

## Part I. Curriculum Proposal Cover Sheet

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		05-16	Appr 3/7/06	Appr 3/28/06

### Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Health and Physical Education	Phone 724-357-2475

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change		
HPED 442-Seminar in Health, Physical Education and Recreation I	HPED 442-Senior Seminar: Professional Development in Health, Physical Education and Sport	
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>	
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other <input type="checkbox"/> Catalog Description Change		
<u>Current program name</u>	<u>Proposed program name, if changing</u>	
<b>4. Approvals</b>		
Department Curriculum Committee Chair(s)	M. P. [Signature]	4-16-05
Department Chair(s)	[Signature]	4-16-05
College Curriculum Committee Chair	Edingbeth Palmer	5-10-05
College Dean	Carleen P. Zoni	5-18-05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail S. Schmitt	3-7-06

JUN - 2 2005

LIBERAL STUDIES

## **Course Revision: HPED 442 Senior Seminar: Professional Development in Health, Physical Education, and Sport**

### **Part II. Description of the Curriculum Change**

#### **1. Syllabus of record**

The new syllabus of record for this course is attached in Appendix A.

#### **2. A Summary of the Proposed Revisions**

##### **New Course Description:**

**HPED 442 Senior Seminar: Professional Development in Health, Physical Education and Sport**

**3c-0l-3cr**

**Prerequisite:** 90 credits completed

Designed for majors of Health, Physical Education and Sport. Related to professional development issues and transition from college graduate to entry level professional. Includes development of an electronic portfolio, assessment of post-graduation educational opportunities, and exploration of information literacy.

##### **Old Course Description:**

**HPED 442 Seminar in Health, Physical Education and Recreation I**

**3c-0l-3cr**

Theory and philosophy of health, physical education, and recreation; current issues and problems; innovative and creative programs.

#### **3. Justification/Rationale for the Revision**

The following are the proposed changes for current HPED 442 Seminar in Health, Physical Education and Sport class. Justification/rationale for the proposed changes is as follows:

- (1) The revised course title reflects the content of the current professional needs;
- (2) A prerequisite of 90 credit hours is added; course is designed for senior level HPED majors;
- (3) The revised description is expanded to include the various aspects of professional development for the various professions within Health and Physical Education;
- (4) The revised course will offer educational experiences to match current trends in computer technology, and use of information literacy;
- (5) The revised class will include an expanded resume project, which will include developing a complete credential file appropriate for seeking employment (references, transcripts, professional philosophy, professional portfolio and electronic portfolio);

- (6) The revised course will allow students more opportunities to network with professionals in their field through personal interviews and the mock interview;
- (7) The revised class will provide the student with the tools to assess post-graduate school opportunities;
- (8) The safety issues covered previously in this course are covered in other classes, specifically HPED 175.

#### **4. The old syllabus of record**

The old syllabus of record is attached to Appendix B.

#### **5. Liberal studies course approval**

This course will be submitted to the Liberal Studies Committee for Writing Intensive approval.

### **Part III. Letters of Support or Acknowledgement**

#### **1. Attach letters from interested or affected departments/programs:**

The proposed curriculum will not impact on other programs and/or departments

## Appendix A: New Syllabus of Record

### I. Catalog Description

**HPED 442 Senior Seminar: Professional Development in Health,  
Physical Education and Sport**

3 lecture hours  
0 lab hours  
3 credit hours  
(3c-01-3cr)

**Prerequisite:** 90 Credits Completed

Designed for majors of Health, Physical Education and Sport. Related to professional development issues and transition from college graduate to entry level professional. Includes development of an electronic portfolio, assessment of post-graduation educational opportunities, and exploration of information literacy.

### II. Course Objectives:

At the completion of this course the student will:

1. refine written and oral communication skills to enhance career and professional development opportunities within the discipline of Health, Physical Education and Sport.
2. synthesize attitudes and opinions of professionals in the discipline.
3. formulate a professional philosophy statement.
4. analyze scholarly writing within the discipline through examination of current professional journals.
5. apply knowledge and skills related to computers and technology in the discipline of Health, Physical Education and Sport.
6. apply strategies that promote professional development as a Health and Physical Education professional including written correspondence, electronic communication, career analysis, scholarship and other forms of exchange.
7. demonstrate knowledge of basic fiscal management principles within the profession.
8. utilize information literacy components as part of professional portfolio development and web page publication.

### **III. Detailed Course Outline**

- A. Introduction and Overview (3 hours)**
1. General synopsis of material
  2. Course expectations
- B. Scholarship in the HPED Discipline (5 hours)**
1. Scholarly writing in the discipline
  2. Background/analysis of the research writing process
  3. Critique of professional journals in the field
  4. Analysis of research methodology used within the discipline
  5. Evaluation of scholarly writing within the discipline
- C. Marketing Self as a Professional (7 hours)**
1. Cover letters
  2. Resume development
  3. Memos
  4. References
  5. Letters of recommendation
  6. Letters of resignation
  7. Personal and professional philosophy development
- D. Continuing Education in the Field (3 hours)**
1. Graduate school education and professional certification
  2. Examination of graduate website content
- E. Supplemental Lecture Topics (3 hours)**
1. Budgetary principles and basic economic concepts in the discipline
  2. Internships and independent study
  3. IUP Office of Career Service Presentation
- F. Mid-Term Examination (1 hours)**
- G. Personal Web-Page Publication/ Electronic Portfolio Development (10 hours)**
1. Web site development Specific to HPED
  2. Use of web publishing software
  3. Placement of web page information on the internet
  4. Server management
- H. Professional Interview Process in HPED (10 hours)**
1. Preparation of materials necessary for interview

2. Practice of interview questioning
3. Post-interview discussion of mock interview experience
4. Professional Dress and Physical Appearance

I. Culminating Activity (2 hours)

#### IV. Evaluation Methods

What follows is an example of the evaluation methods and weighing used for this course. The students' final grades in this class will be a compilation of the following:

A.	Interview Biographies (2)	30%
B.	Mock Interview Summary/Reflection	20%
C.	Journal Article Critiques	20%
D.	Graduate School Description and Analysis	10%
E.	Mid-Term Examination	10%
F.	E-Portfolio Development and Presentation	10%

**Interview Biography:** Participation in two interviews with professionals, each having a minimum five page summary.

**Mock Interview Summary/Reflection:** Participation in a mock interview with a minimum three page reflection paper, philosophy statement, resume, references, cover letter, thank you note.

**Journal Article Critiques:** Two written critiques of professional journal research articles which include analysis of research methods, supporting literature, conclusions and recommendations provided by the author. Each critique will be two pages in length.

**Graduate School Analysis & Description:** An analysis of three graduate school programs with minimum four page summary.

**Mid-Term Exam:** Mid-term exam will consist of true/false, multiple choice and matching questions coming from lecture notes and class discussion.

**E-portfolio Development and Presentation:** Oral presentation of web site/e-portfolio exhibiting the demonstration of the web publishing skills which are acquired during the semester.

#### V. Example Grading Scale

To Receive an "A":	90-100%
To Receive a "B":	80-89%
To Receive a "C":	70-79%
To Receive a "D":	60-69%
To Receive an "F":	below 60%

## VI. Course Attendance Policy

The instructor will have an attendance policy in accordance with the university policy. Appropriate attendance is a necessity for success in this course. For that reason, an attendance policy will be used that may influence a student's success in the course. A large number of assignments and projects will take place during class meetings. Therefore, a student who misses these activities will jeopardize their success in the course.

## VII. Required Textbook(s), Supplemental Books and Readings

### Required

HPED 442 Course Packet

### Supplemental

*Publication manual of the american psychological association* (5<sup>th</sup> ed. 2001). Washington, D.C.: American Psychological Association.

Krueger, B. D. (2001), *College grad job hunter* (5<sup>th</sup> Edition). Holbrook, Massachusetts: Adams Media Corporation.

## VIII. Special Resource Requirements

None

## IX. Bibliography

Buyens, J. (2003). *Running Microsoft frontpage 2003 inside out*. Redmond, WA: Microsoft Press.

Danielson, C., and Abrutyn, L. (2002). *An introduction to using portfolios*. Alexandria, VA: Association for Supervision and Curriculum Development.

Dornfest, A. (2001). *Frontpage 2002 for dummies*. Foster City, CA: IDG Books Worldwide, Inc.

Kendall, P. (2000). *Jumpstart your online job search in a weekend*. Rocklin, CA: Pria Publishing.

Wang, W., & Parker, R. (2001). *Microsoft XP for dummies*. Foster City, CA: IDG Books Worldwide, Inc.

Yate, M. (2004). *Resumes that knock 'em dead*. Holbrook, MA: Adams Media Corporation.

Yate, M. (2004). *Cover letters that knock 'em dead*. Holbrook, MA: Adams Media Corporation.

## Appendix B: Old Syllabus of Record

### Seminar in Health, Physical Education and Recreation I HPED 442 Problems and Issues of Our Profession

Spring Semester, 1992-1993  
M-W-F 2:15-3:15  
Zink 201

Instructor: Dr. Johnson  
Office: 202A Zink Hall  
Phone: 2773  
Office Hours: M W 1:00-2:00  
T/R 9:00-11:00

- I. **Prerequisite:** None
- II. **Catalog Description:** Theory and Philosophy of Health, Physical Education and Recreation, current issues and problems, innovative and creative program.
- III. **Course Objectives:**
  - Explore the historical and contemporary problems, issues and trends which confront HPED professionals today and which may have an impact on the future.
  - Promote the development of professionals, philosophies, attitudes, understanding of opinions necessary or emerging professionals
  - Introduce students to the historical and current leaders of our profession through professional publications and research
  - Develop skill in the comprehension and analysis of research
  - Improve oral and written communication skills
  - Develop a resume appropriate for seeking employment
  - Learn knowledge and skills for successful job interview and admission to graduate school
- IV. **Course Requirements:** Senior quality work is expected and all papers must be typed using APA style.
  - Panels on Professional Issues and Problems:
    - The class will be divided up into panels with each panel assigned to investigate an issue or problem with HPED. Topic will be thoroughly researched with each member of the panel responsible for one or more of the following components:
      - Relationship and importance to profession
      - Historical and current opinions and findings of HPED/Sport Professionals



How these issues have affected or are affecting the profession in the future

Summary and conclusions on panel

Lead class discussion

The total presentation time (item 1-4) is limited to 30-40 minutes. A discussion of 20 minutes must follow the presentation. Discussion questions, introduced and moderated by the panel member(s), must be developed and used to involve the entire class. A copy of each panel members notes are to be provided to the instructor at the beginning of the period. Professional dress, the utilization of visual aids and handouts is required. Students will receive a composite grade derived (1) individual performance; (2) effectiveness as member of the panel

**Due: as assigned (March 1-12)**

- B. **Class Discussion:** students are expected to participate daily in class discussion
- C. **Hazard & Risk Exercise:** First identify a sport, education or athletic facility. Second, a rule book, manual or a published, professional, physical education or sport Standard and create a checklist. Third, create a scale or means of measurement, i.e poor Poor to excellent, satisfactory, etc. Fourth, visits a facility and evaluate it with your checklist.  
**Due: February 19, 1993**
- D. **Resume:** develop and submit a professional resume that can be used immediately for seeking employment in your interest area.  
**Due: April 7, 1993**
- E. **Accident Management Procedure:**  
Identify the people in your chain of command  
List the title of any state, county or city, name and section numbers which would affect your procedure  
List the names of all professional standards and the organizations or agencies that established them which might affect your procedure.  
List any component of the impact zone that affects your accidents and procedure. Be sure to include facilities, agencies organizations and personnel.  
List the First Aid equipment and the certifications that your faculty staff members must have to accommodate your procedure.  
Identify each step of your procedure in a numerical sequence from the accident (step 1) to the evaluation of the effectiveness of the procedure (last step)
- Original and one copy for each student in class is required on the due date.  
**Due March 5, 1993**
- F. **Philosophy Panel:** The class will be divided into panels that will explore and Present the following philosophies: Humanism, Existentialism, Idealism, and Christianity. Each panel will develop one or more of the following components:  
Historical background  
Basic Concepts  
How applied to HPED/Sport Teaching, and/or Coaching  
Summary of presentations and opinion of Panel members as its relevance in our discussion.  
Lead class discussion

Grades will be derived from (1) individual performance; (2) your effectiveness as a panel contributor.

**Due: as assigned (April 14-May 3)**

- G. **Personal Philosophy:** using the notes taken during the panel presentations and reading Recent texts written on the philosophy of HPED, develop a short personal philosophy of HPED. Should be written so that it can be used during a job interview. **Two pages maximum.**

**Due: May 5, 1993**

H. **Professional Article:** (4 part assignment) Develop and submit a professional article for publication. The subject is your choice. A typed outline of your article along with a copy of the journal/magazine "Guide for contributors" must be submitted first. The final draft of the article is the second assignment due. It will be graded and returned. Assignment three is the final draft. Three copies of the final draft (corrected), must be submitted along with two cover letters and two envelopes, each addressed to two publications of your choice. Final articles, letters and envelopes are due on the date of the final exam, scheduled for seminar. APA style will be used throughout.

**Due: Outline – 2/8**

**1st Draft – 3/12**

**Final Draft – 4/16**

**Mailing – 4/28**

- V. **Assignments:** All assignments must be submitted on or before the dates assigned. Late work will either be rejected or down-graded at the instructors discretion.

VI. **Course Requirements and Grade Calculation:**

	Grade	Points	Grade Scale
Prof. Issue Panel 20%	_____	_____	3.60 – 4.00 = A
Class Discussion 10%	_____	_____	3.00 – 3.59 = B
Hazard & Risk Ex. 10%	_____	_____	2.00 – 2.99 = C
Professional Resume 5%	_____	_____	1.00 – 1.99 = D
Accident Mgt. Proc. 5%	_____	_____	0 - .99 = F
Philosophy Panel 20%	_____	_____	
Personal Philosophy 5%	_____	_____	
Professional Article 25%	_____	_____	
100% Total		_____	

VII. **Required Texts:**

(JOPERD) Journal of Physical Education, Recreation and Dance. Each student must join National AAHPERD. Journals which accompany membership will be used as reference materials.

Publication Manual of the American Psychological Association, 3<sup>rd</sup> edition. APA, Washington, D.C. 1984

**Seminar Class Activities  
Part I  
Issues in Health, Physical Education, Sport & Athletics**

<u>Date</u>	<u>Activity</u>	<u>Assignment Due</u>
Jan. 20	Orientation, Introductions  APA Manual Quiz, AAPHERD Membership, Professional publications  No Class (library research time – critical issues)  Discussion – the most critical issues today in HPE, Sport, Athletics  No Class (library research time – leaders)	
Feb. 01	Discussion – historical and current professional leaders in our fields	
03	Issues of liability	
05	Development of civil litigation cases	
08	Negligence	<b>Prof. Article Outline</b>
10	Duty	
12	Standard of Care  Hazard Identification & Risk Control	
17	Hazard Analysis  Emergency and accident management Procedures	<b>Hazard &amp; Risk</b>

Plaintiffs council – attorney presentation

Defense Council – attorney presentation

Mar.	01	Issue Panel -- #1
	03	Issue Panel -- #2
	05	Issue Panel -- #3
		Issue Panel -- #4

**Seminar Class Activities  
Part II  
Your Future and the Future of our Profession**

<u>Date</u>	<u>Activity</u>	<u>Assignment</u>	
Mar.	22	Locating and Analyzing vacancies Application letters  Visiting career services  Developing a career services file  Interviewing  Developing a resume I	
April	02	Developing a resume II	
	05	Graduate Education	
	07	The Future of our Profession	<b>Resume</b>
	09	Graduate Assistantships	
	13	Graduate School Perspectives  Philosophy Panel #1 –Realism  A Health Career  Philosophy Panel #2- Idealism  A Sport Career  Philosophy Panel #3-Humanism	<b>Prof. Article Final Draft</b>

	30	A Physical Education Career	<b>Prof. Article Mailing</b>
May	03	Philosophy Panel-#3 Christianity	
	05	Reading Day	
	07	<b>Final Exam – Friday 10:15 – 12:15</b>	