# Jackson State University Department of Health, Physical Education & Recreation (REVISED Fall 2020)

# Student Handbook 2020-2021



"Student Centeredness"

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#### **PREFACE**

The role of The Department of Health, Physical Education and Recreation (HPER) is the same today as it was over one hundred years ago. The role is to guide future leaders in acquiring the knowledge and developing the skills, understandings, appreciations and attitudes essential to preparing students to contribute to the social, cultural and economic development of the state, the nation and the world. The combined disciplines of health, physical education and recreation have always had multi-faceted goals and objectives. These objectives seek to instill good health habits, a yearning for knowledge, good sportsmanship, recreation and leisure skills, awareness and participation, self-esteem and excellent ethical character. These are basic elements that are sought by all who aspire to become true professional practitioners. The need for health, physical education and recreation is more evident today than at any period in our history. However, many in prominent positions have failed to recognize this fact as well as the population at large. Our nation is in a crisis with respect to the health and fitness of our youth and adults. Many of our institutions have not moved to avert what could be a catastrophe in the years ahead.

Every generation has its own challenges and each seeks to effectively resolve them using its own capabilities and resources. Individuals or groups within society learn from each challenge and are able to pass on their knowledge to the next generation and beyond. The health and fitness of man for centuries have been the concern of the great thinkers. Rousseau, Quintilian and Montaigne all wrote about physical education as a basic need for humankind. This same need has persisted until this day. Most educational institutions have a general education requirement or offer professional preparation programs.

Our disciplines shall continue to survive and prosper with the interest, dedication and commitment of those who profess to be professional practitioners. If we are to thrive, we must become more than just casual bystanders, we must become active participants if we are to affect meaningful changes. A great American described our situation very well when he said:

These are times that try men's souls:
the summer soldier and the sunshine
patriot will, in this crisis, shrink from
the service of his country; but he that
stands it now, deserves the love and
thanks of men and women. Tyranny, like
hell, is not easily conquered; yet we have
this consolation with us, that the harder
the conflict, the more glorious the
triumph, what we obtain too cheap, we
esteem too lightly. ~Thomas Paine, 1776.

Today, we are engaged in a great struggle, just as in the past. The battlefield is broader, the times are different, but the war is the same, the war for freedom; freedom from sedentary living; freedom from unhealthy living habits and freedom from archaic concepts regarding equality.

The programs in the HPER Department are designed to develop the whole person; to develop leaders who are liberally educated and whose goals are imbued with the notion that the greatest good is to assist

humankind in self-development through the medium of health, physical education and recreation. The programs in the HPER Department provide students with the coursework, background and practical experiences to become leading practitioners in their chosen field. These programs are unique in the degree of collaboration they have with the community and agencies that serve the community. The department strives to develop within each student a clear conceptualization of the theoretical and philosophical foundations of each discipline; skills to effectively plan, implement and evaluate programs; develop knowledge and skills to think and work independently; and the ability to identify and clarify the social, as well as psychological influences that affect each discipline.

This handbook is designed to familiarize students with the various programs offered in the department. It is our sincere hope that it will provide the information that will assist you in making decisions with respect to your educational experiences while matriculating here at Jackson State University. As health, physical education and recreation professionals, we have the responsibility of providing the best possible learning experiences and opportunities to each and every student. The chair, faculty and staff pledge to all concerned that each and everyday, they will provide their constituencies with the best education and service learning experiences possible and that nothing will deter them from this pledge.

The essence of one's life is in the worth of his/her work. The worth of one's work is determined by the product he/she produce.

#### WELCOME

The faculty, staff, and current students in the College of Education and Human Development as well as the entire Jackson State University Family welcome you as a candidate for the degree in Health, Physical Education and Recreation. In addition, we bring you warm greetings from members of the community, alumni, especially Health, Physical Education and Recreation Alumni, whose ranks you will join when you graduate.

Each year as we welcome new students to this learning community, the faculty and staff take this opportunity to think candidly about our roles as educators and reflect on why each of us has elected to be here. Students, you are beginning a new journey, one that is filled with many twists and turns. Your goal is to earn a graduate or undergraduate degree. You represent a diverse group of backgrounds and experiences. You have come from many places around the country and the world. We welcome you and the promise you bring to the department, the College of Education and Human Development, the university and the community.

Students, you are here to learn and develop. We, the faculty, at Jackson State University are here to support you and to help you achieve your academic and personal goals. We pledge to you the opportunity to succeed and our commitment to support you along the way.

College is an exciting place to be and the exchange of ideas and intellectual discourse are at the heart of the learning academy. Take advantage of all the opportunities that the university has for you, both in and out of the classroom to learn as much as you can about yourself and the environment in which you live. It gives us great satisfaction to know that you have chosen Jackson State University and we look forward to learning and growing with you. On behalf of the Department of Health, Physical Education and Recreation, the College of Education and Human Development, the University family, Acting President, Attorney Thomas Hudson, Interim Dean Dr. Millard Bingham, and our Acting Chair, Dr. Gwendolyn S. Dawkins, wholeheartedly welcome you.

#### **MISSION**

The Health, Physical Education and Recreation Department (HPER), The College of Education and Human Development and the University adhere to the "Responsive Educator "Conceptual Framework. The College of Education and Human Development and the Department of HPER rest on a foundation consistent with the vision, mission and core values of the Jackson State University learning community. The department and the university embrace six core values 1) tradition 2) accountability 3) learning 4) nurturing 5) service 6) responsibility and seek to be a learning community that welcomes both the highly capable, as well as the capable, but under-prepared students who require a nurturing academic environment. The HPER Department provides learning experiences that are integral to the university's vision of offering, "A model learning community for highly motivated candidates from diverse backgrounds".

The Department of Health, Physical Education and Recreation' mission is to develop individuals who can and will assume prominent roles in the dynamics of social change. Its primary task is to guide candidates in acquiring the knowledge and developing the skills, understandings, appreciations and attitudes essential to prepare students to contribute to the social, cultural and economic development of the state, the nation

and the world. The department supports Jackson State University' mission as Mississippi's only Urban University by preparing school leaders and professionals for a multitude of challenges. The department provides candidates with opportunities to pursue careers in teaching, coaching, recreation administration and therapeutic recreation. Programs are provided at the baccalaureate and master's levels. As history has shown, many of our candidates will continue to come from disadvantaged families and bring with them associated cultural, social and academic deficiencies that need our special attention. Through instruction, research and service the HPER Department strives to create a learning environment conducive to the exchange of ideas and the creation and application of knowledge. As an integral part of the Urban University concept, the department provides service engagement and community service programs designed to enhance the quality of life allowing the university to extend its human, cultural and physical resources, and social support to the surrounding community.

The HPER Department prepares candidates to become non-teaching professionals in the areas of recreation leadership, therapeutic recreation, Sports Administration, coaching, Strength and Conditioning and Sports Medicine. In addition to the numerous academic programs the department offers, it also provides for the needs of students in all areas of general, liberal and professional education.

The ultimate mission of the Department of Health, Physical Education and Recreation, The College of Education and Human Development and Jackson State University is to positively impact the full range of P-12 students. To achieve this goal, the Health, Physical Education and Recreation Department strives to provide learning opportunities conducive to developing candidates that are "Responsive Educators" who are knowledgeable, skillful, committed, and professional.

#### Overview

The modern Health, Physical Education and Recreation Complex grew out of the vision of Mr. T.B. Ellis. With the guidance of Mr. Ellis and in subsequent years Dr. Melvin I. Evans, the Department became a multi-purpose department providing services to students, faculty, staff, administrators and the community. In 2001 Dr. Hill Williams Jr. took over the reins of the department and under his able leadership the department has continued to grow and develop. In 2010 – 2012, Dr. Tamika Bradley served as Interim Chair. She later assumed the role as Chair from 2013- 2015. In the Fall of 2015, Dr. Patricia R. Kennedy, was appointed Interim Chair. In the Fall of 2017, Dr. Jacqueline V. Jackson, served as Proxy for Dr. Patricia R. Kennedy due to illness and later became the Interim Chair in Fall 2018. In Fall 2020, Dr. Gwendolyn Dawkins served in the capacity of acting chair. Each of the department leaders has devoted their efforts and works in advancing the growth of the department services, faculty, and student body.

The department prepares students for careers in the teaching and non-teaching fields at the undergraduate and graduate levels. A Bachelor of Science in Education in Health, Physical Education and Recreation with a concentration in Health (Teaching), and Physical Education (Teaching) as well as a concentration in Recreation Administration (Nonteaching) and Therapeutic Recreation (Nonteaching). At the graduate level the department provides a Masters of Science in Education with emphasis in Physical Education and a Master of Science of Sport Science with a emphasis in two areas Strength and Conditioning, and Sport Management.

In addition to the professional services provided, the department endeavors to provide students, faculty, staff and administrators with opportunities to promote their health, physical fitness and wellbeing. In

keeping with the university's mission of the Urban University, the department seeks to establish and assist in the operation of community- based programs that have as their purpose the promotion of health, physical fitness and the social wellbeing of its constituents. Finally, the Department of Health, Physical Education and Recreation recognizes that it has a fundamental obligation to promote and serve an effective role in the realization of the goals of the College of Education and Human Development and the mission of Jackson State University to produce technologically- advanced, diverse, ethical, global leaders who think critically, address societal problems and compete effectively.

The Department of Health and Physical Education is housed in the T. B. Ellis Complex on Dalton Street. The structure was built in 1969 and consists of 75,684 square feet of floor space. The main floor accommodates three gymnasium areas, men's and women's locker rooms, equipment rooms, a training room, faculty offices, a natatorium and physiology laboratory, sport science office and classroom. The T. B. Ellis Complex second level consists of two dance studios, classrooms, administrative and faculty offices, the faculty-student lounge, and conference room. The T. B. Ellis is the home of the JSU Women's Volleyball Team.

#### **Scope of the Program**

The Department of Health, Physical Education and Recreation is a multi-purpose department that provides a variety of activities and services for students, faculty, staff, administrators and the community. These services are rendered through a number of programs, both within and outside the department that extend from the most physical of activities to the most esthetic. The department offers a number of courses designed to meet the health and physical fitness needs of all students enrolled in the university. The department provides opportunities for the faculty, staff, administrators and students to fill their leisure time with healthy and fun activities.

The department offers a professional preparation curriculum that prepares teachers, coaches, trainers and other school personnel for professional service in their chosen field. In addition the department provides undergraduate and graduate programs designed to enhance the teaching abilities and the professional preparation of its majors. Individuals can also further their preparation in teaching, coaching, strength and conditioning, sports medicine and sports administration.

The department prepares non-teaching personnel in the areas of Recreation Administration and Therapeutic Recreation for an assortment of career opportunities. In addition to the services the department provides for our students, faculty, staff and administrators, the department seeks to establish and assist in the operation of community based programs that have as their purpose the promotion of health, physical fitness and social wellbeing of its constituents. Finally, the Department of Health, Physical, Education and Recreation recognizes that it has a fundamental obligation to promote and play an effective role in the realization of the goals of the College of Education and Human Development and the mission of Jackson State University.

#### **Admissions**

(Freshmen)

#### **How to Apply**

To apply for freshman admission an applicant must submit to the Office of Admissions:

- 1. APPLICATION: A completed application form (online at www.jsums.edu)
- 2. TRANSCRIPTS: Prospective students should request their high school to send to the Office of Admissions an official six- or seven-semester transcript, which lists all high school course work, the date of graduation, grade point average, and class rank.

**Unofficial transcripts are not accepted from students.** The following high school course units are required and must be listed on the transcript:

**High School Course Requirements (College Preparatory Curriculum)** 

SUBJECT:	CARNEGIE UNITS:	CONTENT AND REMARKS
English	4-	All must have substantial writing components
Mathematics	3-	Algebra I, Geometry, Algebra II or higher
Science	3-	Biology, Advance Biology, Chemistry, Advanced Chemistry, Physics, Physical Science
Social Studies	3-	Must include United States History, World History and American Government (½ unit) and Geography (½ unit)
Advanced Electives	2-	Choose from a foreign language, Geography, a math above Algebra II or a science from those listed above (1 unit must be a foreign language or Geography)
Computer Application	1/2-	Computer applications/programming course

3. TEST SCORES: Official ACT or SAT scores for all applicants finishing high school within the past five years are mailed to the Office of Admissions and Financial Aid directly from the ACT or SAT headquarters upon request (see addresses listed in this section).

#### Score reports brought by the applicant are not considered official.

American College Testing Program	College Entrance Examination Board
Box 268	P.O. Box 592
Iowa City, Iowa 52240	Princeton, New Jersey 08540
(310) 356-3711	(609) 921-9023

4. COMPLETE STUDENT HEALTH FORM: All students born after December 1957 must submit proof of immunization compliance for measles and rubella.

#### When to Apply

High school students are encouraged to apply for admission and financial aid in January of their senior year. The earlier applications are received, the earlier students will be notified of admission and financial aid decisions.

Any first time entering freshman student who meets the admission requirements and submits the necessary application for the fall semester by April 1<sup>st</sup> will receive early notification of acceptance to Jackson State University. The application deadline for regular admission for all students for the fall semester is August 1<sup>st</sup>.

Completed applications, test scores and transcripts should be received in the Office of Admissions and Financial Aid at least 20 days prior to the student's scheduled registration date.

#### **FRESHMAN ADMISSION REQUIREMENTS**

Regular admission will be granted to the following:

All students completing the College Preparatory Curriculum (CPC) with a minimum of a 3.20 high school GPA on the CPC.

All students completing the College Preparatory Curriculum (CPC) with (a) a minimum of a 2.50 high school GPA on the CPC or a class rank in the top 50%, and (b) a score of 16 or higher on the ACT (or the SAT equivalent).

All students completing the College Preparatory Curriculum (CPC) with (a) minimum of a 2.00 high school GPA on the CPC and (b) a score of 18 or higher on the ACT (or SAT equivalent).

Satisfy the NCAA standards for students who are "Full Qualifiers" under Division I guidelines. (NCAA Clearinghouse).

#### Students not meeting regular admission standards may still be eligible for admission.

If an applicant meets one of the above requirements except for the full CPC, he/she may be admitted with up to two curriculum deficiencies (but no more than one in any allowable area; and English and Mathematics are not allowed deficiencies).

If an applicant meets one of the above requirements except for the full CPC, he/she may be admitted with up to two curriculum deficiencies (but no more than one in any allowable area; and English and Mathematics are not allowed deficiencies).

Freshman applicants who do not meet the above listed standards will be required to participate in a screening process that will include the diagnostic test, ACCUPLACER. Depending on the level of readiness diagnosed through ACCUPLACER, an applicant may be admitted to the Summer or Fall semester. Those students will be encouraged to participate in the Academic Support Program.

#### **Summer Development Program**

Students who fail to successfully complete the screening program requirements may be given "Admission with Deficiencies" and enroll in the Summer Development Program. This is an intensive program that concentrates on those high school subject areas (Writing, Reading, and Mathematics) that are essential to success in first-year college courses.

Students who successfully complete this summer program will be allowed to continue their regular programs of study during the fall term with mandatory participation in the Academic Support Program. Developmental courses taken during the Summer Developmental Program are remedial and neither count toward a degree nor are computed in a student's grade point average.

Students who fail to complete the summer program are not eligible for enrollment in the regular academic year. These students will be counseled to explore other post-secondary opportunities.

#### **Academic Support Program**

This program is designed to assist students with their freshman courses. The Academic Support Program Staff will consist of special tutors in mathematics, science, reading, writing and counseling. The goal of this program is to provide individualized support.

### Department of Health, Physical Education and Recreation FACULTY AND STAFF

#### **Faculty**

**Dr. Gwendolyn S. Dawkins** CTRS/LRT-Acting Department Chair- Recreation and Therapeutic Recreation Programs Coordinator

**Dr. D. Clara Butler**- Assistant Professor- Coordinator of the Master of Science in Health and Physical Education

Ms. Michelle Houston-Instructor – Physical Education Coordinator

**Dr. Jacqueline Jackson**- Instructor – Health Education Coordinator/University Supervisor for Student Teachers

Dr. Picasso Nelson- Assistant Professor- Sports Science Program/ Online Program Coordinator

#### **STAFF**

Mrs. Darlene Wright - Administrative Assistant/Office Manager

Mr. John Charleston- Pool Manager

#### **Health Education Overview**

The Health Education Program (HEP) at Jackson State University is committed to offering programs of the highest quality. This is demonstrated through our adherence to professional standards, quality assessment instruments and practices and learning experiences that prepare graduates to successfully transition into the profession of teaching.

Health education as a professional field has expanded rapidly. The Health Education Program within the Department has been designed to prepare graduates for certification aligned with the state and national standards. The HEP at Jackson State University is concerned with motivating and enabling individuals and groups to assume responsibility for their health by learning and adopting behaviors and supporting social policies that promote and maintain health. The program offers courses in which students learn to analyze and understand influences that enhances and undermines health-promoting behaviors.

The HEP prepares graduates to assume positions of leadership and service as professional health educators. The program of study emphasizes the development of competencies in assessing individual and community needs for health education; planning effective health education programs; implementing health education programs; coordinating the provision of health education services; acting as a resource person in health education; communicating health and health educational needs, concerns and resources; evaluating the effectiveness of health education programs; and conducting research in health education.

Students are encouraged to become active in departmental, college and university functions that enrich the student's intellectual and professional growth. Students are expected to communicate with diverse individuals and groups who possess different personal, social and cultural histories. In addition, students are encouraged to develop a strong sense of commitment to the profession through active membership in national, regional and local professional organizations, participation in professional meetings, presenting papers at professional meetings or serving on professional committees. The Health Education Program strives to develop graduates who can meet the health education needs of students of today and tomorrow.

Jackson State University

Health, Physical Education and Recreation

Bachelor of Science in Education

Requirements for	r Health	Education	(Teaching)
T 1			

HIST	101	History of Civilization		3	 
HIST	102	History of Civilization		3	 
ENG	104	Composition & Literature	3		 
ENG	105	Composition & Literature		3	 
MATH 111		College Algebra		3	 
BIO	101	Introduction to Biology		2	 
BIOL	101	Introduction to Biology Lab		1	 
		or SCI (Option)			
EDCI	100C	Introduction to Education		3	 
HE	122	Foundation of Health Ed.	3		 
FR/SP	101	Intro. To French or Spanish	3	3	 
HE	113	First Aid	_	<u>3</u>	 
		(Total Hours: 35)	17	18	
Does student nee	ed 2.5 G.l ed to peti	Fail P.A. Yes No? tion any course(s) Yes No d in Education Yes No?			

Sophomore Ye	<u>ar</u>		<u>F</u>	<u>S</u>	Grade Change
ENG	205	World Literature		3	
MUS	205	Music Appreciation Or			
ART	206	Art Appreciation		3	
PSY	201	General Psychology		3	
HE	102	Concepts of Health for Teachers	3		
BIO	234	Anatomy & Physiology	3		
		(Cognate area)			
BIOL	234	Anatomy & Physiology	1		
SPCH	201	Speech Arts	3		
SS	201	Social Institutions or			
		SCI (option)	3		
HE	206	Org. & Adm. Of Sch. & Com.		3	
		Health			
CSC	115	Digital Computer Principles	_	<u>3</u>	
		(Total Hours: 28)	13	15	
	ENG MUS ART PSY HE BIO BIOL SPCH SS	MUS 205 ART 206 PSY 201 HE 102 BIO 234 BIOL 234 SPCH 201 SS 201 HE 206	ENG  205  World Literature  MUS  205  Music Appreciation Or  ART  206  Art Appreciation  PSY  201  General Psychology  HE  102  Concepts of Health for Teachers  BIO  234  Anatomy & Physiology  (Cognate area)  BIOL  234  Anatomy & Physiology  SPCH  201  Speech Arts  SS  201  Social Institutions or  SCI (option)  HE  206  Org. & Adm. Of Sch. & Com.  Health  CSC  115  Digital Computer Principles	ENG         205         World Literature           MUS         205         Music Appreciation Or           ART         206         Art Appreciation           PSY         201         General Psychology           HE         102         Concepts of Health for Teachers         3           BIO         234         Anatomy & Physiology         3           (Cognate area)         1         SPCH         201         Speech Arts         3           SS         201         Social Institutions or         3           SCI (option)         3           HE         206         Org. & Adm. Of Sch. & Com.           Health         CSC         115         Digital Computer Principles	ENG         205         World Literature         3           MUS         205         Music Appreciation Or           ART         206         Art Appreciation         3           PSY         201         General Psychology         3           HE         102         Concepts of Health for Teachers         3           BIO         234         Anatomy & Physiology         3           (Cognate area)         (Cognate area)         1           SPCH         201         Speech Arts         3           SS         201         Social Institutions or SCI (option)         3           HE         206         Org. & Adm. Of Sch. & Com. Health         3           CSC         115         Digital Computer Principles

Do you recommend this student to be admitted to Teacher Education? Yes \_\_\_\_\_ No \_\_\_\_ If no, please attach your reason why to this form. Apply for admission to Teacher Education, Student must TAKE and PASS PRAXIS I, Students must have a cum G.P.A. of 2.50 or above, must take the English Proficiency Exam.

Junior Year			<u>F</u>	<u>S</u>	Grade Change
HE	208	Epidemiology of Diseases		3	·
HE	333	Meth. & Pract. In Health in Health Ed.	3		
ETEC	367	Intro. To Assess. Meas. & Eval. 3			
COUN	315	Human Growth & Dev.	3		
SS	203	Hist. & Cul. Found. of Ed.		3	
SPED	311	Ed. for Excep. Children & Youth		3	
HE	498	Into. To Alcohol & Drug	3		
		(Cognate area)			
EDCI	401C	Res., Classroom Mgmt. & Clinical			
		Practice	3		
HE	399	Human Sexuality		3	
PE	319	Kinesiology (PE cognate area) or			
PE	360	Physiology of Mus. Act.		3	
PHIL	Option		<u>3</u>		
	_	(Total Hours: 33)	18	15	

Does student h	nave a 2.5	G.P.A.? Yes No Present G.P.A	Λ		
		peat a course(s)? Yes No			
		tition any course(s)? Yes No Level 3 Practicum? Yes No			
		ded in Teacher Education? Yes No			
Siloula studell	t de letain	led III Teacher Education? TesNo			
Senior Year			F	<u>s</u>	Grade Change
SS	301	Teachers and the Law	<u><b>F</b></u> 3	<u> </u>	Grade Change
EDCI	402	Clinical Internship Teaching	3	12	<del></del>
HE	404	Family Living Education	3	12	<del></del>
HE	401	Cons. Health & Safety Ed.	3		
RE	455	Diag. Reading Instr. In Sec.	3		
KL	433	School	3		<del></del>
HE	495		2		
HE	493	Problems & Issues in Health	3 15	12	
		Education	15	12	
		(Total Hours: 27)			
		(Total Hours: 123)			
Education cou PRAXIS before score is	rses are jure they can	nitted to teacher education can only completinior and senior level courses not offered in do student teaching. They must have a 2 at I have received academic advisement in	the P. E. I 50 cum. G	Departme .P.A. or l	ent. Student must pass all part of the nigher to graduate. The area PRAXIS  HPER and have concurred with the
requirements f	or receivi	ng indicated degree and other such require	ments that	are conta	ined in the program of study.
Signature (Stu	dent)	Sign	nature (Adv	visor)	_
the degree ide	ntified in t idy as wel	hat I have counseled and advised the program of study. I have further advise I as all other requirements of the HPER De	d that these	e courses	must be pursued in the sequence in the
Signa	nture (Stud	dent)	Signa	ture (Ad	visor)

# HEALTH Department of Health, Physical Education and Recreation

**HE 101 (3) Concepts of Health.** This course is designed to give students a basic knowledge in the areas of drugs, alcohol, sexually transmitted diseases, ecology, chronic diseases, nutrition and physical fitness enabling them to make wise decisions concerning their life and health. (F, S, Sum)

- **HE 102 (3) Concepts of Health for Teachers.** This course is designed to give prospective health teachers a comprehensive body of knowledge in the areas of mental and emotional health, alcohol and drugs, nutrition, physical fitness, infectious diseases, chronic diseases, STD's and AIDS. (F, S, Sum)
- **HE 113 (3) First Aid.** Designed to acquaint students with the skills needed to provide immediate aid to persons who suffer sudden injury or illness. This course also services as a preparatory course for certification as an instructor. (F, S, Sum)
- **HE 122 (3) Foundations of Health.** This course is designed to provide an understanding of the historical background, principles, philosophy and contemporary problems in the field of health. (S)
- **HE 206 (3) Organization and Administration of School and Community Health.** This course is designed to provide information on the organizational structures of the various community health and related agencies and the public school system. Emphasis is placed on the functions of each entity and how they coordinate activities with other agencies and the public schools. (F, S)
- **HE 208 (3) Epidemiology of Diseases.** This course is a survey of selected communicable and none communicable diseases of man. An in-depth study of pathogenic and non-pathogenic disease theories will be examined as well as sign symptoms of these selected conditions. (F, S)
- **HE 311 (3) First Aid, Prevention, and Care of Injuries**. This course provides for an integrated interpretation of the principles of anatomy, physiology and kinesiology as related to the prevention and care of injuries. (F, S)
- **HE 333 (3) Methods and Materials in Teaching Health.** This course provides for instruction in the significant aspects related to integration and coordination of health methods, materials and techniques of teaching health. (F, S)
- **HE 399,399H (Honors) (3) Human Sexuality.** This course provides the student with a basic orientation to the varied dimensions of sexuality. This orientation includes information on historical perspectives on sexual customs and behavior, methods in sex research, anatomy and physiology of the reproductive systems, reproduction, birth control, STDs, and emphasis on sexual responsibility. (F, S)
- **HE 401 (3) Consumer Health and Safety** (A-Elementary Schools, B-Secondary Schools). This course is designed to integrate the research of effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of fourteen competencies measured by the Mississippi Teacher Assessment Instrument. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines. The clinical practice will be a field based activity.
- HE 402 (12) Clinical Internship in Student Training (A-Elementary Schools, B-Secondary Schools). This course is a continuation of the practical learning experiences engaged in during the 401 course, but in off- campus school and community situations for two twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate ideas of with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

**HE 404 (2) Family and Living Education.** This course is designed to provide basic information in the physio-socio-cultural aspects of sex education and family living. Critical issues in sex will be vied including sex as it affects the Black American. (F)

**HE 495 (3) Problems and Issues in Health**. This course is an investigation of special health problems with emphasis on possible prevention of such problems. Directed individual study of selected problems in drug abuse, alcoholism, venereal disease, cancer, and heart disease will be conducted. (F)

#### HE 498 (3) Introduction to Alcohol and Drug Education.

This course provides an overview of the world of drugs-drug abuse, drug dependence, drug-using behavior, and examining the use, effects, and potential for abuse of the major psychoactive drugs. (F, Sum)

**Key Assessments** 

Health Education Program and the Unit Assessment System

Overview

The Jackson State University (JSU) College of Education and Human Development (CEHD), working with its professional community, has designed and enacted a unit assessment system that provides comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, and the functioning of unit operations. Guided by the Responsive Educator conceptual framework, the UAS is intended to produce data that is compiled, aggregated, summarized, and analyzed in order to improve candidate performance, program quality, and unit operation. Being a comprehensive and integrated set of internal and external assessment and evaluation measures, the UAS provides the means by which the unit can build upon candidate assessment data to evaluate programs and unit operations as the ongoing basis of regular and systematic improvement.

#### Relationship of Assessments to the Unit Assessment System

The primary assessments of the health education program (course, departmental, professional "key", and unit) are an integral part of the JSU CEHD unit assessment system. The purpose of these assessments is to evaluate and improve candidate learning in order to ultimately impact P12 student learning in a positive way. Additionally, the data reflecting candidate performance is used to improve programs, strengthen the unit, and provide accreditation-related evidence to NCATE.

In approximate sequential order, the primary assessments of the physical education program are as charted below:

**Health Education Primary Assessments** 

		1 Timary Assessments	- / 05.
Name of Assessment	When Administered	Description	Type (e.g. SPA,
	Danissis - Oneis - a constant		program, unit)
	Beginning Spring semester		Program/SPA
Health Education	of	Comprehensive Exam	
Departmental Exam	the Junior year		
	The GPA is calculated prior		SPA
Grade Point Average (GPA)	to the clinical experience	GPA's from required Health courses	
Praxis I: Pre-professional Skills	Admission to student Teaching	Candidates must achieve state required scores in the areas of Math (169), Reading (170), and Writing (172) to be admitted to teacher education	Unit
	During the HE 333 course;	Unit Plans and Lesson Plans preparation	SPA
Unit/Lesson Plans	clinical experiences	in courses and classroom settings	
Student Teaching	During the clinical		SPA
Assessment Instrument and health addendum	experience	Evaluation instrument	
	During the clinical		SPA
Impact on Student Learning	experience	Unit Plan Assessment	
	During the HE 495 course	Collaborative planning, implementing and	SPA
Health Fair	, and the second	evaluation of health programs	
	During the HE 208 course		
Epidemiological Research	3	Health issue research project	
Coordinated School Health	During the HE 206 course	Evaluation of a school Health Program	SPA
Evaluation	3	3	
Supervisor Disposition	Student teaching		Unit
Assessment			
Candidate Exit Survey	Prior to graduation		Unit
Graduate & Employer Survey	Post graduation		Unit

The CEHD has adopted four transition points that apply to all programs that have a clinical component. A "transition point" is marked by candidate movement forward to the next stage of the program. Some of the assessments listed above are used to determine the qualification of a candidate to be accepted into a

stage of the program. The transition points are: 1) Entry to Program, 2) Entry to Clinical Practice, 3) Exit from Clinical Practice, and 4) Exit from Program. The chart below shows transition point assessments by program stage.

**Assessments by Transition Points** 

Entry to Program	Entry to Clinical Practice	Exit from Clinical Practice	Exit from Program
Disposition Self Assessment			
Praxis I Scores			
	Departmental comprehensive		
	Exam		
			Candidate Exit Survey

#### **Physical Education Overview**

The Physical Education program is located in the Department of Health, Physical Education and Recreation, which is situated in the College of Education and Human Development of Jackson State University. It functions within an overall context most greatly influenced by the policies of the state of Mississippi. The state of Mississippi's Department of Education (MDE), through its Office of Educator Preparation, provides regulatory oversight of the K-12 educator preparation process. This office is housed

in the departmental bureau that is also responsible for teacher recruitment, certification, and professional discipline. The Educator Preparation office conducts annual program performance reviews, and facilitates five-year CAEP site visits that enforce the utilization of state curriculum frameworks, the application of state process and performance standards, and the infusion of national CAEP standards at both the unit and program levels. By mandate of the state licensure commission, all educator preparation units and programs in the state must maintain accredited status and be annually reviewed in accordance with CAPE standards as a further condition of state law and teacher certification requirements.

The Mississippi Curriculum Framework for Fitness through Physical Education provides educators with a "sequentially-planned program which is measurable" and results in students who meet the National Association for Sports and Physical Education (NASPE) standards of a physically educated person: participate regularly in physical activity; know the implications of and the health benefits derived from involvement of physical activities; value physical activity and its contributions to a healthy lifestyle; are physically fit; and learn skills and acquire knowledge necessary to perform a variety of physical activities. The competencies for this framework were taken directly from the NASPE content standards for physical education.

The physical education program serves to prepare teacher candidates to enter the professional arena and immediately make an impact on student learning.

# Jackson State University Health, Physical Education and Recreation Bachelor of Science in Education

**Requirements for Physical Education (Teaching)** 

Freshman Yea	<u>ar</u>		$\underline{\mathbf{F}}$	<u>S</u>	Grade Change
UNIV	100	Concepts of Success in College		2	

HICT	101	History of Civilination	2		
HIST	101	History of Civilization	3	2	<del></del>
HIST	102	History of Civilization	2	3	
ENG	104	Composition & Literature	3	2	
ENG	105	Composition & Literature		3	<del></del>
MATH	111	College Algebra	•	3	<del></del>
HE	102	Concepts of Health for Teachers	3		
PE	109	Beginning Swimming		1	
BIO	101	Introduction to Biology	2		
BIOL	101	Introduction of Biology Lab or	1		
		SCI (Option)			
FR/SP	101	Elementary French or Spanish	$\frac{3}{15}$	$\frac{3}{15}$	
		(Total Hours: 30)	15	15	
Take reading exam	? Yes	_ No			
		IIS exam? Pass Fail			
Does student have 2	2.5 G.P.A.	XIS exam? Pass Fail ? Yes No			
Does student need t	o petition	any course(s)? Yes No			
Sophomore Yo	<u>ear</u>		<u>F</u>	<u>S</u> 3	Grade Change
ENG	205	World Literature		3	
MUS	205	Music Appreciation or	3		
ART	206	Art Appreciation			
COUN	315	Human Development & Learning	3		
PE	231	Intermediate Swimming	1		
BIO	234	Anatomy & Physiology		3	
BIOL	234	Anatomy & Physiology		1	
EDCI	100	Introduction to Education	3		
CSC	115	Digital Computer Principles	-	3	<del></del>
PE	222	Introduction to Physical Education		3	<del></del> <del></del>
SPCH	201	Speech Art	3	J	<del></del>
SS	201	Social Institution or	3		<del></del>
SS (Option)	201	Social institution of	3		
55 (Option)		(Total Hours 29)	$\frac{3}{15}$	$\overline{14}$	
		(10tal 110til 8 29)	13	14	
1st competer mod	1- DD A V	IS exam? Pass Fail			
		IS exam? Pass Fail			
		PA? Yes No			
Does student nee	ed to rene	eat any course(s)? Yes No What	is his/her	PRAXIS	S L score?
Does student nee	ed to peti	tion any course(s) Yes No?	15 1115/1101	1 10 12 11	71 score
		inical II Practicum? Yes No (PE	E 222)		
		student be admitted to Teacher Education?		No	
If no, please atta	ch your i	reason to this form.			•
		eacher Education-Student must TAKE and	PASS Pra	xis I-Stu	dents must have a cum G.P.A. of 2.50 or
		ss the English Proficiency exam.			
	•	•			
Inniar Voor			E	C	Crada Changa

<u>Junior Year</u>				$\underline{\mathbf{F}}$	<u>S</u>	Grade Change
	PE	309	Elementary & Sec. Folk Ethnic			
			Rhy. & Dance	2		
	PE	320	Adapted Physical Education		3	
	PE	322	Motor Dev. & Mov. Education		3	
	PE	319	Kinesiology (cognate area)	3		
			(Pre-requisite BIO 234)			
	PE	350	Measurement, Evaluation & Stat.		3	

PE	360	Physiology of Mus.		3		
PE SPED	323 311	(Pre-requisite PE 319) Organ. & Adm. of Physical Ed. Ed. for Excep. Children & Youth		3 3		
<b>EDFL</b>		Historical & Cultural Found. of Ed.		3		
EDCI		Res. Classroom Mang. & Clin. Prac.			3	
ETEC	367C	Introd. to Assess. Meas. & Eval.			3	
Does str	ıdent hav ıdent hav	er, student must take PRAXIS II. Score e a 2.5 G.P.A.? Yes No Present G e to petition any course(s)? Yes No _	5.P.A			
		e retained in Teacher Education? Yes	_ No			
Senior PHIL				<u><b>F</b></u> 3	<u>S</u>	Grade Change
HE	Option 311	First Aid, Prev. & Care of Injuries		3	3	
SS	301	Law and Our Social Systems		3	3	
EDCI	402	Clinical Internship & Teaching		3	12	
PE	411	Methods & Practices in PE		3	12	<del></del>
PE	415	Individual & Team Sport		3		
PE	404	Family Living Education		3		
PE	455	Diagnostic Reading Instruction in				
		Sec. School		3		
		(Total Hours: 33)		3 18	<b>15</b>	
		(Total Hours: 124)				
Is this st	udent eligi	all exit examinations? Yes No ble to do Clinical Practice? Yes No eted Forms' I, II, III? Yes No				
courses a	re junior a	oot admitted to teacher education can only compland senior level courses not offered in the P.E. D. They must have a 2.50 cum G.P. A. or higher to	Department.	Students	must pass	all parts of the PRAXIS before they can de
		es that I have received academic advisement in ated degree and other such requirements that are				
	Signature	e (Student)	Signature	(Adviso	r)	<del></del>
the degr	ee identii	nifies that I have counseled and advised	advised that	at these o	courses r	nust be pursued in the sequence in the
	Signatur	re (Student)		Signatu	re (Advi	sor)

#### PHYSICAL EDUCATION Department of Health, Physical Education and Recreation

PE 300 (1) Apprenticeship in Physical Education and Sports
Prerequisite: PE 222. This is a field-based experience course designed to provide the junior level students with opportunities to observe and work under a master teacher. (F, S Sum)

#### PE 309 (1) Elementary and Secondary Folk and Ethnic and Rhythm Dance

This course gives instruction in dances of a specific people, including related cultural readings. Emphasis will be placed on dances of American and Afro-American people.

#### HE 311 (3) First Aid Prevention, and Care of Injuries

This course provides for an integrated interpretation of the principles of anatomy, physiology and kinesiology as related to the prevention and care of injuries. (F, S)

#### PE 319W (3) Kinesiology

Prerequisite: BIO 234 and BIOL 234. This course is a study of the mechanics of body movement including form and style sin athletic performance, and an analysis of muscle coordination in sports, gymnastics and ordinary activities of daily life.

#### PE 320 (3) Adapted Physical Education

This course is the study procedures and practices for programs that meet the needs of those students who have various disabling conditions.

#### PE 322 (2) Motor Development and Movement Education

Prerequisite: Anatomy and PE 319-Kinesiology. This course is designed to give students a broad and comprehensive view of the field of motor development and movement education. Students will study prenatal to neonatal development, early motor sequence, and competition and the pre-adolescent child.

#### PE 323 (3) Organization and Administration of Physical Education

This course is a study of the physical education and the athletic program including staffing, teaching load, time schedule, finance, public relations, school plant operation, legal implications, and maintenance.

#### PE 350 (2) Measurement, Evaluation, and Statistics in Physical Education

This course is the study of the theory and methods of test administration, evaluation and interpretation of measurement data. The development of basic competencies in use of descriptive statistics and correlation and the evaluation and grading in the physical education program are emphasized.

#### PE 360 (3) Physiology of Muscular Activity

Prerequisite: BIO 234, BIOL 234, and PE 319. This course is a study of the nature of body variation during and resulting from physical exertion. Laboratory experiences deal with physical work capacity, reaction time, cardiovascular stress, and anthropometric measures and evaluation.

## PE 401 (3) Research, Classroom Management, and Clinical Practice (A-Elementary Schools, B-Secondary Schools

This course is designed to integrate the research on effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of fourteen competencies measured by the Mississippi Teacher Assessment Instrument. Students will also be introduced to classroom management strategies for effective classroom discipline and teacher routines. The clinical practice will be a field-based activity.

#### SS 401 (3) Social Science in the Elementary School

Prerequisite: Junior standing and at least 15 hours of Social Sciences. Exposure to the methods of developing objectives, carrying out strategies and evaluating social studies teaching, learning and interactions are focuses of this course.

#### EDCI 401 A, B (3) Research, Classroom Management, and Clinical Practice

(A-Elementary Schools, B-Secondary Schools). This course is designed to integrate the research on effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of the fourteen competencies measured by the Mississippi Teacher Assessment Instrument. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines. The clinical practice will be a field-based activity.

PE 402 (12) Clinical Internship in Student Training (A-Elementary Schools, B-Secondary Schools This course is a continuation of the practical learning experience engaged in during the 401 course, but in off-campus school and community situations for twelve weeks where opportunity is given to the student teacher to test theories of teaching and teaching, to initiate ideas with children. With guidance or supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

#### HE 404 (2) Family Living Education

This course is designed to provide basic information in the physio-socio-cultural aspects of sex education and family living. Critical issues in sex will be vied including sex as it affects African Americans. (F)

#### PE 411 (3) Method and Practice in Physical Education

This course in leadership, practices, and teaching physical education activities with adaptations to different age groups. Teaching methods are discussed in the classroom and provision is made for practice in classroom situations. (F,S)

#### PE 415 (2) Individual and Team Sports

In this course emphasis is given to teaching students the progressive skills involved in a variety of individual, dual, and team sports. Selection of equipment, tournament planning as well as facilities are discussed. This course is also designed to give students the opportunity to participate and develop competencies in individual and team sports. It is further a purpose of this course that students learn teaching methodology in specific sports activities for temporary and secondary schools. (F)

#### RE 455 (3) Diagnostic Reading Instruction in the Secondary School

This course is designed to assist students in utilizing a diagnostic/prescriptive model in determining the unique needs of students' specific teaching strategies and techniques, approaches, and materials useful in acquiring and/or maintaining essential reading skills needed for concept attainment in content areas in the secondary school classroom.

#### **Physical Education Key Assessments**

"Physical Education Program and the Unit Assessment System"

#### Overview

The Jackson State University (JSU) College of Education and Human Development (CEHD), working with its professional community, has designed and enacted a unit assessment system (UAS) that provides

comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, and the functioning of unit operations. Guided by the Responsive Educator conceptual framework, the UAS is intended to produce data that is compiled, aggregated, summarized, and analyzed in order to improve candidate performance, program quality, and unit operation. Being a comprehensive and integrated set of internal and external assessment and evaluation measures, the UAS provides the means by which the unit can build upon candidate assessment data to evaluate programs and unit operations as the ongoing basis of regular and systematic improvement.

#### Relationship of Assessments to the Unit Assessment System

The primary assessments of the physical education program (course, departmental, professional "key", and unit) are an integral part of the JSU CEHD unit assessment system. The purpose of these assessments is to evaluate and improve candidate learning in order to ultimately impact P12 student learning in a positive way. Additionally, the data reflecting candidate performance is used to improve programs, strengthen the unit, and provide accreditation-related evidence to CAEP.

In approximate sequential order, the primary assessments of the physical education program are as charted below:

**Physical Education Primary Assessments** 

Name of Assessment	When Administered	Description	Type (e.g. SPA, program, unit)
Dispositions self assessment			Unit
Praxis I: Pre-professional Skills	Admission to student Teaching	Candidates must achieve state required scores in the areas of Math (169), Reading (170), and Writing (172) to be admitted to teacher education	Unit
State Licensure Exam	Admission to student teaching	Candidates must achieve state required scores of 138 on the Physical Education content knowledge exam and 152 on the Principles of Learning and Teaching (PLT) exam	SPA/Program/Unit
Comprehensive Examination	Prior to student teaching: completion of 80% of content courses	Content knowledge in physical education department	SPA/Program
Unit Plan	Required course: PE 411: Methods in Teach Physical Education	Demonstrates ability to plan instruction in physical education	SPA
Behavior Management Plan	PE 411: Methods in Teach Physical Education	Observation of Classroom Management & development of Behavior Management Plan; Required course	SPA
Student Teaching Internship	Student teaching	12 week teaching experience	Unit
Unit Student Teaching Assessment Physical Education Addendum	Student teaching	Addendum to the Unit Student Teaching Assessment is specific to physical education teacher candidates	SPA/Unit
Student Learning Module	Student teaching	Assessment measuring impact of candidate on student learning	SPA
Supervisor Disposition Assessment	Student teaching		Unit
Candidate Exit Survey	Prior to graduation		Unit
Graduate & Employer Survey	Post graduation		Unit

The CEHD has adopted four transition points that apply to all programs that have a clinical component. A "transition point" is marked by candidate movement forward to the next stage of the program. Some of the assessments listed above are used to determine the qualification of a candidate to be accepted into a

stage of the program. The transition points are: 1) Entry to Program, 2) Entry to Clinical Practice, 3) Exit from Clinical Practice, and 4) Exit from Program. The chart below shows transition point assessments by program stage.

**Assessments by Transition Points** 

Entry to Program	Entry to Clinical Practice	Exit from Clinical Practice	Exit from Program
Disposition Self Assessment			
Praxis I Scores			
	State Licensure Exam		
			Candidate Exit Survey

#### **Poor Candidate Performance**

#### Interventions for Poor Candidate Performance

Whether noted in day-to-day unit operations or in the process of candidate data analysis, the observation of the persistent failure of any candidate to meet performance expectations is immediate cause for notification of the candidate's advisor. The advisor is obliged to schedule an intervention conference at the earliest mutually agreeable time available, a conference intended to unearth the cause of the poor performance and to design a remediation plan that is signed by the candidate at the conclusion of the meeting and placed in his/her file. The candidate is then placed on "alert" status with a follow-up consultation scheduled at a later date in which further assessment information is available indicating the overall direction of the candidate's performance.

If the pattern of unacceptable performance persists, the departmental chair is notified and he/she initiates a remediation plan review that is scheduled with the candidate and possibly the advisor. At the discretion of the chair, modification of the remediation plan, along with terms for potential dismissal from the program can be discussed at this meeting and the report of this action is both forwarded to the associate dean and placed in the candidate's file. Further unacceptable performance may result in the candidate's dismissal from the program as initiated by the departmental chair and approved by the associate dean.

Application for admission into the Teacher Education Program can be found on the CEHD website under the TK20 line.

#### CANDIDATE FORMAL COMPLAINT PROCESS

University complaint process is open to all graduates and undergraduates students. The Grievance Policy for graduate students is sited in the Jackson State University Graduate Catalog 2020-2021. The Student

Academic Grievance Procedure for undergraduate students is sited in the Jackson State University Undergraduate Catalog.

The Complaint Process for the College of Education and Human Development is as follows:

- 1. A written complaint must be submitted by the candidate to the Associate Dean or a formal conference should be scheduled with the Associate Dean;
- 2. The Associate Dean will schedule a meeting with the candidate. A document must be prepared at the conclusion of the meeting indicating the remedy or the next step for resolution signed by both the Associate Dean and the candidate;
- 3. It is the responsibility of the Associate Dean to pursue the complaint for resolution and to formally contact the candidate via email, mail or documented conference.
- 4. If there is no resolution, the candidate may appeal to the Dean of the College of Education and human Development.
- 5. If resolution is not achieved at the level of the Dean, the complaint is automatically pursued through the University process.
- 6. The Associate Dean is designated to document, maintain and report the record of the complaint and resolution.

#### **Recreation Administration Program**

The faculty of the area Recreation Administration (RA) welcomes you as you begin exploring opportunities available in the recreation, parks, and leisure education. We are excited to assist you in your journey as you seek a career path in this very rewarding profession. The following information is intended

to assist you throughout your experiences in the department. Faculty members are committed to excellence and have high expectations for all students. This handbook will explain those expectations, department policies, and provide general information. Please familiarize yourself with its content. At any time, if you have questions not answered or addressed in this handbook PLEASE ASKS! "Choosing to study recreation administration is one of the best decisions you will make in your life.

Recreation careers enable students to have a positive impact in their communities, environment, work, and the lives of others. The Department of Health Physical Education and Recreation offers an undergraduate concentration in Recreation Administration for individuals committed to the recreation, parks, and leisure profession. As faculty members, we believe self-determined, full engagement in leisure provides a valuable foundation for a high quality of life for all people.

The recreation and leisure profession comprises the second largest industry in the United States. Our graduates are leaders in a wide variety of recreation settings including: city and county agencies; state and federal parks; youth agencies; non-profit agencies; camps; detention centers; resorts; membership clubs; travel and tourism; hotel guest services; employee services; armed forces recreation; convention and visitor bureaus; stadiums and arenas; outdoor adventure programs; special event companies; and sports club. It is our mission to prepare students in the breadth and depth of the leisure service industry and profession. Students graduating from our department will be able to implement recreation programs and manage facilities serving diverse populations.

The faculty is committed to providing a high quality professional preparation program in recreation, parks and leisure. Students develop specific competencies in the areas of marketing, program planning, supervision, and facility management, plus, depending upon their emphasis, either business administration, outdoor recreation management, or community and youth services. At the completion of the program, students complete a 9-hour, full-time internship with an approved agency under the guidance of the university supervisor and agency supervisor.

Jackson State University
Health, Physical Education, and Recreation
Bachelor of Science

Requirements for Recreation Administration Freshman Year

			$\mathbf{F}$	$\mathbf{S}$	Grade
GUID	100	Concepts for Success in College	2		
HIST	101	History of Civilization	3		
HIST	102	History of Civilization		3	
ENG	104	Composition & Literature	3		
ENG	105	Composition & Literature		3	
BIO	101	Introduction to Biology	2		
BIOL	101	Introduction to Biology Lab	1		
MATH	111	College Algebra		3	
REC	104	Introduction to Recreation	3		
HE	101	Concepts of Health		3	
MUS	205	Music Appreciation		3	
MFL	101	Foreign Language	3		
MFL	102	Foreign Language	_	<u>3</u>	
			<b>17</b>	18	
		(Total Hours: 35)			
Sophomo	re Year				
PSY	201	General Psychology	3		
SPCH	201	Speech Arts		3	
SCI	201	Physical Science	2		
SCIL	201	Physical Science Lab	1		
ENG	205	World Literature	3		
REC	205	Cultural & Recreation Program Planning	3		
ENG	206	English Opt (213, 218, 233)		3	
ART	206	Art Appreciation		3	
REC	218	History and Philosophy of REC	3		
PE	231	Intermediate Swimming		1	
BIO	234	Anatomy and Physiology	3		
BIOL	234	Anatomy and Physiology Lab	1		
TREC	225	Practicum in Therapeutic Recreation	1		
SS	201	Introduction to Social Institutions	_	<u>3</u>	
			<b>17</b>	16	

(Total Hours: 33)
Undergraduate English Proficiency Examination (UEPE) must be taken after the sophomore year. Students not passing the exam will be placed in ENG 399

Junior Y	<b>'ear</b>				
			$\mathbf{F}$	$\mathbf{S}$	Grade
PSY	216	Abnormal Psychology	3		
PHIL	301	Introduction to Philosophy		3	
REC	305	Facility Design and Maintenance		3	
REC	307	Recreation Leadership	3		
PE	309	Elem., Sec., Eth., & Folk Dance	1		
COUN	315	Human Growth and Development		3	
TREC	313	Implications of Dis. Conditions in TR		3	
PE	319	Kinesiology	3		
REC	325	Practicum in Recreation Administration		1	
REC	329	Program Design and Evaluation in REC		3	
REC	350	Introduction to Leisure Education	<u>3</u>	_	
			13	16	
		(Total Hours: 29)			
Senior Y	'ear				
570	40.7				
REC	405	Outdoor Recreation Programming	3		
REC	415	Current Issues and Trends in TR	3		
REC	418	Principles, Practices and Proc. in TR	3		
REC	421	Management in Therapeutic Recreation	3		
REC	423	Research and Evaluation in Rec	3		
REC	424	Seminar in Recreation Administration		3	
REC	425	*Internship in Recreation Administration	_	<u>9</u>	
			<b>15</b>	12	
		(Total Hours: 124)			

(Total Hours: 124)

My signature verifies that I have received academic advisement in the Department of Health, Physical Education and Recreation and have concurred with the requirements for receiving the indicated degree and other such requirements that are contained in the program of study.

My signature verifies that I have received academic advisement in the Department of Health, Physical Education and Recreation and have concurred with the requirements for receiving the indicated degree and other such requirements that are contained in the program of study.

Signature (Student)	Signature (Faculty)

<sup>\*</sup>All courses must be completed prior to enrolling in REC 425.

# RECREATION ADMINISTATION Department of Health, Physical Education and Recreation

- **REC 104 (3) Introduction to Recreation.** This course presents an orientation to the field of organized recreation in terms of its history, philosophy, and development, and the contribution of organized recreation to the leisure and play movement, to the school and community. (F)
- **REC 205 (3) Cultural and Recreation Program Planning.** The course is designed to provide students a variety of experiences in the development of cultural and recreational opportunities and events for a multicultural society. (F)
- **REC 218 (3) History and Philosophy of Recreation.** This course provides a thorough investigation of the philosophical basis for recreation, history, events, landmark legislation and the formation of the4 profession. (S)
- **REC 225** (1) **Practicum in Recreation Administration.** Recreation administration experiences will be obtained for students during the fall semester at local recreation administration agencies institutions. Students will have opportunities to gain experience as an observer in program planning principles and procedures. (F)
- **REC 305 (3) Facilities, Design and Maintenance.** This course provides various learning experiences in facility, equipment, and areas designed uniquely for recreation. Consideration will be given to new trends in building and park designs. Equipment purchase and development will also be discussed. (S)
- **REC** (3) **Recreation Leadership.** The content of the course is designed to teach various methods and techniques utilized in developing competent recreation leaders. Students will have experiences in conducting recreational programs for all ages. (F)
- **REC 308 (3) Camp Counseling and Programming.** The course is designed to offer experiences in organized camping techniques; induvial and group counseling skills as well as programming procedures which include out-door cookery, camp, crafts, dramatics, nature study, and other camping activities. (S)
- **REC 317 (3) Urban and Community Recreation.** This course is a study of the various aspects, problems and practices of recreational agencies in urban areas. Students will be afforded experiences in the organization of street groups, family projects, commercial groups, and neighborhood schools. (S)
- **REC 325 (1) Practicum in Recreation Administration.** Experiences in recreation administration will be obtained by students at local recreation administration agencies that have viable programs. Students will gain experiences in initiating leadership and programming techniques. (S)
- **REC 350 (3) Introduction to Leisure Education.** Introduces students to the concept of leisure, fundamental, and critical trends, and future perspectives vital for growth and development of leisure attitudes. (F)

- **REC 404 (3) Recreation Program Design.** This course entails a study of various aspects, problems, and practices of agencies governmental, and private programs and their planning with particular emphasis on playground, community and teen center plans and procedures. (S)
- **REC 405 (2) Outdoor Recreation Programming.** Emphasis of this course is placed on the philosophy, scope, and trends in outdoor recreation. It includes planning, administering, programming, and evaluating various outdoor recreation programs. (S)
- **REC 406 (3) Legal Issues in Recreation.** This course provides a legal structure by which students can best learn liability, legal and risk management principles, and understand and develop professional ethics. (S)
- **REC 415 (3) Current Issues and Trends in Recreation.** This course focuses on critical issues and trends surrounding the professional practice of recreation, leisure, play and recreation administration and the challenges for future growth and development. This course will also focus on leisure style development, resource allocation and decision marking for a constantly changing society. (F)
- **REC 418 (3) Principles, Practices, and Procedures in Recreation.** This course provides an overview of service delivery, practice, guidelines, theories, facilitation techniques and evaluation of the recreation and leisure process. (Sum)
- **REC 421 (3) Management in Recreation.** This course is a study of principles, methods, techniques, organizational patterns, personnel, public relations and administrative problems involved in the management of recreation, leisure and park programs. This course of study includes finance and budget, the art of human relations, communication, problem solving skills and techniques. (F)
- **REC 423 (3) Research and Evaluation in Recreation.** Emphasis is placed on the principal and techniques of research and evaluation in therapeutic recreation to the organization, administration, and objectives of viable therapeutic recreation programs. (S)
- **REC 424 (3) Seminar in Recreation Administration.** This course will emphasize review of current recreation administrative literature; completing abstracts, budget planning, community relations and annotated bibliographies; role paling, situation resolution and site visits. Students will be expected to take a major leadership role in the course. (F, S)
- **REC 425 (9) Recreation Internship.** Emphasis is placed on supervised leadership assignments in public or private agencies with emphasis on a variety of recreation leadership experiences common to such organization programs. Students will have the responsibility of planning, implementing and evaluating a special program during internship. (F, S)

#### **Therapeutic Recreation Program**

The Therapeutic Recreation (TR) program in the Department of Health, Physical Education and Recreation is designed with the intent that students will meet the eligibility requirements to sit for the national certification examination administered by the national Council for Therapeutic Recreation Certification (NCTRC) <a href="http://nctrc.org/">http://nctrc.org/</a>.

The program prepares students for current practice in a variety of health, and human service settings. The emphasis is on therapeutic recreation as a means to restore, remediate and/or rehabilitate individuals with a diversity of disorders/disabilities. The program integrates coursework, practical experiences, service-learning experiences and professional activities as a foundation for the development of competent professionals.

Therapeutic recreation specialists assist persons with disabilities or illnesses to improve their functioning and quality of life. This is achieved through the development of a meaningful leisure lifestyle. Comprehensive therapeutic recreation services include an approach based on the needs, interests, abilities, and strengths of clients. Services are offered on a continuum of care, which includes treatment (which incorporates recreation activities to improve functional abilities and assist in diagnosis), leisure education (which focuses on the acquisition of recreation skills that help attain an independent lifestyle), and recreation participation (which uses recreation activities to enhance health and overall quality of life).

Students learn to develop and implement therapeutic programs using recreational activities such as exercise, sports, horticulture, arts and crafts, games, music, reminiscence, relaxation, and stress management. These goal-directed programs help individuals and groups with disabling conditions to learn, adapt and grow through leisure participation.

Throughout your coursework, there will be numerous opportunities for students to engage in hands-on practicum experiences. There are two 60-hour practicum and a 14-week internship at the end of the academic program during the fall and spring semesters.

#### The intern experience will include:

- Hands-on experience with specialized, inclusive, and adapted recreation programs
- Exposure to a wide range of physical, emotional mental and intellectual disabilities
- Exposure to the therapeutic recreation process
- Exposure to various recreation administration duties (e.g., outreach, fundraising, budgeting, marketing, etc)
- Training opportunities with youth, adult, and seniors.

#### **Jackson State University** Health, Physical Education, and Recreation **Bachelor of Science**

 $\mathbf{F}$ 

 $\mathbf{S}$ 

Grade

#### **Requirements for Therapeutic Recreation** Freshman Year

			1	S	Grauc
GUID	100	Concepts for Success in College	2		
HIST	101	History of Civilization	3		
HIST	102	History of Civilization		3	
<b>ENG</b>	104	Composition & Literature	3		
ENG	105	Composition & Literature		3	
BIO	101	Introduction to Biology	2		
BIOL	101	Introduction to Biology Lab	1		
MATH	111	College Algebra		3	
TREC	104	Introduction to Therapeutic Recreation	3		
HE	101	Concepts of Health		3	
MUS	205	Music Appreciation		3	
MFL	101	Foreign Language	3		
MFL	102	Foreign Language	_	<u>3</u>	
			<b>17</b>	18	
		(Total Hours: 35)			
Sophomo	re Year				
F					
PSY	201	General Psychology	3		
SPCH	201	Speech Arts		3	
SCI	201	Physical Science	2		
SCIL	201	Physical Science Lab	1		
ENG	205	World Literature	3		
REC	205	Cultural & Recreation Program Planning	3		
ENG	206	English Opt (213, 218, 233)		3	
ART	206	Art Appreciation		3	
TREC	218	History and Philosophy of TR	3		
PE	231	Intermediate Swimming		1	
BIO	234	Anatomy and Physiology	3		
BIOL	234	Anatomy and Physiology Lab	1		
TREC	225	Practicum in Therapeutic Recreation	1		
SS	201	Introduction to Social Institutions	_	<u>3</u>	
			17	16	

(Total Hours: 33)

Undergraduate English Proficiency Examination (UEPE) must be taken after the sophomore year. Students not passing the exam will be placed in ENG 399

Junior Y	ear				
			$\mathbf{F}$	$\mathbf{S}$	Grade
PSY	216	Abnormal Psychology	3		
PHIL	301	Introduction to Philosophy		3	
REC	305	Facility Design and Maintenance		3	
REC	307	Recreation Leadership	3		
PE	309	Elem., Sec., Eth., & Folk Dance	1		
COUN	315	Human Growth and Development		3	
TREC	313	Implications of Disabling Conditions in	TR	3	
PE	319	Kinesiology	3		
TREC	325	Practicum in Therapeutic Recreation		1	
TREC	329	Program Design and Evaluation in TR		3	
REC	350	Introduction to Leisure Education	<u>3</u>	_	
			13	16	
		(Total Hours: 29)			
Senior Y	ear				
REC	405	Outdoon Doonostion Duo cuommino	2		
TREC	405	Outdoor Recreation Programming Current Issues and Trends in TR	3		
_	415		3		
TREC	418	Principles, Practices and Proc. in TR			
TREC	421	Management in Therapeutic Recreation	3		
TREC	423	Research and Evaluation in TR	3		
TREC	424	Seminar in Therapeutic Recreation		3	
TREC	425	*Internship in Therapeutic Recreation		9	
			15	12	
		(Total Hours: 124)			

(Total Hours: 124)

My signature verifies that I have received academic advisement in the Department of Health, Physical Education and Recreation and have concurred with the requirements for receiving the indicated degree and other such requirements that are contained in the program of study.

My signature verifies that I have received academic advisement in the Department of Health, Physical Education and Recreation and have concurred with the requirements for receiving the indicated degree and other such requirements that are contained in the program of study.

Signature (Student)	Signature (Faculty)

<sup>\*</sup>All courses must be completed prior to enrolling in TREC 425.

#### **Course Description**

# THERAPEUTIC RECREATION Department of Health, Physical Education and Recreation

- **TREC 104 (3) Introduction to Therapeutic Recreation.** This course provides orientation to the field of therapeutic recreation in terms of its history, philosophy, development, practice procedures and the contribution of therapeutic recreation to the school, community, and client. (F)
- TREC 218 (3) History and Philosophy of Therapeutic Recreation. This course provides a thorough investigation of the philosophical basis for therapeutic recreation, history, events, landmark legislation and the formation of the profession. (S)
- **TREC 225 (1) Practicum in Therapeutic Recreation.** Learning experiences will be provided for students during fall and summer at local therapeutic recreation agencies. Students will have opportunities to gain experience as an observer in programming procedures. (F)
- TREC 313 (3) Implication of Disabling Conditions in Therapeutic Recreation. This course is designed to provide students with knowledge, and skills in planning and developing opportunities and for persons with various disabilities and the implications related to service delivery. (S)
- **TREC 325 (1) Practicum in Therapeutic Recreation.** Experiences will be obtained by students at local agencies institutions that have viable therapeutic recreation programs. Students will gain experiences in initiating leadership and programming techniques and procedures. (S)
- **TREC 329 (3) Programs Design and Evaluation in Therapeutic Recreation.** This course presents a study of the various therapeutic recreation programs and problems encountered in recreation program planning for the special population. (S)
- **TREC 415 (3) Current Issues and Trends in Therapeutic Recreation**. This course focuses on critical issues and trends surrounding the professional practice of therapeutic recreation and the challenges for future growth. (F)
- TREC 418 (3) Principles, Practices, and Procedures in Therapeutic Recreation. This course provides an overview of service delivery, practice, guidelines, theories, facilitation techniques and evaluation of the therapeutic recreation programs. (Sum)
- **TREC 421 (3) Management in Therapeutic Recreation.** This course is a study of the principals, methods, techniques, organizational patterns, personnel, public relations, and administrative problems involved in the management of therapeutic recreation programs. (F)
- **TREC 423 (3) Recreation and Evaluation in Therapeutic Recreation.** Emphasis of the course on the principals and techniques of research and evaluation in therapeutic recreation to the organization, administrators, and objectives of viable therapeutic recreation programs. (Sum)

**TREC 424 (3) Seminar in Therapeutic Recreation.** This course is designed to provide students with current information that pertains to issues, practices and procedures in therapeutic recreation. Emphasis will be placed on reviewing the literature, doing case studies, and abstracts. (F, S)

**TREC 425 (9) Therapeutic Recreation Internship.** Emphasis is placed on supervised leadership assignments in public or private agencies institutions with emphasis on a variety of therapeutic recreation leadership experiences common to such organizational programs. Students will have the responsibility of planning, implementing, and evaluating a special senior program during internship. (F, S)

# **Masters of Health and Physical Education**

# **Course Descriptions**

#### **HEALTH**

**HE 500 Drug Abuse Education.** (3 Hours) A comprehensive study of the history of drug and alcohol abuse, drug addiction and drug therapy. The course covers the economic and social impact of drug abuse on the country and the world. Consultants from various fields such as medicine, law enforcement, social agencies and education are utilized in an attempt to relate to participants all facets of the drug problem including possible solutions. The course is open primarily to graduate students, in-service teachers, counselors, guidance directors, and school and other institutional administrators.

**HE 501 Foundations of Health Education** (3 Hours) This course is designed to be used as an introduction to students in health education. This course outlines the historical development of health education as a profession and examines critical issues facing health educators today. The philosophy of health education and health promotion serve as a common cornerstone to subsequent coursework. Competencies of health educators will be examined. This course explores the foundation of health education in school, community, clinic and worksite settings.

**HE 503 Organization and Administration of School and Community Health.** (3 Hours) This course explores the school health education community health programs with emphasis on organization and administration of school, public health, voluntary, and private health programs.

**HE 550 Research in Health** (3 Hours) This course deals with the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data related to the field of health. Students will also study the scholarly application of the scientific method to the solving of health problems.

**HE 600 Public and Community Health** (3 Hours) This course is designed to communicate an understanding in the area of public and community. It traces the beginning of public health and community health and studies the relationship between public and community health.

#### PHYSICAL EDUCATION

**PE 505 Practicum in Lifetime Sport.** (3 Hours) Designed to study lifetime sports such as tennis, archery golf, swimming, badminton, and many others in which one may participate throughout life.

**PE 509 Principles and Problems of Coaching.** (3 Hours) This course is designed to deal with the recognition, discussion, and systematic analysis of controversial issues and problems in coaching and athletics. Topics studied are: psychological sociological implications of athletics, crowd control, of coaches, women and athletics, financial crisis in athletics, personality traits and anatomical structure of athletes, interscholastic athletic competition below high school level, recruitment of minority athletes and financial aid.

**PE 510 Theory and Practice of Coaching Basketball.** (2 Hours) Designed to give the student experiences in dealing with the basketball program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the basketball program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to the basketball program such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies.

- **PE 511 Theory and Practice of Coaching Football.** (2 Hours) Designed to give the student experiences in dealing with the football program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the football program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to football programs such as recruiting, theories of the game, organized practice, sideline coaching, and the rules and regulations of various governing bodies.
- **PE 512 Theory and Practice of Coaching Baseball.**(2 Hours) Designed to give the student experiences in dealing with the baseball program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical,physiological, and kinesiological laws to the baseball program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to the baseball program such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies.
- **PE 513 Theory and Practice of Coaching Track and Field**. (2 Hours) Designed to give the student experiences in dealing with the track program from a scientific point of view. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the track program. The student will explore the psychology of coaching track as well as review some of the problems that are specifically related to the track program such as recruiting, organizing practice and the rules of governing bodies.
- **PE 540 Organization and Administration of Physical Education In Two and Four Year Colleges.** (3 Hours) Study of the organizational structure of physical education in two and four year colleges. The course will cover theory, professional preparation and practices and administration. The course will show how administrative theories are developed. It will dwell on the broad process of administration that might be designed as decision making, communicating, activating, planning and evaluating.
- **PE 543 Organization and Administration of Sport.** (3 Hours) A study of the various organizations and administration patterns of athletics in schools, colleges, universities, and professional athletics.
- **PE 550 Research in Physical Education.** (3 Hours) Study and application of research techniques to selected problems in health, physical education, and recreation.
- **PE 552 Biomechanics.** (3 Hours) In-depth study of the application of mechanical principles to athletic performance. The study will make application of laws of balance, motion, force, work and energy, to track and field, baseball, football, swimming, diving, gymnastics, basketball, golf, and tennis.
- **PE 553 Advanced Exercise Physiology.** (3 Hours) Prerequisite: Human Physiology and/or Introductory. Course in Exercise Physiology. Lectures, discussions and experiments dealing with the structure, function and metabolism of skeletal and cardiac muscles. Emphasis on correlating muscle function with metabolic events. The biochemical basis of adaptation of muscle function is considered.
- **PE 560 Sociology of Sport.** (3 Hours) The course will include the study of processes and patterns of individual and group interaction, the forms of organization of social groups the relationships among them, and group influences on individual behavior within a sport context will be discussed.
- **PE 587 Independent Study.** (1 Hour) Implementation of individual student research project under the guidance of an advisor.
- **PE 589 Independent Study.** (2 Hours) Opportunity for students to undertake independent study and research under the direction of a faculty member. The student will submit a written report and may be asked to stand a comprehensive examination of his work.

**PE 590 Thesis Writing and Research In Physical Education.** (1-6 Hours) An independent investigative work in physical education. The candidate chooses a problem, but approval by his chairman is required. Credit is granted only after thesis is completed and approved by the department.

# Jackson State University Health, Physical Education and Recreation M.S. ED.

Core	Courses		Credit	Grades	Change
*EDE	FL 568	Curriculum Methods	3		-
*EDI	L 515	Educational Research	3		
*EDI	L 514	Elementary Statistics	3		
		Total	9 hours		
		t had the GRE? Yes No			
Has t	he studen	t had the Graduate English Comp.?	Yes No	and the second	
_					
		n the Field of Health, Physical Educa		D <sub>i</sub>	
Has t	he studen	t completed Form I? YesNo			
Has u	ne studeni	t completed cited deficiency? Yes	No		
rias ti	ne studeni	t completed Form II? Yes No			
	2		Credit	Grades	Change
*PE	522	MTR. Learn. & Hum. Perf.	3		-
*PE	540	Org. & Adm. of Phy.	3		
		Ed. In 2 & 4 Year Colleges	-		
*PE	550	Research Seminar	3		
*PE					
-		Biomechanics	3		
*PE	553	Adv. Phys. of Mus. Act.	_3		
		Total	15		
	tudent 's G				
		t completed Graduate Clinical Practi			
Has tl	he studeni	completed Form III7 Yes No _	_		
Recor	nmended	Electives (12 hours)	Credit	Grades	Change
HE	500	Introd. To Drug & Alc.	3	AND MAKES	-mmë-
HE	501	Found of Health Ed.	3		
HE	502	Methods & Mater in Hea. Ed.	3		
ĤΕ	503	Org. & Adm. of School	3		
HE	550	Research in Health Ed.	3		
HE	600	Public and Comm. Health	3		
PE	50.5	Lifetime of Sports	3		
PΕ	509	Prin. & Prob. of Coaching	3		
PΕ	510	Theo & Prac. Coach Bask.	2		
PΈ	511	Theo. & Prac. Coach Football	2	,	
PΕ	512	Theo & Prac. Coach Baseball	2		
PΕ	513	Theo. & Prac. Coa. Trac & Field	2		
REC	545	Recreation & Park Adm.	3		
PΈ	524	Perceptual Motor Seminar 3			700
PΕ	530	Dance History & Philosophy	3		
PΕ	532	Seminar in Dance Production	3		
PΕ	543	Sports Administration	3		
E	560	Sociology of Sports	3		
PΕ	587	Independent Study	I		
Æ.	589	Independent Study	2 .		
SP:	590	Thesis Writing			

# Masters Degree in Sport Science (Concentration in Sport Management and Strengthening and Conditions)

#### Mission

The Sport Science Program's mission is to provide essential learning experiences that are directly linked to Jackson State University's mission which is to produce technologically advanced, diverse, ethical, global leaders who think critically, address societal problems, and compete effectively.

#### **Purpose**

The Sport Science Program (SSP) at Jackson State University (JSU) is designed to provide each graduate with the knowledge, skills and attitudes to engage in the industry in two areas: (1) sport management and (2) strength and conditioning in a variety of settings. Program goals and objectives are guided by, but not limited to, the criteria and guidelines set forth in the Standards for an Accredited Educational Program by the North American Society for Sport Management (NASSM) and the National Strength and Conditioning Association (NSCA).

#### **Organization**

The Sport Science Program (SSP) at Jackson State University (JSU) is housed in the Department of Health, Physical Education and Recreation (HPER). The SSP supports the mission of the HPER Department and JSU's mission where the engagement, "produces technologically-advanced, diverse, ethical, global leaders who think critically, address societal problems and compete effectively". The Dean in the College of Education and Human Development serves at the top of the organizational structure for HPER. The Chair in HPER provides leadership in the department and reports to the Dean. The Sport Science Director guides the program as designed, reports to the HPER Chair and carries out the responsibilities as specified in the Department's policies related to all graduate level program directors. Faculty members are major stakeholders in the SSP structure. Faculty participation in decision making through shared governance is critical and required.

# **Masters in Sport Science**

# **Course Descriptions**

- **SC 501 Strength & Conditioning** (3 hours) This course will enable the student to develop knowledge and expertise in the areas of strength training, cardiovascular endurance, flexibility, reaction time, speed, and agility in traditional and non-traditional sports. Emphasis will be placed on implementation and measurement of the above programs in conjunction with athletic development.
- SC 501-L Strength & Conditioning Lab (1 hour) This lab will enable the student to develop practical knowledge and expertise in the areas of strength training, cardiovascular endurance, flexibility, reaction time, speed, and agility in traditional and nontraditional sports. Emphasis will be placed on hands-on and measurement of the above areas in conjunction with athletic development.
- SC 545 Sport Psychology and Sociology (3 hours) This course provides a comprehensive analysis of the field of social psychology and the theories that apply to the world of sport and physical activity. This course will focus upon and provide an overview of the major social factors and theories that affect those involved in sport. In-depth discussion of the interactions between the athlete, team, coach and spectators will occur.
- SC 550 Internship (3/6 hours) The internship is the capstone experience for the Graduate Sport Science student. The internship allows the student to work and learn outside of the classroom at an approved site selected by the student. This internship is designed to be a mutually beneficial experience and provide a practical, experiential learning environment for competent, energetic students. The student is required to complete a total of 250 hours (per 3 hour credit) working at an approved internship site.
- SC 600 Thesis (3/6 hrs) Students select a topic for original research; conducts and writes their research during the course of the class.
- **SPM 510 Sport Marketing.** (3 hours) This course addresses the principles of sport marketing which include the areas of marketing, promotion, and fundraising within the context of interscholastic, intercollegiate, amateur, and professional sports. The course will include an overview of the past and present sport business industry and market; sport marketing theory and systems; the content, pricing, distribution, and promotional techniques of the sport product; media relations; endorsements and sponsorships; and licensing.
- **SPM 512 Facility Design and Maintenance.** (3 hours) This course will provide the student with the practices and principles of planning, designing, constructing and developing sport facilities, including swimming pools, recreation centers, gymnasiums, fitness centers, golf courses, stadiums, ice skating rinks, skateboard parks, ball-fields and much more. Significant emphasis is placed upon wise land-use practices, current planning, design, construction and development techniques and standards, and, efficient, effective and practical recreation facility planning, design, construction and development.
- **SPM 515 Governing Bodies & The Law.** (3 hours) This course is designed to provide the graduate student with information concerning the history, basic structure and governing principles of various sport agencies. The course will include, but is not limited to an examination of case law (collective bargaining, contracts, etc.), the National Collegiate Athletic Association, the National Association of Intercollegiate Athletics, and professional sports leagues in the United States and Europe.
- **SPM 530 Sport Finance.** (3 hours) This course is an examination of the principles of economics, budgeting, and finance as it applies to the sport industry.
- **SPM 543 Sport Administration** (3 hours) A comprehensive study of the various organizations and administrative patterns of athletics in schools, colleges, universities and other professional sport organizations. This course provides an introduction to the study of administrative considerations of various sport programs, including aims,

policies, principles, staffing, scheduling, finance, facilities and equipment, maintenance, legal considerations, risk management, publicity and program evaluation within the realm of sport management and administration.

**SPM 560 Ethics of Sport.** (3 hours) This course is designed to provide the graduate student with information concerning ethical theories and issues relating to sport and physical activity.

**SPM 590 Sport Internship** (3/6 hours) The internship is the capstone experience for the Graduate Sport Science student. The internship allows the student to work and learn outside of the classroom at an approved site selected by the student. This internship is designed to be a mutually beneficial experience and provide a practical, experiential learning environment for competent, energetic students. The student is required to complete a total of 250 hours (per 3 hour credit) working at an approved internship site.

**SPM 600 Thesis** (3/6 hours) Students select a topic for original research; conducts and writes their research during the course of the class.

# Jackson State University Health, Physical Education and Recreation M.S. of Sport Science Emphasis: Sport Management

	2 5	Gove Ethic Sport Resea	ty Design & Maintenance rning Bodies & the Law s of Sport Psychology & Sociology arch Methods Hours		Credit 3 3 3 3 3 15	Grade Change	
Courses in Sport Management Emphasis							
ECO MNGT SPM SPM SPM	511/5 516 510 530 543	12	Economics Business Statistics Sport Marketing Sport Finance Sport Administration & Organization Internship or		3 3 3 3		
SPM	600		Thesis		<u>6</u>		
			Total Hours		21		
			<b>Cumulative Total</b>		36		
The Student's GPA is							
Has Student completed the GECE Exam? YN Has Student completed Graduate Internship?Y N							

All students must pass for the Comprehensive Exam (GACE).

# **Scholarship Programs**

The Department of Health, Physical Education and Recreation and Jackson State University offer a number of funding opportunities for students who have demonstrated academic success, outstanding leadership and character. The department is continually looking for outstanding young men and women who have the ability and desire to be succeed in the challenging academic arena. Complete a one-time scholarship application and you will be matched with the scholarship with the credentials. Please refer to the Jackson State University Scholarship Program – online at www.jsums.edu/scholarhips or call 601-979-2282 for additional information.

#### **Presidential Academic Scholarship:**

Covers full tuition, room, board, fees and books.

*Requirements:* Incoming freshmen, College Preparatory Curriculum GPA of 3.50, ACT score of 27 or above or SAT equivalent.

#### Valedictorian/Salutatorian Academic Scholarship:

Covers full tuition, room and board.

Requirements: Incoming freshmen who attained the Honor of Valedictorian or Salutatorian of your graduating class.

#### Josten J. Day Book Scholarship

(\$500.00 Fall and Spring)

Major is Health, Physical Education and Recreation

A number of scholarships are available for individuals enrolled in graduate programs. Students interested in applying for these scholarships may request information from the entities listed below. In addition they may request information from the Department Chairman:

P.O. Box 18840 Jackson, MS. 39217 601-979-2765 601-979-2768

For a full listing of all scholarship programs and for additional information on the ones listed above please contact:

The Office of Institutional Development

601-979-2282

www.jsums.edu/scholarships

# **Professional Organizations and Affiliations**

SHAPE America -Society of Health and Physical Educators is committed to ensuring all children have the opportunity to lead healthy, physically active lives. As the nation's largest membership organization of health and physical education professionals, SHAPE America works with its 50 state affiliates and national partners to support initiatives such as the Presidential Youth Fitness Program, *Let's Move!* Active Schools and the Jump Rope For Heart/Hoops For Heart programs. Since its founding in 1885, the organization has defined excellence in physical education, and our resources provide the leadership, professional development and advocacy that support health and physical educators at every level —from preschool to university graduate programs.

#### SHAPE America's Mission

SHAPE America's mission is to advance professional practice and promote research related to health and physical education, physical activity, dance, and sport.

For more information and membership application- <a href="http://www.shapeamerica.org/membership/">http://www.shapeamerica.org/membership/</a>

### The American Association for Health Education (AAHE)

The American Association for Health Education serves health educators and other professionals who promote the health of all people. AAHE encourages, supports, and assists health professionals concerned with health promotion through education and other systematic strategies.

# http://www.aaheinfo.org

# The National Association for Sport and Physical Education

The mission of NASPE is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs through research, development of standards, and dissemination of information.

# The Health, Physical Education and Recreation Club (HPER Club)

Student organizations play a vital role for the student, faculty, department, college and the university. The HPER Club in the Department of Health, Physical Education and Recreation plays a vital role in the development of our students. The club seeks to work with the department in developing opportunities for our students to who can communicate with diverse groups of people, who have a strong commitment to their chosen profession, who are professional in all their activities and demonstrate their commitment by belonging to national, regional and local organizations, attendance and active participation at professional meetings, presenting papers at professional meetings and serving on professional committees. The HPER Club also emphasizes leadership, community action and service and school spirit. Each year the club organizes and sponsors various activities, such as seminars, lecture series, social and cultural events. The club maintains a very high level of participation from all students.

#### Phi Epsilon Kappa Honor Society (Zeta Zeta Chapter)

Phi Epsilon Kappa Fraternity is a national professional fraternity for persons engaged in or pursuing careers in health, physical education, recreation, or safety. Membership is open to persons

interested in the purposes of the Fraternity and in providing time and energy for the benefit of the areas which include: physical education, health, recreation, dance, human performance, exercise science, sports medicine and sports management. Zeta Zeta Chapter initiates new members in the fall and/or spring semester.

# **Web Resources**

www.ets.org

www.jsums.edu

http://www.shapeamerica.org/membership/

http://www.aaheinfo.org

#### **CLASS ATTENDANCE POLICY**

**OBJECTIVE-** To ensure that students attend all class sessions and activities, except in cases of extreme cause, to maximize their learning from the quality instructional experience afforded at the University.

**STATEMENT**- Students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that even with an official excuse of absence, they (students) are responsible for the work required during their absence.

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form, such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their College or the Vice President for Academic Affairs and Student Affairs for certain campus activities.

Students requesting excuses for absences due to illness or other emergency situations will be issued a Request for an Excused Absence. The Request for an Excused Absence Form will be issued only after proper documentation stating the reason for nonattendance has been submitted and verified. (Proper documentation includes doctor's excuse, official court document, etc.) To obtain the Request for an Excused Absence Form:

Commuter and residential students with extended absences (more than 5-days) shall report to the Associate Vice President for Student Affairs (3rd Floor of the JSU Student Center).

There are serious consequences for poor class attendance. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after scheduled recess/holiday, the instructor shall report the next unexcused absence to the Dean of the Division of Undergraduate Studies (University College) for freshmen and sophomores and to the school/college dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concert with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counselor with the assignments, the instructor may impose a grade penalty on the student. Unexcused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters are suspended from the University.

At the discretion of the school/college dean and with approval of the Division of Academic Affairs, there may be additional class attendance policies stipulated in school handbooks and other official school documents.

# SPECIFICATIONS/PROCEDURES

Instructors must maintain attendance records and discuss and/or present students with a copy of the class attendance requirements at the beginning of the semester and summer session.

When, for any reason, students are absent from class, it is their responsibility to present to the instructor as soon as possible (and not later than five days from date of absence) an official Request for an Excused Absence. Faculty/staff who sponsor/coordinate functions for students who will miss class must execute a Student Affairs Leave Form, which must be submitted at least two weeks prior to the event. Additionally, faculty/staff must notify the instructor of such absences prior to the date of absence. When students know in advance that they will be absent from class, instructors should be notified and arrangements made to secure assignments.

#### ACADEMIC DISHONESTY

#### **Cheating includes:**

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam
- Using information or devices that are not allowed by the faculty; such as using formulas or data from a home computer program, or using unauthorized materials for a take-home exam
- Obtaining and using unauthorized material, such as a copy of an examination before it is given
- Fabricating information, such as the data for a lab report
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation
- Collaborating with others on assignments without the faculty's consent
- Cooperating with or helping another student to cheat
- Participating in or performing other forms of dishonest behavior, such as having another person take an examination in your place; or altering exam answers without permission

#### Plagiarism includes:

- Directly quoting the words of others without using quotation marks or indented format to identify them
- Using sources of information (published or unpublished) without identifying them
- Paraphrasing materials or ideas of others without identifying the sources
- Submitting themes, essays, term papers, tests and other similar requirements that are not the work of the student; and
- Failing to appropriately acknowledge direct quotations and the idea of another when incorporated in papers.

When a student is unsure about something that he/she wants to do or the proper use of materials, a faculty member should be consulted for clarification. Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given. Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his/her own words, there must be a footnote giving credit to the author responsible for the idea. The student should never retain a sentence pattern and substitute synonyms for the original words. Paraphrasing means alteration of sentence pattern and changing of words. Any direct quotation should be footnoted or documented in an acceptable fashion. Methods of documentation vary, and it is possible to cite in the text itself, rather than in a footnote. The student should give credit in a manner specified by the instructor.

### Unauthorized/Illegal Web Use

JSU allows and encourages the use of JSU-owned computer resources. This use is a granted privilege, not a right. Student use must be in accordance with all applicable laws, policies, and standards regarding acceptable use. Areas of concern include but are not limited to:

- Defamatory or libelous statements
- Copyright infringements ("illegal downloading")
- Obscene or threatening materials
- Usage primarily for financial gain or compensation not relevant to JSU's mission

Failure to comply with this policy may result in charges being brought both within the University judicial system and in the civil or criminal court system.

Extracted from page nine of the Student Handbook: <a href="http://www.jsums.edu/studentlife/files/Student-Handbook.pdf">http://www.jsums.edu/studentlife/files/Student-Handbook.pdf</a>.

#### Academic Honesty (page 76 of Faculty Handbook, appendix of Assessment Manual)

All acts of academic dishonesty [e.g., cheating on exams, plagiarizing (i.e. presenting another person's work as one's own), having another person write one's paper, making up research data, presenting excuses which are untrue

for failing to meet academic and professional standards] are a violation of values, ethics, and University policy, which will entail appropriate penalties.

# Student Collegiate Code of Conduct (pgs. 76-77 of Faculty Handbook, appendix of Assessment Manual)

Jackson State University, in the 2002—03 academic year, adopted a Collegiate Code of Conduct which is designed to enhance students' success inside the classroom as well as in their campus life. It is intended also to assist with building characteristics which will serve as guideposts for lifelong success, understanding and appreciating differences among diverse groups of people, and ultimately leading to a more harmonious learning environment which fosters respect for others and one's self.

The tenets for this covenant are: (The relevant ones are indicated in this report)

- 1. **Integrity**–Respect and embrace the principles of academic honesty.
- 2. **Philosophy**—Embrace an academic philosophy for positive progress toward competency in goals, critical and logical thinking, and a commitment to excellence.
- 3. **Assessment**—Conduct periodic assessments of academic, personal, and career progress. Stay focused on your purpose for being at the University.

(Extracted from SECTION IV FACULTY RESPONSIBILITIES AND ACADEMIC OPERATING PROCEDURES of Faculty handbook <a href="http://www.jsums.edu/hr/files/faculty\_Handbook\_12\_2020.pdf">http://www.jsums.edu/hr/files/faculty\_Handbook\_12\_2020.pdf</a>)

# **STUDENT GRIEVANCE FORM**

Student Information							
Name:	Date:						
J Number:	Email:						
Major/Department:	[]Fr. []Soph. [] Jr. []Sr.						
Complaint Information							
Person/Issue Complaining Against?	Date of Offense:						
Details of Complaint: (Attach additional	sheets if necessary)						
Corrective Action(s) Initiated by You Prior to Filing Complaint: (Attach additional sheets if necessary)							
What is your request/resolution? (Attach additional sheets if necessary)							
Ctudent Cimeture							
Student Signature	Date						
Administrator/Instructor Signature	Date						

 $Go\ to\ the\ JSU\ Student\ Handbook\ (Pages\ 35-36)\ for\ policy\ and\ procedure\ for\ filing\ a\ formal\ complaint. \\ \underline{http://www.jsums.edu/student/life/files/Student-Handbook.pdf}$