Department of Health and Human Performance
UNC Pembroke

Graduate Student Handbook

Revised: July 2018

HPER Graduate Faculty

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Department of Health and Human Performance

Department Information

The mission of the Department of Health and Human Performance (HHP) is to:

1) provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession;

2) provide professional preparation for prospective teachers in the area of physical education;

3) provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future;

4) provide recreational activities that will enable students and faculty to enjoy their leisure time in a program that will benefit them physically, mentally, and socially; and

5) educate individuals about risk factors associated with certain lifestyle choices and provide them with the skills to make behavioral changes that will improve their health and the quality of their lives.

The Department of Health and Human Performance offers a Master of Arts (M.A.) in Physical Education with a concentration in either of two programs – 1) Physical Education "M" Licensure, or 2) Exercise Science/Fitness or Sports Administration. In addition, the department supports coursework for the Master of Arts in Teaching (M.A.T.) with a specialization in Physical Education – Initial Licensure/“M” Licensure.

To enhance the physical educator’s understanding and knowledge of human movement, the graduate program in Health/Physical Education (teaching-related) seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate’s physical education preparation, and to that end, will be a multi-disciplinary study that aims to help in-service teachers prepare for the teaching of physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher-effectiveness. Students in this program complete a thesis in their final semester and present the result from their research project to the graduate department faculty.

The graduate experience in the Exercise Science/Sport Administration program provides opportunities for students to investigate those associated fields at a more intense level than an undergraduate program can provide to students. Faculty members provide in-depth coursework for graduate students in a variety of sub-disciplinary areas including exercise science, sport psychology, recreation, sport management, and sport leadership. Students in this program complete a thesis in
their final semester and present the result from their research project to the graduate department faculty.
Department of Health and Human Performance

Frequently Asked Questions

1. Who do I contact for admission information?

Contact the Graduate School at 910.521.6271 or Dr. Bryan Winters, Department Chair of Health and Human Performance at 910-521-6220. The FAX number for HHP Department is 910.521.6540. The FAX number for the Graduate School is 910.521.6497. Dr. Leah Fiorentino is the Graduate Program Director and can be reached at 910-775-4354.

2. What are the general requirements?

1. Baccalaureate degree from an accredited university, preferably in health, physical education, recreation, or related field;
2. 2.8 overall undergraduate GPA
3. Successful completion of a course in basic statistics

3. If my bachelor's degree is not in the field of physical movement (e.g., history) but I want to move into the field of PE, exercise, fitness, etc., may I be admitted to the program?

Yes; each application is reviewed on its own merit that could include past experiences but may require that you take additional coursework to build the required background to be successful in the degree programs.

4. Do I have to have a teaching license in order to be admitted to the program?

Not for the MAT degree program or the MA in Physical Education – Exercise Science/Sport Administration. Admission to the MA in Physical Education/M License requires a current NC teaching license.

5. If I entered teaching under the lateral entry program, can I take graduate and undergraduate courses at the same time while fulfilling licensure requirements?

Yes, but there are some noted (*) education courses that require prerequisite work for lateral entry candidates.

6. Do you have graduate assistantships available?

Yes, for qualified persons that meet academic department and/or athletic department needs. The value of such assistance is $4000 per semester or $8000 per year. Graduate assistants may receive tuition remission and are required to register for nine semester hours per semester.

7. When will the required EXER courses be offered?
The program is designed to be student friendly so as to accommodate regional physical educators and sport professionals, realizing that many of our students will indeed also have coaching duties. To address the diverse student body, courses are now offered in three different formats (summer-online, face-to-face DAY, or face-to-face NIGHT) over a two year time frame; courses are offered ONCE each academic year (fall/spring). The delivery formats rotate each year (day/night). Department core courses (except EXER 5030, EXER 5120, and EXER 5980) are also offered online every other summer in an eight week time frame spanning Maymester and Summer Session I.

8. Will the EXER class offerings remain fairly consistent?

Yes; all required EXER courses will be offered at least once in each calendar year (i.e., summer through summer). Also, any projected change in course scheduling will be emailed directly to the students as soon as decisions are made so that you can plan ahead based on professional, personal and coaching responsibilities. However, to assume that you can, and will, get all courses exactly when you desire them, in the format you prefer, and on exact day(s) is unrealistic and impractical.

9. Will a thesis be required?

Yes a thesis is required. When enrolled in EXER 5980 Research Methods and EXER 5990/6000 Thesis, you will plan and execute a capstone thesis in conjunction with a department faculty mentor. The thesis is presented to the graduate faculty as part of graduation requirements.

10. Are there comprehensive exams?

In order to complete graduation requirements, all graduate candidates must successfully complete a written comprehensive examination, which will be scheduled and administered through the graduate program director. Comprehensive exams must be taken during the semester in which the graduate student completes his/her course work. Tentative exam dates are set for the Thursday/Friday of Fall Break, Thursday/Friday of Spring Break, and the last Thursday/Friday of July.
Department of Health and Human Performance
Graduate Programs Information

Master of Arts in Physical Education
Teaching: “M” Licensure – 36 credits

Program Description
To enhance the physical educator’s understanding and knowledge of human movement, the graduate program in Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate’s physical education preparation, and to that end, will be a multi-disciplinary study that aims to help in-service teachers prepare for the teaching of health and physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher effectiveness.

Student Eligibility
This program is designed for students who have completed a baccalaureate degree at an accredited university and hold a current NC teaching license.

Program Goals
The graduate program in Physical Education – Teaching Licensure is designed to
1. prepare physical educators in the field of human movement physiology as it relates in the teaching of physical education, athletics, and leisure activities;
2. extend the graduate student’s understanding of the basic principles of educational management, supervision, leadership, and/or administration;
3. help the graduate student to understand the role of educational psychology in teaching, coaching, and administration;
4. stress the importance of a sound understanding of legal issues in schools, athletes, recreation, and any movement education facility;
5. help the graduate student to construct curriculum design in various phases of health, wellness, fitness, physical education, recreation, etc.;
6. provide an expanded grasp of research trends in the teaching of human movement and healthful living;
7. help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors; and
8. help the graduate student to develop the ability to objectively review educational issues affecting students, families, sports, and schools.

Required Courses (*Education Courses)
EDN 5470 Advanced Classroom Management*
EDN 5480 Advanced Foundations of American Education *
EDN 5490 Effective Educational Leadership*
EDN 5660 Applied Educational Research*
EXER 5010 Health, Fitness, and Exercise Physiology
EXER 5020 Exercise, Sport, and Coaching Psychology
EXER 5030 Advanced Teaching Methodologies in Health/PE I
EXER 5050 Health, Wellness, and Fitness Administration
EXER 5060 Current Issues and Trends in Health, PE, and Sport
EXER 5070 The Law in PE and Sport
EXER 5120 Advanced Teaching Methodologies in Health/PE II
EXER 6000 Thesis
EXER 6200 Comprehensive Exam
Master of Arts in Teaching – with a specialization in Physical Education
Initial/ “M” Licensure – 36/39 credits

Program Description
To enhance the physical educator’s understanding and knowledge of human movement, the Master of Arts in Teaching with a specialization in Health and Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate’s physical education preparation, and to that end, will be a multi-disciplinary study that aims to help new teachers prepare for the teaching of health and physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher effectiveness.

Student Eligibility
This program is designed for students who have completed a baccalaureate degree at an accredited university but DO NOT hold a current NC teaching license. Students are able to earn an initial license after the completion of Phase I classes and then earn an advanced license upon degree completion.

Program Goals
The Master of Arts in Teaching with a specialization in Physical Education – Teaching Licensure is designed to
1. prepare physical educators in the field of human movement physiology as it relates in the teaching of physical education, athletics, and leisure activities;
2. extend the graduate student’s understanding of the basic principles of educational management, supervision, leadership, and/or administration;
3. help the graduate student to understand the role of educational psychology in teaching, coaching, and administration;
4. stress the importance of a sound understanding of legal issues in schools, athletes, recreation, and any movement education facility;
5. help the graduate student to construct curriculum design in various phases of health, wellness, fitness, physical education, recreation, etc.;
6. provide an expanded grasp of research trends in the teaching of human movement and healthful living;
7. help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors; and
8. help the graduate student to develop the ability to objectively review educational issues affecting students, families, sports, and schools.

Required Courses (*Education Courses)
- EDN 5040 Introduction to Basic Tenets of Education*
- EDN 5120 Advanced Study of the Exceptional Child*
- EDN 5450 Introduction to Curriculum Design*
- EDN 5460 Field Experience*
- EDN 5660 Educational Research*
- EXER 5010 Health, Fitness, and Exercise Physiology
EXER 5020 Exercise, Sport, and Coaching Psychology
EXER 5030 Advanced Teaching Methodologies in Health/PE
EXER 5050 Health, Wellness, and Fitness Administration
EXER 5060 Current Issues and Trends in Health, Physical Education, and Sport
EXER 5070 The Law in Physical Education and Sport
EXER 5120 Advanced Teaching Methodologies in Health/PE II
EXER 5810 Student Teaching Internship
EXER 6000 Thesis
EXER 6200 Comprehensive Exam
Master of Arts in Physical Education
Exercise Science/Sport Administration – 36 credits

Program Description
To enhance the professional’s understanding and knowledge of exercise science and sport administration, the graduate program in Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to effectively implement this knowledge in the professional setting. The graduate program must be broader than the undergraduate’s physical education preparation, and to that end, will be a multi-disciplinary study that aims to help new professionals entering the multi-faceted world of sport and exercise. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to professional leadership.

Student Eligibility
This program is designed for students who have completed a baccalaureate degree from an accredited university and wish to pursue advanced study for careers in health/fitness settings, recreation settings, athletic training settings, or collegiate opportunities. This program DOES NOT lead to NC administrative licensure for K-12 school settings.

Program Goals
The graduate program in Physical Education – Exercise Science/Sport Administration is designed to
1. prepare professionals in the field of human movement physiology as it relates to the fields of exercise science and sport administration;
2. extend the graduate student’s understanding of the basic principles of management, supervision, leadership, and/or administration;
3. help the graduate student to understand the role of psychology in teaching, coaching, and administration;
4. stress the importance of a sound understanding of legal issues for athletes, recreation, and any movement education facility;
5. help the graduate student to construct effective development plans for various phases of health, wellness, fitness, physical education, recreation, etc.;
6. provide an expanded grasp of research trends in the field of human movement and healthful living;
7. help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors; and
8. help the graduate student to develop the ability to objectively review contemporary issues affecting students, families, sports, and schools.

Curriculum
Required Courses
EXER 5010 Health, Fitness, and Exercise Physiology
EXER 5020 Exercise, Sport, and Coaching Psychology
EXER 5040 Recreation, Leisure, and Tourism
EXER 5050 Health, Wellness, and Fitness Administration
EXER 5060 Current Issues and Trends in Health, PE, and Sport
EXER 5070 The Law in PE and Sport
EXER 5080 Facility Design and Management
EXER 5090 Promotion and Marketing of PE/Sport
EXER 5100 Leadership and Management in Health, PE, and Sport
EXER 5110 Conflict Resolution in PE/Sport
EXER 5980 Research Methodology
EXER 6000 Thesis
EXER 6200 Comprehensive Exam
**Tentative EXER Graduate Course Schedule** *Revised July 2018*

The Department of Health and Human Performance makes every effort to provide an efficient plan for degree program completion and ensures that all courses are available each year to facilitate graduate students’ progress. The plan displayed below depicts the planned graduate courses available for students over the next several semesters.

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Course Descriptions (2018-2019 Catalog)

DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE (EXER)

EXER 5010. Health, Fitness, and Exercise Physiology (3)
Course will present concepts of health, fitness, and exercise physiology in a practical approach based on researched principles of human physiology and applied science as it pertains to various grade levels, adults, and seniors. Movement analysis of the human body will be studied as to variables, exercise responses, training principles, adaptation, and modalities. Health and physiological responses of human body systems will be explored relevant to wellness and fitness.

EXER 5020. Exercise, Sport, and Coaching Psychology (3)
Course will examine topics related to the potential for optimal human athletic and exercise performance at various life stages. Areas of study will include functional behavior, behavior modification, psychology of human and work motivation, self-assertion, personality, gender differences, visual and auditory perception, and stages and processes of behavior development and decision-making.

EXER 5030. Advanced Teaching Methodologies in Health/PE I (3)
This course focuses on health/PE teaching instruction needed for learning, planning, and implementing health and physical education teaching techniques. Students will analyze various teaching models, practical application, and critical reflection. A grade of B or better is required for admission to EXER 5810 or recommendation for licensure.

EXER 5040. Recreation, Leisure, and Tourism (3)
A comprehensive study of the basic concepts of organized recreation and its philosophy and implementation. An in-depth overview of practices, methods, and processes of leadership, supervision, staff development, etc. as well as a thorough examination and study of the organization and administration of recreation management, logistics, legal issues, etc.

EXER 5050. Health, Wellness and Fitness Administration (3)
Course will include in-depth coverage of the dimensions of health, wellness & fitness. The course is intended to provide knowledge and skills that will enable humans to achieve an optimal healthy lifestyle regardless of age or gender. Emphasis will be placed on making correct choices based on sound principles of researched and applied science and human biological study. The course will present the various options, strategies, issues and implications surrounding the bases of human wellness.

EXER 5060. Current Issues and Trends in Health, PE, and Sport (3)
Course will be designed for formulating, designing, and implementing meaningful research into timely and practical wellness issues in health, physical education and/or sports, particularly in K-12 settings. Topics relative to health and physical educators, coaches, fitness coordinators, etc., will be researched and discussed. Society health, fitness, wellness, and athletic concerns will be researched and debated.

EXER 5070. The Law in PE and Sport (3)
Course will be a thorough investigation and review of the legal and judicial issues, cases, and history of litigation in physical education and sport. Case research, analysis of law, and current legal issues that apply to physical educators and coaches will be examined in detail. Professional liability, statutory, and landmark cases in movement education will be studied.

EXER 5080. Facility Design and Management (3)
Course will examine basic principles and practices of planning, designing, managing, operation of, maintenance of, security for, scheduling, crowd/risk management, adaptive barriers for, etc. of facilities for PE, sport, recreation, health, fitness, etc.

EXER 5090. Promotion and Marketing of PE and Sport (3)
Course will examine promotion and marketing principles such as marketing concepts, ethics, strategies, customer analysis, activity promotion, advertising, publication, sponsorship, endorsements, sales promotion, merchandising, public relations, etc., specific to the perspective of athletic directors, head coaches, school administrators, fitness administrators, etc.

EXER 5100. Leadership and Management in Health, PE, and Sport (3)
Course will examine the basic skills and techniques in leadership and management to include, but not limited to, leadership styles, problem-solving, decision-making, planning, budgeting, delegation, communications, self-management, supervision, staffing, accountability, time management, etc. A major part of the course will deal with proper leadership/management in health, PE, and sport issues in K-12 educational settings.

EXER 5110. Conflict Resolution in PE/Sport (3)
Course will address conflict analysis and resolution associated with PE and sport environments. Both team and individual conflict situations will be discussed along with possible solutions. PE teacher/coach resolution and problem-solving methodologies will be covered along with mediation techniques.

EXER 5120. Advanced Teaching Methodologies in Health/PE II (3)
This course focuses on health/PE teaching instruction needed for learning, planning, and implementing health and physical education teaching techniques. Students will analyze various teaching models, practical application, and critical reflection. A grade of B or better is required for admission to EXER 5810 or recommendation for licensure.

EXER 5810. Internship (3 hours)
Full semester, full-time internship experiences in an off-campus public school setting appropriate for the licensure area. Prerequisite: Approval of Graduate Program Director. A grade of B or better is required in EXER 5030 and EXER 5120 for approval.

EXER 5980. Research Methodology (3)
Course will address graduate-level research design and methodology to include hypotheses, human subject(s) ethics and protocol, data collection, sampling, measurement, statistics, data interpretation, data analysis, etc.

EXER 6000. Thesis (3)
Each student must successfully complete an original, rigorous, thesis research project. The thesis must be supervised by appropriate Health and Human Performance Department graduate faculty. All thesis projects must have prior approval of the Health and Human Performance Graduate Committee. Must be repeated in consecutive semesters until the final document has been successfully completed and defended.

EDUCATION (EDN)
EDN 5040. An Introduction to the Basics Tenets of Education (3 hours)
This course is intended for students pursuing the Master of Arts in Teaching degree. It is designed to introduce students to the foundational fields of education: philosophy and psychology, with an emphasis on the development of an appreciation for the role and responsibility of the teacher as the instructional leader in the educational community. There is a field experience component. Co-requisite: EDN 5460.

EDN 5120. Advanced Study of Exceptionality in Children (3 hours)
An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the in-service educator are explored. Field experience required.

EDN 5450. Introduction to Curriculum Design and Best Practices (3 hours)
This course is intended for students who are enrolled in the Master of Arts in Teaching Program. It is designed to provide students with an introduction to curriculum design and best practices in lesson design, including
backward design, instructional strategies such as differentiated instruction, and various forms of assessment. There is a field experience component.

EDN 5460. Field Experience (0 hours)
This course is intended for students pursuing the Master of Arts in Teaching degree. It is designed to provide the structured field experience that supports the practical application of theoretical constructs. Graduate students in programs at UNCP will actively engage with clinical teachers and the K-12 students to broaden their knowledge bases and engage in school-based professional activities. (Course may be repeated.)

EDN 5470. Advanced Classroom Management (3 hours)
This course is designed to develop graduate students’ knowledge base related to the theory and techniques of classroom management. Emphasis is placed on how those understandings can be utilized to establish a positive and respectful learning environment for all students. A variety of classroom management programs are examined and evaluated.

EDN 5480. Advanced Foundations of American Education (3 hours)
This course focuses on the multicultural 21st-century classroom and its foundations in educational philosophy and educational psychology. Course activities are designed to nurture the professional disposition for critical self-reflection and to develop the theoretical knowledge base that undergirds best practices in the classroom. Emphasis is placed on promoting positive learning outcomes for all students.

EDN 5490. Effective Educational Leadership (3 hours)
This course is designed to nurture and develop practitioners as leaders in their classrooms, in their schools, in their professions, in their communities, and in the broader society. The primary focus is on teachers as leaders in the teaching-learning process. Graduate students will begin their leadership projects in this course.

EDN 5660. Applied Educational Research (3 hours)
Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community. Field experience required.
Department of Health and Human Performance

Policies and Requirements – Graduate Programs

Admission

- Program admission standards include successful completion of a baccalaureate degree at an accredited university
- Program admission standards include an undergraduate GPA of 2.8 (there is no consideration of senior year GPA in department admission review)
- Program admission standards include successful completion of a course in basic statistics
- Program admission standards include three strong letters of recommendation from professional (not personal) sources who can attest to your potential success as a graduate student and future leader in the profession (within graduate application)
- Program admission standards include a working resume that includes professional activities related to the degree program (within graduate application)

Progression

- All Health and Human Performance graduate students are expected to complete the graduate program within the required 5 year time frame (as noted by the requirements of the Graduate School)
- **Department Withdrawal Policy:** Beginning Fall 2016, graduate students in the Health and Human Performance degree programs will have restrictions on the number of withdrawals from single classes.
  - Students are restricted to 2 withdrawals from any single course within the department’s degree programs
  - Students who have already been enrolled in their degree programs at the start of the Fall 2016 semester will begin that withdrawal count effective that semester (no previous withdrawal attempts will count forward)

Graduation

- All Health and Human Performance graduate students are expected to complete a written comprehensive examination at the completion of all coursework. The comprehensive exam is housed in the Canvas system and includes a single question from each course in the student’s degree program. Students must pass every question before the department recommends the student for graduation. The exam is scheduled three times each year (Thursday/Friday of Fall Break; Thursday/Friday of Spring Break; and the last Thursday/Friday in July). Students in their last semester before graduation are eligible to attempt the comprehensive exam.
- All Health and Human Performance graduate students are expected to complete a thesis as the culminating course in the degree program (EXER 6000). Students register for this course in their final semester immediately following completion of EXER 5980 Research Methods.
The thesis requires UNCP IRB approval and all students must be under the direct supervision of a member of the department’s graduate faculty.

- All graduate students are expected to have a working knowledge of statistics to successfully complete the thesis experience. Students are not required to register for a statistics class but the expectation for mastery is hereby noted for all students. Effective fall 2018, a course in basic statistics is required for admission.
- All graduate students are expected to be capable of graduate level writing. Students are not required to register for a writing class but the expectation for exceptional writing skills are hereby noted for all students.
- All graduate students are expected to demonstrate mastery of APA format and Health and Human Performance’s department style guidelines. Students are not required to register for a specific class but the expectation for mastery is hereby noted for all students.

General Policies and Requirements for all HHP Graduate Students

- **Writing Samples:** Beginning in Spring 2016, all Health and Human Performance graduate courses will include *in-class writing sample assignments*.
- **Plagiarism Software:** Instructors for all Health and Human Performance graduate courses will use the university plagiarism software to review all submitted course assignments. The software determines any use of published materials without proper citation. The software also identifies any use of other students’ work that hasn’t been properly credited. Let this serve as official notification that students who use the work of others without proper citations will earn a zero on that assignment and will be reported to the Office of Student Conduct.
- **Advisement:** All graduate students are expected to meet in-person with the Graduate Program Director for advisement each semester. PINs will not be distributed via email or phone as directed by department leadership. Please plan accordingly to be able to meet during extended advisement hours – which might necessitate an additional visit to the main campus. All MAT students are required to have an up-to-date Taskstream account before receiving a PIN each semester; a review will occur during the advisement meeting.
- **Summer Session Classes:** All Health and Human Performance graduate courses offered in the summer will only be available in **SUMMER SESSION I**. Classes will begin at the start of Maymester and will conclude at the end of summer session I. This will allow the online summer classes to be offered in an 8-week format.
- **Health and Human Performance Department Course Delivery Options:** Beginning in Summer 2016 Health and Human Performance graduate courses (EXER) in the **E/SA program** (MA - M License and MAT see following section) will be delivered in 3 different formats and students will be able to complete their degree within a 2 year time frame for each format. This option better suits the diverse needs of the graduate students enrolled in this program.
- **SUMMER - Online** – all courses are available in an 8-week online format in summer session I (beginning in Maymester and concluding at the end of summer session I classes) with the exception of EXER 5980 – *Research Methods* which is offered MORNING and EVENINGS in a face-to-face setting every fall and spring semester.
• Face-to-face EVENINGS – all courses will be available in a face-to-face format in the EVENINGS on a pre-determined rotation (yearly rotation).

• Face-to-face MORNINGS – all courses will be available in a face-to-face format in the MORNINGS on a pre-determined rotation (yearly rotation).

• Teaching majors: MA/MAT Methodology Courses (EXER 5030 and EXER 5120) are offered only in face-to-face settings during the fall and spring semesters (EVENINGS) on a two year rotation schedule (no summer session or online options)

• Education Course Delivery Options:
  • MAT ONLY - Phase I Education courses (EDN 5040, EDN 5450, and EDN 5120) are controlled by the Department of Elementary Education and are offered face-to-face EVENINGS on a yearly rotation schedule (fall or spring). Occasion summer session classes are scheduled but should not be part of a degree completion plan

Important Policies and Requirements for all Students in Teaching Licensure Programs

• Taskstream Account: Effective Summer 2016, all teacher candidates in the MAT and MA (Advanced License) degree programs will be required to purchase personal Taskstream accounts. Teacher candidates will be required to upload specific assignments from EXER and EDN courses throughout the degree program. There will be an additional set of required tasks within the Taskstream system (unrelated to course assignments) that must be completed at three distinct points (initial assessment at the start of the program; mid-point assessment after 18 credits; final assessment prior to graduation). Registration PINs and/or graduation clearance will not be granted until those tasks have been completed in the Taskstream system.

• Students pursuing a MAT or MA (Advanced License) degree are required to complete two methodology courses; a grade of “B” or better is required in both teaching methods courses to be eligible for recommendation for student internship or licensure for those in lateral entry positions.

• Competence in Teaching Physical Education Skills: Effective Fall 2016 all graduate students enrolled in teaching degree programs in the Department of Health and Human Performance will be required to provide evidence of competence in the following areas related to the North Carolina physical education standards and curriculum content:
  o Team Sports (at least 2)
  o Individual Sports (at least 2)
  o Racquet Sports (at least 1)
  o Outdoor/Adventure Sports (at least 1)
  o Non-traditional – yoga, dance, etc. (at least 1)

Students are not required to register for a class to demonstrate competency but have that option, as well as the option to complete certification programs offered by professional associations (e.g., US Tennis, US Swim, US Volleyball, etc.). Students who have successfully coached a sport within one of the noted areas, can provide evidence of employment to meet the requirement. Students will add this information to the Taskstream accounts.
- **Competence in Teaching Health Education Content:** Effective Fall 2016 all graduate students enrolled in teaching degree programs in the Department of Health and Human Performance that lead to licensure recommendations in Health and Physical Education will be required to provide evidence of competence in the following areas related to the North Carolina health education standards and curriculum content:
  - Wellness
  - Substance Abuse: Alcohol, Tobacco, and Other Drugs
  - Nutrition and Physical Activity
  - Mental and Emotional Health
  - Personal and Consumer Health
  - Interpersonal Communication and Relationships

Students are not required to register for a class to demonstrate competency but have that option, as well as the option to complete certification programs offered by professional associations. Students who have successfully taught these content area units and were evaluated by a school administrator, can provide evidence of successful observation evaluation to meet the requirement. Students will add this information to the Taskstream accounts.

- **Internship Placements - MAT ONLY:** All students are required to complete an internship experience (EXER 5810) to complete initial licensure requirements. Please note the following:
  - Eligibility for internship includes earned grades of “B” or better in EXER 5030 and EXER 5120. Students will not be approved for internship without meeting that standard.
  - Applications for internship (EXER 5810) must be submitted 1 year in advance. Internship information meetings are scheduled each semester by the Office of University-School Partnerships. It is your responsibility to keep up-to-date with these meetings and complete the application paperwork to ensure you are successfully placed in one of our regional partnership schools.
  - Out-of-state placements cannot be approved – since you are seeking licensure in the state of North Carolina, you must teach to the North Carolina Standards and be supervised by a North Carolina licensed teacher. Please avoid the temptation to plan for an out-of-state placement
  - Out-of-region placements are rarely approved as we are committed to working with the partnership schools in our regional service area. Please avoid the temptation to plan for an out-of-region placement

- **Teaching Licensure Recommendations:** Students are required to earn a grade of “B” or better in both teaching methods courses (EXER 5030 and EXER 5120) to be eligible for licensure recommendation including those students currently in lateral entry placements.
Department of Health and Human Performance

Grading Policies – Graduate Programs

The University of North Carolina at Pembroke supports the School of Education as a professional school responsible for preparing professional teachers and industry leaders. The criterion for excellence is embedded in the word “professional” -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. Department faculty are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student’s potential to be a professional. Consequently, the faculty member has the responsibility to make a professional judgment about both performance and disposition and to assign a grade accordingly.

Generic Grading Schemata

<table>
<thead>
<tr>
<th>“A” range</th>
<th>“B” range</th>
<th>“C” range</th>
<th>“F” range</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% to 90%</td>
<td>89% to 80%</td>
<td>79% to 70%</td>
<td>69% to 0%</td>
</tr>
</tbody>
</table>

The information in the text box below pertains to grading in graduate courses and is derived from pages 8 and 9 of the UNCP Graduate Student Handbook 2018–2019 (http://www.uncp.edu/grad/handbook/Graduate%20Student%20Handbook%202018-2019.pdf):

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

◆ A grade of “A” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.

◆ A grade of “B” designates that a graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

◆ A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class. An accumulation of 3 “C’s” makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see the “Dismissal” section on page 8 of the UNCP Graduate Student Handbook 2018–2019).

◆ A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see the “Dismissal” section on page 8 of the UNCP Graduate Student Handbook 2018–2019).

◆ A grade of “I” (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do
additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of “F.” In determining quality hours and quality point averages, an “I” is counted as an “F” until it is removed. A grade of “I” does not fulfill prerequisite requirements.

◆ A grade of “T” indicates grade pending and may be assigned for thesis research and capstone courses

◆ A grade of “W” indicates that a student officially withdrew from a course. A grade of “W” may be received only once for a specified course, and no more than three “W’s” may be received in a graduate student’s program of study. For further information, please see the “Withdrawal Policy” section on pages 9 and 10 of the UNCP Graduate Student Handbook 2018–2019.
Department of Health and Human Performance

Thesis Experience

The Thesis semester is the culminating experience for all graduate students associated with programs in the Department of Health and Human Performance at the University of North Carolina at Pembroke. There are several important phases that precede the Thesis semester and all graduate students are responsible for understanding the procedures and policies that have been adopted by the department faculty.

All graduate degree students are required to be engaged in a research project at the completion of their university program. The student registers for that experience in the last semester of coursework (EXER 6000) immediately following the Research Methods (EXER 5980) semester.

Students are encouraged to utilize their time in early classes to begin investigating topics of interest, as these preliminary investigations can be used to set the foundation for portions of the final report.

Thesis enrollment should occur in the student’s final semester. All students are required to enroll in Research Methods (EXER 5980 or EDN 5660) in the semester immediately preceding the Thesis semester. These two classes are intended to serve as a full year of research-related experiences.

Typical HHP Graduate Program (*includes summer session enrollment as part of the semester plan)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td>EXER 5980 – Res Meth +3 credits</td>
<td>EXER 5990 – Capstone +3 credits</td>
</tr>
</tbody>
</table>

**Independent Thesis report** – Graduate students select a topic of personal/professional interest and implement the study in consultation with their Faculty Mentor. All students are required to have a Faculty Mentor oversee their projects. Faculty Mentors may only be selected from the graduate HHP faculty members. Students are expected to be prepared to explain their project in detail to the HHP faculty member BEFORE the faculty member agrees to serve as a Faculty Mentor. HHP faculty members are not obliged to serve in this capacity for enrolled students. Faculty Mentors should be identified while students are enrolled in the appropriate Research Methods course (EDN 5660 or EXER 5980).

***Students are encouraged to speak with HHP graduate faculty members about their availability to serve as a Faculty Mentor as early as possible – at least one semester in advance (during Research Methods course enrollment). Serving as a Faculty Mentor comes as an additional responsibility for faculty and the faculty need to be assured that they have adequate time to engage...***
in this additional responsibility. Students are reminded to have a back-up plan, if the first faculty member they approach is not available to serve as a Faculty Mentor that semester.
Department of Health and Human Performance

Timeline for the Thesis Experience

The Thesis experience comprises two semesters of coursework (Research Methods – EXER 5980/EDN 5660 and Thesis – EXER 6000). Please refer to the information below as a timeline for students beginning the Thesis experience in each semester.

Fall Start – Thesis Experience

Fall Enrollment

EXER 5980 – Research Methods: Prior to the fall semester enrollment, all students are required to have an approved research topic. Students meet with the course instructor in the spring semester prior to enrolling in the fall research class. Students must submit a research topic summary for approval by the graduate faculty BEFORE May 1. All students develop a Thesis Research Proposal (TRP) to be used as chapters 1-3 of the thesis in semester 2 (Spring). Students earn NIH certification through an online portal. IRB protocol applications are submitted to the campus IRB for review by November 15. Finalized TRPs are submitted for review by November 25 and include a full pilot test of instruments and hypothesis testing.

Spring Enrollment

EXER 6000 – Thesis: All students are expected to have IRB approval prior to the start of the spring semester. Data collection should conclude by February 20. Face-to-face meetings with Faculty Mentors to discuss data analysis are required on a weekly basis. Data displays and chapter 4 and chapter 5 should be submitted to Faculty Mentors for review by March 15. The deadline for thesis submission is April 1. Presentations are not scheduled until the thesis has been reviewed by all graduate faculty and deemed to meet the minimal criteria for a passing grade. All thesis presentations occur during April.

Spring Start – Thesis Experience

Spring Enrollment

EXER 5980 – Research Methods: Prior to the spring semester enrollment, all students are required to have an approved research topic. Students meet with the course instructor in the fall semester prior to enrolling in the spring research class. Students submit a research topic summary for approval by the graduate faculty BEFORE December 1. All students develop a Thesis Research Proposal to be used as chapters 1-3 of the thesis in semester 2 (Fall). Students earn NIH certification through an online portal. IRB protocol applications are submitted to the campus IRB for review by April 15. Finalized TRPs are submitted for review by April 25 and include a full pilot test of instruments and hypothesis testing.

Fall Enrollment

EXER 6000 – Thesis: All students are expected to have IRB approval prior to the start of the fall semester. Data collection should conclude by October 5. Face-to-face meetings with Faculty Mentors to discuss data analysis are required on a weekly basis. Data displays and chapter 4 and
chapter 5 should be submitted to Faculty Mentors for review by **October 15**. The deadline for thesis submission is **November 1**. Presentations are not scheduled until the thesis has been reviewed by all graduate faculty and deemed to meet the minimal criteria for a passing grade. All thesis presentations occur during November.
Department of Health and Human Performance

Thesis Presentation Information

The Thesis Project Report (TPR) is presented to the graduate faculty members of the Department of Health and Human Performance during a scheduled time slot prior to the start of final exams. The department graduate faculty determine the final grade for EXER 6000 after the presentation. Students are encouraged to prepare a power point or other media presentation to share the important findings from the research study.

- Students are required to submit a print copy of the TPR to every graduate faculty member that will be reviewed to determine if the submitted TPR meets the minimal criteria for a passing grade before the noted deadlines (April 1 or November 1). The faculty will determine if the TPR meets the minimal passing criteria for department work within a one-week time frame.

- If the submitted TPR does not meet the minimal criteria for a passing grade, the student will earn the grade of “T and will be required to register (and pay) for EXER 6000 in the next semester. Students will be provided substantive feedback about TPR sections that need strengthening before the next semester.

- Once the TPR is approved, a presentation date will be scheduled at a time when all graduate faculty are available.

- Once the presentation date is scheduled – the TPR will be considered finalized and the student grade will be determined by the quality of that document and the presentation. Students will not have the opportunity to revise work for a higher (or passing) grade.

- Students are expected to develop a 20-30 minute presentation. At the conclusion of the presentation, faculty members will question the student on specific segments of the presentation and the written document.

- Students will then exit the presentation room and the faculty will determine the grade for EXER 6000.

- All required revisions must be submitted within 7 days of the presentation.
All graduate students are required to successfully complete a written comprehensive examination before the department faculty will make a recommendation for graduation. This is a graduation requirement and is not connected to the final grade in any course. The comprehensive examination occurs in the final semester of coursework according to the following schedule: Thursday/Friday of Fall Break, Thursday/Friday of Spring Break, and the last Thursday/Friday of July.

- Students are required to register for EXER 6200 *Comprehensive Exam* in their final semester. This is a zero (0) credit course that provides access to the exam questions housed in the Canvas system. Registration is required each semester until all course questions have been satisfactorily answered.

- Each faculty member will prepare a specific question based on the content of the graduate course.

- The written comprehensive examination is administered through the Canvas system.

- Students will have a 45 minute window to answer each question (15 minute break between questions). Questions are presented on a regulated time schedule.

- Students should expect to answer in detail, questions related to each completed course in the degree program.

- Students are expected to utilize resources and cite those sources in proper APA format in the response.

- At the conclusion of the written comprehensive examination, the faculty will review the responses in Canvas and record a pass/fail grade.

- If a student response to any of the individual questions is deficient, he/she will be provided an opportunity to attempt a second comprehensive examination one month later (within the same semester). If the student response is deficient on the second attempt, he/she will have one final opportunity to successfully pass the comprehensive examination in the following semester.

- The program director will report the results of the written comprehensive examination to the Graduate School Office.
Department of Health and Human Performance

Thesis Topic Approval Form

All Thesis topics require the approval of the graduate faculty members of the Department of Health and Human Performance. As stated in the UNCP catalog description, this approval is required before enrollment in EXER 5980. Students should submit this form **PRIOR** to enrollment in EXER 5980: *Research Methods*. Once approved by the department faculty members, students can pursue the development of their Thesis Research Proposal in EXER 5980.

Students should prepare a 1 paragraph description of the proposed research topic area. This will be reviewed by the graduate faculty and approved/disapproved. If at any time the student chooses to change the general topic area, the graduate faculty must approve the change.

Student Name: ____________________________________________

Faculty Mentor: ____________________________________________

Research Topic:
All Thesis students should be working under the direct supervision of a member of the graduate faculty from the Department of Health and Human Performance. The faculty who agree to serve on a Thesis Committee do so of their own volition and are not compensated for the time, effort, or energy they expend on supporting graduate student research efforts. Committee members provide support to the students in terms of feedback on written sections of the thesis as well as review of data sets to be analyzed. There are no expectations for faculty to provide editorial feedback or assist the student with formatting of the thesis.

Thesis students are expected to speak directly to any faculty member that they would like on their Thesis Committee. Faculty members are not required to serve on Thesis Committees and may decline any/all requests. Students should be sure to have backup plans in place for committee members. Each student is expected to have at least one department graduate faculty member in addition to the Faculty Mentor.

Student Name: _____________________________________________________
Research Topic: _______________________________________________________________________

Thesis Committee Members:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________