be more effective regarding assessment in HPER.

PE 868. Research in HPER – 3 credits

This course is designed to allow the graduate student to pursue a well-defined research interest in an HPER or sport discipline. This course is considered the capstone course of the master's degree program.

PE 869. Thesis – 5 credits

An independent research project designed in consultation with and approved by a graduate faculty advisor. The study to investigate a specific problem culminating in a bound paper and oral presentation, both of which demonstrate the student's ability to conduct creative and productive research.

HL 700. Current Developments in Health Education – 1 to 4 credits

Designed to provide an opportunity for performance analysis, direct discussion and observation of new trends, methods, and techniques in health education

HL 710. Advanced Critical Issues in Health – 3 credits

This health knowledge-based course for health educators will focus on tools and strategies to use with individuals in educational settings for enhancing their health knowledge and behavioral lifestyle motivations will also be presented as part of the course's approach to the pursuit toward optimum health.

HL 720. Curriculum Development Health Education – 3 credits

This course will examine health education curriculum in regards to various pro-active skills and strategies which enhance the success of health educators/professionals in reaching this population of students. There is an emphasis on the critical lifestyle choices that are made and patterns of behavior that are established by adolescents which affect their immediate future health.

HL 735. Instructional Strategies in Human Sexuality Education – 3 credits

This course will provide instructional strategies in the various areas of human sexuality education. The course will also focus on terminology, legal issues, cultural differences

and relationships as they apply to human sexuality education. This course is most appropriate for those who teach at the K-12 grade levels.

HL 780. School Health Issues and Trends – 3 credits

Analysis of specific health problems currently present within society. Emphasis will be placed upon the role of the teacher in terms of content preparation, course planning, instructional methods and materials, as well as evaluation relative to respective critical health issues.

HL 800. Applied Risk Behavior Education and Strategies – 3 credits

This course provides an opportunity for identification and analysis of current issues and trends as applied to the risk behaviors that cause health problems, as cited by research related to the field of health education. Emphasis is placed on basic concepts, teaching strategies, debating current health issues, and writing and defending topic viewpoints.

HL 820. Instructional Methods of Health Education – 3 credits

Principles of K-12 school health instruction with emphasis upon curriculum construction, instructional strategies and materials, lesson plan development, and evaluative techniques. Lessons, strategies and activities will be planned based on various health education content areas.

HL 850. Wellness Concepts and Prevention Strategies – 3 credits

This course is designed to identify the various factors influencing health decisions and behaviors. The development of strategies for effective use of health information and research in educational settings is discussed.

Appendix C

Graduate Student Dispositional Concern Report Form

Department of Health, Physical Education, and Recreation
Emporia State University
Emporia, KS 66801

This form is to be used to report a graduate student who has exhibited academic concerns or lack of ethical behavior. Please report only one student on this form. Additional forms may be used if needed for other students.

Graduate student's name: _____

Faculty member filing concern: _____

Course number/name: _____

Semester: _____ Date filed: _____

Identify the exhibited academic concern. More than one concern may be identified:

- _____ Plagiarism
- _____ Consistently late work
- _____ Poor work quality
- _____ Unprofessional attitude
- _____ Cheating
- _____ Disrespectful behavior
- _____ Other: *Specify* _____

Comments related to identified concern (*evidence may be submitted*):

Suggested consequences or improvement ideas:

Date Graduate Committee met: _____

Graduate Committee members present: