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.

Course Justification: Principles of Coaching Interscholastic Athletics (3 credits) typically meets 300 minutes of class time each week for 8 weeks, and also meets for a 2-hour final examination. Students have weekly reading assignments, online videos, study for quizzes/exams over the course content, complete several discussions throughout the semester reflecting on work done during class. Students will complete two exams in the course. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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: Physical Education Teacher Education (modified, 2022)
Undergraduate Kinesiology – Physical Education Teacher Education
1. The student will be prepared to pass state/national accredited certifications.
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 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
4. The student will apply content and foundational knowledge to plan developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
5. The student will apply content and foundational knowledge to implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
5. The student will select and implement appropriate assessments to monitor P-12 students’ progress and guide decision making related to instruction and learning.

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, 8 weekly/bi-weekly D2L quizzes, one midterm exam, one final exam, videos, links to online content and demonstration.

Please see Appendices 1 & 2 for Content Specific Standards and for Alignment of Assignments with Standards Assessed in this Course

Revised 1/2024
KINE 4360.001 Principles of Coaching Interscholastic Athletics  
Dr. Robert McDermand – Spring 2024

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 available on February 16 and is due by midnight</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Final Exam will be available on March 6 and is due 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 1</td>
<td>Week of January 15</td>
<td>Welcome to Coaching</td>
<td>Quiz 1/Discussion 1 – Due 1/21 by midnight</td>
</tr>
<tr>
<td>Week 2</td>
<td>Week of January 22</td>
<td>The Roles of a Head Coach</td>
<td>Quiz 2/Discussion 2 – Due 1/28 by midnight</td>
</tr>
<tr>
<td>Week 3</td>
<td>Week of January 29</td>
<td>Desirable Qualities of a Coach</td>
<td>Quiz 3/Discussion 3 – Due 2/4 by midnight</td>
</tr>
<tr>
<td>Week 4</td>
<td>Week of February 5</td>
<td>Coaching and Ethics</td>
<td>Quiz 4/Discussion 4 – Due 2/11 by midnight</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Midterm Exam – Due by February 16th at midnight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Week of February 12</td>
<td>Issues and Problems in Athletics</td>
<td>Quiz 5/Discussion 5 – Due 2/18 by midnight</td>
</tr>
<tr>
<td>Week 6</td>
<td>Week of February 19</td>
<td>Building a staff and a team/Recruiting</td>
<td>Quiz 6 &amp; 7/Discussions 6 &amp; 7 – Due 2/25 by midnight</td>
</tr>
<tr>
<td>Week 7</td>
<td>Week of February 26</td>
<td>Off-Season Planning/Preparing for a Season</td>
<td>Quiz 8 &amp; 9/Discussions 8 &amp; 9 – Due 3/3 by midnight</td>
</tr>
<tr>
<td>Week 8</td>
<td>Week of March 4</td>
<td><strong>Final Exam – Due by midnight March 6th</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Revised 1/2024
### V(b). Topics Covered/Weekly Readings

| Course Introduction | Social media  
| Welcome to Coaching - Chapter 2 | Eating disorders  
| Perceptions of athletics | Gender issues  
| Is coaching the career for you | Legal issues  
| Considerations for coaches | Building a staff and a team - Chapters 6&7  
| Points of decision for coaches | Assistant coaches  
| The Roles of a Head Coach - Chapter 5 | Philosophical differences  
| Teacher, guidance counselor, psychology | Desirable qualities of an assistant coach  
| Leader, disciplinarian, dictator, diplomat | Male and female coaches  
| Actor, Organizer, salesperson | Recruiting - Chapter 8  
| Desirable Qualities of a Coach - Chapter 4 | The recruiting process  
| Organization | Dealing with recruiters  
| Motivation | Advising students  
| Goal setting | Illegal recruiting  
| Reasoning | Off-Season Planning - Chapter 9  
| Morals and honesty | Evaluation of past seasons  
| Coaching and Ethics - Chapter 1 | Inventory  
| Ethical standards | Budget preparation  
| Ethical dilemmas | Building a team  
| Professional ethics | Paperwork and other administrative tasks  
| Recruiting ethics | Preparing for a Season - Chapter 10  
| Issues and Problems in Athletics - Chapter 11 | Goal setting  
| Parents of athletes | Practice procedures and policies  
| Drugs and alcohol | Building a team, and cutting players  
| Hazing | Team meetings  

Revised 1/2024
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 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:

Academic Accommodation for Students with Disabilities (6.1 & 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/

Mental Health and Wellness
SFA 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:
SFA Counseling Service www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) 936.468.2401

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

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343S
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741

Institutional Absences (HOP 04-110)
Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.
- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences

Revised 1/2024
The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

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/docs/hops/02-206.pdf.

Students and Mental Health

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

On-Campus Resources

SFA Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFA Human Services Counseling Clinic
www.sfasu.edu/human-services/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

Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Revised 1/2024
Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requester for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. 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.

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.

Appendix 1

Content Specific Standards for PETE Courses

TExES Standards for Physical Education EC-12 (State Board for Educator Certification)

Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

Standard VIII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.

Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relations to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

National Standards for Physical Education Teacher Education, 4th edition (2017, SHAPE)*

Revised 1/2024
Standard 1: Content and Foundational Knowledge: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2: Skillfulness and Health-Related Fitness: Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3: Planning and Implementation: Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management: Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5: Assessment of Student Learning: Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

Standard 6: Professional Responsibility: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

*SHAPE Standards have been adopted as the Program Learning Outcomes in the Physical Education Teacher Education Program