I. Course Description:
This course provides prospective coaches with practical, first-hand coaching field experience knowledge. Responsibilities, duties and coaching functions are performed with the aid and under supervision of an on-site coach and a faculty advisor.

Course Justification:
“Coaching Practicum” (3 credit hours) is a structured work experience through which students can integrate classroom learning with practical experience and training. It is expected that the student accumulate a minimum of 150 hours (50 hours per unit of credit). The athletic coaching practicum is an individualized experience that provides interested students and Athletic Coaching Minors with a hands-on, challenging opportunity to further develop professional skills. Under the direction of highly qualified mentors, the student will acquire workplace experience while learning to apply the knowledge, skills and critical thinking developed in earlier courses. The practicum will provide the opportunity for the student to become fully immersed in an organization's operations and strategic planning. Through specialized projects, participation in a range of activities associated with the organization's operation, evaluation and reflection, practicum students will emerge with a more focused perspective of their abilities, knowledge and career choices. The student, the site supervisor, and the practicum coordinator will work together to ensure an optimum learning experience.

Course Delivery Modality: Face-to-Face/on-site at internship location

Prerequisites: Senior level classification with completion of KINE 1301, 2356, 4360, 4361, 2271, 2272, 2273, 2274, 2275, 2234, 2235, 2236, 4331, HSC 4175 – or consent of instructor.

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives:

1. This course links with Stephen F. Austin State University’s initiative # 4. (e.g. Develop a learner-centered environment).
2. 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 (Community Health):**

1. The student will identify, analyze and experience the tasks, responsibilities, and functions of an athletic coach.
2. The student will, under supervision of an on-site coach and an SFA faculty advisor, demonstrate an understanding of basic functions of a coach and experience the responsibilities of preparing athletes for competition athletic performance.
3. The student will apply knowledge of principles and stages of motor development in an athletic coaching environment.
4. The student will demonstrate knowledge of kinesiological principles and content in an athletic coaching environment.
5. The student will, with the aid and under supervision of an on-site coach and the SFA faculty advisor, design, conduct, supervise and implement athletic fitness drills and competitive experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

**Student Learning Outcomes - The student will be able to:**

1. The student will be able to identify recommended best practices relative to athletic sport participation, performance, and physiological effects during various levels of athletic competition.  
   PLO #2, #3
2. The student will be able to explain how to set-up and control an athletic coaching environment so that positive motor and physical developmental benefits are more likely to be achieved.  
   PLO #3
3. The student will be able to describe approaches commonly used to operate and control a coaching experience so that it is developmentally appropriate safe and employs sound educational principles  
   PLO #5
4. The student will be able to identify, evaluate, and discuss the nature of kinesiological principles as well as athletic team administration and management responsibilities and procedures.  
   PLO #4
5. The student 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 team management and leadership.  
   PLO #4

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

Students will locate a program, a coach and team that will accept assistance and direct, supervise, and delegate appropriate coaching responsibilities to him/her. The practicum student must then meet bi-weekly with the SFA Advisor to discuss, explain and review coaching experiences.

**Instructional Strategies:** The instructor will use a variety of instructional methods, such as, traditional lecture, online videos, personal stories, website links, class discussions (online), and other engagement approaches.

**Technology:** This course will utilize D2L by Brightspace, YouTube video links, TedTalks, internet links to websites and articles, PowerPoint, discussions, Microsoft Word, and Zoom. Other potential apps may be Kahoot, Flipgrid, and Prezi.

Revised August 4, 2021
IV. Evaluation and Assessments (Grading):
• Completion of 150 internship hours & weekly logs – 50 points
  i. (every 3 hours completed is = to 1 point)
• Mid-Term Evaluation – 15 points
• Final Student Evaluation from Supervisor – 15 points
• Completion of Exit Survey/Reflection Paper – 20 points

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<tr>
<th>Total Course Points</th>
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<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
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<tr>
<td>A = 90%+</td>
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<td>B = 80-89.99%</td>
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<tr>
<td>C = 70-79.99%</td>
<td>70-79</td>
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<tr>
<td>D = 60-69.99%</td>
<td>60-69</td>
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<tr>
<td>F = Below 59.99%</td>
<td>59 or below</td>
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V. Tentative Course Outline/Calendar:
• See last page for tentative course schedule

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Textbook: N/A

Required Readings: All articles/websites/readings posted to the course D2L page

VII. Course Evaluations:

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

a. Course and program improvement, planning, and accreditation;

b. Instruction evaluation purposes; and

c. Making decisions on faculty tenure, promotion, pay, and retention

d. 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.

e. In the PCOE, 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/

**Attendance and Excuse 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 Accommodations 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, 468-3004/468-1004 (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/

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**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. If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

Crisis Resources:  
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

IX. Other Relevant Course Information:
Due Dates: All assignments are due by the designated due date/time. Late work WILL NOT be accepted. Final Grades/Assignment Grades: There will be no rounding of final grades or individual assignment grades.

- Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism: When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Wagner-Greene”
- When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
  - If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ..., “May I...,” “Is it possible to ..., “Do you mind ...,” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ...” Just adding the word “please” does not mean that you are being polite.
  - Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear.... I am a student enrolled in your HSC 216 course.”
  - Also, please include a brief description of the subject of your email in the subject line of the email.
  - Be concise
  - Always re-read your emails and check for spelling and grammatical mistakes before sending them.
When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

X. Additional Information

- Weekly reading assignments must be completed prior to class meetings to facilitate discussion.
- Look under “Course Content” in your D2L course for weekly lectures, assignments and other information.
- Late assignment submissions will not be accepted. Submission dates are entered as the time you click on the submit button, NOT the time that you access D2L. Don’t wait until the last minute to begin/submit your assignments!

See Next Page for Tentative Schedule
<table>
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<tr>
<th>Week 1: August 23 – August 29</th>
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<tbody>
<tr>
<td>Review Syllabus –</td>
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<td>Email Dr. W-G with any questions</td>
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<td>Begin working at your coaching location</td>
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<td>Syllabus agreement</td>
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<tr>
<th>Week 2: August 30 – September 5</th>
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<tr>
<td>Weekly Log #1</td>
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<th>Week 3: September 6 – September 12</th>
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<td>Meet with Dr. W-G</td>
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<th>Week 7: October 4 – October 10</th>
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<td>Weekly Log #6</td>
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<td>Meet with Dr. W-G</td>
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<td>Mid-Term Evaluation of Student</td>
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<td>Weekly Log #7</td>
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<th>Week 9: October 18 – October 24</th>
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<td>Weekly Log #8</td>
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<td>Meet with Dr. W-G</td>
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<th>Week 10: October 25 – October 31</th>
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<td>Weekly Log #9</td>
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<th>Week 11: November 1 – November 7</th>
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<td>Weekly Log #10</td>
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<td>Meet with Dr. W-G</td>
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<th>Week 12: November 8 – November 14</th>
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<td>Weekly Log #11</td>
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<th>Week 13: November 15 – November 21</th>
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<td>Meet with Dr. W-G</td>
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<tr>
<th>Week 14: Thanksgiving Break – November 22 – November 28</th>
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<th>Week 15: November 29 – December 5</th>
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<td>Weekly Log #13</td>
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<th>Finals Week: December 6 – December 10</th>
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<td>Weekly Log #14</td>
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<td>Meet with Dr. W-G</td>
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<td>Exit Survey/Reflection Paper</td>
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<td>Evaluation of Student from Supervisor</td>
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