

NORTH DAKOTA STATE UNIVERSITY

Department of Health, Nutrition, and Exercise Sciences

**Master of Science in Health, Nutrition, and Exercise Sciences
Option: Leadership in Physical Education and Sport**

Program Coordinator Contact Information
Bradford Strand, Ph.D.
Bentson Bunker Fieldhouse
Health, Nutrition, and Exercise Sciences
NDSU Dept. #2620
P.O. Box 6050
Fargo, ND 58108-6050
Bradford.strand@ndsu.edu

Last Revised Jan. 2019

Table of Contents

Welcome	3
Program Theme	3
Delivery	3
Career Opportunities	3
Student Checklist and Timeline	3
Program Standards and Outcome Competencies	4
Advisor	5
Course Work Requirements	5
Academic Curriculum	6
List of LPES Courses	6
IRB Training	7
Continuous Enrollment/Leave of Absence	7
Termination Culminating Experience - Portfolio	7
Portfolio Assessment Rubrics	7
HNES 792 Graduate Teaching Experience	10
HNES 793 Independent Study	13
HNES 795 Field Experience	17
HNES 797 Master's Paper	21
HNES 798 Master's Thesis	24

WELCOME

Welcome to the graduate program, Leadership in Physical Education and Sport, offered by the Department of Health, Nutrition, and Exercise Sciences (HNES). Graduate students should be familiar with all the information in the [NDSU Graduate Bulletin](#). Please feel free to ask questions as you progress through your program of study. Faculty are here to assist students during their graduate studies and to ensure that they have a successful experience.

PROGRAM THEME

The Leadership in Physical Education and Sport option prepares teachers, coaches, and others who wish to extend their content, pedagogical, and leadership knowledge for improved professional practice in physical education, coaching, and sport settings. Course work is designed to prepare students to be leaders of, and advocates for quality physical education and sport programs. The program emphasizes academic excellence, the pursuit of knowledge, the development of critical and analytical abilities, and the application of theory into practice preparing students to assume positions of leadership within the profession.

Faculty are dedicated to the delivery of high quality course work informed by the National Standards for Sport Coaches (SHAPE, 2009) and the National Standards for Advanced Physical Education Teacher Education (SHAPE, 2009). Through the infusion of technology in instruction and the promotion of an academic culture appreciative of diversity and the value of physical well-being, faculty seek to prepare individuals who will be on the “cutting edge” of professional practice. Students will develop the skills necessary to become innovators and change agents for the advancement of physical education and coaching. The program encourages the development of individuals who value a lifelong love of learning and the process of scholarly inquiry.

DELIVERY

The entire curriculum for this program will be presented on-line via distance learning. The on-line approach features course content presented in Blackboard as well as readings from selected textbooks and journals. Additionally, Collaborate Ultra, chat room sessions, and e-mail discussions of current topics and issues will be used throughout the program.

This mode of delivery provides students with the flexibility to complete course assignments and activities within their individual settings at a time when their job duties and responsibilities allow them to focus on the course work.

The courses in this program have been specifically designed to inform students about best practices in contemporary teaching, coaching, sport, and leadership. The underpinning philosophy requires that course assignments be mainly case study, project-based, and relevant to practicing teachers and coaches so they may apply knowledge gained to their individual teaching or coaching settings, or other appropriate contexts. This does not mean that some courses will not have exams. Most courses will use a project-based format where students read and discuss content on-line and then apply what they have learned in authentic action projects that are shared with others. Some courses require projects or field experiences related to observing, assessing, or teaching/coaching in K-12 or university settings. There is no required course sequence. Each individual student's program is developed in consultation with an assigned graduate advisor.

CARRER OPPORTUNITIES

The objective of this program is to expand the professional knowledge, skills, and leadership qualities of physical educators, coaches, and sport leaders. The program will be of interest to teachers and coaches from K-12 settings and graduate assistants working in collegiate sport and physical education settings.

STUDENT CHECKLIST AND TIMELINE

1. Visit with your advisor to discuss the curriculum and schedule of courses.
2. If you have been admitted under conditional status you must earn a grade of B or better in your first six (6) credits. The Graduate School will change you to full status upon successful completion of the courses.

3. Once you have completed six (6) credits and have a 3.0 GPA, you should consider applying for the tuition support program via the College of Human Development and Education. If interested, contact Peggy Cossette in the Dean's Office.
4. Ensure that you maintain continuous enrollment through completion of the degree or obtain leave of absence from the Graduate School (Form: Request for Leave of Absence).
5. Ensure that you have completed IRB training prior to engaging in research activities.
6. Schedule your final portfolio presentation with your advisor. The portfolio presentation should be held during your final semester of course work. All committee members should receive a copy of the completed portfolio at least one week prior to the presentation meeting.
7. Complete the "Application for Graduate Degree" form. See the example below for completing the form.

DEGREE DETAILS	
*Expected Term of Degree Completion: <input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer *Year: <input style="width: 50px;" type="text" value="2019"/>	
*Program <input style="width: 90%;" type="text" value="HNES - Leadership in Physical Education and Sport"/>	
*Degree Type <input style="width: 90%;" type="text" value="Master of Science (M.S.)"/>	
*Adviser Name <input style="width: 90%;" type="text" value="Jenny Linker"/>	
*Adviser Email <input style="width: 45%;" type="text" value="jenny.linker@ndsu.edu"/> *Confirm Email <input style="width: 45%;" type="text" value="jenny.linker@ndsu.edu"/>	
Doctoral Dissertation Title (<i>if applicable</i>) <input style="width: 95%; height: 40px;" type="text"/>	
*In which commencement ceremony do you plan to participate? <input type="radio"/> Fall (December) <input type="radio"/> Spring (May) <input type="radio"/> Not Attending	
SIGNATURES	
*Student _____ *Date _____	Adviser _____ Date _____
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #008000; color: white; padding: 5px 15px; border: 1px solid black;">Sign Form</div> <div style="background-color: #0000FF; color: white; padding: 5px 15px; border: 1px solid black;">Send Form to Adviser</div> <div style="background-color: #008000; color: white; padding: 5px 15px; border: 1px solid black;">Sign and Submit Form</div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> <div style="background-color: #cccccc; padding: 5px 15px; border: 1px solid black; margin-right: 10px;">Print</div> <div style="background-color: #cccccc; padding: 5px 15px; border: 1px solid black;">Clear Form</div> </div>	

8. Participate in commencement. (Optional)

PROGRAM STANDARDS AND OUTCOME COMPETENCIES

Standard 1: Professional Knowledge. Candidates understand disciplinary content knowledge and the application of content knowledge to teaching, coaching, and leadership.

Competency 1.1 Content Knowledge. Candidates demonstrate knowledge of content in physical education, coaching, pedagogy, and leadership.

Competency 1.2 Pedagogical Content Knowledge. Candidates demonstrate knowledge of how to represent content knowledge to make it comprehensible to learners (pedagogical content knowledge)

Standard 2: Professional Practice. Candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.

Competency 2.1 Understanding and Application. Candidates demonstrate the understanding and application of content knowledge and pedagogical content knowledge of teaching, coaching, and leadership appropriate to learners, the learning environment, and long-and short-term outcomes/goals.

Competency 2.2 Planning and Instruction. Candidates demonstrate the integration of planning and instruction as a unified process to achieve long- and short-term outcomes/goals in teaching, coaching, and leadership.

Competency 2.3 Assessment and Evaluation. Candidates demonstrate the assessment and evaluation of instruction and programming in teaching, coaching and leadership based on personal and cultural characteristics of learners and the professional setting.

Standard 3: Professional Leadership. Candidates are continuous, collaborative learners who further their own professional development and use their abilities to contribute to the profession from a position of leadership.

Competency 3.1 Management and Supervision. Candidates demonstrate the ability to manage and supervise a variety of learners in teaching, coaching, and leadership situations.

Competency 3.2 Leadership. Candidates demonstrate the ability to provide transparent, evidence-informed leadership in teaching, coaching, and leadership settings.

Competency 3.3 Personal Development. Candidates demonstrate their professional development in teaching, coaching, and leadership settings.

Standard 4: Professional Inquiry. Candidates understand modes of inquiry that form the bases for programs and instruction.

Competency 4.1 Methods of Inquiry. Candidates demonstrate knowledge of processes and methods of systematic intentional inquiry about teaching, coaching, learning, and leadership in physical education and sport settings.

Competency 4.2 Investigation of Practice. Candidates demonstrate systematic inquiry into professional knowledge and practice of teaching, coaching, and leadership that reflects practice and the learners served.

Competency 4.3 Creating, Extending, and Sharing New Knowledge. Candidates demonstrate the ability to create and share new knowledge to the profession and community.

ADVISORS

In the letter notifying an applicant of admission, the Graduate School will identify an individual in HNES whom the applicant should contact. This person can help you select your courses, prepare you for graduate level education, and serve as your advisor for the portfolio presentation.

COURSE WORK REQUIREMENTS

Courses numbered 600/700 may be taken for graduate credit in the student's field of study. Courses not listed in the Bulletin of the Graduate School may not be taken for credit toward the Master of Science degree. All prerequisites must be met before a student can take a 600/700 level graduate class.

Transfer of Credits: It is possible to transfer up to nine (9) semester credits of graduate work provided the work is from an accredited graduate program, is of "B" grade or better, is the same subject matter required in a selected program and is approved by the Department Chair/Head and the Graduate School.

Summer School: A maximum of nine (9) credits may be taken during the summer session toward a degree. NDSU usually has a summer session and a pre-summer session that is equal to 1/3 of a semester. (You may take one 3-credit or one 4-credit course during the pre-summer session).

Out-of-Date Course Work: Course requirements must be completed within a period of seven (7) years from the date of application. Out-dated courses may be renewed in accordance with the Graduate school regulations found in the bulletin.

Academic Requirements: "To be in good standing and to receive a graduate degree, a student must maintain a cumulative grade point average of 3.0 or B." (Graduate Bulletin, General regulations)

Credit Load: Nine credits are considered a full-time graduate load. Graduate teaching assistants in half-time status (0.5 FTE) are considered full-time if registered for four or more graduate credits. Graduate teaching assistants wishing to register for more than 10 credits in a regular semester shall secure the approval of the Department Chair/Head and the Dean of College of HDE before registering with the graduate dean.

Tri-College: Graduate students may take courses offered at Minnesota State University Moorhead or Concordia College for credit toward a degree. The courses, however, must be listed as graduate courses and approved by the Department Chair/Head.

ACADEMIC CURRICULUM

Students should consistently progress through the credits needed to graduate and know all prerequisites for their individual graduate studies. Tentative course schedules are provided to help students schedule their courses as they progress toward completion of the degree. The required courses of HNES 700, HNES 701, and HNES 712 are offered every year. All other courses are offered on a two-year rotation basis.

Summer - odd year 2019

HNES 708 Positive Youth Development Through Sport (3 credits)
HNES 711 Physical Education Curriculum (3 credits)
HNES 714 Legal Liability in HPER (3 credits)

Fall - odd year 2019

* HNES 700 Research in Physical Education and Sport (3 credits)
HNES 712 Principles of Management (3 credits)
HNES 736 Ethical Leadership in Physical Education and Sport (3 credits)

Spring - even year 2020

HNES 701 Leadership and Supervision (3 credits)
HNES 706 Adapted Physical Education and Sport (3 credits)
HNES 716 Financial Management in Sport (3 credits)

Summer - even year 2020

HNES 709 Leadership Influence in Physical Education (3 credits)
HNES 721 School-wide Physical Activity Promotion (3 credits)
HNES 731 Governance in Sport (3 credits)

Fall - even year 2020

* HNES 700 Research in Physical Education and Sport (3 credits)
HNES 704 Psychological Foundation of Sport and Physical Activity (3 credits)
HNES 712 Principles of Management (3 credits)

Spring - odd year 2021

HNES 701 Leadership and Supervision (3 credits)
HNES 715 Teaching Concepts-Based Fitness (3 credits)
HNES 717 Sport Revenue Generation (3 credits)

***It is required that you enroll in HNES 700 during the first fall semester of your enrollment**

LIST OF LPES COURSES

Students will prepare an individual plan of study with their advisor. Of the required minimum 30 graduate credits, at least 20 credits must be completed using courses approved for graduate credit numbered from 601-689, 691, 700-789, and 791. Below is the listing of courses available in Leadership in Physical Education and Sport. Courses not listed below must be approved by the student's advisor.

Required courses:

HNES 700 Research in Physical Education and Sport (3 credits)
HNES 701 Leadership and Supervision (3 credits)
HNES 712 Principles of Management (3 credits)

Electives:

HNES 704 Psychological Foundation of Sport and Physical Activity (3 credits)
HNES 705 Analysis of Sport Skill Instruction and Acquisition (3 credits)
HNES 706 Adapted Physical Education and Sport (3 credits)
HNES 707 Sport in American Society (3 credits)
HNES 708 Positive Youth Development Through Sport (3 credits)
HNES 709 Laws of Leadership (3 credits)
HNES 711 Physical Education Curriculum (3 credits)
HNES 714 Legal Liability in HPER (3 credits)
HNES 715 Teaching Concepts-Based Fitness (3 credits)
HNES 716 Financial Management in Sport (3 credits)
HNES 717 Sport Revenue Generation (3 credits)
HNES 718 Strategic Sport Marketing (3 credits)
HNES 721 School-wide Physical Activity Promotion (3 credits)
HNES 731 Governance in Sport (3 credits)
HNES 736 Ethical Leadership in Physical Education and Sport (3 credits)

Other courses you might consider:

HNES 790 Seminar
HNES 792 Graduate Teaching Experience (1-3 credits)
HNES 793 Independent Study (1-3 credits)
HNES 795 Field Experience (1-3 credits)

IRB TRAINING

All graduate students intending to conduct research must complete the IRB Training prior to beginning a research project. This training is offered on-line through Sponsored Programs and can be found at https://www.ndsu.edu/research/integrity_compliance/irb/training/. A copy stating you have completed the training must be filed with the IRB office.

CONTINUOUS ENROLLMENT/LEAVE OF ABSENCE

Graduate credit for any course that is more than seven (7) calendar years old at the time of the final examination cannot be used to satisfy a master's degree program. The student will have one (1) year from the date of the final examination to complete the Graduate School disquisition review process and all other degree requirements. Should the disquisition not receive final approval or any other degree requirements not be completed within this time limit, the student must repeat the final examination.

Students are required to register for at least one credit each semester (fall and spring) until all degree requirements are completed, including Graduate School approval of the thesis, paper, or dissertation. The graduate dean will not approve the degree until the student has registered for the number of credits of research for any semesters not covered by either registration or leave of absence, but not more than four (4) credits total.

A student who has not registered for longer than a continuous two-year period must also reapply for admission and is subject to the degree requirements at the time of readmission.

Students who interrupt their graduate program prior to the completion of all degree requirements must obtain a leave of absence, using the [**Request for Leave of Absence from Graduate Studies form**](#).

TERMINATION

Graduate assistants may have their employment terminated by the Graduate Dean, upon recommendation by their supervisors with probable cause or if funds are no longer available. Early termination for cause may occur when:

- Student does not abide by the appointment conditions
- Student fails to perform tasks as assigned
- Student does not make adequate degree progress
- Student does not make satisfactory research progress
- Student fails to maintain minimum registration

- Persistent refusal to follow reasonable advice and counsel of faculty in carrying out assistantship obligations
- Failure to comply with responsibilities as an employee set forth in the Graduate School Bulletin, department rules and regulations governing assistantships, or the terms of sponsored research agreements that fund the assistantship
- Personal conduct seriously prejudicial to the university, including violation of NDSU Code of Student Behavior, state or federal law, and general university regulations

PORTFOLIO

All graduate students must complete a portfolio and presentation as part of their program of study. Specific procedures have been developed for the presentation. It is each student's responsibility to be familiar with and to follow the procedures. The presentation for students enrolled in Leadership in Physical Education and Sport will consist of the preparation of a professional portfolio along with a presentation that may be conducted via distance or on-site at NDSU. Students will work with their assigned advisor on the completion of their portfolio.

The portfolio based on course work and field experiences will include:

Section 1: Copy of courses completed – you will provide a copy of all of your completed graduate courses

Section 2: Resume – you will provide a copy of your most recent resume

Section 3: Reflective Essay – This reflective essay will address your strengths and weaknesses relative to the standards and your professional growth throughout the program. Within this essay you will discuss your leadership development and provide a career action plan.

Section 4: Standards - Artifacts, rationales, and reflections of student work that exhibit program outcomes for standards 2, 3, and 4. You are required to provide one sample of your work for each of two competencies within each of the listed standards. For each sample you need to provide a rationale for why you selected that sample and how it meets the competency. Materials may include: a review of literature paper; paper for publication; presentations at professional meetings/conferences; course projects, papers or assignments; records of live observation and/or captured audio/video performance with analysis and feedback; lessons and units taught in field settings with results of student/player assessment; analytical teacher or coach reflection and/or videotape analysis; action research project; instruments used to solicit preferences, goals, opinions, etc., of candidates, students, or athletes; supervision and/or mentoring of initial candidates, student teachers, new faculty or coaches, assistant coaches; and service learning projects within schools or the community at large.

Presentation

At the completion of your experience you will present your portfolio. The final product will be available to all members of your supervisory committee one week prior to the presentation. You will present a brief power point presentation and be prepared to discuss and answer questions regarding the portfolio and your experience. You should also consult with your adviser to discuss the reporting procedure and how best to prepare for the presentation.

The presentation format is as follows:

- Duration of the student presentation - up to 20 minutes.
- Questions from the committee - up to 20 minutes.
- Committee deliberation - up to 10 minutes. The student is excused from the committee's deliberations.
- Student advised of outcome by the committee chair.

Questions and concepts a student should be prepared to answer during the presentation include:

- Questions about the portfolio.
- Questions about the student's plan of study and coursework.

The candidate shall pass this presentation before being awarded the master's degree.

The portfolio must be given to the committee members no fewer than seven (7) days prior to the presentation. At the conclusion of the presentation, the committee shall record in writing approval or disapproval. A negative vote by more than one member of the committee will signify failure of the presentation.

Enrollment is required during the term in which the final presentation is conducted.

The presentation will be conducted on the portfolio and material covered in coursework from the official Plan of Study. If the committee finds serious weaknesses in the candidate's performance the committee shall specifically explain these weaknesses to the candidate and an improvement plan will be developed. After the candidate's adviser verifies that the goals of the improvement plan have been met, a second presentation will be scheduled.

Portfolio Assessment Rubric

Name _____ Date _____

	Satisfactory	Unsatisfactory
Resume		
• Current	_____	_____
Reflective Paper		
• The paper makes logical connections between course work and personal educational experiences	_____	_____
• The paper was clearly written and well organized	_____	_____
• The paper was free from errors in grammar, spelling, and word choice	_____	_____
• The paper specifically addressed the questions/issues in the assignment	_____	_____
• The paper makes adequate connections with the student’s future	_____	_____
Standards		
<i>Competency 2.1 Understanding and Application</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____
<i>Competency 2.2 Planning and Instruction</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____
<i>Competency 2.3 Assessment and Evaluation</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____
<i>Competency 3.1 Management and Supervision</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____
<i>Competency 3.2 Leadership</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____
<i>Competency 3.3 Personal Development</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____
<i>Competency 4.1 Methods of Inquiry</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____
<i>Competency 4.2 Investigation of Practice</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____
<i>Competency 4.3 Creating, Extending, and Sharing New Knowledge</i>		
• Selected artifact gives attention to the mastery of the standard	_____	_____
• Selection shows an applicable understanding of the standard	_____	_____
• Response shows an appropriate degree of thought and analysis	_____	_____

HNES 792 GRADUATE TEACHING EXPERIENCE

Graduate student teaching is an opportunity for students to gain experience in college/university level teaching. Graded 'S' or 'U'.

Time Commitment

Didactic three-credit courses are equivalent to 45 hours of course time. With all readings and assignments in a given course, it is expected that you should budget a minimum of 30 hours for a two- credit courses and 45 hours for a three credits course

What You Should Expect to Do

It is expected that students will work in a “real world” classroom/gymnasium setting that is appropriate for and fit their individual professional goals and desires. These real world teaching will be directly related to the Program Standards and Outcome Competencies. If you are enrolled for one credit you will address 1 of the 4 standards, exclusive of Standard 1; if you are enrolled for two credits you will address 2 of the 4 standards, exclusive of Standard 1; and if you are enrolled for three credits you will address 3 of the 4 standards, exclusive of Standard 1. A common assessment rubric will be used by all advisors for all of the graduate teaching experiences.

After consulting with your adviser and selecting a teaching experience, you will carry out early planning and other preliminary activities in frequent interactions with your advisor. With the guidance of your adviser, a proposal for the teaching experience will be presented to your advisor.

For most graduate teaching proposals, there should be at a minimum an overview of the proposed teaching experience, a statement of purpose, specific objectives, a thorough description of the site, steps of how the teaching experience will be conducted, significance of the experience, and a statement detailing how a final product will be organized. An attempt should be made to be specific enough to communicate to the committee the extent of the work to be done in completing each step. A time-line specifying the projected sequence and date of completion of the various steps is helpful to you and your advisor.

What You Will Turn in to the Instructor

At the conclusion of your teaching experience you will submit the following documents for the various standards (the number of documents you submit will depend on the number of credits you are completing):

1. Standard 2 – You are required to complete an action plan based on one of the three competencies.
2. Standard 3 – You are required to implement and describe the implementation of the action plan based on one of the three competencies.
3. Standard 4 – You are required to design an activity that will further your knowledge or disseminate the information to others.
4. All students will submit a summary paper based on their reflection of the independent study.

Grading Rubric for Graduate Teaching Experience

“S” Range (Credit)

- Entire assignment was completed
- Responses to assignments were clearly written and well organized
- Work was free from errors in grammar, spelling, and word choice
- Responses specifically addressed the questions/issues in the assignment
- Responses were adequate in length and excellent in content coverage and factual accuracy
- Responses showed a high degree of thought and analysis

“U” No Credit

- Less than the entire assignment was completed
- Responses to assignments were not clearly written or organized
- Errors in grammar, spelling, and word choice were evident
- Responses did not specifically address the questions/issues in the assignments
- Responses were inadequate in length/content coverage/factual accuracy
- Responses showed little or no thought or analysis

Proposal

The Graduate Teaching Proposal Form serves as formal documentation of the teaching experience and expectations of both the student and supervising instructor. Please use the directions below to complete the Graduate Teaching Proposal Form on the last page of this document and return it to the supervising instructor for approval.

1. Course Purpose:
 - a. List the general purpose of the graduate teaching experience and its value to your overall career/education goals.
2. Standards and Competencies Addressed
 - a. See LPES Handbook for complete list and follow protocol above depending on credits proposed.
3. Specific Learning Objectives
 - a. List the specific objectives (aligned with the standards and competencies chosen) that will be achieved through the teaching process.
4. Learning Activities
 - a. List and describe the learning activities that will take place in order to achieve the learning objectives listed above (e.g., research on topic, development of an action plan, on-site observation hours, in-depth book study, action research, execution of action plan).
5. Artifacts to Demonstrate Achievement of Objectives
 - a. What will the student produce to demonstrate the achievement of the above learning objectives (e.g., observation journal, review of literature, handbook, portfolio)?
6. Semester Schedule
 - a. Provide a detailed timeline for various course events including submissions for feedback and evaluation.
7. Reading List
 - a. Use APA format to document reading materials (may be added later if artifacts will later reveal reading list).
8. Other Resources
 - a. Outside of reading materials, any other resource you might use to facilitate the project (e.g., specific curriculum, computer programs, websites, people you might observe or interview).
9. Faculty Role
 - a. What specific role will the instructor fulfill during the span of the project (e.g., provide feedback, evaluation, meetings).
10. Graduate Teaching Experience Assessment and Evaluation
 - a. The Graduate Teaching Grading Rubric specified in the LPES Handbook will be used

HNES 792 Graduate Teaching Experience Proposal Form

Student Name:

Graduate Teaching Experience Instructor's Name:

Semester:

Credits:

1. Course Purpose
2. Standards and Competencies Addressed
3. Specific Learning Objectives
4. Learning Activities
5. Artifacts to Demonstrate Achievement of Objectives
6. Semester Schedule
7. Reading List
8. Other Resources
9. Faculty Role
10. Graduate Teaching Experience Assessment and Evaluation
 - a. The Graduate Teaching Grading Rubric specified in the LPES Handbook will be used.

We the undersigned, agree to conform to the above course proposal details unless both parties mutually agree to modifications. In case of changes, an updated proposal form will be signed and dated.

Student Signature

Date

Graduate Teaching Experience Instructor's Signature

Date

HNES 793 INDEPENDENT STUDY

Independent Study is an opportunity for students to progress further in an area of study, a theme, a process, or a topic that is not otherwise available through the current curriculum. Facilitation and completion of this course, although supervised by a faculty member, is predominantly left up to the student. It is the student's responsibility to meet all expected outcomes to the satisfaction of the overseeing instructor. Independent study in the Leadership option can take a number of different forms and students will select their independent study activity in consultation with their individual advisors.

Time Commitment

Didactic three-credit courses are equivalent to 45 hours of course time. With all readings and assignments in a given course, it is expected that you should budget a minimum of 30 hours for a two- credit courses and 45 hours for a three credits course.

What You Should Expect to Do

It is expected that students will work on "real world" projects that are appropriate for their individual setting. These real world projects will be directly related to the Program Standards and Outcome Competencies. If you are enrolled for one credit you will address 1 of the 4 standards, exclusive of Standard 1; if you are enrolled for two credits you will address 2 of the 4 standards, exclusive of Standard 1; and if you are enrolled for three credits you will address 3 of the 4 standards, exclusive of Standard 1.

After consulting with your adviser and selecting an independent study, you will carry out early planning and other preliminary activities in frequent interactions with your advisor. With the guidance of your adviser, a proposal for the independent study will be presented to you advisor.

For most independent studies, there should be at a minimum an overview of the proposed experience, a statement of purpose, specific objectives, , steps of how the independent study will be conducted, significance of the experience, and a statement detailing how the final product will be organized. An attempt should be made to be specific enough to communicate to the committee the extent of the work to be done in completing each step. A time-line specifying the projected sequence and date of completion of the various steps is helpful to you and your advisor. A reference listing literature cited should be included using proper style and format. Supplemental reference lists may be included if the student wishes to identify other sources found which have value for the project but were not cited.

Upon selection of a specific activity students may purchase a textbook or required materials directly through the publisher, if necessary. A common assignment assessment rubric will be used by all advisors for all of the IS courses. The list of potential activities below is not complete and is open to student suggestions and other choices.

What You Will Turn in to the Instructor

At the conclusion of your independent study you will submit the following documents for the various standards (the number of documents you submit will depend on the number of credits your are completing):

5. Standard 2 – You are required to complete an action plan based on one of the three competencies.
6. Standard 3 – You are required to implement and describe the implementation of the action plan based on one of the three competencies.
7. Standard 4 – You are required to design an activity that will further your knowledge or disseminate the information to others.
8. All students will submit a summary paper based on their reflection of the independent study.

Grading Rubric for All Independent Study Assignments

"A" Range (Credit)

- Entire assignment was completed
- Responses to assignments were clearly written and well organized
- Work was free from errors in grammar, spelling, and word choice
- Responses specifically addressed the questions/issues in the assignment
- Responses were adequate in length and excellent in content coverage and factual accuracy
- Responses showed a high degree of thought and analysis

"B" Range (Credit)

- Entire assignment was completed

- Responses to assignments were clearly written and organized
- Errors in grammar, spelling, and word choice were infrequent
- Responses specifically addressed the questions/issues in the assignments
- Responses were adequate in length/content coverage/factual accuracy
- Responses showed moderate degree of thought and analysis

No Credit

- Less than the entire assignment was completed
- Responses to assignments were not clearly written or organized
- Errors in grammar, spelling, and word choice were evident
- Responses did not specifically address the questions/issues in the assignments
- Responses were inadequate in length/content coverage/factual accuracy
- Responses showed little or no thought or analysis

Suggestions for Independent Study Activities

- Engage in a research study
- Directed readings
- Prepare a review of literature
- Develop an assessment program for athletes, personnel and programs
- Develop a master plan for renovation & expansion of facilities
- Develop a leadership handbook for coaches, teachers, etc.
- Develop an annual fund-raising program
- Develop and implement a risk management audit for an athletic or physical education program as well as risk management plan for the program
- Develop a marketing plan for the middle school athletic or physical education program
- Develop a coach to coach, teacher to teacher, or student to student mentoring program
- Develop an in-service program for coaches, teaches, or student athletes
- Develop a game management handbook for an athletic program
- Develop a community and media relations handbook for an athletic or physical education program
- Develop an in-service course for coaches or teachers focused on a contemporary topic
- Develop a manuscript in collaboration with your advisor
- Develop a research project with your advisor
- Develop a professional presentation in collaboration with your advisor
- Conduct a needs assessment

Proposal

The Independent Study Proposal Form serves as formal documentation of the independent study project and expectations of both the student and supervising instructor. Please use the directions below to complete the Independent Study Proposal Form on the last page of this document and return it to the supervising instructor for approval.

1. Course Purpose:
 - a. List the general purpose of the independent study and its value to your overall career/education goals.
2. Standards and Competencies Addressed
 - a. See LPES Handbook for complete list and follow protocol above depending on credits proposed.
3. Specific Learning Objectives
 - a. List the specific objectives (aligned with the standards and competencies chosen) that will be achieved through the independent study process.
4. Learning Activities
 - a. List and describe the learning activities that will take place in order to achieve the learning objectives listed above (e.g., research on topic, development of an action plan, on-site observation hours, in-depth book study, action research, execution of action plan).

5. Artifacts to Demonstrate Achievement of Objectives
 - a. What will the student produce to demonstrate the achievement of the above learning objectives (e.g., observation journal, review of literature, handbook, portfolio)?
6. Semester Schedule
 - a. Provide a detailed timeline for various course events including submissions for feedback and evaluation.
7. Reading List
 - a. Use APA format to document reading materials (may be added later if artifacts will later reveal reading list).
8. Other Resources
 - a. Outside of reading materials, any other resource you might use to facilitate the project (e.g., specific curriculum, computer programs, websites, people you might observe or interview).
9. Faculty Role
 - a. What specific role will the instructor fulfill during the span of the project (e.g., provide feedback, evaluation, meetings).
10. Independent Study Assessment and Evaluation
 - a. The Independent Study Grading Rubric specified in the LPES Handbook will be used.

HNES 793 Independent Study Proposal Form

Student Name:

Independent Study Instructor's Name:

Semester:

Credits:

1. Course Purpose
2. Standards and Competencies Addressed
3. Specific Learning Objectives
4. Learning Activities
5. Artifacts to Demonstrate Achievement of Objectives
6. Semester Schedule
7. Reading List
8. Other Resources
9. Faculty Role
- 10. Independent Study Assessment and Evaluation**
 - a. The Independent Study Grading Rubric specified in the LPES Handbook will be used.

We the undersigned, agree to conform to the above course proposal details unless both parties mutually agree to modifications. In case of changes, an updated proposal form will be signed and dated.

Student Signature

Date

Independent Study Instructor's Signature

Date

HNES 795 FIELD EXPERIENCE

Field Experiences: Field-oriented supervised learning activities outside the college classroom that include a preplanned assessment of the experience, registration during the term the experience is conducted, and post evaluation with the instructor. Examples include team teaching a course, assistant coaching, lab assistant, administrative work, game management, public relations and marketing, camp management, coaching clinic, or event/tournament management. Departmental approval.

Time Commitment

Didactic three-credit courses are equivalent to 45 hours of course time. With all readings and assignments in a given course, it is expected that you should budget a minimum of 30 hours for a two- credit courses and 45 hours for a three credits course.

What You Should Expect to Do

Accepted field experiences may take on a variety of forms – sport marketing, fund raising, administration of a camp, tournament management, coaching a team - depending on a students' professional goals. However, you, your adviser, and other committee members, must take care that the subject is developed adequately. The purpose of the field experience should be clear, the development logical and coherent, and the conclusions convincing. The purpose should reflect an analysis that is insightful, enlightening for the reader, relevant, and intellectually stimulating.

After consulting with your adviser and selecting an experience and placement site, you will carry out early planning and other preliminary activities in frequent interactions with your advisor. With the guidance of your adviser, a proposal for the field experience will be presented to your advisor.

For most field experience proposals, there should be at a minimum an overview of the proposed experience, a statement of purpose, specific objectives, a thorough description of the site, steps of how the field experience will be conducted, definition of terms, limitations, significance of the experience, and a statement detailing how the final product will be organized. An attempt should be made to be specific enough to communicate to the committee the extent of the work to be done in completing each step. A time-line specifying the projected sequence and date of completion of the various steps is helpful to you and your advisor. A reference listing literature cited in the proposal should be included using proper style and format. Supplemental reference lists may be included if the student wishes to identify other sources found which have value for the project but were not cited.

Proposal

The field experiences proposal form serves as formal documentation of the project and expectations of both the student and supervising instructor. Please use the directions below to complete the field experience proposal form and return it to the supervising instructor for approval.

1. Course Purpose:
 - a. List the general purpose of the field experience and its value to your overall career/education goals.
2. Standards and Competencies Addressed
 - a. See LPES Handbook for complete list and follow protocol above depending on credits proposed.
3. Specific Learning Objectives
 - a. List the specific objectives (aligned with the standards and competencies chosen) that will be achieved through the field experience.
4. Learning Activities
 - a. List and describe the learning activities that will take place in order to achieve the learning objectives listed above (e.g., research on topic, development of an action plan, on-site observation hours, in-depth book study, action research, execution of action plan).
5. Artifacts to Demonstrate Achievement of Objectives
 - a. What will the student produce to demonstrate the achievement of the above learning objectives (e.g., observation journal, review of literature, handbook, portfolio)?

6. Semester Schedule
 - a. Provide a detailed timeline for various course events including submissions for feedback and evaluation.
7. Reading List
 - a. Use APA format to document reading materials (may be added later if artifacts will later reveal reading list).
8. Other Resources
 - a. Outside of reading materials, any other resource you might use to facilitate the project (e.g., specific curriculum, computer programs, websites, people you might observe or interview).
9. Faculty Role
 - a. What specific role will the instructor fulfill during the span of the project (e.g., provide feedback, evaluation, meetings).
10. Field Experience Assessment and Evaluation
 - a. The Field Experience Grading Rubric specified in the LPES Handbook will be used.

HNES 795 Field Experience Proposal Form

Student Name:

Field Experience Instructor's Name:

Semester:

Credits:

1. Course Purpose
2. Standards and Competencies Addressed
3. Specific Learning Objectives
4. Learning Activities
5. Artifacts to Demonstrate Achievement of Objectives
6. Semester Schedule
7. Reading List
8. Other Resources
9. Faculty Role
10. Field Experience Evaluation
 - a. The Field Experience Grading Rubric specified in the LPES Handbook will be used.

We the undersigned, agree to conform to the above course proposal details unless both parties mutually agree to modifications. In case of changes, an updated proposal form will be signed and dated.

Student Signature

Date

Field Experience Instructor's Signature

Date

Weekly Log

Name: _____

Month: _____

Week of: _____ Through: _____

Total number of hours for this week: _____

What are your specific goals and objectives for this week?

Insights gained such as learning experiences, new ideas, and new concepts.

Were there any problems/difficult situations that you encountered this week?

How were they managed?

Professional growth, what experiences did you have that will make you more qualified for a position in the future?

Were there any other things of note that happened this week that was not reported above?

HNES 797 MASTER'S PAPER

Defined as a literature review, research, and preparation for a paper required for the comprehensive study option. The defense of the completed paper or project serves as the certifying examination. A final copy must be submitted to the Graduate School. Typically defined as three credits and graded as S or U. Examples include comprehensive paper, instructional DVD, web site development, on-line course materials, journal article, lab manual, curriculum unit, and case study.

Proposal Guidelines

The Master's Paper is a scholarly document that represents your own work, written under close supervision and with the consent of your supervisory committee chair and members. The paper is part of the comprehensive study option and is available to students who will benefit from substantial coursework. It must be consistent with the generally accepted standards of scholarly inquire/creative activity in the student's discipline.

Accepted papers may take on a variety of forms - illustration, example, analysis, comparison/contrast, cause/effect, or review - depending on the topic chosen and methods used in the study. However, you, your adviser and other committee members, must take care that the subject is developed adequately. The purpose of the paper should be clear, the development logical and coherent, and the conclusions convincing. The purpose should reflect an analysis that is insightful, enlightening for the reader, relevant, and intellectually stimulating.

After consulting with your adviser and selecting a paper topic, you will carry out early planning and other preliminary activities in frequent interactions with your advisor. With the guidance of your adviser, a proposal for the comprehensive paper will be presented to your advisory committee.

For most Plan B Paper proposals, there should be at a minimum an overview of the topic, a statement of purpose, a brief review of literature that demonstrates that you have initially researched the problem, specific objectives, steps of how the review will be conducted, definition of terms, limitations, and a statement detailing how the final product will be organized. An attempt should be made to be specific enough to communicate to the committee the extent of the work to be done in completing each step. A time-line specifying the projected sequence and date of completion of the various steps is helpful to you and your committee members. A reference listing literature cited in the proposal should be included using proper style and format. Supplemental reference lists may be included if the student wishes to identify other sources found which have value for the project but were not cited.

You are reminded that the HNES Department has chosen the APA format for proposals and papers. You should be familiar with the current documents providing information for this formatting. The proposal must be written in present or future tense. The table of contents/organization for a Plan B proposal should look something like that in Table 1.

Table 1. Table of Contents/Organization for a Plan B Proposal

Chapter 1. Proposal
Overview of topic
Statement of purpose
Brief review of literature
Specific objectives
Steps of how review/project will be conducted
Definitions
Limitations
Significance of the paper
Organization of remaining chapters
References

Chapter 1 Proposal

This section provides a complete description of what is being proposed. This section provides the parameters under which the paper will be completed. The identification of a topic provides the logical foundation upon which the rest of the proposal is built. This section should include an overview of the topic followed by a statement of the general purpose of the paper. The brief review of literature section is not intended to be a complete presentation of the comprehensive review of related literature. It should include only

those studies that are directly pertinent to structuring the proposed paper. Next comes a list of specific objectives to be accomplished. These objectives should be stated as outcomes, not as procedures. A thorough explanation of the steps to be followed in conducting the review should be presented. Following the steps, a section of definition of terms and limitations is presented. At the end of the proposal include a statement on the significance of the paper and find with a paragraph describing how the remaining chapters will be organized.

Final Project Guidelines

Once your supervisory committee has approved the proposal, you must gather the information for the paper/project, write the paper/project in as expeditious manner as possible, and keep all members of the committee informed. The final product may take different forms depending upon your proposal. In any case, however, Chapter 1 of your final project will be the same as for your proposal. All material in that chapter must be changed to past tense in the final project. You should work closely with your adviser to complete the draft of the paper/project to be submitted to your supervisory committee. Once the draft is ready to be submitted, you must provide copies to the supervisory committee and allow at least 7 days for the supervisory committee to evaluate the final product prior to the oral defense.

The table of contents/organization for the final product of a Plan B Paper may look something like that in Table 2.

Table 2. Table of Contents/Organization for a Plan B Final Product

Chapter 1 Proposal
Overview of topic
Statement of purpose
Brief review of literature
Specific objectives
Steps of how review will be conducted
Definitions
Limitations
Organization of remaining chapters
Chapter 2 Research Paper, Document, Product (handbook, curriculum design, portfolio)
Chapter 3 Discussion/Conclusions/Reflections
References
Appendices

Chapter 1 is the same information that was presented in the proposal. With a research paper chapter 2 is an exhaustive literature review that relates to the educational problem discussed in the introduction. After relevant sources are located, you will prepare a report that defines the problem and indicates how the review of the literature helps to address the problem. The review should be critical in nature, and based, preferably, on a systematic model for recording and analyzing information from professional research journals, books, reports and the like. It should result in conclusions or provide direction with respect to the identified problem.

In the review of literature, the study is placed in context through a critical analysis of selected studies that should: 1) pull together findings to provide a "state-of-knowledge" summary in regard to the research problem and provide additional evidence in regard to the nature and/or the importance of the problem underlying the study; 2) make clear how further research should extend, differ from, or replicate past studies, including the identification of the critical variables in the problem area and important hypotheses to be tested; 3) indicate shortcomings in the design of prior research that should be avoided and/or strengths to be repeated in conducting another study; and 4) where there are methodological alternatives, especially controversial ones, critique the literature that is relevant to making a choice.

If the proposal was for the development of a creative project, Chapter 2 will include that project. Chapter 3 is the researcher's discussion, conclusions, and/or reflections related to the final paper/project and the process.

Oral Defense Guidelines

At the completion of your paper/project you will present an expository discourse of the product. The final product will be given to all members of your supervisory committee one week prior to the oral examination. You should be prepared to discuss and answer questions regarding the product. You should also consult with your adviser to discuss the reporting procedure and how best to prepare for the oral examination.

The examination (defense) format is as follows:

- Student will be excused from the room while committee has preliminary discussion - up to 5 minutes.
- Duration of the student presentation - up to 20 minutes.
- Questions from the defense committee - up to 30 minutes.
- Committee deliberation - up to 20 minutes. The student is excused from the committee's deliberations.
- Student advised of outcome by the defense committee chair.
-

Your presentation should be conducted as an oral presentation. You will begin with an introduction that cites a few important studies (3 minutes) followed by the intent of your paper/project (1 minute). Next, discuss your methods and procedures if appropriate (up to 4 minutes) followed by a discussion of your product (up to 8 minutes). Finally, finish your oral presentation with a conclusion/reflections (up to 4 minutes). Your 20-minute oral presentation is followed by questions from your committee. PowerPoint or another similar visual aid program may be used. "The most frequent errors in oral presentations are spending too much time on method and presenting results poorly. Proper use of slides is the key to an effective presentation. Place a brief statement of the problem on a slide and show it while you talk. Always use slides to illustrate the results. A picture of the results (particularly figures and graphs) is much more effective than either tables or a verbal presentation. Keep the figures and graphs simple and concise. Have a pointer available to indicate significant features." (Thomas, J. R., & Nelson, J. K. (1990). *Research Methods in Physical Activity*. Human Kinetics, Champaign, IL, p. 433).

Questions and concepts a student should be prepared to answer during the oral examination include:

- Questions about the paper.
- Questions about the student's plan of study and coursework.
- Questions regarding the methods used with the research study.

Basis for Evaluation for Final Grade:

- demonstrates scholarly writing using Graduate School guidelines for comprehensive papers;
- integrates existing research and theory with own project or study and makes appropriate conclusions;
- indicates an understanding of the scientific process;
- clear articulation of the study and contribution to the field;
- ability to defend one's work during the oral examination.

The copy of the paper submitted to your supervisory committee is considered a draft, which is subject to changes the supervisory committee requires. Such changes could involve rewriting major sections. After the final defense, you will incorporate into the thesis or paper corrections suggested at the final oral defense. You, your advisor, and Department Chair/Head will sign the Checklist for Dissertations, Theses, and Papers; one copy of the paper, printed on regular paper, is presented to The Graduate School for approval by the disquisition editor and the Dean of the Graduate School. Final review and approval decisions rest with the Dean of the Graduate School. This copy must be accompanied by a receipt from the Business Office for the completion package. Upon approval, five final copies, on the required paper are to be presented, unbound, to The Graduate School. Two bound copies of the thesis or paper go to the university library. The remaining three copies are for you, your advisor, and your department.

You have one year from the date of the final examination to deliver the five copies to The Graduate School and complete all other degree requirements. Should the disquisition not be deposited as specified or any other degree requirements not be completed, the student must retake the final examination. If a period of two years or greater has lapsed before the final copies are submitted, the student must reapply to The Graduate School and must register for a minimum of two credits. Degree date is based on the date when final copies are submitted to The Graduate School.

HNES 798 MASTER'S THESIS

Defined as original research under the supervision of a major advisor and a supervisory committee. A proposal meeting with the supervisory committee is required before one may commence with a thesis. Defined as six credits and graded as S or U.

Proposal Guidelines

Preparation of a research proposal is an important writing experience. The purpose of a research proposal is to provide your supervisory committee with sufficient information to decide if the proposed research is needed and is likely to be fruitful. In order to accomplish that goal, the proposal should: 1) present the logical need for conducting the proposed piece of research, 2) provide an analysis of the most important past research as a context for the proposed study, 3) specify the objectives and/or the hypotheses or research questions, and 4) outline the basic procedures to be followed. The proposal provides a statement of agreement between you and your committee as to the minimum expected for the thesis research. Enough detail should be provided so the committee can be certain that the student is aware of the relevant prior research, detect any of the student's misconceptions, and identify potential errors in the proposed study. You will, of course, in consultation with your advisor, fill in details, often expanding on the anticipated procedures, as you conduct the research.

The following sequence of suggested sections for a thesis proposal reflects a basic logic of investigation, from intellectual uncertainty to plan of action. The sections are those essential to an adequate proposal, although some advisors may prefer a different order. The general structure may need to be modified depending upon the particular type of research problem being addressed by the student.

For all research proposals there should be an Introduction that includes a Statement of the Problem, Review of Literature, and a Methods and Procedures section appropriate to the type of research to be conducted. Without these, it is difficult for the committee to anticipate what you plan to do, to help guard against potential errors of inappropriate approaches, and to judge when you have completed the agreed-upon project. You are reminded that the HNES Department has chosen the APA format for proposals and theses. You should be familiar with the current documents providing information for this formatting. The proposal must be written in present or future tense and the table of contents/organization should look something like that in Table 3.

Table 3. Table of Contents/Organization for Thesis Proposal

Chapter 1 Introduction
Statement of the Problem
Purpose of the Study
Focus
Objectives, Hypothesis, or Research Questions
Significance of the Study (optional)
Limitations of the Study
Organization of Remaining Chapters (optional)
Definition of Terms
Chapter 2 Review of Literature
Introduction (by rephrasing the statement of the problem in Chapter 1 to fit focus)
Body (by subdivision/topics following sequence set by statement of the problem)
Summary (of literature findings in order set by statement of the problem)
Chapter 3 Methodology
Introduction (by rephrasing the statement of the problem in Chapter 1 to fit focus)
Population Sample and Sampling Procedures
Data Collection (instrument, description, reliability, validity and how determined)
Procedures
Research Design
Analysis
References

Chapter 1 Introduction

This section provides a short introduction to the research being proposed. This section provides the parameters under which the study will be completed. The identification of a problem provides the logical foundation upon which the rest of the proposal is built. This section should include a one-or two- sentence statement of the general purpose of the research, followed by a list of specific objectives to be accomplished by the research. These outcomes should be stated as outcomes, not as procedures.

Following the objectives, the hypotheses or research questions that guide the study are listed, sometimes in a separate section. Research questions may be used rather than hypotheses. Next, a section of definition of terms used in the research is provided. A listing of the limitations of the research will be added at the conclusion of the study. Finally, it is often helpful to include toward the end of the problem section a one-or two-sentence synopsis of the research problem.

Chapter 2 Review of Literature

This involves conducting an exhaustive search for research and theoretical publications that relate to the educational problem discussed in the introduction. After relevant sources are located, the student reads and makes notes on each source and then prepares a report that defines the problem and indicates how the review of the literature helps to address the problem. The review should be critical in nature, and based, preferably, on a systematic model for recording and analyzing information from professional research journals, books, reports and the like. It should result in conclusions or provide direction with respect to the identified problem.

In the review of literature, the study is placed in context through a critical analysis of selected studies that should: 1) pull together findings to provide a "state-of-knowledge" summary in regard to the research problem and provide additional evidence in regard to the nature and/or the importance of the problem underlying the study; 2) make clear how further research should extend, differ from, or replicate past studies, including the identification of the critical variables in the problem area and important hypotheses to be tested; 3) indicate shortcomings in the design of prior research that should be avoided and/or strengths to be repeated in conducting another study; and 4) where there are methodological alternatives, especially controversial ones, critique the literature that is relevant to making a choice.

This section is not intended to be a complete presentation of the comprehensive review of related literature that has been done prior to writing the proposal. Only those studies that are directly pertinent to structuring the proposed research should be discussed briefly, in order to assure the student's committee that major studies and/or issues have not been overlooked.

Chapter 3 Methods and Procedures

The methods and procedures section of the proposal is an explanation of the specific steps to be followed in meeting the objectives and in testing the hypotheses or answering the questions posed in the prior sections. An introduction describing the purpose of the research is included. The procedures to be followed in the present research should take into account the major criticisms of or comments on prior research in the review of literature section. A chronological listing of major procedural steps is often useful. The following subsections will usually be included in the procedures section: population sample, data collection and instrumentation, procedures, research design, and analysis.

Final Thesis Guidelines

After your proposal has been approved by your supervisory committee and IRB you will conduct your research. After gathering your data you will prepare your final product. This final product may take different forms depending upon if you are using the traditional thesis format or an article form. In either case, however, the first three chapters of your thesis will be same. Those chapters simply come from your proposal. All material in the first three chapters must be changed to past tense in the final thesis. Using the traditional format you will add chapters 4 (results) and 5 (discussion) to your proposal document. The table of contents/organization should look something like that is Table 4.

Table 4. Table of Contents/Organization for Traditional Format

Chapter 1 Introduction
Statement of the Problem
Purpose of the Study
Focus
Objectives, Hypothesis, or Research Questions

- Significance of the Study (optional)
- Limitations of the Study
- Organization of Remaining Chapters (optional)
- Definition of Terms

- Chapter 2 Review of Literature
 - Introduction (by rephrasing the statement of the problem in Chapter 1 to fit focus)
 - Body (by subdivision/topics following sequence set by statement of the problem)
 - Summary (of literature findings in order set by statement of the problem)

- Chapter 3 Methodology
 - Introduction (by rephrasing the statement of the problem in Chapter 1 to fit focus)
 - Population Sample and Sampling Procedures
 - Data Collection (instrument, description, reliability, validity and how determined)
 - Procedures
 - Research Design
 - Analysis

- Chapter 4 Results
 - Introduction (by rephrasing the statement of the problem in Chapter 1 to fit focus)
 - Results of hypotheses or research questions (tables, charts, figures)

- Chapter 5 Discussion
 - Introduction (by rephrasing the statement of the problem in Chapter 1 to fit focus)
 - Summary (summarizing the summaries of Chapters 2 and 4)
 - Conclusions (implications/meanings of findings)
 - Recommendations regarding utilization of findings
 - Recommendations for further research

- References
- Appendices

Chapter 4 Results

The results of a study are presented in relation to the research questions posed in chapter 1, usually with the assistance of tables. You must be careful to avoid discussing the findings in this chapter or connecting the findings to previous studies.

Chapter 5 Discussion

In this chapter the findings are discussed as you attempt to explain what was learned, why it might have happened, and how the findings support or refute previous research. You will draw conclusions in this chapter and provide an overall summary. The chapter concludes with recommendations for further studies.

You may opt to use an article format in the preparation of your final thesis. With the article format you will add a chapter 4 (article) to your proposal document. The table of contents for a thesis prepared using the article should look something like that is Table 5.

Table 5. Table of Contents/Organization for Article Format

- Chapter 1 Introduction
 - Statement of the Problem
 - Purpose of the Study
 - Focus
 - Objectives, Hypothesis, or Research Questions
 - Significance of the Study (optional)
 - Limitations of the Study
 - Organization of Remaining Chapters (optional)
 - Definition of Terms

Chapter 2 Review of Literature

- Introduction (by rephrasing the statement of the problem in Chapter 1 to fit focus)
- Body (by subdivision/topics following sequence set by statement of the problem)
- Summary (of literature findings in order set by statement of the problem)

Chapter 3 Methodology

- Introduction (by rephrasing the statement of the problem in Chapter 1 to fit focus)
- Population Sample and Sampling Procedures
- Data Collection (instrument, description, reliability, validity and how determined)
- Procedures
- Research Design
- Analysis

Chapter 4 Article

- Introduction (summary of Chapters 1 and 2)
- Methods (summary of Chapter 3)
- Results
- Discussion
- References

References

Appendices

Chapter 4 Article

This chapter is written as an article that may be submitted to a professional journal. The chapter will contain an introduction, methods, results, discussion, and reference list.

Oral Defense Guidelines

At the completion of your thesis you will present an expository discourse of the product. Your thesis must be given to all members of your supervisory committee one week prior to the oral examination. You should be prepared to discuss and answer questions regarding the thesis. You should also consult with your adviser to discuss the reporting procedure and how best to prepare for the oral examination.

The examination (defense) format is as follows:

- Student will be excused from the room while committee has preliminary discussion - up to 5 minutes.
- Duration of the student presentation - up to 20 minutes.
- Questions from the defense committee - up to 30 minutes.
- Committee deliberation - up to 20 minutes. The student is excused from the committee's deliberations.
- Student advised of outcome by the defense committee chair.

Your presentation should be conducted as an oral research presentation. You will begin with an introduction that cites a few important studies (3 minutes) followed by the statement of the problem (1 minute). Next, discuss your research methods and procedures (up to 4 minutes) and your results (up to 4 minutes). Finally, finish your oral presentation with a discussion of your findings (up to 8 minutes). Your 20-minute oral presentation is followed by questions from your committee. PowerPoint or another similar visual aid program may be used.

"The most frequent errors in oral presentations are spending too much time on method and presenting results poorly. Proper use of slides is the key to an effective presentation, particularly the results. Place a brief statement of the problem on a slide and show it while you talk. A slide of the experimental arrangements reduces too much of the excess verbiage in method. Always use slides to illustrate the results. A picture of the results (particularly figures and graphs) is much more effective than either tables or a verbal presentation. Keep the figures and graphs simple and concise. Have a pointer available to indicate significant features." (Thomas, J. R., & Nelson, J. K. (1990). *Research Methods in Physical Activity, Human Kinetics*. Champaign, IL, p. 433).

Questions and concepts a student should be prepared to answer during the oral examination include:

- Questions about the paper.
- Questions about the student's plan of study and coursework.
- Questions regarding the statistical terms and the statistical analysis used in the study.
- Questions regarding the type of research methods used in the study.

Basis for Evaluation for Final Grade:

- demonstrates scholarly writing using Graduate School guidelines for disquisitions, theses, and comprehensive papers;
- integrates existing research and theory with own project or study and makes appropriate conclusions;
- indicates an understanding of the scientific process;
- clear articulation of the study and contribution to the field;
- ability to defend one's work during the oral examination.

The copy of your thesis submitted to your supervisory committee is considered a draft, which is subject to changes the supervisory committee requires. Such changes could involve rewriting major sections. After the final defense, you will incorporate into the thesis or paper corrections suggested at the final oral defense. You, your advisor, and Department Chair/Head will sign the Checklist for Dissertations, Theses, and Papers; one copy of the paper, printed on regular paper, is presented to The Graduate School for approval by the disquisition editor and the Dean of the Graduate School. Final review and approval decisions rest with the Dean of the Graduate School. This copy must be accompanied by a receipt from the Business Office for the completion package. Upon approval, five final copies, on the required paper are to be presented, unbound, to The Graduate School. Two bound copies of the thesis or paper go to the university library. The remaining three copies are for you, your advisor, and your department.

You have one year from the date of the final examination to deliver the five copies to The Graduate School and complete all other degree requirements. Should the disquisition not be deposited as specified or any other degree requirements not be completed, the student must retake the final examination. If a period of two years or greater has lapsed before the final copies are submitted, the student must reapply to The Graduate School and must register for a minimum of two credits. Degree date is based on the date when final copies are submitted to The Graduate School.