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, 9 weekly/bi-weekly D2L quizzes, one midterm exam, one final exam, videos, links to online content 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>Online Module 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 open March 11 and is due March 17 by midnight</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Final open May 13 and is due May 17 by midnight</td>
</tr>
<tr>
<td>Online Chapter Discussions</td>
<td>20%</td>
<td>Students will complete module discussions throughout the semester.</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tr>
</tbody>
</table>

Revised 1/2019
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics Covered</th>
<th>Readings</th>
<th>Assignments (Due by Sunday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome to Coaching</td>
<td>Chapter 2 – pp. 23-50</td>
<td>Quiz 1/Discussion 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>The Roles of a Head Coach</td>
<td>Chapter 5 – pp.109-128</td>
<td>Quiz 2/Discussion 2</td>
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<tr>
<td>Week 3</td>
<td>Desirable Qualities of a Coach</td>
<td>Chapter 4 – pp.75-108</td>
<td>Quiz 3/Discussion 3</td>
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<tr>
<td>Week 4</td>
<td>Coaching and Ethics</td>
<td>Chapter 1 – pp.1-22</td>
<td>Quiz 4/Discussion 4</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<td>Week 15</td>
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<td>Week 16</td>
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<tr>
<td>Week of May 6</td>
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<tr>
<td>Week of May 13</td>
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Final Exam – Due May 17

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments (Due by Sunday of each week)</th>
<th>CAEP</th>
<th>SPA</th>
<th>InTasc</th>
<th>ISTE</th>
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<tr>
<td>Week 2</td>
<td>Quiz 1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4i, 4j, 7a, 7b, 7c, 7g, 7h</td>
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<tr>
<td>Week 3</td>
<td>Quiz 2</td>
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<tr>
<td>Week 4</td>
<td>Quiz 3</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4i, 4j, 7a, 7b, 7c, 7g, 7h</td>
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<td>Quiz 4</td>
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<tr>
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<td>Quiz 5</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4i, 4j, 7a, 7b, 7c, 7g, 7h</td>
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<tr>
<td>Week 7</td>
<td>Quiz 6</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4i, 4j, 7a, 7b, 7c, 7g, 7h</td>
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<td>Quiz 7</td>
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<tr>
<td>Week 9</td>
<td>Quiz 8</td>
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<tr>
<td>Week 10</td>
<td>Quiz 9</td>
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<tr>
<td>Week 11</td>
<td>Quiz 10</td>
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<td>1b, 2a, 4h, 4i, 4j, 7a, 7b, 7c, 7g, 7h</td>
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<tr>
<td>Week 12</td>
<td>Quiz 11</td>
<td>1.3</td>
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<tr>
<td>Week 13</td>
<td>Quiz 12</td>
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<tr>
<td>Week 14</td>
<td>Quiz 13</td>
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<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
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<tr>
<td>Week 15</td>
<td>Quiz 14</td>
<td>1.3</td>
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<tr>
<td>Week 16</td>
<td>Quiz 15</td>
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<td>1b, 2a, 4h, 4i, 4j, 7a, 7b, 7c, 7g, 7h</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
</tr>
</tbody>
</table>

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

Revised 1/2019
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, psychologist
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 online discussions, debates and module topics.
- Additional recommended readings (articles, books, etc.) might be introduced throughout the course and will be posted whenever possible on D2L.

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 1/2019
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:

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 must 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 work, 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

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

Revised 1/2019
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.texes.ets.org/registrationBulletin/](http://www.texes.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.