

## **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 712. Sport and Exercise Psychology – 3 credits**

This course is designed to study sport psychology and will focus on athletes as well as other performance domains under practice and competitive conditions. The emphasis of the course will be developing mental skills through mental drills on achieving the proper arousal zone, goals, positive self-talk, imagery, and focus. An additional emphasis will be placed on the practical application of mental skills to develop mental plans to promote a flow mindset.

### **PE 715. History of Sport and Politics – 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 to 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.