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, 13 weekly D2L quizzes, one midterm exam, one final exam, in-class lectures, in-class exercises, group work, in-class discussion, videos, special guests 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>Weekly Online Discussions</td>
<td>15%</td>
<td>Students must respond with short paragraphs to weekly online discussion prompts on D2L.</td>
</tr>
<tr>
<td>Weekly Online Quizzes</td>
<td>25%</td>
<td>Quizzes are open for one week only on D2L.</td>
</tr>
<tr>
<td>Midterm Test</td>
<td>15%</td>
<td>In-class midterm will be held on March 10th @ 11am</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>In-class final will be held on Tuesday May 10th @ 10:30am</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Students will complete in-class group activities throughout the semester.</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>Class attendance will be recorded by instructor</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>Readings</th>
<th>Assignments (Due by Sunday of each week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>January 19 &amp; 21</td>
<td>Course Introduction - Coaching Principles</td>
<td>Discussion 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>January 26 &amp; 28</td>
<td>Coaching Philosophies</td>
<td>Quiz 1 - Discussion 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>February 2 &amp; 4</td>
<td>Coaching Styles - Character Development</td>
<td>Quiz 2 - Discussion 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>February 9 &amp; 11</td>
<td>Coaching Diverse Athletes – Communications</td>
<td>Quiz 3 - Discussion 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>February 16 &amp; 18</td>
<td>Motivation - Managing Behavior</td>
<td>Quiz 4 - Discussion 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>February 23 &amp; 25</td>
<td>The Games Approach to Coaching</td>
<td>Quiz 5 - Discussion 6</td>
</tr>
<tr>
<td>Week 7</td>
<td>March 1 &amp; 3</td>
<td>Teaching Technical Skills</td>
<td>Quiz 6 - Discussion 7</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 8 &amp; 10</td>
<td>Teaching Tactical Skills</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 9</td>
<td>March 15 &amp; 17</td>
<td>Spring Break – NO CLASS</td>
<td>Midterm/Discussion 8</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 22 &amp; 24</td>
<td>Planning for Teaching - Training Basics</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 11</td>
<td>March 29 &amp; 31</td>
<td>Training for Energy Fitness and Muscular Fitness</td>
<td>Quiz 7 - Discussion 9</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 5 &amp; 7</td>
<td>Nutrition Fundamentals</td>
<td>Quiz 8 - Discussion 10</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 12 &amp; 14</td>
<td>Fueling Your Athletes</td>
<td>Quiz 9 - Discussion 11</td>
</tr>
<tr>
<td>Week 14</td>
<td>April 19 &amp; 21</td>
<td>Thanksgiving Week</td>
<td>Quiz 10 - Discussion 12</td>
</tr>
<tr>
<td>Week 15</td>
<td>April 26 &amp; 28</td>
<td>Drug Use/Abuse - Ergogenic Aids</td>
<td>Quiz 11 - Discussion 13</td>
</tr>
<tr>
<td>Week 16</td>
<td>May 3 &amp; 5</td>
<td>Managing Relationships</td>
<td>Quiz 12 - Discussion 14</td>
</tr>
<tr>
<td>Week 17</td>
<td>May 10</td>
<td>Final Exam Week – May 10 @ 10:30am</td>
<td>Final Exam @ 10:30am</td>
</tr>
</tbody>
</table>

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

Part I: Principles of Coaching (Weeks 1-4)

Revised 1/2016
Part I will help you develop a coaching philosophy, achieve the three major objectives of coaching, and select your coaching style. Principles and guidelines are presented for coaching with character, developing good character and sportsmanship in athletes, and coaching athletes who are diverse in maturation, cultural heritage, gender, sexual orientation, and abilities.

Textbook chapters included in Part I are as follows:
- Chapter 1 Developing Your Coaching Philosophy
- Chapter 2 Determining Your Coaching Objectives
- Chapter 3 Selecting Your Coaching Style
- Chapter 4 Coaching for Character
- Chapter 5 Coaching Diverse Athletes

Part II: Principles of Behavior (Weeks 4 & 5)

Part II will help you become a skillful communicator, motivator, and behavior manager. Psychological principles and recommendations are offered for effectively communicating with and listening to your athletes, for optimally motivating your athletes, and for managing behavior problems in a positive manner. Textbook chapters included in Part II are as follows:
- Chapter 6 Communicating With Your Athletes
- Chapter 7 Motivating Your Athletes
- Chapter 8 Managing Your Athletes' Behavior

Part III: Principles of Teaching (Weeks 6-9)

Part III recognizes that good coaching is good teaching. Information and methods are presented for putting your sound philosophy and good communication, motivation, and behavior management skills to work. The games approach is introduced for teaching technical and tactical skills. You will learn how to develop an instructional plan for your team’s practices and for the entire season. Textbook chapters included in part III are as follows:
- Chapter 9 The Games Approach
- Chapter 10 Teaching Technical Skills
- Chapter 11 Teaching Tactical Skills
- Chapter 12 Planning for Teaching

Part IV: Principles of Physical Training (Weeks 10-13)

Part IV includes information on physiological principles and applications for training basics, training for energy fitness, and training for muscular fitness. You will learn to develop training programs for your athletes, principles of good nutrition for health and performance, and how to address the difficult problem of drug abuse by athletes. Textbook chapters included in part IV are as follows:
- Chapter 13 Training Basics
- Chapter 14 Training for Energy Fitness
- Chapter 15 Training for Muscular Fitness
- Chapter 16 Fueling Your Athletes
- Chapter 17 Battling Drugs

Part V: Principles of Management (Weeks 14 & 15)

Part V addresses issues related to planning, organizing, staffing, and directing all the functions you have responsibility for as a coach. Principles are explained and advice is provided for seven categories of team management, for managing interpersonal relationships in coaching, and for protecting your athletes from risk and yourself from liability problems. Textbook chapters included in part V are as follows:
- Chapter 18 Managing Your Team
- Chapter 19 Managing Relationships
- Chapter 20 Managing Risk

VI. Textbook (Required):

Required Textbook and Study Guide:

Reading assignments will be made throughout the semester and correspond to group discussions, debates and lecture topics.
- Additional recommended readings (articles, books, etc.) might be introduced throughout the course and will be posted whenever possible on D2L or handed out in class.

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.

Revised 1/2016
VIII. Student Ethics and Other Policy Information:

Attendance (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 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.

The 10% of the final grade that is based on attendance is a reward for being present. It is assumed and expected that students will attend all scheduled class meetings. Not all absences are excused, but if convenient (for the instructor) may be made-up. Students will lose 1 attendance point (off of their 10 total), for every absence beyond their first 2 unexcused absences. Students must be aware that all absences and tardies are recorded and used in determining the student’s attendance reward grade. Consistent and prompt attendance positively reflects on the student’s participation and therefore there is, in fact, a reward for being present. If a student chooses, or is forced to miss a class it will affect the 10%, attendance portion of the grade, in the following way: After two absences each subsequent absence will reduce the attendance reward portion of the course grade by 1 point (e.g. 9/10 (90%) - A, would become 80% - B) A tardy counts 1/3 of an absence and accumulates in the same negative manner as absences. Instructor reserves the right to record as absent any person who is present and sleeping.

Students with Disabilities (Policy 6.1 and 6.6):
In accordance with the "American Disabilities Act," an appropriate adjustment will be arranged for individuals with a disability that might prevent or eliminate them from participating in certain activities during the semester. It should be noted that students have an obligation to advise or disclose information to the instructor about their specific disability so that correct accommodation may be made. 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/.

Academic Integrity (Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process. 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; and/or;
- 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; and/or;
- 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, 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.

After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student’s record and will remain on file with the dean’s office for at least four years even if the student withdraws prior to receiving a grade.

For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination. A student’s record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student’s academic career at Stephen F. Austin State University.

Student Appeals

Revised 1/2016
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):**

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.

**Student Code of Conduct (Policy 10.4):**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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.

3. 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.

**IX. Other Relevant Course Information:**

1. Health insurance is not provided by the university or the Department of Kinesiology and Health Science. It is strongly recommended that you obtain health/accident insurance for yourself.

2. In order to provide and maintain a clean learning environment, it is the policy of the university that no open beverages, food, or tobacco are permitted in instructional areas.

3. Student attendance and participation in this class is a personal matter and results from individual motivation and interest. However, when present in class, it is expected that you will remain until class is completed. Students who, for whatever reason, feel they must leave class will be penalized by having ONE (1) test point subtracted from their total test score for each occasion that they absent themselves from class. If you know you must leave class and inform the instructor in advance no penalty will be applied.

4. Cell phones must be turned off and remain off during class time. Students text messaging, receiving, making, or interrupting class with their phones will be penalized by having ONE (1) test point subtracted from their total test score on each occasion that these types of events occur.