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## American Public University System

*The Ultimate Advantage is an Educated Mind*

Department of Sports and Health Sciences  
SPHE 490  
Senior Seminar Sports & Health Sciences  
3 Credit Hours  
8 weeks  
Prerequisite(s): None

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### Instructor Information

#### ***(Biography)***

***Instructor:***

***Email:***

***Office Hours:***

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### Course Description (Catalog)

This senior capstone class is the final course in the degree sequence for students majoring in Sports and Health Sciences. In this dynamic and interactive course, learners will review, assess and then apply many of the concepts they have researched during undergraduate studies through the creation of a

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customized graduation portfolio and a Senior Capstone Project - Case Study. The purpose of the Capstone Project is to demonstrate achievement in competency areas and to engage in self-reflection and self-evaluation. The portfolio can be used for future career or academic goals and serve as a tangible job aid that houses previously acquired knowledge. Real life, hands on tools for career advancement will be examined and then applied, including the creation of a professional resume. An investigation of the job market in the field of sports and health will also take place through case study analysis and lively, career focused discussions. Alternative career paths for sports and health sciences degree holders will also be explored. Student must have SENIOR standing to register

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### **Course Scope**

This course is the final course in the undergraduate degree sequence in the Sports and Health Sciences Degree. Application of previously acquired knowledge during undergraduate studies will be applied to a customized graduation portfolio and Senior Capstone Project . Students will obtain key information regarding possible career options within the sports and health sciences field that can be applied towards future job related goals. Various career tools will be explored and applied as part of the learning process, including the creation of an e-friendly resume.

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### **Course Objectives**

SPHE 490 – Senior Seminar in Sports and Health Sciences provides the student with a capstone experience at the conclusion of core and required courses in the degree path. The course project will include contemporary issues and emerging concepts in the Sports and Health Sciences field of study. Students will concentrate on their specific sub-discipline (Sports Management, Exercise Science, Coaching Studies, or Pre-Sports Medicine) and create a customized e-learning portfolio and Senior Capstone Project .

At the conclusion of this course, students will be able to:

1. Present a working version of your final graduation portfolio, in which key components, such as the introductory essay(s), learning experiences, etc.
2. Develop multiple ways of presenting your value, and qualities, as a potential colleague your chosen field(s)
3. Prepare a strategy to complete the full transition from university to the workplace.
4. Apply knowledge of human anatomy, physiology, nutrition, health, and kinesiology to applications in sports and fitness.
5. Discuss the various careers in the disciplines of sport coaching, sport management, or health and fitness management.
6. Apply the management principles, concepts, and practices associated with the operations and maintenance of sports and recreation facilities
7. Assess learning experience during undergraduate studies.

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8. Explore and apply tools that can be used in the sports and health sciences field for future career goals.

The primary purpose of SPHE 490 is to allow the student to explore in greater depth a particular topic of interest in Sports and Health Sciences within the broad thematic topics addressed in the course through a collaborative effort with other class members and the course instructor. Application of knowledge learned during the degree program will be synthesized for career and educational purposes.

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### Course Delivery Method

This SPHE 490 Senior Seminar in Sports and Health Sciences course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by Sunday evening** of the week or as noted and include Forum discussion questions (accomplished in groups through a threaded forum discussion), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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### Course Materials

#### Required Course Textbook:

Book Number	Authors	Book Title	Publication Info	ISBN
SPHE490	Heitzman, W	<i>Careers for Sports Nuts and Other Athletic Types</i>	E-Book McGraw-Hill New York	9780071411585

#### Textbook in APA format:

Heitzmann, W. (2004). *Careers for Sports Nuts and Other Athletic Types*. New York: McGraw-Hill

#### Required Readings:

See Course Weekly LESSONS

#### Additional Resources:

In the Course Materials folder there are additional course articles, and up to date APA handouts.

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**Websites**

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
The OWL at Purdue	<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>
APA Style Homepage	<a href="http://www.apastyle.org/index.aspx">http://www.apastyle.org/index.aspx</a>
North American Society of Sports Management	<a href="http://www.nassm.org/">http://www.nassm.org/</a>

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Evaluation Procedures	
Graded Assignment	Individual Assignment Point Value
<b>Week 1 – Forum: Introduction</b>	<b>100</b>
- Portfolio Assignment #1	10
<b>Week 2 – Forum: Development as a Learner</b>	<b>100</b>
- Capstone Project: Preliminary Outline	10
<b>Week 3 – Forum: Job Skills vs. Personality Traits</b>	<b>100</b>
- Portfolio Assignment #2	10
- Capstone Project: Case Study Q&A and Help & Resources	50
<b>Week 4 – Forum: Resumes &amp; Cover Letters</b>	<b>100</b>
- Portfolio Assignment #3	10
- Capstone Project: Capstone Project Q&A and help & Resources	50
<b>Week 5 – Forum: Experiential Learning</b>	<b>100</b>
- Portfolio Assignment Completed Portfolio	100
<b>Week 6 – Forum: Final Draft Case Study Outline</b>	<b>100</b>
<b>Week 7 – Capstone Project: Initial Submission</b>	<b>100</b>
<b>Week 8 – Forum: Your Future</b>	<b>100</b>
- Capstone Project: Final Submission	100
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<b>Total Points *</b>	<b>1140</b>

Grade Book Categories	Percentage of Total Grade
Forums	25%
Portfolio Assignments	35%
Capstone Project – Assignments	40%
<b>Total</b>	<b>100%</b>

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\* Total points are used for grading purposes on individual assignments. Final Grades are calculated using the percentages listed above. Your classroom grade book is update to show your current grade.

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**8 – Week Course Outline**

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Athletic Coaches, Sports Managers & Administrators, and Fitness Careers	<u>1, 2</u>	Weekly Lesson and required reading in Course Packet WK #1	1) Forum #1: Introduction 2) Portfolio #1
2	Sports Officials, Sports Communicators	<u>3, 4</u>	Weekly Lesson and required reading in Course Packet WK #2	1) Forum #2: 2) Capstone Project outline
3	Sports Entrepreneurs, Sports Medicine Professionals & Physical Educators, and Additional Career Options	<u>5,6</u>	Weekly Lesson and required reading in Course Packet WK #3	1) Forum #3: 2) Portfolio #2
4	Resumes & Cover Letters	<u>7,8</u>	Weekly Lesson and required reading in Course Packet WK #4	1) Forum #4: 2) Portfolio #3 3) Capstone Project Forum
5	Learning Styles	<u>7,9</u>	Weekly Lesson and required reading in Course Packet WK 5	1) Forum #5: 2) Completed Portfolio
6	Capstone Project Definition and Review	<u>10,11</u>	Weekly Lesson and required reading in Course Packet WK 6	1) Forum #6: 2) Capstone Project Outline

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7	Capstone Project Completion	<u>12</u>	Weekly Lesson and required reading in Course Packet WK 7	1) Capstone Project Initial Submission
8	Advice to future students	<u>5,7,8</u>	Weekly Lesson and required reading in Course Packet WK 8	2) Forum #8: 3) Capstone Project Final Submission

Please see the [Student Handbook](#) to reference the University's grading scale

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

## CITATION AND REFERENCE STYLE

Attention Please: Students will follow the [APA Style Manual, 6<sup>th</sup> Edition](#) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the [APA Style Manual, 6<sup>th</sup> Edition](#).

## LATE ASSIGNMENTS (Writing Assignments)

My policy regarding late assignments is fairly clear. You are expected to have your assignments turned in on-time by the required due date. If you are late with an assignment, expect a **10%** deduction to occur for each day that paper is late. If your paper is greater than 2 days late, it will not be accepted.

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Please note that technology issues **are not** an acceptable excuse for submitting your writing assignments late. I encourage all of my students to “Have a plan B” meaning that if the computer you use is not available to you or your Internet connection goes down, you have a “Plan B” to submit your work. Examples include a friend or neighbor’s computer, a library and so forth.

Please be advised that exceptions to the Late Assignments Policy will be made on a case by case basis for emergency situations and if they are verifiable.

### **FORUM DISCUSSIONS**

Specifics on requirements for Forum discussion assignments can be found in your course packet in the RESOURCES are of the classroom. Generally speaking, for most weeks you will be required to post an initial response to the discussion question (DQ) being asked on or before Day 4 (Thursday) of the course week. Your initial post must be a minimum of 300 words. You are then required to respond to at least two other students by Day 7 of the course week (Sunday), with a word minimum of 200 words (for each of the two required responses). Points will be deducted at a rate of **10% a day** for each day you are late with your initial post – up to a minimum of two days. **NO FORUM POSTS** will be accepted for grading purposes after that week has concluded.

The only exception to what is above will be previous permission from your course instructor OR a verifiable, documentable emergency.

### **NETIQUETTE**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

### **DISCLAIMER STATEMENT**

Course content may vary from the outline to meet the needs of this particular group.

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The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** [Turnitin.com](http://turnitin.com) is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through [Smarthinking](http://smarthinking.com). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)