I. Course Description:

This course will provide prospective coaches with knowledge, skills, and information about the wide range of non-sport specific functions and responsibilities that are a regular part of a coaching position.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with Stephen F. Austin State University’s initiative # 4. (e.g. Develop a learner-centered environment). This course also links with Stephen F. Austin’s College of Education Goal and Initiative #2. (e.g. Prepare educators and industry professionals).

Program Learning Outcomes:

1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction

Student Learning Outcomes:

1. Students will be able to identify recommended best practices relative to athletic fitness levels, performance, and physiological effects during various levels of athletic/sport competition. PLO #2, #3
2. Students will be able to explain how to set-up and control an athletic teaching/coaching environment so that positive motor and physical developmental benefits are more likely to be achieved. PLO #3
3. Students will be able to describe approaches commonly used to operate and control a teaching/coaching experience so that it is developmentally appropriate, safe and employs sound educational principles. PLO # 5
4. Students will be able to identify, evaluate, and discuss the nature of kinesiology principles as well as athletic team administration and management responsibilities and procedures. PLO #4
5. Students will be able to identify undesirable, ineffective, and detrimental coaching and managerial practices that impede, deter, and detract from desirable athletic performances as well as organizational/team management and leadership. PLO #4

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A variety of instructional activities will be used, including: online discussion forums, 12 weekly D2L quizzes, one midterm exam, one final exam, in-class lectures, in-class exercises, group work, in-class discussion, videos, special guests and demonstration.

IV. Evaluation and Assessments (Grading):

The student's course grade will be determined based on the following course activities, and weighted as indicated.

<table>
<thead>
<tr>
<th>COURSE ACTIVITY</th>
<th>WEIGHT</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Online Quizzes</td>
<td>40%</td>
<td>Quizzes are open for one week only on D2L</td>
</tr>
<tr>
<td>Midterm Test</td>
<td>15%</td>
<td>Midterm will be held on October 18 @ 12:30am</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Final will be held on Tuesday December 11 @ 10:30am</td>
</tr>
<tr>
<td>Class Participation &amp;</td>
<td>20%</td>
<td>Students will complete in-class group activities throughout the semester.</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics Covered</th>
<th>Readings</th>
<th>Assignments (Due by Sunday of each week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week of Aug 27</td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Week of Sep 3</td>
<td>Welcome to Coaching</td>
<td>Chapter 2 – pp. 23-50</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>Week of Sep 10</td>
<td>The Roles of a Head Coach</td>
<td>Chapter 5 – pp.109-128</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>4</td>
<td>Week of Sep 17</td>
<td>Desirable Qualities of a Coach</td>
<td>Chapter 4 – pp.75-108</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>5</td>
<td>Week of Sep 24</td>
<td>Coaching and Ethics</td>
<td>Chapter 1 – pp.1-22</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>6</td>
<td>Week of Oct 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Week of Oct 8</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Week of Oct 15</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Week of Oct 22</td>
<td>Issues and Problems in Athletics</td>
<td>Chapter 11 – pp.259-300</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>10</td>
<td>Week of Oct 29</td>
<td>Building a staff and a team</td>
<td>Chapters 6 &amp; 7 – pp.129-158</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>11</td>
<td>Week of Nov 5</td>
<td>Recruiting</td>
<td>Chapter 8 – pp.159-174</td>
<td>Quiz 7</td>
</tr>
<tr>
<td>12</td>
<td>Week of Nov 12</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Week of Nov 19</td>
<td>Thanksgiving Break</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Week of Nov 26</td>
<td>Off-Season Planning</td>
<td>Chapter 9 – pp.175-218</td>
<td>Quiz 8</td>
</tr>
<tr>
<td>15</td>
<td>Week of Dec 3</td>
<td>Preparing for a Season</td>
<td>Chapter 10 – pp.219-258</td>
<td>Quiz 9</td>
</tr>
<tr>
<td>16</td>
<td>December 11</td>
<td>Final Exam – December 11</td>
<td></td>
<td>Final Exam @ 10:30am</td>
</tr>
</tbody>
</table>

Instructor reserves the right to modify, change, emphasize, and/or de-emphasize any of the preceding proposed content topics.

Revised 8/2018
V(b). Topics Covered/Weekly Readings

Course Introduction
Welcome to Coaching - Chapter 2
Perceptions of athletics
Is coaching the career for you
Considerations for coaches
Points of decision for coaches

The Roles of a Head Coach - Chapter 5
Teacher, guidance counselor, psychology
Leader, disciplinarian, dictator, diplomat
Actor, Organizer, salesperson

Desirable Qualities of a Coach - Chapter 4
Organization
Motivation
Goal setting
Reasoning
Morals and honesty

Coaching and Ethics - Chapter 1
Ethical standards
Ethical dilemmas
Professional ethics
Recruiting ethics

Issues and Problems in Athletics - Chapter 11
Parents of athletes
Drugs and alcohol
Hazing
Social media
Eating disorders
Gender issues
Legal issues

Building a staff and a team - Chapters 6&7
Assistant coaches
Philosophical differences
Desirable qualities of an assistant coach
Male and female coaches

Recruiting - Chapter 8
The recruiting process
Dealing with recruiters
Advising students
Illegal recruiting

Off-Season Planning - Chapter 9
Evaluation of past seasons
Inventory
Budget preparation
Building a team
Paperwork and other administrative tasks

Preparing for a Season - Chapter 10
Goal setting
Practice procedures and policies
Building a team, and cutting players
Team meetings

VI. Textbook (Required):

Required Textbook:

Reading assignments will be made throughout the semester and correspond to group discussions, debates and lecture topics.
- Additional recommended readings (articles, books, etc.) might be introduced throughout the course and will be posted whenever possible on D2L or handed out in class.

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!

Revised 8/2018
VIII. Student Ethics and Other Policy Information:

Attendance (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 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.

The 10% of the final grade that is based on attendance is a reward for being present. It is assumed and expected that students will attend all scheduled class meetings. Not all absences are excused, but if convenient (for the instructor) may be made-up. Students will lose 1 attendance point (off of their 10 total), for every absence beyond their first 2 unexcused absences. Students must be aware that all absences and tardies are recorded and used in determining the student’s attendance reward grade. Consistent and prompt attendance positively reflects on the student’s participation and therefore there is, in fact, a reward for being present. If a student chooses, or is forced to miss a class it will affect the 10%, attendance portion of the grade, in the following way: After two absences each subsequent absence will reduce the attendance reward portion of the course grade by 1 point (e.g. 9/10 (90%) - A, would become 80% - B) A tardy counts 1/3 of an absence and accumulates in the same negative manner as absences. Instructor reserves the right to record as absent any person who is present and sleeping.

Students with Disabilities (Policy 6.1 and 6.6):

In accordance with the "American Disabilities Act," an appropriate adjustment will be arranged for individuals with a disability that might prevent or eliminate them from participating in certain activities during the semester. It should be noted that students have an obligation to advise or disclose information to the instructor about their specific disability so that correct accommodation may be made. 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, 468-3004/468-1004 (TDD) 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/.

Academic Integrity (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; and/or;
- 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; and/or,
- 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, resubmission of the make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

- The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
- After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult 4.1 Student Academic Dishonesty Page 2 of 3 with the academic unit head and/or dean in making a decision.

After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student's major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.

For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination. A student's record of academic dishonesty will not be available to faculty members. The
purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State 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).

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**To complete Certification/Licensing Requirements in Texas related to public education, 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.

**IX. Other Relevant Course Information:**
1. Health insurance is not provided by the university or the Department of Kinesiology and Health Science. It is strongly recommended that you obtain health/accident insurance for yourself.
2. In order to provide and maintain a clean learning environment, it is the policy of the university that no open beverages, food, or tobacco are permitted in instructional areas.
3. Student attendance and participation in this class is a personal matter and results from individual motivation and interest. However, when present in class, it is expected that you will remain until class is completed. Students who, for whatever reason, feel they must leave class will be penalized by having ONE (1) test point subtracted from their total test score for each occasion that they absent themselves from class. If you know you must leave class and inform the instructor in advance no penalty will be applied.
4. Cell phones must be turned off and remain off during class time. Students text messaging, receiving, making, or interrupting class with their phones will be penalized by having ONE (1) test point subtracted from their total test score on each occasion that these types of events occur.