



**MOREHEAD STATE UNIVERSITY**  
**College of Science and Technology**  
**Professional Education Unit**  
**Department of Health, Wellness and Human Performance**

HPES 610 Readings & Graduate Seminar, Internet  
Fall, 2009  
Office: Laughlin 200A  
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Monica A. Magner, Ed.D.  
Off Hr: MW 10:00-12:00  
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**SYLLABUS**

**CATALOG COURSE DESCRIPTION:** The course is designed to develop a broad philosophical framework for health, physical education, exercise physiology, and sports administration professionals through the examination of a variety of professional materials for their relevance to such a framework. The course requires reading, discussing, and interacting in relation to issues of contemporary and future concerns by conceptualizing health/physical education, exercise physiology, and sports administration processes in the realization of individual, societal, and professional goals. 3 credit hours

**REQUIRED TEXT:** None. Selected readings chosen by students from scholarly & professional literature will serve as text for the course.

**REQUIRED FIELD EXPERIENCE HOURS: 12**

*“Community Engagement: A Light to and from the Mountains”*

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFO's):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions.

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

### **KENTUCKY TEACHER STANDARDS ALIGNED:**

- Designs/plans, instruction that develops students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Creates a learning climate that supports the development of students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Implements/manages instruction that develops students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
  
- Reflects on and evaluates teaching/learning situations and programs.
- Collaborates with colleagues, parents and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- Demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.
- Uses technology in support of instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
- Provides leadership with school/community/profession  
[http://www.kyepsb.net/standards/new\\_teach\\_stds.html](http://www.kyepsb.net/standards/new_teach_stds.html)

### **HEALTH EDUCATOR ENTRY LEVEL RESPONSIBILITIES:**

The following health educator entry level responsibilities as approved by NCATE and the professional bodies of health education are addressed in this course through the course requirements and objectives.

1. Plan Effective Health Education Programs (class presentations)
2. Implement Health Education Program (class presentations)
7. Communicate Health & Health Education Needs, Concerns, &

**NCATE STANDARDS**

The following NCATE standards are addressed in this course through the course requirements and course objectives.

NCATE IV, Technology (Internet research for Class Presentations, and Preparation of PowerPoint Presentation)

NCATE VII, Performance Assessment (self, peer, & instructor evaluation of Class presentation)

**HPS 610 COURSE OBJECTIVES:**

**Student Learner Outcomes (SLO) expected from the course. By the end of the semester, the student will be able to:**

1. Research, read, summarize and critically analyze journal articles, books, and other resources related to the disciplines of health/physical education, exercise physiology, and sports administration.
2. Increase knowledge of past, current, and/or future discipline specific trends.
3. Increase proficiency in using Camden Carroll Library & other scholarly internet resources.
4. Select, write, and lead a discussion on a current, discipline specific topic.
5. Actively participate in class discussions using blackboard discussion board
6. Clearly express personal views on issues related to the readings and group discussion topics.
7. Work collaboratively in small groups on class assignments
8. Acquire familiarity with the journals, newsletters, and other written communication tools of discipline specific professional associations.
9. Demonstrate competency in analyzing, conceptualizing, & communicating issues and trends found in the discipline specific scholarly literature.
10. Recognize & appreciate the diverse opinions expressed by others in the class

<b>Assessments and SLO Alignment</b>	<b>Course Learning Activities</b>
<b>Assessment (point value)</b>	<b>Description</b>
<b>Articles and written critiques (60 points)</b>  (SLO 1,2,3,8 ,9)	There will be 2 articles researched for each discussion theme presentation , with a total of 4 discussion theme presentations over the course of the semester (one additional discussion theme presentation will be from your own group). You will also read one article or resource for each week of open reading (with 4 weeks of open reading over the semester).
<b>Presentations (100 points)</b>	Two fifty point presentations utilizing power point (1 group & 1 individual). Both the Group & Individual Presentation will include the following: Power Point application on an issues topic (assigned or approved by the instructor).

	<p>Presentation posted on time.  Evidence of internet &amp; traditional library research.  Appropriate use of audiovisuals, graphs, video, etc.  All material not originating with the presenters must be professionally &amp; accurately cited and if the material is a direct quote, quotation marks must be used. (If you are unsure about how to properly give credit either in your presentations or on the discussion board, please ask me.)</p> <p>A detailed guideline is provided for the group presentation projects. Please follow the guideline and ask questions if needed. Most of the time, the presenting group will post their ppt on Monday by 8:00am.</p>
<p><b>(SLO 2,3,4,7,9)</b></p> <p><b>Guided Discussion Leadership on Presentations (100 points)</b></p> <p><b>(SLO 4,5,6,10)</b></p>	<p>Following the posting of the ppt presentation, the presenter(s) are responsible for leading a discussion on the topic on the discussion board beginning 24 hours after the ppt is posted.</p> <p><b>Generally, presentations for this class will be posted on Monday by 8:00am and discussion will begin at 8am on Tuesday and close at 10 pm on Wednesday.</b></p>
<p><b>Discussion Board Participation (6 points x 16 weeks= 96 points)</b></p> <p><b>(SLO 4,5,6,10)</b></p>	<p>Discussion board participation will replace attendance as a participation component. Therefore, please participate in the discussion board with substantive comments. A total of 6 points will be available each week on each assigned topics. Keep in mind, that both quality and quantity of entries is important. A guideline will be provided to assist you with creating quality entries. <b>A minimum of three interactive entries per discussion is required to earn full points for that discussion. Generally, there will be 1 discussion per week, but there may be designated weeks with more than one discussion.</b></p>
<p><b>Reaction and Self Evaluation Papers (50 points)</b></p> <p><b>(SLO 1,2,9)</b></p>	<p>You will submit a reaction paper to each of the presentations and a self reflection of your own presentation efforts.</p>
<p><b>Readings Reference List (50 points)</b></p> <p><b>(SLO 1,3)</b></p>	<p>During the last week, you will submit a bibliography of all readings done for the semester.</p>
<p><b>TOTAL – 456 points</b></p>	

## **ASSESSMENT AND EVALUATION:**

Given the graduate level of this course, students are encouraged to achieve a performance standard that exceeds the minimum expectations of completion of all assigned work and class participation.

The course goal and specific objectives have been designed to provide students with opportunities to develop, enhance, and demonstrate their competency in analyzing, conceptualizing, and communicating issues found in the respective disciplines of health, physical education, sports administration, and exercise physiology.

These competencies are expected to develop and improve over the course of the semester, and students will be given feedback on their progress during the semester. In addition, students are encouraged to discuss with the instructor at any time during the semester their progress in the course.

## **FINAL GRADE:**

(percentage of possible points)

A = 90-100%

B= 80-89%

C = 70-79%

D = 60-69%

E= less than 60

## **ASSIGNMENT TIMELINES:**

Assignments are to be completed and turned in by due dates. If a problem arises that prevents completing your assignments on time, please discuss the situation with your instructor **before the due date of the assignment. No late assignments will be accepted unless such prior discussion has taken place. There will be a 20% reduction in point value for each 24 hour period an assignment is late.**

## **Special Considerations/Tips for an Internet Class:**

- 1. An online class is not a correspondence class. Therefore, you should expect to be as involved with this class as you would if you were in a face to face class. In fact, you will need to devote more time to this class than a face to face as more time will be needed for just the process of working through the internet. If you are using a dial up from home, the connection will be slow in downloading and logging on so be patient and plan ahead for the time required. Many times, it is helpful to save ppt and other long documents before you open them. This is especially true if you are on dial up or if the MSU server is very busy.**
- 2. If you experience problems with the technical aspects of the course, your best first step is to contact the Distance Learning Office which you can access from the MSU homepage. They are the experts in the technical aspects and can usually help or advise you with problems you may be encountering. Of course I'll do the best I can to answer such questions, but they are the experts in the technology of blackboard so utilize their expertise.**

3. **Please ask questions about anything you do not understand. Most likely, you will not be the only one in class who has a question on the subject. This is especially true for homework and other class assignments. I will try to be very specific with each assignment but still, ask if you don't understand or want to clarify, please ask me.**
4. **Recognize that an internet course is a challenging course but with patience & hard work, you can meet the challenge. We will start slow to get everyone up to speed then we'll increase the pace. One of the real secrets to success in an online course is staying caught up in your assignments and participating each week in the discussion board. I will be giving you an example of a quality entry to earn your participation points each week. You should note that participation points for the semester are almost as much as an exam, so stay with the flow on this so as not to lose valuable points.**
5. **Please review all the guidelines I will post for you. They will answer most of your questions about the various aspects of the class. After you have reviewed the guidelines, ask questions to clarify.**

***Academic Honesty:*** Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html> . For example: copying information from the internet is plagiarism when appropriate credit is not given.

***Policy for Accommodating Students with Disabilities:*** Professional staff from the MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students enrolled in departmental classes.

**HPS 610 (INTERNET, Fall 09)  
CLASS SCHEDULE**

**Note:** The class schedule is always tentative based on the needs of the class. Therefore, the instructor reserves the right to change the schedule. Changes will be posted on the announcement board of blackboard.

<u>Week</u>	<u>Topic</u>	<u>Assignments Due</u>
1: 8/17-21	Introductions/Class Overview/Group Assignments	
2: 8/24-28	Introduction to Disciplines	Posted Mon with discussion T and W
3: 8/31-9/4	Planning for Group Presentations	
4: 9/ 7-11	Pros & Cons of Professional Certification &/or Licensure (post Mon; discuss T and W)	<b>Group 1 presents.</b> Rest of Class to post 2 article critiques on Pros/Cons under your name site on the discussion board
5: 9/ 14-18	Open Reading (post Mon; discuss T and W)	Self-evaluation or reaction paper on Pros/Cons presentation to be posted under your name site on the discussion board.
6: 9/21-25	Ethics Presentation (post Mon; discuss T and W)	<b>Group 2 presents.</b> Rest of Class to post 2 article critiques on Ethics under your name site on the discussion board
7: 9/28- 10/2	Open Reading (post Mon; discuss T and W)	Self-evaluation or reaction paper on Ethics to be posted under your name site on the discussion board.
8: 10/5-7	Conflict & Violence Prevention (post Mon; discuss T and W)	<b>Group 3 presents.</b> Rest of Class to post 2 article critiques on Conflict

**& Violence under your name  
site on the discussion board.**

**Oct 8-9      Enjoy your Fall Break!**

- 9: 10/12-16      Open Reading (post Mon; discuss T and W)      Self-evaluation or reaction paper on Conflict due. Please post under your name site on the discussion board.**
- 10: 10/19-23      Cultural Diversity  
(post Mon; discuss T and W)      **Group 4 presents.**  
Rest of class to post 2 article critiques on cultural diversity your name site on the discussion board.**
- 11: 10/26-30      Open Reading (post Mon; discuss T and W)      Self-evaluation or reaction paper due on Cultural Diversity. Post under your name on the discussion board.**
- 12: 11/2-6      Title IX Legislation  
(post Mon; discuss T and W)      **Group 5 Presents.**  
Rest of Class post 2 article critiques on Title IX under your name site on the discussion board.**
- 13: 11/09-13      Current Issues : Individual Presentations  
& Discussions Begin  
(schedule to be announced)      Self-evaluation or reaction paper on Title IX due.  
Please post under your name site on the discussion board.**
- 14: 11/16-20      Current Issues: Individual Presentations  
& Discussions Begin  
(schedule to be announced)**
- 15: 11/23-      No work this week. Happy Thanksgiving!**
- 16: 11/30-12/      Current Issues: Individual Presentations  
& Discussions Begin  
(schedule to be announced)**
- 17: 12/7-11      Last week wrap up.      Semester Reading Bibliography due. Please post under your name site on the discussion board.**

