I. **Course Description:**  
Supervised work experience in an approved exercise science industry.

**Course Justification:**  
“Kinesiology Internship” (3 credit hours) is a supervised, structured work experience through which students can integrate classroom learning with practical experience and training in an approved exercise science industry. Faculty meet with students the semester before the internship to complete the required paperwork in the internship manual and go over expectations. For a 3-hour internship, it is expected that the student accumulate a minimum of 150 hours (50 per unit of credit). Students inter in fields related directly to their career or academic objectives, and internship sites will foster the development and application of new career-related skills. In addition to on-site work expectations, students have required academic components and deliverables: weekly progress reports, five specific learning goals, a summary PowerPoint over the internship experience, an evaluation of the internship site, and the site supervisor’s evaluation of the student’s performance. These activities, inclusive of the onsite internship expectations and academic components, average a minimum of 16 hours of work each week.

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

**Prerequisites:** KINE 3353, senior level classification, and 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 (Program/Student Learning Outcomes):**

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:**

1. The student will identify, analyze and experience the tasks, responsibilities, and functions of an exercise science professional.
2. The student will, under the supervision of an on-site supervisor and an SFA faculty advisor, demonstrate an understanding of basic functions of an exercise science.
professional 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 exercise science environment.

4. The student will, with the aid and under supervision of an on-site supervisor and the SFA faculty advisor, design, conduct, supervise and implement exercise science experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes – The student will be able to:
1. To provide an opportunity to observe, practice, and apply theories and techniques learned in the classroom. (AAHE Standards I, IV, V, VII, & VIII)
2. To provide an opportunity to become acquainted with a variety of exercise science settings, programs, and professionals. (AAHE Standards I & VII)
3. To provide an opportunity to recognize leadership strengths and limits and to help alleviate weaknesses through concentrated work experience. (AAHE Standards I & VII)
4. To provide an opportunity to develop new interests in an exercise science profession.
5. To provide an opportunity to develop insights and perspectives of self and others.

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

1. Weekly Logs: Weekly log of hours from experience at site.
2. Learning Activities: A variety of assignments for student to complete on-site with internship staff and supervisor.
3. Site Evaluation: This is an evaluation of the site by the student.
4. Student Evaluation: This will be an evaluation the site supervisor completes regarding the student.
5. Site Overview Presentation: Short PowerPoint overview of the site and the student’s responsibility.
6. Attendance: Will be recorded via submission of assignments by due dates. Completed hours with internship site, and engagement in online content.

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.

IV. Evaluation and Assessments (Grading):

- Completion of 150 internship hours and weekly logs – 150 points
  o 1 hour = 1 point
- Student Site Evaluation – 25 points
- Student Evaluation from Supervisor – 15 points
- Student Site Overview PowerPoint Presentation – 25 points
- Completion of Learning Activities – 35 points
  o 7 points per learning activity completed
  o Learning activities may have multiple components, each component must be complete, or addressed to earn the points
<table>
<thead>
<tr>
<th>Total Course Points</th>
<th>250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>225 or above</td>
</tr>
<tr>
<td>B = 80-89.99%</td>
<td>200 – 224.999</td>
</tr>
<tr>
<td>C = 70-79.99%</td>
<td>175 – 199.999</td>
</tr>
<tr>
<td>D = 60-69.99%</td>
<td>150 – 174.999</td>
</tr>
<tr>
<td>F = Below 59.99%</td>
<td>149.99 or Below</td>
</tr>
</tbody>
</table>

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

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, 936-468-3004 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/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub “The Hub”**
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
I. Other Relevant Course Information: Due Dates: All assignments are due by the designated due date/time. Late work will not be accepted unless there is proper/relevant documentation. As a student it is important to communicate with me if you are unable to meet a deadline or complete an assignment. Communication prior to due dates can help facilitate discussions about potential extensions or accommodations.

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. 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” or “Dear Dr. W-G”

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”, 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 ___ course.”
- Also, please include a brief description of the subject of your email in the subject line of the email.
- 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].”

II. 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 course schedule
### Tentative Schedule

**Week 1: Aug 28 - Sept 3**
- Review Syllabus and Submit Syllabus Agreement
- Email Dr. Wagner-Greene
- Begin working at your internship sites
- Weekly Log #1

**Week 2: Sept. 4 - 10**
- Weekly Log #2
- Learning Activity #1

**Week 3: Sept. 11 - 17**
- Weekly Log #3

**Week 4: Sept. 18 - 24**
- Weekly Log #4
- Learning Activity #2

**Week 5: Sept. 25 - Oct. 1**
- Weekly Log #5

**Week 6: Oct. 2 - 8**
- Weekly Log #6

**Week 7: Oct. 9 - 15**
- Weekly Log #7
- Learning Activity #3

**Week 8: Oct. 16 - 22**
- Weekly Log #8

**Week 9: Oct. 23 - 29**
- Weekly Log #9
- Learning Activity #4

**Week 10: Oct. 30 - Nov. 5**
- Weekly Log #10
- Learning Activity #5

**Week 11: Nov. 6 - 12**
- Weekly Log #11

**Week 12: Nov. 13 - 19**
- Weekly Log #12
- Learning Activity #6

**THANKSGIVING WEEK**

**Week 13: Nov. 27 - Dec. 3**
- Weekly Log #13

**Week 14: Dec. 4 - 10**
- Weekly Log #14
- Learning Activity #7

**Finals Week**
- Weekly Log #15
- Site Overview PowerPoint Presentation
- Student Evaluation of Site
- Evaluation of Student from Site Supervisor
  *Assignments DUE Thursday, by 11:59pm.

**ALL ASSIGNMENTS/LOGS ARE DUE SUNDAYS BY 11:59PM UNLESS OTHERWISE NOTED**