I. Course Description: Learning coaching strategies for all Track/Field events. This course includes the officiating of track and field events and the conducting of meets.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The student will develop knowledge about becoming a coach of track and field. The student will be able to conduct a track and field meet.

Program Learning Outcomes:
- This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:
- Students will demonstrate physical skills needed to participate in hurdle technique.
- Students will demonstrate workout strategies along with exercise principles associated with all events in track & field.
- Students will demonstrate knowledge about track & field.
- Students will have knowledge of all the working parts to putting on a track meet.
- For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

III. Course Assignments & Activities:
- Developing a Coaching Philosophy – Covering ethics, coaching style, rules, goals, and etc…
- Developing a Spreadsheet for Hosting a Track and Field Meet – Developing a full track schedule
- Leading a practice relating to a specific event – Able to teach and coach an event based on the basics

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
<td>A=100-90</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
<td>B=89-80</td>
</tr>
<tr>
<td>Written exams</td>
<td>40%</td>
<td>C=79-70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D=69-60</td>
</tr>
</tbody>
</table>

*Late work will be 15 points each day

Attendance: Regular attendance is expected for this course. After 2 absences you will lose 10% per absence from your grade for each absence. 3 late arrivals (after roll call) are equal to one absence. For reporting purposes, a student who does not attend class and/or show participation will be dropped from financial aid for that course.

V. Tentative Course Outline/Calendar:
August 29: First class day- Go over syllabus and expectations
August 31: Meet at SFA Fieldhouse (Lawton Room)
- Chapter 1: Developing a Coaching Philosophy – Be able to write a 3-5 page paper discussing your coaching philosophy and philosophic points.
September 5: Chapter 2: Communicating your Approach – Learning effective ways to communicate with athletes, parents, administrators, and the community.
- Coaching Philosophy Due - Assignment
September 7: Chapter 3: Motivating Track and Field Athletes – Learning effective ways to motivate student-athletes.
Chapter 14: Mental Training for Teams – Discussing and understanding the mental aspect in competition with student-athletes.

September 12: Chapter 4: Building a Successful Track Program – Learning effective ways to coach, plan, organize, and motivate a track team to become successful.

September 14: Chapter 4 Continued—Exam Review

September 19: Exam 1

September 21: Chapter 5: Planning for the Season – How to set up a season and organize a full track season from the ground up.

September 26: Chapter 6: Preparing for Practices – How to prepare for daily practices to be effective and organized.

September 19: Exam 1

September 21: Chapter 5: Planning for the Season – How to set up a season and organize a full track season from the ground up.

September 26: Chapter 6: Preparing for Practices – How to prepare for daily practices to be effective and organized.

September 28: Planning Season – Distance – How plan out phases of training for a cross country/track season.

October 3: Distance – How plan out phases of training for a cross country/track season.

October 5: 800m – Learning how to coach a 400/800 and Mile/800 student-athlete and the difference between the two athletes.

October 10: Sprints – Learning the 60m, 100m, 200m, & 400m and how to coach those events.

October 12: Hurdles – Learning hurdle technique in 60H, 100H, 110H, & Steeplechase - Review Exam 2

October 17: Exam 2

October 19: Group Assignment – Assignment (Preparing practices for specific events groups)

October 24: Hurdles – Learning hurdle technique for Steeplechase

October 26: Track Markings – Learning and knowing all track markings

October 31: Triple Jump – Learning technique for the triple jump (3 phases of the jump)

November 2: Pole Vault – Learning technique and use of proper poles for the pole vault.

November 7: High Jump – Learning technique and drills for high jump (running curve and etc..)

November 9: Throwing events – Learning teaching cues for the Shot Put and Discus.

November 14: Chapter 15 Preparing for Meets – How to prepare for a well run track meet. Covering details like: organization, how many people it takes, order of events, and how to officiate.

November 16: Relays – Discussing proper handoff technique for the 4x100m, 4x200m, and 4x400m. and covering the painted relay markings on the track for the specific relays.

November 21: Thanksgiving

November 23: Thanksgiving

November 28: Long Jump - Learning technique for the long jump

November 30: Meet Spreadsheet – Assignment (organizing a full meet and having group discussion)

December 5: Video Day – Watching professional athletes compete and discussing event and technique.

December 7: Exam 3

December 11-15: Final Exam Week

**Activities on above dates are subject to change**

**Tuesday, December 12th 8:00am-10:00am – FINAL EXAM**

VI. Readings (Recommended):

Coaching Track and Field Successfully by Mark Guthrie
ISBN: 978-0-7360-4274-1. This may be purchased at the bookstore or purchased online at www.livetext.com.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism - is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances.
Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Martin 936-468-1740 or snyderke1@sfasu.edu.**

IX. Other Relevant Course Information: