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Office Hours: To Be Posted

Mission Statement:

The mission of the Physical Education Department at William Carey University is to provide a professional education program within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service.

Program Philosophy:

The Physical Education Program at William Carey University strives to provide the curriculum and instruction necessary to empower students with the knowledge needed to become marketable in the field of physical education and to use this knowledge to contribute to a healthy lifestyle for themselves, their families, and those who they may influence.

Program Goals:

It is the goal of the University’s Physical Education Program to align curriculum with all standards necessary to meet accreditation; to provide students with proper guidance in meeting standards necessary for teacher licensure and/or degree requirements; and to provide a caring Christian atmosphere in the department.

Course Description:

In this course, the student will examine the many facets that make up the coaching profession, and, upon completion of the course, have an understanding of the various components involved in coaching an athletic team.
Catalog Description:

This course is an analysis of the purpose, values, nature, and scope of coaching.


Course Objectives:

Upon completion of this course, the student will:

1. Understand the value of a coaching philosophy.
2. Consider their personal objectives.
3. Understand the three common coaching styles (command style, submissive style, and cooperative style), and these styles have various effects on athletes.
4. Know the importance of developing good character by creating a moral team environment, setting rules for good behavior, and modeling moral behavior and ethical decision making.
5. Realize that a cooperative style of communication shows respect for athletes and others by being straightforward, positive, and confident—and it encourages others to do the same.
6. Know the importance of helping athletes feel worthy by making them feel competent and successful.
7. Positive discipline allows coaches to instruct, train, and correct athletes so that athletes develop self-control.
8. Understand the difference in technical and tactical skills.
9. Know the importance of the principles of teaching and their importance in a coaching setting.
10. Understand the different aspects of physically training an athlete.
11. Realize the importance of managing a team from a coaching perspective.

Teaching Techniques/Methods:

Discussion Boards
Critical Thinking Assignments
Student Assessments (Exams)
Coaching Interview
Grading:

A  93-100
B  86-92
C  76-85
D  70-75
F  Below 70

Evaluation Methods:

- Discussion Board 1 3 points
- Discussion Board 2 3 points
- Discussion Board 3 3 points
- Discussion Board 4 3 points
- Form 1.1 1 point
- Form 2.1 1 point
- Form 2.2 1 point
- Form 12.4 3 points
- Form 15.1 1 point
- Form 17.1 1 point
- Ch. 1-3 Exam (48 questions/45 minutes to take) 5 points
- Ch. 4-5 Exam (49 questions/45 minutes to take) 5 points
- Ch. 6-8 Exam (50 questions/45 minutes to take) 5 points
- Ch. 9-10 Exam (51 questions/45 minutes to take) 5 points
- Ch. 11-12 Exam (43 questions/45 minutes to take) 5 points
- Ch. 13-15 Exam (49 questions/45 minutes to take) 5 points
- Ch. 16-17 Exam (50 questions/45 minutes to take) 5 points
- Ch. 18-20 Exam (47 questions/45 minutes to take) 5 points
- Interview Project (Coach’s Interview) 15 points
- Comprehensive Final Exam (80 questions/80 minutes to take) 25 points

Total 100 points

ATTENDANCE:

Uploading assignments to D2L on the due date constitutes your attendance for that day. No credit is to be received if more than 2 full classes are missed. ASSIGNMENTS WILL NOT BE ACCEPTED LATE.
Plagiarism

In education the writing style required is that of the American Psychological Association (APA). According to the APA Manual, psychologists do not present substantial portions or elements of another’s work or data as their own, even if the other work or data source is cited occasionally. The manual has much to say about plagiarism. In the fifth edition, this information can be found from page 348 through page 353. One will benefit from reading this information.

The following are key points:

- **DO NOT PLAGIARIZE**
- Before writing one should read the article and write a summary of the article.
- When summarizing an article, refrain from looking at the article.
- Claiming to “not know you were plagiarizing” is not an acceptable defense.
- If help is needed one should come see me before there is an issue.
- Consequences of plagiarism are severe and could jeopardize your career as a student.

**Penalties**

<table>
<thead>
<tr>
<th>Type of Offense</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam or assignment</td>
<td>Highest failing grade on exam or assignment</td>
<td>Grade of zero for the exam or assignment</td>
<td>Fail course and refer to honor board</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>1. Refer to library for research and plagiarism tutorial 2. Redo / correct paper with penalty of one letter grade</td>
<td>Grade of zero for the paper</td>
<td>Fail course and refer to honor board</td>
</tr>
<tr>
<td>Fabrication</td>
<td>Highest failing grade on assignment</td>
<td>Grade of zero on assignment</td>
<td>Fail course and refer to honor board</td>
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For offenses of misrepresentation, unauthorized access, and facilitation, the student will be referred to the honor board.
AMERICANS WITH DISABILITIES ACT
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Valerie Bridgeforth at 601-318-6188. Mrs. Bridgeforth is located in the Student Services Office in Lawrence Hall.

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offence. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs; students, faculty, and /or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offence, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Lance.

CATASTROPHIC EVENT PLAN
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the University’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.