Department of Kinesiology and Health Science  
KINE 4180: Internship  
Summer 2024

<table>
<thead>
<tr>
<th>Instructor: Victoria Wagner-Greene PhD, MPH, CHES</th>
<th>Course Info: Online – Internship Site</th>
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<tbody>
<tr>
<td>Office: HPE 218</td>
<td>Office Hours: by appointment - virtual</td>
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<tr>
<td>Main Office: 936-468-1543</td>
<td>Credits: 3</td>
</tr>
<tr>
<td>Email: <a href="mailto:victoria.wagner-greene@sfasu.edu">victoria.wagner-greene@sfasu.edu</a></td>
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</tbody>
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*Email is the preferred way of contact; responses Mon-Thurs within 24 hours.

Prerequisites: KINE 3353, senior level classification, and consent of instructor

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

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

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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

- Program 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).
  - The student will identify, analyze and experience the tasks, responsibilities, and functions of an exercise science professional.
  - 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.
The student will apply knowledge of principles and stages of motor development in an exercise science environment.

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: Course Specific

- To provide an opportunity to observe, practice, and apply theories and techniques learned in the classroom. (AAHE Standards I, IV, V, VII, & VIII)
- To provide an opportunity to become acquainted with a variety of exercise science settings, programs, and professionals. (AAHE Standards I & VII)
- To provide an opportunity to recognize leadership strengths and limits and to help alleviate weaknesses through concentrated work experience. (AAHE Standards I & VII)
- To provide an opportunity to develop new interests in an exercise science profession.
- To provide an opportunity to develop insights and perspectives of self and others.

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

- **Assignments/Activities:**
  - Weekly logs/recording of hours
  - Learning activities
  - Evaluation of Site
  - Site Overview PowerPoint
  - Evaluation of Student by Supervisor
  - Syllabus Agreement

- **Instructional Strategies:** Instrucational strategies vary based on the site and focus of the student’s internship. Some strategies may include, online videos, personal stories, website links, observation, training, and other engagement approaches.

- **Technology:** This course will utilize D2L by Brightspace. The internship site may use additional technology.
IV. Evaluation and Assessments (Grading):

- Completion of 150 internship hours - 150 points
  i. (1 hour = 1 point)
- Syllabus Agreement – 10 points
- Student Site Evaluation – 15 points
- Student Evaluation from Supervisor – 15 points
- Student Site Overview PowerPoint Presentation – 25 points
- Completion of Learning Activities - 35 points
  i. (7 points per learning activity completed)
  ii. 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>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>225 or above</td>
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<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>149.999 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.):

- **Recommended Textbook:** N/A

- **Required Readings:** All articles/websites/readings posted to the course D2L page or provided from internship site.

VII. Course Evaluations: “Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

- **Institutional Absences (HOP 04-110)**
  
  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.

- 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.

- **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.

Additionally, use of AI for generation of the Podcast project will result in a reduction in points.

- **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 with Disabilities**
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability
PCOE Syllabus Template Check-Off List

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.

- **Other important course-related policies:**
  Due Dates: All assignments are due by the designated due date/time. *Late work will not be accepted* unless there is proper/relevant documentation or communication has been made prior to the due date with the instructor. There will be a grace period of 10 mins past 11:59pm to account for upload time. 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.

  *Again, late work will not be accepted and will receive a grade of 0* unless there is proper/relevant documentation or communication has been made prior to the due date with the instructor. There will be a grace period of 10 mins past 11:59pm to account for upload time. 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!

IX: **Resources**

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)  
    www.sfasu.edu/deanofstudents Phone: 936.468.7249 Email: dos@sfasu.edu
  - SFASU Counseling Services • www.sfasu.edu/counselingservices
○ SFASU Human Services Counseling Clinic •  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202 Phone:  
936-468 1041

○ The Health and Wellness Hub “The Hub”
  a. Location: corner of E. College and Raguet St.
  b. 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:
    i. Health Services
    ii. Counseling Services
    iii. Student Outreach and Support
    iv. Food Pantry
    v. Wellness Coaching
    vi. Alcohol and Other Drug Education www.sfasu.edu/thehub
      Phone: 936.468.4008 email: thehub@sfasu.edu

Crisis Resources:
  o Burke 24-hour crisis line 1(800) 392-8343
  o National Suicide Crisis Prevention: 9-8-8
  o Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  o Crisis Text Line: Text HELLO to 741-741

X: Other Relevant Course Information:

• 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].”

• 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.

See last page for tentative course schedule
<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1: June 3 - 9</strong></td>
<td><strong>Syllabus Agreement</strong></td>
</tr>
<tr>
<td>Review Syllabus</td>
<td></td>
</tr>
<tr>
<td>Explore D2L Page</td>
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<tr>
<td><strong>Week 2: June 10 - 16</strong></td>
<td><strong>Weekly log</strong></td>
</tr>
<tr>
<td>Work at internship site</td>
<td><strong>Learning Activity #1</strong></td>
</tr>
<tr>
<td><strong>Week 3: June 17 - 23</strong></td>
<td><strong>Weekly log</strong></td>
</tr>
<tr>
<td>Work at internship site</td>
<td><strong>Learning Activity #2</strong></td>
</tr>
<tr>
<td><strong>Week 4: June 24 - 30</strong></td>
<td><strong>Weekly log</strong></td>
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<tr>
<td>Work at internship site</td>
<td><strong>Learning Activity #3</strong></td>
</tr>
<tr>
<td><strong>Week 5: July 1 - 7</strong></td>
<td><strong>Weekly log</strong></td>
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<tr>
<td>Work at internship site</td>
<td></td>
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<tr>
<td><strong>Week 6: July 8 - 14</strong></td>
<td><strong>Weekly log</strong></td>
</tr>
<tr>
<td>Work at internship site</td>
<td><strong>Learning Activity #4</strong></td>
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<tr>
<td><strong>Week 7: July 15 - 21</strong></td>
<td><strong>Weekly log</strong></td>
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<tr>
<td>Work at internship site</td>
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<tr>
<td><strong>Week 8: July 22 - 28</strong></td>
<td><strong>Weekly log</strong></td>
</tr>
<tr>
<td>Work at internship site</td>
<td><strong>Learning Activity #5</strong></td>
</tr>
<tr>
<td><strong>Week 9: July 29 – August 4</strong></td>
<td><strong>Weekly log</strong></td>
</tr>
<tr>
<td>Work at internship site</td>
<td><strong>Site overview PowerPoint</strong></td>
</tr>
<tr>
<td><strong>Week 10: August 5 – 7 SHORT WEEK/FINALS WEEK</strong></td>
<td><strong>Weekly log</strong></td>
</tr>
<tr>
<td>Work at internship site</td>
<td><strong>Evaluation of Site</strong></td>
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<tr>
<td></td>
<td><strong>Evaluation of Student by Site Supervisor</strong></td>
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<td></td>
<td><strong>Due Wednesday by 11:59pm</strong></td>
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Revised December, 2023