

**Department of Health, Nutrition, and Exercise Sciences
College of Human Development and Education**

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

Oct. 29, 2012

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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 and coaches who wish to extend their content, pedagogical, and leadership knowledge for improved professional practice in physical education and coaching settings. Course work is designed to prepare physical educators and coaches 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 so students will 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 (NASPE, 2006) and the National Standards for Advanced Physical Education Teacher Education (NASPE, 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, 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 teachers and coaches about best practices in contemporary teaching, coaching, 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 and coaches. 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. Gain admission to the Graduate School and Department of Health, Nutrition and Exercise Sciences – Leadership in Physical Education and Sport option.
2. Visit with your advisor to discuss the curriculum and schedule of courses.
3. If you have been admitted under conditional or non-degree status, remove admission deficiencies to qualify for full-standing status. Students may not earn more than 12 semester hours of graduate credit in the conditional status or 10 credits in non-degree status.
4. Complete a plan of study (Graduate school form titled: Master's Degree Plan of Study and Supervisory Committee). The plan of study should be submitted to the Dean of the Graduate School for approval no later than the term immediately after the supervisory committee is formed.
5. 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).
6. Meet with a student service associate in the Graduate School to verify that all courses on the plan of study have been completed and the required GPA has been attained.
7. Ensure that you have completed IRB training prior to engaging in research activities.
8. If any changes have been made to your approved plan of study you will need to submit the form: Request for Change to Plan of Study.
9. Prior to your final defense of your portfolio you need to schedule the final oral examination (defense) (Graduate School form: Request to Schedule Examination. This defense form must be submitted to the Graduate School two weeks prior to the examination. All committee members should receive a copy of the completed portfolio at least one week prior to the meeting.
10. Your advisor will submit the results of the your defense to the Dean of the Graduate School (Graduate School form that is sent to the chair of your committee: Report of Final Exam.
11. Complete the Degree Application/Exit Survey.
12. Submit request to participate in commencement (Graduate School form: Commencement Application. The application must be returned to the Graduate School by March 15th for spring commencement or Oct. 31st for fall commencement. (Optional)
13. 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 Personnel 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 the chair for the culminating experience. Students may change their advisor as they progress toward their culminating experience if another professor is requested.

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. Required courses are offered on a two-year rotation as indicated below.

<u>Fall - even year</u>	<u>Spring - odd year</u>	<u>Summer - odd year</u>
HNES 707	HNES 701	HNES 711
HNES 704	HNES 714	
<u>Fall - odd year</u>	<u>Spring - even year</u>	<u>Summer - even year</u>
HNES 705	HNES 712	HNES 700
	HNES 731	

*HNES 794 can be taken any semester

PLAN OF STUDY

A plan of study should be submitted to The Graduate School for approval not later than the term immediately after the supervisory committee is formed and must be filed in The Graduate School prior to scheduling the final examination. Of the required minimum 30 graduate credits, at least 21 credits must be completed using courses approved for graduate credit numbered from 601-689, 691, 700-789, and 791 while the culminating experience credits (793) must be no more than 3; unless a study elects to complete a thesis. Below is the listing of courses required in Leadership in Physical Education and Sport.

HNES 700 Research in Physical Education and Sport (3 credits)

HNES 701 Leadership and Entrepreneurship (3 credits)
HNES 704 Psychological Foundation of Sport and Physical Activity (3 credits)
HNES 705 Analysis of Sport Skill Instruction and Acquisition (3 credits)
HNES 707 Sport in American Society (3 credits)
HNES 711 Physical Education Curriculum (3 credits)
HNES 712 Supervision and Management (3 credits)
HNES 714 Legal Liability in HPER (3 credits)
HNES 731 Governance in Sport (3 credits)

HNES 794 Internship/Practicum (3 credits) OR
HNES 797 Master's Paper (3 credits) OR
HNES 798 Master's Thesis (6 credits)

IRB TRAINING

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

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.

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):

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 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

Resource Books

Below is a sampling of sport management, coaching, physical education, and leadership books that may be of assistance in gaining content knowledge about specific topics. The list is certainly not a complete listing of all books that may be used.

Sport Management

- *Governance and Administration of Sport*
- *Organization and Administration for Coaches*
- *Public Relations in Sport*
- *Promotion and Marketing in Sport*
- *Legal Liability in Sport and PE*
- *Planning and Management of Sport Facilities*
- *Financial Management in Sport*

Coaching

- *Sport Mechanics for Coaches*
- *Essentials of Strength Training and Conditioning*
- *Sport Skill Instruction for Coaches*
- *Sport Nutrition*
- *Sport Physiology for Coaches*
- *Ethics in Sport*

Physical Education

- *Schoolwide Physical Activity: A comprehensive Guide to Designing and Conducting Programs*

- *Teaching Children Physical Education: Becoming a Master Teacher*
- *Physiology of Sport and Exercise*
- *Physical Activity and Obesity*
- *Promoting Physical Activity*
- *Adapted Physical Education and Sport*
- *Physical Best*
- *The Psychology of Teaching Physical Education from Theory to Practice*
- *Youth Physical Activity and Sedentary Behavior: Challenges and Solutions*
- *Using Technology in Physical Education*
- *Teaching Sport Concepts and Skills –A Tactical Games Approach*
- *Complete Guide to Sport Education*

Leadership

- *Administrative Leadership in Health, Kinesiology and Leisure Studies*

Books Companies

Below is a list of book companies that carry a variety of books related to sport management, coaching, physical education, and leadership.

- Human Kinetics - <http://www.humankinetics.com/>
- McGraw Hill - <http://www.mcgraw-hill.com/>
- Pearson- <http://www.pearsoned.co.uk/>
- Coaches Choice - <https://www.coacheschoice.com/>
- Fitness Information Technology – <http://www.fitinfotech.com/>
- Plus others that we have not listed

Suggestions for Independent Study Activities

- 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, teachers, 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
- Engage in a field experience

CULMINATING EXPERIENCE

All graduate students must complete a culminating experience as part of their program of study. Specific procedures have been developed for the culminating experience. It is each student's responsibility to be familiar with and to follow the procedures. Some culminating experiences require a student proposal while they all include a student defense. Students should plan to hold their proposal and defense dates during the academic school year as faculty are typically not available during the summer months.

FINAL EXAMINATION

The candidate shall pass a final examination before being awarded the master's degree. Permission to schedule the examination must be requested of The Graduate School by the student's major adviser using the appropriate form. The request to schedule must be sent to The Graduate School at least two (2) weeks prior to the examination. Also, the student should personally meet with The Graduate School to verify that all courses on the plan of study have been completed and the required grade point average has been attained.

The disquisition in a near final form must be given to the committee members no fewer than seven (7) days prior to the examination. At the conclusion of the examination, the examining committee shall record in writing approval or disapproval. This form must be filed with The Graduate School within seven (7) days of the exam. A negative vote by more than one member of the student's committee will signify failure of the final examination.

Enrollment is required during the term in which the final examination is taken.

The oral examination 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 oral examination will be scheduled.

HNES 794 INTERNSHIP/PRACTICUM (Portfolio)

HNES 794 Practicum/Internship – Course designed to provide practical participation under professional supervision in selected situations to gain experience in the application of concepts, principles, and theories related to the student's area of specialization. The defense of the completed practicum/internship serves as the certifying examination.

PORTFOLIO

The recommended practicum for students enrolled in Leadership in Physical Education and Sport will consist of the preparation of a professional portfolio along with an oral examination 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: Plan of Study – you will provide a copy of your approved plan of study.

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

Section 3: Manuscript for Publication – you will provide a draft of a manuscript for publication that will follow APA formatting. Most manuscripts for publication are between 10-12 pages, not including references. Also include with your manuscript the publication guidelines for the journal to which you plan to submit your paper.

Section 4: 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 5: 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.

Oral Defense

At the completion of your experience you will present an expository discourse of the portfolio. The final product will be available 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 portfolio and your experience. 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.

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

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

Grading Rubric for Portfolio Assessment:

Satisfactory

- Entire assignment was completed
- Artifacts are selected that give attention to the mastery of the standards
- Shows an applicable understanding of the standards
- Makes logical connections between artifacts and personal educational experiences
- 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
- The portfolio makes adequate connections with the student's future

Unsatisfactory

- Less than the entire assignment was completed
- Artifacts are selected that do not demonstrate mastery of the standards
- Shows faulty or limited understanding of the standards
- Little attempt is made to connect artifacts and personal educational experiences
- 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
- The portfolio shows impractical or poorly planned future goals

HNES 797 MASTER'S PAPER

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

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. Microsoft 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

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. Microsoft 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.

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 analogous time limitation for a doctoral degree is 10 years. Following the final examination, the candidate has one (1) year during which to provide The Graduate School a disquisition for which the Graduate Dean will sign final approval of all requirements for the degree. Should the disquisition not be deposited as specified or any other degree requirements not be completed within this time limit, the student must repeat the final examination.

Several signatures are required for admittance into The Graduate School, and several signatures are required to either graduate or withdraw from the system. It is only fair to the system that graduate students inform The Graduate School as to their whereabouts. Students who interrupt their graduate program prior to the final examination must maintain continuous enrollment for the Fall and/or Spring Semesters of the absence or obtain a leave of absence, which is to be submitted in writing for approval by the Graduate Dean. The caveat is that a student who has not registered for longer than a continuous two-year period must reapply for admission and is subject to the degree requirements at the time of readmission. Essentially, an approved leave of absence for up to two continuous calendar years is the same as registration.

The penalty for not maintaining continuous contact before the final exam can become steep. The Graduate Dean will not approve the degree until the student has registered for the appropriate number of credits of research for any Fall and/or Spring Semesters not covered by either registration or leave of absence. The number of these credits, determined by the Graduate Dean after consulting with the student and the chair of the student's committee, will amount to at least one (1) credit per semester not covered by either registration or leave of absence, but not more than four (4) credits total. Students who move out of the state may maintain their North Dakota residence status for up to 12 months, after which it is assumed that out-of-state tuition applies.

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