

Master of Science Degree in Physical Education: Coaching of Sport

Student Handbook (revised 2019)

NOTE: It is suggested you refer to this Handbook online when necessary. This Handbook will be updated periodically; if you print the Handbook, your information may be incomplete and/or become inaccurate.

[Introduction](#)

[Admission Requirements](#)

[Additional Costs for this Degree](#)

[Definition of an “academic week”](#)

[Grade Point Requirement](#)

[Email Policy](#)

[Course Information](#)

[Appendix A: Courses with National Standards for Sport Coaches \(NSSC\)](#)

[Appendix B: NSSC Portfolio rubric](#)

[Transfer Credits](#)

[Graduate Frequently Asked Questions](#)

[Distance Learning Frequently Asked Questions](#)

[Graduate Student Orientation](#)

[Course and Program Evaluations](#) information

[Appendix C: Course Evaluation](#)

[Mentor Requirements](#)

[Technology Requirements](#)

[Behavior Policies](#)

[Hierarchy Protocol](#)

[Program Contact Information](#)

[Mentor Form](#)

[Appendix D](#)

Introduction to the Master of Science in Physical Education: Coaching of Sport Program

This Coaching Program is taught in a totally online environment. Each course is team-taught with, in most cases, someone currently in the field related to the course and with a highly experienced professor. The Program is structured for and seeking National Council for Accreditation of Coaching Education (NCACE) Level 5 endorsement. Courses use, among other methods, project-based, hands-on learning tactics. Throughout the Program, you will develop an electronic portfolio to show you have met the NSSC Standards. The portfolio will be completed and submitted for evaluation in the Capstone course at the end of the Program. This Program uses a Cohort model and 25 students will be enrolled throughout the cohort. A cohort model is especially effective for online learning as you get to know the other students as the Program progresses, a challenging task in the online environment. This Coaching Program consists of 34 graduate credits within 12 courses.

Admission Requirements:

An official transcript from an accredited college or university stating a Bachelor's Degree

A minimum cumulative GPA of 2.5 overall (on a 4.0 scale) or a minimum cumulative GPA of 2.5 for the last two semesters of fulltime collegiate study.

Two letters of recommendation- one must be from a person (a university professor, administrator, or professional colleague who has reviewed the work of the candidate over an extended time) who is qualified to discuss the academic potential of a candidate.

A personal statement explaining the reason(s) you are interested in this Program

First-come, first-serve basis

Maximum of 25 students in cohort format

Wait list and provisional acceptance options are available

Additional Costs for this Degree:

Livertext: Livertext costs \$98.00 for a five-year membership. You will use Livertext to develop your portfolio throughout the Program. Livertext will be listed as "required software" for the PE 601: Philosophy and Ethics in Coaching course. Those receiving financial aid will be able to use this to purchase Livertext if they purchase the software through the SMSU Barnes & Noble Campus Bookstore (look under QuickLinks on the SMSU homepage).

To purchase Livertext online (not through the Campus Bookstore):

1. Go to Livertext.com
2. Click "Purchase/Register"
3. Click "Purchase Membership"
4. Select "Student Membership – Standard Edition"
5. Complete the registration information.
6. You'll be given information in your first class on how to create your portfolio for this program.

Definition of an "academic week" in this Program:

Each academic week in this program will begin on Monday morning at 8:00AM and end on Sunday night at 11:59PM.

Grade Point Requirement:

Students must receive a minimum of a 3.0 GPA in this Program. Any grade lower than the 2.0 (C grade) is not considered passing for a graduate course. You are allowed to earn a grade of C in two courses within this Program. If there are more than two grades of C, you will be required to re-take the additional course(s).

Email Policy:

The email used for all courses in this Coaching Program will be the SMSU email address. All course information and correspondence emails will be sent to your SMSU email. You need to make sure you can use this email and you need to check it daily for course information, announcements, and updates.

Mentor for each course:

For each course in this Program, you will be required to find a “mentor” with experience related to the content of the course. This mentor will be different for each course. The main criterion for mentors is knowledge and experience related to the content of the course. Your mentor will be a valuable resource for you throughout this Program so choose your mentor wisely. The instructor of the course must approve your mentor so background information will be necessary. The Mentor form can be found in Appendix D.

A letter will be sent to the mentor from the instructors detailing their responsibilities. The responsibilities may vary, but the mentor will only be asked to devote an hour or two to this mentorship. However, you may want to utilize their experiences more thoroughly through meetings, discussions, etc.

Courses:

Overview and cost:

This is a 34 college graduate credit Program

Current cost per credit is: \$425.28 per graduate credit and a three-credit course is \$1275.84. This includes fees.

All costs are subject to change.

Textbook:

Plan to have your textbook/s before the course begins. A review of the textbook/s is a valuable practice.

Course workload:

Expected hours of work for a three-credit graduate course:

It is expected you spend a minimum of six hours of study/work a week for each three-credit graduate course. This is a well-established expectation for graduate level coursework.

Assignment document requirements:

You will be required to use Microsoft Office Word 2007, 2010, 2013, or higher for all assignments unless otherwise directed. Your documents, therefore, should have a prefix of “.doc” or “.docx” at the end of the file name.

Microsoft Office patches:

If you cannot open a file from your courses, please go to Microsoft.com and download “patches” for the software you cannot open. An example of this is 2010 PowerPoint. It is required you use Office 2007, 2010, or 2013 for courses in this Program.

Course Evaluation: courses will be evaluated at the end of each course and sometimes during the course. These evaluations will be used to enhance the courses and the learning experience for all.

Program evaluation: throughout the Program, you will be asked to complete an evaluation of the Coaching Program. These evaluations will be used to enhance and improve the Coaching Program as well as related services.

Course List/Semester

Instructors

First Fall

PE 601: Philosophy and Ethics in Coaching

PE 602: Research Foundation in Sport:
Methods, Statistics, Analysis

First Spring

PE 603: Sports Skills, Tactics, and
Evaluation in Coaching

PE 604: Educational Principles in Coaching

PE 607: Advanced Practicum in Coaching I

*taken any time after PE 602 is completed (SMSU
Graduate Assistants must wait until the second
Fall to take PE 607). Also PE 607 and PE 612 are
two-credit courses, so a total of four credits.
PE 612 is the prerequisite for PE 612.*

Summer

PE 605: Physical Preparation and Conditioning

PE 609: Psychology of Athletic Performance

PE 612: Advanced Practicum in Coaching II

*taken any time after Practicum I is
completed. This is a two-credit course*

Second Fall

PE 608: Organization, Administration
and Marketing of Sport

PE 606: Sport Safety and Injury Prevention

Second Spring
PE 610: Legal Aspects of Sport for Coaches

PE 611: Portfolio Capstone

Transfer Credits:

You will be allowed to transfer six credits from another institution pending approval of the Director of the Coaching Program and the Chair of the Education Department

For the “transfer process” and other valuable information for graduate students, go to “Frequently Asked Questions:

<http://www.smsu.edu/campuslife/graduateoffice/Index.cfm?Id=3078>

Graduate Frequently Asked Questions:

<http://www.smsu.edu/campuslife/graduateoffice/Index.cfm?Id=3078>

Academic Advisor, Accessing Library and Distance Learning Resources, Accessing D2L, Accessing SMSU Web Mail, Changing Permanent/Local Address, Changing Password, , Dropping a Class, Getting an Unofficial or Official Transcript, Getting My Books, Grants Available, Paying My Tuition Bill Online, Receiving Financial Aid, Registering Online, Signing into Network, SMSU ID Card, Transferring Graduate Credits, When Can I Register for Classes?, When is Tuition Bill Due? Checking Grades, DARS, Holds on Registration Making Sure I have Registered for Classes

Distance Learning Frequently Asked Questions:

Valuable information can be found at the web page below. Checking this page may save you emails or phone calls to SMSU and others.

<http://www.smsu.edu/Academics/DistanceLearning/Index.cfm?Id=4573>

Graduate Student Online Orientation:

<http://www.smsu.edu/campuslife/graduateoffice/Index.cfm?Id=5501>

Introduction, Meet the Staff, First Things First – Getting Started

The Basics:

- Student ID Cards
- Bookstore
- E-mail
- Support Services

The Role of the Graduate School, The Role of the Academic Department and Program Advisor, Technology, Financial Aid , Registering for Classes, Paying your Tuition Bill, Library, International Student Services, Frequently Asked Questions (FAQ), Survey

Technology:

Contact the “Help Desk” at 507-537-6111 for all technology problems:

<http://www.smsu.edu/informationtechnologyservices/Index.cfm?Id=1666>

A second source for technology help is the Southwest/West Central Higher Education Organization for Telecommunications & Technology (SHOT). They are open from 6:30am until 10:00pm at 507-537-6984.

For Brightspace (D2L) help, access the Brightspace help desk at: these services are available by phone, live chat, or email at the following website:

<https://d2l.custhelp.com/app/home/session/L3RpbWUvMTI4ODY0MzgxNy9zaWQvNnltWEJaZGs%3D>

If you are at work, please be aware your employer may block access to your course. Check this if your technology works other places. Wind may also interfere with satellite signals. **Instructors will make every effort to record synchronous, Adobe Connect meetings for your convenience.** It is recommended you use an Ethernet cable if you have wireless Internet service.

A “high-speed” Internet connection is necessary for you to have a positive experience in your courses and is required for some software programs we use. You should also have a “back-up” plan if you have trouble with your primary high-speed Internet source.

In most cases, you will be required to submit assignments using the “Assignments” feature of the Brightspace course software. Most professors will not accept assignments sent through other sources such as email.

Microsoft Office.

All files must be submitted in Microsoft Office Word 2010 or 2013, rft, or in Adobe PDF format. Previous Word versions may be used if a Word 2013 patch (www.microsoft.com) is downloaded to your computer.

Brightspace (formerly called Desire 2 Learn):

All courses will be taught using Brightspace course software. Here you will find information such as course information, assignment information, grades, a drop box to submit assignments, and a class list. You can access Brightspace by going to the SMSU homepage and selecting Brightspace from the "Quick Links" section. Log in using your SMSU student ID and password. Scroll down to your current Coaching Program courses and open the course you want to explore.

First time you log into Brightspace, use your Mustang ID (must include leading zeros) and your birthdate in the specific format shown: year, month, day-two digits for each (example: 850926 for 1985, September, day 26)

Livertext:

LiveText will be used to develop your electronic portfolio for the Coaching Program. You will use LiveText in every course and will complete and submit your portfolio in the Capstone course, the last course you take. You will learn to use LiveText in your first semester Philosophy and Ethics in Coaching course.

LiveText is included in your textbook and software requirements. These are covered by financial aid if you qualify. You may care to remain subscribed to this service after your initial subscription as it has portfolio and other helpful applications.

Skype:

Skype is a free membership and is used worldwide by its members. Skype is used in the online course environment as a tool to personally speak with another student, a group member during group projects, the professor, the Director of the Program, or others. It is essentially a free phone call with video. You may only call a single person with the free membership to Skype. You may use Google's HangOut if you care to speak with more than one person at a time.

<http://www.skype.com>

Adobe Connect:

Adobe Connect may be used in the Coaching Program by some professors. Adobe Connect is a synchronous video environment similar to interactive television. The professors can lead class discussions, answer questions, and interact with students in a live video format. You do not need to purchase anything; the course instructor will send you a link you can select and you will be led to the live course.

If you are unable to attend these sessions, instructors will make every effort to record (audio and video) them, allowing you to view them at your convenience.

When using Adobe Connect, an updated version of Flash Player is required. To update Flash Player, go to: <http://get.adobe.com/flashplayer/>

You should connect directly into your Router with an Ethernet cable when using Adobe Connect; the wireless environment is unstable with this software. A USB headset and microphone are recommended as they will enhance your Adobe Connect experience. Please “mute” computer speakers when participating in an Adobe Connect meeting unless you are asked/request to speak. The sounds from computer speakers can be heard by everyone participating in the meeting and are disruptive.

Student Pictures:

As a student in the online Coaching Program, you will upload a picture of yourself in the “Classlist” area of your course so you can get to know each other. The Brightspace environment has a system for this. Some courses may request additional pictures to aid in building a learning community in the courses and in the Program.

Behavior Policies:

The Coaching Program is an online environment and requires some protocol to run smoothly and efficiently. All contacts, discussions, and comments must be professional in nature. Students must practice academic honesty and follow course policies and procedures. Students should support one another and enhance the learning environment of the courses and the Program. Professors, the Director of the Program, and the Chair of the Education Department have the right to ensure professionalism by intervening when necessary.

A Behavior Policy Contract will be presented in the Philosophy and Ethics in Coaching course. You will be required to read and sign this Contract in that course.

Discussion thread policies contract:

Move discussions forward

Follow instructors’ policies such as include relevant citations using APA format (do not simply agree or disagree)

Use professional courtesy

Respect differences

Communicate with compassion

Share valuable resources

Strive to use examples of your personal experiences and professional careers

In general, this Program will require Discussion Posts by Wednesdays at 11:59pm and Replies from Wednesdays through Sundays at 11:59pm. However, Professors have the right to use other policies for Discussion in their courses if they choose to.

Protocol to file a complaint within the Program:

If there is an issue with a course, first speak with the instructor of the course. If the problem is not resolved, contact Frankie Albitz, the Director of the Program.

If there is issue with the Program, first speak with Frankie Albitz, the Advisor of the Program. If the problem is not resolved, contact Dr. Sonya Vierstraete, Chair of the Education Department

Contact Info:

Frankie Albitz
Advisor
Frankie.albitz@smsu.edu
507-537-7690

Dr. Sonya Vierstraete
Chair of Education Department
Sonya.vierstraete@smsu.edu
507-537-

Technology:
SMSU Help Desk
507-537-6111

SHOT
507-537-6984

Brightspace Help Desk:

These services are available by phone, live chat, or email at the following website:

<https://d2l.custhelp.com/app/home/session/L3RpbWUvMTI4ODY0MzgxNy9zaWQvNnJtWEJaZGs%3D>

Appendix A

Master of Science Degree in Physical Education: Coaching of Sport

Course (Cr.) Instructor
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PE 601: Philosophy and Ethics in Coaching (3)

Description: This course includes the development of a personal coaching philosophy regarding social responsibility with an emphasis on ethical conduct, values and sport involvement, and the personal growth of the athlete.

Domain 1:

Standard 1: Develop and implement an athlete-centered philosophy.

Standard 2: Identify, model, and teach positive values learned through sport participation.

Standard 3: Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program.

Standard 4: Demonstrate ethical conduct in all facets of the sport program.

Standard 14: Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements.

Standard 17: Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.

Standard 25: Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.

Standard 26: Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

This course will include components of research and current issues.

PE 602: Research Foundation in Sport: Methods, Statistics, Analysis (3)

Description: This course includes the study of research to develop an understanding of the principles and the essential skills needed to engage in research.

Domain 7

Standards 1-40

This course will include components of research and current issues.

PE 603: Sports Skills, Tactics, and Evaluation in Coaching (3)

Description: This course includes the study of the skills, tactics, and strategies used to develop a competitive sport program with an emphasis on practice planning, game preparation, and evaluation. Prerequisite: PE 602 Research Foundation in Sport: Methods, Statistics, and Analysis.

Domain 6 & 8

Standard 21: Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time.

Standard 22: Plan and implement daily practice activities that maximize time on task and available resources.

Standard 23: Utilize appropriate instructional strategies to facilitate athlete development and performance.

Standard 27: Know the skills, elements of skill combinations, and techniques associated with the sport being coached.

Standard 28: Identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.

Standard 29: Use scouting methods for planning practices, game preparation, and game analysis.

Standard 37: Implement effective evaluation techniques for team performance in relation to established goals.

Standard 38: Use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals.

Standard 39: Utilize an effective and objective process for evaluation of athletes in order to assign roles or positions and establish individual goals.

Standard 40: Utilize an objective and effective process for evaluation of self and staff.

This course will include components of research and current issues.

PE 604: Educational Principles in Coaching (3)

Description: This course includes the study of methods of implementing educational principles in the daily operation of a sport program with an emphasis on organization, communication, and instructional strategies. Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 5

Standard 2: Identify, model, and teach positive values learned through sport participation.

Standard 3: Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program.

Standard 17: Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.

Standard 18: Provide athletes with responsibility and leadership opportunities as they mature.

Standard 19: Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.

Standard 20: Develop and monitor goals for the athletes and program.

Standard 21: Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time.

Standard 22: Plan and implement daily practice activities that maximize time on task and available resources.

Standard 23: Utilize appropriate instructional strategies to facilitate athlete development and performance.

Standard 25: Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.

Standard 26: Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

Standard 27: Know the skills, elements of skill combinations, and techniques associated with the sport being coached.

Standard 28: Identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.

Standard 29: Use scouting methods for planning practices, game preparation, and game analysis.

This course will include components of research and current issues.

PE 607: Advanced Practicum in Coaching I (2)

Can be taken any time beginning the first spring. This course is a prerequisite for the PE 612-Advanced Practicum in Coaching II course, so the first spring or summer are recommended for enrollment in PE 607.

Description: This course includes an in-depth coaching experience applying a sport's knowledge and skills in a hands-on environment. Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 7

Standard 30: Demonstrate efficiency in contest management.

Standard 31: Be involved in public relation activities for the sport program.

Standard 32: Manage human resources for the program.

Standard 33: Manage fiscal resources for the program.

Standard 34: Facilitate planning, implementation, and documentation of the emergency action plan.

Standard 35: Manage all information, documents, and records for the program.

Standard 36: Fulfill all legal responsibilities and risk management procedures associated with coaching.

This course will include components of research and current issues.

PE 605: Physical Preparation and Conditioning (3)

Description: This course includes the study of scientifically sound conditioning programs and the effects of various training programs and nutrition on the physical and mental performance of the athlete. Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 3 & 4

Standard 12: Design programs of training, conditioning, and recovery that properly utilize exercise physiology and biomechanical principles.

Standard 13: Teach and encourage proper nutrition for optimal physical and mental performance and overall good health.

Standard 14: Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements.

Standard 15: Plan conditioning programs to help athletes return to full participation following injury.

Standard 16: Apply knowledge of how developmental change influences the learning and performance of sport skills.

Standard 17: Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.

Standard 21: Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time.

Standard 22: Plan and implement daily practice activities that maximize time on task and available resources.

This course will include components of research and current issues.

PE 612: Advanced Practicum in Coaching II (2)

Can be taken any time after PE 607: Advanced Practicum in Coaching I

Description: This course includes an in-depth coaching experience applying a sport's knowledge and skills in a hands-on environment in a setting beyond that of the Advanced Practicum in Coaching I course and the students current experience level. Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 7

Standard 30: Demonstrate efficiency in contest management.

Standard 31: Be involved in public relation activities for the sport program.

Standard 32: Manage human resources for the program.

Standard 33: Manage fiscal resources for the program.

Standard 34: Facilitate planning, implementation, and documentation of the emergency action plan.

Standard 35: Manage all information, documents, and records for the program.

Standard 36: Fulfill all legal responsibilities and risk management procedures associated with coaching.

This course will include components of research and current issues.

PE 608: Organization, Administration and Marketing of Sport (3)

Description: This course includes the study of administrative duties and procedures of a sport program with an emphasis on budgeting, marketing, event management, and facility operations. Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 7

Standard 1: Develop and implement an athlete-centered philosophy.

Standard 6: Ensure that all necessary protective equipment is available, properly fitted, and used appropriately.

Standard 10: Facilitate a coordinated sports health care program that includes prevention, care, and management of injuries.

Standard 30: Demonstrate efficiency in contest management.

Standard 31: Be involved in public relation activities for the sport program.

Standard 32: Manage human resources for the program.

Standard 33: Manage fiscal resources for the program.

Standard 34: Facilitate planning, implementation, and documentation of the emergency action plan.

Standard 35: Manage all information, documents, and records for the program.

Standard 36: Fulfill all legal responsibilities and risk management procedures associated with coaching.

This course will include components of research and current issues.

PE 609: Psychology of Athletic Performance (3)

Description: This course includes the study of effective methods of teaching and motivation to enhance sport performance and the athlete's overall experience.

Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 7

Standard 11: Identify and address the psychological implications of injury.

Standard 17: Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.

Standard 18: Provide athletes with responsibility and leadership opportunities as they mature.

Standard 20: Develop and monitor goals for the athletes and program.

Standard 24: Teach and incorporate mental skills to enhance performance and reduce sport anxiety.

Standard 25: Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.

Standard 26: Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

This course will include components of research and current issues.

PE 606: Sport Safety and Injury Prevention (3)

Description: This course includes the study of methods of injury prevention, injury management, and risk management, and the legal responsibilities of the coach.

Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 2:

Standard 5: Prevent injuries by providing safe facilities.

Standard 6: Ensure that all necessary protective equipment is available, properly fitted, and used appropriately.

Standard 7: Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants..

Standard 8: Identify physical conditions that predispose athletes to injuries.

Standard 9: Recognize injuries and provide immediate and appropriate care.

Standard 10: Facilitate a coordinated sports health care program that includes prevention, care, and management of injuries.

Standard 11: Identify and address the psychological implications of injury.

Standard 15: Plan conditioning programs to help athletes return to full participation following injury.

Standard 34: Facilitate planning, implementation, and documentation of the emergency action plan.

Standard 36: Fulfill all legal responsibilities and risk management procedures associated with coaching.

This course will include components of research and current issues.

PE 610: Legal Aspects of Sport for Coaches (3)

Description: This course includes the development of a deeper understanding of negligence, legal challenges, operational risks, and methods of documentation in sport. Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 7

Standard 30: Demonstrate efficiency in contest management.

Standard 32: Manage human resources for the program.

Standard 33: Manage fiscal resources for the program.

Standard 34: Facilitate planning, implementation, and documentation of the emergency action plan.

Standard 35: Manage all information, documents, and records for the program.

Standard 36: Fulfill all legal responsibilities and risk management procedures associated with coaching.

This course will include components of research and current issues.

PE 611: Portfolio Capstone (3)

Description: This course includes a student-lead capstone project, along with the development of an electronic portfolio of the Coaching Program reflecting the National Standards for Sport Coaches. Prerequisite: PE 603 Sports Skills, Tactics, and Evaluation in Coaching

Domain 1-8
Standards 1-40

This course will include components of research and current issues.

Total Credits

34

Appendix B

Coaching Program course evaluation:

1. In what ways has the instruction/instructor helped you learn in this course?
What is the nature of that learning?
2. Which material was of the **most** value to you in this course, and why?
3. Which material was of the **least** value to you in this course, and why?
4. Please provide suggestions regarding possible additions to the course, or material needing to be covered in more depth.
5. Please provide any suggestions regarding possible removal of content from this course because it has been adequately covered elsewhere.
6. What changes would you suggest in the teaching format of this course that would help you learn better?
7. What changes in *your* learning approaches and format would have helped you learn better in this course?

Comments:

Questions adapted from:

Bain, K. (2004). *What the best college professors do*. Boston: President and Fellows of Harvard College

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No part of this publication may be used, reproduced, stored in a retrieval system, or transmitted in any form or by any means whatsoever, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Author. For information address Dr. Frankie Albitz (Frankie.albitz@smsu.edu).

Appendix C

Mentor Form

Below are the requirements needed for the Professors to approve the Mentor you choose for this course.

Please complete this form and submit it to the Dropbox. Also, list your Mentor for each class in a Table and place it on your Introduction Page in LiveText. The Professors will inform you of the approval or disapproval of this Mentor. They may require additional information in some cases.

Your name:

Mentor's name:

Mentor's address:

Mentor's email address:

Mentor's phone number:

Mentor's experience as it pertains to this course:

State why you feel this Mentor will be able to assist you with this course:

Any other information you care to share about your choice of Mentor:

NOTE: students enrolled in this Coaching Program may not be chosen as a Mentor. Choosing a family member as a Mentor is discouraged to provide more diversity in the information you are exposed to.