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 be due September 24th by midnight</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Final Exam will be due October 13th 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>
<td></td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics Covered</th>
<th>Sabock Readings</th>
<th>Assignments (Due by Sunday at midnight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 28</td>
<td>Welcome to Coaching</td>
<td>Chapter 2 – pp. 23-50</td>
<td>Quiz 1/Discussion 1 – Due 9/3 by midnight</td>
</tr>
<tr>
<td>Week of September 4</td>
<td>The Roles of a Head Coach</td>
<td>Chapter 5 – pp.109-128</td>
<td>Quiz 2/Discussion 2 – Due 9/10 by midnight</td>
</tr>
<tr>
<td>Week of September 11</td>
<td>Desirable Qualities of a Coach</td>
<td>Chapter 4 – pp.75-108</td>
<td>Quiz 3/Discussion 3 – Due 9/17 by midnight</td>
</tr>
<tr>
<td>Week of September 18</td>
<td>Coaching and Ethics</td>
<td>Chapter 1 – pp.1-22</td>
<td>Quiz 4/Discussion 4 – Due 9/24 by midnight</td>
</tr>
</tbody>
</table>

Midterm

Midterm Exam – Due by midnight September 24th

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics Covered</th>
<th>Sabock Readings</th>
<th>Assignments (Due by Sunday at midnight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of September 25</td>
<td>Issues and Problems in Athletics</td>
<td>Chapter 11 – pp.259-300</td>
<td>Quiz 5/Discussion 5 – Due 10/1 by midnight</td>
</tr>
<tr>
<td>Week of October 2</td>
<td>Building a staff and a team/Recruiting</td>
<td>Chapters 6, 7 &amp; 8 – pp.129-174</td>
<td>Quizzes 6 &amp; 7/Discussions 6 &amp; 7 – Due 10/8 by midnight</td>
</tr>
<tr>
<td>Week of October 9</td>
<td>Off-Season Planning/Preparing for a Season</td>
<td>Chapters 9 &amp; 10 –pp.175-258</td>
<td>Quizzes 8 &amp; 9/Discussions 8 &amp; 9 – Due 10/13 by midnight</td>
</tr>
</tbody>
</table>

Final Exam

Final Exam – Due by midnight October 13th

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

V(b). Topics Covered/Weekly Readings

<table>
<thead>
<tr>
<th>Assignments</th>
<th>CAEP</th>
<th>SHAPE</th>
<th>InTASC</th>
<th>ISTE (2021)</th>
<th>EC-12 Educator Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>Social media, Eating disorders, Gender issues, Legal issues</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td></td>
</tr>
</tbody>
</table>

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

Revised 8/2023
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. Student Ethics and Other Policy

Information: 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity (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.

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.

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):

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.
VIII. Other Relevant Course Information:

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)
- johCrisis Text Line: Text HELLO to 741-741