**Prior Learning Assessment (PLA) Opportunities within the M.A. Sports Coaching program**

**Earn Course Credit for Your Experience!**

The M.A. Sports Coaching program allows students to obtain credit for their prior experiences in the field via Prior Learning Assessments (PLA). Students are able earn can earn up to 15 credits via PLA. **Students must be admitted to a program, or have at least applied for such admission.**

**Two Routes to Earning PLA Credits:**

**Route 1: Work Experience, Professional Development, and Other:**  For students who believe they have mastered the standards/learning outcomes via work experience, professional development, or other means. Such students must complete a non-credit Portfolio Development Course, submit one or more detailed portfolios within that course, and pay an assessment/course fee. See the [CEHD PLA webpage](https://wmich.edu/education/pla#course) for details on this required portfolio development course and how to register. Students can earn up to 15 of 30 credits via PLA.

**Route 2: Courses from Coaching Certificate Programs**: The PLA credit can be obtained through certificate programs in the coaching field. The certificate program courses will be evaluated on whether the student learning outcomes match the M.A. Sports Coaching program courses’ student learning outcomes. For each certificate program a standard number of courses will be identified to be applicable towards the PLA, with the cap of 15 credit hours being accepted towards the PLA.

## PLA APPLICATION & PROCESS

1.Interested individuals must first apply for and/or be enrolled in the M.A. Sports Coaching program.

2. **Contact Dr. Zeljka Vidic (link email) to** discuss whether you might be eligible for PLA credits and to talk through the process.

3. If applying via **Route 1**, you are required to complete a non-credit portfolio development course, and submit your completed portfolio within that course. See the [CEHD PLA webpage](https://wmich.edu/education/pla#course) for details on this required portfolio development course and how to register. Please review courses and course’s learning outcomes for which you wish to apply (See Table 1).

* **Complete**[**the PLA application**](https://wmich.edu/leadership/pla-k-12-application). Note that you must complete and submit the entire application at one time; it cannot be saved as draft, and submitted at a later date.

4. If applying via **Route 2**, prior to beginning the online application, you must prepare and email Dr. Vidic the following:

1.) Word document (to be attached within the online application) that includes a list of courses for which you are seeking PLA credits.

2.) Include the name of the completed program (and completion date), (b) a list of courses for which you are seeking PLA credits, (c) a narrative description of work completed related to each requested course, and (d) and sample work products

5. PLA Applications and associated evidence may be submitted at any time during an academic year. Applications will be reviewed by at least two faculty members within a 30 day time period during the academic year and within a 60 day time period during the summer sessions.

6. Any credits awarded will not be placed on a student’s transcript until admitted to the WMU graduate program. All such credits will be posted on transcript as “credit earned by PLA examination” without letter grade, and will not be counted in the total GPA. Such credits can be used to meet WMU graduation requirements.

For more information, review the [Detailed EDLD PLA Policy and Procedures](https://wmich.edu/sites/default/files/attachments/u1635/2021/PLA%20%20Ed%20Leadership%20Procedures%20%28approved%201-15-21%29%20%281%29.pdf).

**Table 1:**

## COURSES ELIGIBLE FOR PLA CREDIT

Required Courses:

[**HPHE 6350 - Principles and Practices of Effective Coaching**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Recognize different coaching styles and ways to enhance communication skills in coaching,
* Develop a coaching philosophy that outlines guiding principles and values in coaching,
* Identify different ways to effectively motivate athletes,
* Identify different ways of developing good character and sportsmanship in athletes,
* Develop a team conduct policy that promotes good conduct and sportsmanship,
* Identify characteristics of positive discipline and ways to implement it with athletes,
* Recognize a wide-ranging diversities and optimal ways to deal with diverse athletes,
* Recognize interpersonal skills that can aid coaches in becoming a coach of positive influence,
* Develop a teaching skill presentation by incorporating principles of effective teaching technical skill,
* Develop a coaching portfolio of exemplary work by incorporating the National Standards for Sports Coaches,
* Identify components of an effective instruction plans for each practice.

**HPHE 6630 Sports Ethics**

Upon completion of this course, each student will be able to:

* Understand the application of ethical and moral issues in the sport domain,
* Understand the application of different moral theories in the sport domain,
* Develop a debate presentation addressing an ethical issue in the world of sport,
* Develop a consistent, reflective value structure in which to utilize in addressing moral questions,
* Increase understanding of different ethical issues within the sport domain.

[**HPHE 6320 - Theories of Strength and Conditioning**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon successful completion of this course, students will be able to:

* Describe working knowledge of strength and conditioning, including basic nutrition, bioenergetics, biomechanics, psychology, and applied anatomy,
* Investigate the effects of various strength and conditioning modalities on athletic performance,
* Develop a strength and conditioning program in a safe and effective manner.

[**HPHE 6340 - Sports Safety and Injury Management for Coaches**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Define the role of a coach relative to sport safety and injury management,
* Summarize an Emergency Action Plan,
* Interpret the general guidelines for proper use and fitting of equipment,
* Recognize best practices in environmental, nutrition, and concussions in sport,
* Recognize and provide initial care for an injured athlete,
* Provide a Certification in First Aid, Health and Safety for Coaches.

[**HPHE 6910 - Psychological Preparation and Mental Training for Sport and Physical Activity**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Identify major approaches to understanding and assessing personality in sport,
* Compare and contrast theories of achievement motivation,
* Discuss different types of intrinsic and extrinsic motivation,
* Identify different mental training tools, including imagery, goals-setting, relaxation/energization self-talk and ways to utilize them in performance enhancement,
* Explain how arousal- and anxiety-related emotions affect performance,
* Develop a psychological skills training program with the goal of performance enhancement,
* Identify the role of psychological factors in athletic and exercise injuries and burnout,
* Demonstrate effective written and oral communication skills and understanding of the theoretical foundations of sport psychology concepts by engaging in class discussions, presentations, and reflections.

**HPHE 6900 – Research Procedure in HPHE**

Upon completion of this course, each student will be able to:

* Independently use WMU and other online library systems to search, summarize and find the cretic issues in your field which is worth to do a research,
* Develop some reasonably independent empirical research of your own and know when to seek aid and guidance from appropriate sources and qualified persons,
* Develop skills to critically analyze and interpret the empirical research reported in the literature in your own particular area of interest,
* Differentiate research from opinion and recognize the limitations of published research,
* Understand the role of empirical research and be able to utilize research findings in your own professional activities,
* Have had a Human Subjects Institutional Review Board (HSIRB) training and eligible to collect data from human subjects.

[**HPHE 7120 - Professional Field Experience**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Demonstrate and enhance coaching competencies by engaging in practical coaching experience,
* Demonstrate coaching competence by composing a portfolio of exemplary work based on the National Standards for Sport Coaches,
* Set practica goals based on the National Standards for Sport Coaches and complete evaluations as it relates to the goal achievement,
* Document mastery of coaching experience through activities such as developing a professional, website, resume, creation of training videos, and self- and supervisor evaluations.

**ELECTIVES:**

[**HPHE 6930 - Sociology of Sport and Physical Activity**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Understand the meaning of ‘ideology’ and how it relates to gender, race, social class, and disability,
* Identify and describe major research methods in sociology of sport,
* Identify factors related to socialization process in influencing sport participation,
* Explain how social changes influence growth of organized youth sports,
* Explain the challenges associated with the use of performance-enhancing substance in sports,
* Understand different types and consequences of violence and deviance in the sport context,
* Identify the reasons for existing gender inequities and strategies for achieving gender equity in sport,
* Identify the reasons for existing racial inequities and strategies for achieving racial equity in sports,
* Know the meaning and consequences of ableist ideology, ageism, and ableism,
* Identify the conditions under which commercial sports emerge and foster economic growth,
* Describe the relationship between the media and politics and sports,
* Identify the major socio-cultural issues surrounding high school and college sports,
* Demonstrate effective written and oral communication skills through class presentations, discussions and reflections.

[**HPHE 6360 - Principles of Sport Nutrition and Energy Systems**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Identify macro and micronutrients,
* Identify foods that provide these nutrients,
* Identify other food constituents that are not essential nutrients that affect metabolism and/or athletic performance,
* Compare and contrast nutrients and dietary constituents,
* Establish nutrition principles that guide performance,
* Diagram and explain the metabolic pathways for each macronutrient,
* Recognize how each macro and micronutrient influences performance,
* Develop diets that optimize performance using the established nutrition principles,
* Evaluate dietary ergogenic aids and their effect on human performance,
* Evaluate nutrition claims found on the web, in written material such as newspapers and magazines, and television,
* Determine the efficacy of various ergogenic aids.

**HPHE 6420 Human Growth and Motor Development**

* Identify the phases of motor development across the lifespan.
* Identify the determinants of human development and skill acquisition across the lifespan.
* Identify and apply developmental principles to study the nature of human motor performance.

[**HPHE 6600 - Governance and Administration of Sport**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Identify the key human resource issues that affect sport organizations,
* Describe a model of human resource management and identify the key elements of good practice,
* Understand and work with the key steps in the HR planning process,
* Articulate the strategic importance of recruitment, selection, and placement to sport organizations,
* Understand the importance and process of orienting sport volunteers,
* Explain the training and development model,
* Understand the basis of performance management and the factors that impact performance,
* Explain the role of rewards in employee and volunteer motivation in sport organizations,
* Describe importance and management of health, safety, and employee wellness in a sport organization,
* Describe the benefits and challenges of diversity in a sport organization,
* Outline challenges to sport organizations in the future and understand the implications for HRM.

**HPHE 6650 Economic and Financial Management of Sport**

* To allow comprehensive discussion of the current financial situation in the sports industry.
* To learn the basic model of supply and demand to explain economics of sports
* To analyze team demand, revenue, and cost in closed leagues in North America
* To analyze how teams apply pricing strategies that result in increased profits
* To understand why team owners and fans may care about competitive balance
* To understand how a new facility can increase a team’s revenue stream
* To understand the ways that sport organizations exercise monopoly power
* To understand the different ways to measure the economic impact of a mega-event
* To understand the basic model of wage determination in labor markets
* To describe the different forms of discrimination and how they affect employment and pay

**HPHE 6210 Physical Activity for Exceptional Children**

* Students will understand the fundamentals of adapted physical education, including historical background, developmental patterns, motor learning and perception, and understanding individuals with disabilities.
* Students will understand the managing the learning environment of adapted physical education, including organization and administration of adapted physical education and teaching adapted physical education.
* Students will understand the different conditions resulting in enervated and impaired movements, including (a) the nature, behaviors, prevalence, and classifications of children with different types of disabilities; (b) the selection of appropriate physical activities and therapeutic exercises for children with different types of disabilities; (c) the contraindicated physical activities for individuals with different types of disabilities; and (d) the selection of appropriate teaching strategies in teaching students with different disabilities.
* Students will study evidence-based behavioral prompting teaching strategies or specially designed instructional procedures for teaching motor skills in adapted physical education, including (a) increasing prompting hierarchy procedure, (b) decreasing prompt hierarchy procedure, (c) constant time delay procedure, (d) progressive time delay procedure, and € shaping procedure, and is able to apply for one od these procedures in teaching a child with dishabilles a motor skill in adapted physical education by developing a project proposal.

[**HPHE 6310 - Skill Acquisition and Human Performance**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Identify concepts for analyzing human movement.
* Identify and discuss linear and angular kinetics of human movement.
* Discuss equilibrium and human movement.
* Consider environmental conditions to prevent injury during practice and/or contests.
* Analyze human performance in terms of developmental information and individual body structure.
* Describe and provide effective skill instruction in a sport setting.
* Describe and demonstrate the components of effective instructional coaching.
* Develop, implement, and present a training intervention to address one individual’s area of improvement.

[**HPHE 6440 - Program Evaluation in Sport and Physical Education**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Describe the terms, procedures and tools associated with program evaluation,
* Demonstrate knowledge of research supporting effective program evaluation,
* Relate state, national K-12 standards and NSSC to effective program evaluation,
* Complete a program evaluation report on an instructional or coaching program,
* Develop a program evaluation plan using the framework of your choice.

**HPHE 5980 Study Abroad – Education, Sport and Culture**

* Demonstrate knowledge and understanding of cultural values and historic background of the country of Croatia and Venice, Italy,
* Familiarize yourself with the higher educational system in Croatia,
* Contrast and compare different higher educational systems in the United States and Europe
* Obtain functional knowledge of the significance of various cultural distinctions,
* Contrast and compare sport system structure in Croatia and the United States

[**HPHE 6920 - Analytical Techniques in Human Performance and Health Education**](http://catalog.wmich.edu/preview_program.php?catoid=25&poid=6973&returnto=1041)

Upon completion of this course, each student will be able to:

* Understand and use selected experimental and quasi experimental designs,
* Correctly collect the data in an empirical research,
* Correctly use selected analytical procedures,
* Familiar with the statistical software such as SPSS and Excel to do data analysis,
* Appropriately interpreting the results of completed research,
* Conduct basic qualitative data analysis,
* Comparison of the quantitative and qualitative techniques,
* Appropriately interpret the results of the completed result of a data analysis.