



Practicum in Kinesiology
KINE 4309; Summer 2024

SYLLABUS

Faculty Information

Dr. Julianna M. Dean, PhD, MS, CSCS

- **Email is the best way to get in contact with me:** julianna.dean@sulross.edu
 - **Please make sure you put KINE 4309 somewhere in the subject line of the email.**
 - **Please address me as “Dr. Dean”, NOT Ms. Dean**
 - **Please use your SRSU email address. I cannot answer emails from non-SRSU accounts.**
 - Please be professional in your communications, especially when communicating by email. Please address me as Dr. Dean. For a review on how to write a professional email, please see <https://www.grammarly.com/blog/professional-email-in-english/>.
- **Office Phone:** 432-837-8556
- **Summer Office Hours:** *by appointment, please email me*

Required Textbook

None

Purpose of the Course

The course is designed to prepare students for careers in the fields of Kinesiology, Health, Recreation, Athletics, Sports Medicine and/or related fields. The course will provide real-world learning experiences in a professional setting. Students must provide at least one written analytical reflection in their e-portfolio that answers, at a minimum, two prompts related to the SLOs:

- Demonstrate growth in acquisition, integration, construction, and application of knowledge.
- Improve cognitive complexities.
- Enhance interpersonal development.
- Develop interpersonal competence.
- Develop an appreciation of humanitarianism and civic engagement.

The practicum experience supervisor will evaluate the reflection using a standard rubric.

Prerequisites

Senior classification and approval of undergraduate coordinator.

Course Description

Students will complete a supervised internship (150 hours) with selected agencies or organizations such as intramural sports, city recreation departments, YMCAs and YWCAs, Boys' Clubs, Girl and Boy Scouts, rehabilitation centers, or other similar agencies and organizations as approved by the course instructor.

Course Learning Objectives

Within the Kinesiology, Health, Recreation, Athletics, Sports Medicine, or related field and upon

successful completion of this course students will be able to:

1. Provide critical analysis of a particular profession.
2. Provide an overview related to the importance of professional networking.
3. Develop an expanded appreciation of how the 'business' of the profession is conducted on a daily basis.
4. Research the current job market (salaries, employment availability, opportunity for advancement, etc.) of a particular profession.
5. Provide an overview related to the importance of certifications, work experience, and professional organizations.
6. Design and present a paper which details a particular profession.

Course Format

The format for this course will include, but is not limited to work experience (150 hours for the semester), active participation in class discussions via Blackboard, professional development assignments, reflection papers, reflective journal, and interview.

Program Learning Outcomes

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).
3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Marketable Skills

The following marketable skills are achieved in this course: (these are your options)

1. Students acquire **communication skills**. Students will develop proper work-related communication skills.
2. Students acquire **collaboration skills**. Students will interact with various coworkers and/or clients.
3. Students demonstrate **creativity**. Students will develop a professional ePortfolio.
4. Students demonstrate **critical thinking**. Students will critically decipher a multitude of real-world scenarios.
5. Students demonstrate **career readiness**. Students will learn skills necessary to thrive in their chosen profession.

Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication. Through our Quality Enhancement Plan (QEP) called Compass, Sul Ross aims to equip you to navigate excellence in the

21st century by developing your communication skills across multiple courses. This course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome (SLO):

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

Late Work Policy

No late work is accepted in this course. Please see the class schedule for deadlines and due dates. These are hard deadlines.

Grading Policies

| Outcome Measure | Available Points | % of Total Grade |
|--------------------------------|---------------------------------|------------------|
| Course Contract | 25 points | 2.5 |
| Internship Instruction Quiz | 25 points | 2.5 |
| Site Interest Form | 25 points | 2.5 |
| Site Supervisor Agreement Form | 25 points | 2.5 |
| Timesheets | 10 x 50 points each = 500 | 50 |
| Discussion Boards | 2 x 50 points each = 100 points | 10 |
| Midterm Supervisor Evaluation | 100 points | 10 |
| Final Supervisor Evaluation | 100 points | 10 |
| Resume | 100 points | 10 |
| Total | 1000 | 100 |

*Letter Grading as per SRSU policy will be used in this course.

A: 900+ points; B: 800-899; C: 700-799; D: 600-699; F: <599

Course Contract (25 pts)

To start the class, all students must read, initial, sign and date the course contract. The contract clearly explains my expectations of you as a student in this class, and it covers my course policies. Please upload this within the first week of class as listed on the course schedule. You cannot continue in the class if you do not upload this.

Internship Instruction Quiz (25 pts)

This short true/false quiz is to verify that you have read and understand the instructions of the internship. Both the instructions and quiz are on Blackboard.

Site Interest Form (25 pts)

This quick form is to understand if you already have an internship place lined up. If you need assistance finding an internship place, please let me know on this form. **This form is due quickly (by the end of the second day of class, Thursday, May 30)**, so I can quickly help you find an internship place if you do not already have one.

Site Supervisor Agreement Form (25 pts)

Please print out this form (on Blackboard) and provide it to your internship site supervisor. They will complete the form and sign it. You must take a picture of it and upload it to Blackboard by the deadline.

Timesheets (500 pts)

You will be expected to successfully complete 150-hours of field experience (your internship) at your approved worksite during the semester. NOTE: Hours will be verified with your field experience supervisor; they have the ultimate authority to 'count' hours based upon

successful completion of duties which are performed to professional standards of best practice. There are 10 total timesheets on Blackboard that you must complete.

Discussion Board Participation (100 pts)

There are two discussion boards throughout the semester. You are expected to fully participate in class discussions via Blackboard. Your active and professional engagement is paramount to providing a dynamic discussion forum and learning environment. ****The use of AI to complete any work in this class, including discussions, is prohibited.****

Mid-Term Supervisor Evaluation (100 pts)

You will be required to request a mid-term evaluation from your supervisor. This assignment will dictate your final grade status. *Failure to turn in a mid-term evaluation will result in failing the course.*

Final Supervisor Evaluation (100 pts)

You will be required to request a final evaluation from your supervisor. This assignment will dictate your final grade status. *A negative evaluation will result in an "F" for the course.*

Resume (100 pts)

You will be required to create a professional resume, which highlights your career as a Sul Ross Kinesiology student. A professional resume is created by a student to include course-related work and also capture other aspects of a student's life, such as volunteer experiences, employment history, extracurricular activities, and more.

QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.



Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

QEP Mapped Class Cardinal Rubric

| | Exemplary | Satisfactory | Developing | Formative |
|----------------------------|--|--|--|--|
| Organization | Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive. | Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas. | Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward. | Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements. |
| Content Development | Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective. | Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate. | Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading. |
| Purpose | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort. | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear. | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing. |
| Academic Language | Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive | Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, | Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is | Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. |

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| | knowledge, connects with audience and flows well. Error free. | connects with audience and flows well. Limited errors. | moderately appropriate to audience. Includes some errors. | Uses language that sometimes impedes meaning. |
|--|---|--|---|---|

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|-----------------------------------|--|---|---|--|
| <p>Supporting Material</p> | <p>Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline. Sources are consistently attributed.</p> | <p>Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility to authority on the topic. Generally, attributes sources as appropriate.</p> | <p>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.</p> | <p>Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.</p> |
| <p>Technique</p> | <p>Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.</p> | <p>Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.</p> | <p>Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.</p> | <p>Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.</p> |

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association’s Speaking and Listening Competencies for College Students, Texas A&M University’s Visual Communication rubric, Otis College of Arts and Design’s Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University’s assessment rubric for Oral and Visual Communication.



STUDENT RESPONSIBILITIES

Communication

You must use your Sul Ross student email address. I cannot answer emails from non-Sul Ross accounts. Please check your Sul Ross email on a regular basis for class notifications or instructions. The student is responsible for information conveyed through all instructor emails and course announcements. Students are also responsible for checking Blackboard on a regular basis for course information. Please inform the instructor if you are having difficulty with email or Blackboard. Students may also seek assistance through the Office of Information Technology (OIT):

<https://www.sulross.edu/oit/>

Student Activity

Attendance in an online class is achieved by field experience, logging in to Blackboard (Blackboard tracks your logins), downloading class information, and doing the assignments.

Assignments/Deadlines

Please note that this is **not** a self-paced course. There are due dates for assignments, discussions, etc. throughout the semester. These due dates are listed on Blackboard and the course schedule. Assignments must be completed and submitted by the due date and time. Late or missed assignments will not be accepted. All assignments will be turned in on Blackboard. Do not wait until the last moment to complete work as Blackboard may cause challenges in getting work submitted on time.

MY COURSE POLICIES

Communication is key.

I expect you to attend class (by completing your field experience and logging in to Blackboard), engage, and complete your work by the deadlines assigned. However, I understand that extenuating circumstances can occur. Therefore, I expect you to inform me as soon as possible if you are having complications completing your work in a timely manner. **With communication, we can work out a plan for your success.** If you do not meet my expectations, and you do not communicate with me, there is nothing I can do to help you succeed. It is YOUR RESPONSIBILITY to communicate with me.

I do not accept late work.

If you do not turn in an assignment on time, you will receive a zero for that assignment. I understand extenuating circumstances can occur. **Therefore, any extensions must be requested at least 24 hours in advance of the due date.**

I have zero tolerance for cheating, academic dishonesty, and plagiarism.

For any student who cheats, is suspected of cheating, or who unintentionally or intentionally plagiarizes, I immediately contact the Dean of Student Affairs, and the student receives a zero for the work. *There are no exceptions.* Please use anti-plagiarism software before turning in any assignment to avoid any consequences. If you need a review on how to avoid plagiarism and cite sources correctly, please visit the Lobo Den: <https://www.sulross.edu/student-advising/lobo-den/> ****The use of AI to complete work in this class is prohibited.****

This is not a self-paced course. Deadlines are hard deadlines.

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Please be vigilant of the course schedule and deadlines. You are responsible for your participation and work. If you expect to miss any deadline, you must contact me at least 24 hours in advance to work out a plan for your success. If you contact me after a deadline, there is nothing I can do; you will receive a 0.

I do not calculate grades before the end of the semester.

All point totals are listed in this syllabus which will aid you in calculating your own grade. All of your grades will be on Blackboard.

Do not email me with questions until you check Blackboard announcements, your email, and you re-read this syllabus. Many questions can be answered by checking Blackboard announcements, your email, and reviewing this syllabus. If you still have questions after reviewing these three things, please email me using your Sul Ross email. I cannot answer email from non-Sul Ross accounts. Please address me as Dr. Dean in your communications. Please see the next course policy on how to write a professional email.

I value good grammar and professional communication.

In all of your work, please use good grammar. I require complete sentences in all of your assignments. If you write in phrases or without correct punctuation, you will receive point deductions. If you need a review on good grammar and acceptable writing practices, please make an appointment with the Lobo Den: <https://www.sulross.edu/student-advising/lobo-den/>

Please be professional in your communications, especially when communicating by email. Please address me as Dr. Dean. For a review on how to write a professional email, please see <https://www.grammarly.com/blog/professional-email-in-english/>.

Please be respectful both to your peers and professors in all communications both during and outside of class. In this class we may discuss topics that are debatable in nature. I ask that you share your experiences and opinions as you are willing; all opinions are welcomed and encouraged. Therefore, as we embrace differing opinions, students should be prepared to experience and participate in respectful conflict. If at any time a student engages in a disrespectful manner to peers or the professor, the student will be asked to leave the class and not return.

I value mental health.

I believe mental health is just as important as physical health. Free and confidential counseling services are available to all Sul Ross students. This course may feature discussions that can be reflective in nature. If at any time you feel the need to speak with somebody, you can make an appointment: <https://www.sulross.edu/counseling-and-accessibility-services/>

24-Hour National Suicide Prevention Hotline: 988

Sul Ross has partnered with TimelyCare, an online mental health support platform and all SR students will have access to nine free Counseling sessions by visiting <https://timelycare.com/SRSU/>. SRSU also continues to offer counseling in Ferguson Hall room 112 in Alpine, and telehealth Zoom session for our Rio Grande, Uvalde, Eagle Pass, and remote students.

Note: Students, you are also eligible to receive **nine** free sessions with Timely Care. After the nine free sessions, additional sessions cost is \$79 per session.



UNIVERSITY POLICIES

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Libraries

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by

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visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Finally, **PLEASE** complete the course evaluation at the end of class. This helps me keep my job here!



| Week | Dates (Mon–Sun) | Activities/ Assignments <i>All Due Dates @ 11:59PM CT</i> (unless otherwise noted) |
|---------|--|---|
| Week 1 | *Wednesday, 5/29 – 6/2 *first day of class is Wednesday | Assigned: <ul style="list-style-type: none"> • Syllabus • Course Contract • Internship Instructions • Site Interest Form • Internship Instruction Quiz • Site-supervisor Form *** Due Thursday, May 30: *** <ul style="list-style-type: none"> • Site Interest Form Due Sunday, 6/2: <ul style="list-style-type: none"> • Course Contract • Internship Instruction Quiz • Site-supervisor Form |
| Week 2 | 6/3 – 6/9 | <i>Start/continue your hours</i> Due Sunday, 6/9: <ul style="list-style-type: none"> • (none) |
| Week 3 | 6/10 – 6/16 | <i>Continue your hours</i> Assigned: <ul style="list-style-type: none"> • Discussion 1 Post Due Sunday, 6/16: <ul style="list-style-type: none"> • Discussion 1 Post • Timesheet #1: Hours 1-15 |
| Week 4 | 6/17 – 6/23 | <i>Continue your hours</i> Due Sunday, 6/23: <ul style="list-style-type: none"> • Discussion 1 Replies (at least 2) • Timesheet #2: Hours 16-30 |
| Week 5 | 6/24 – 6/30 | <i>Continue your hours</i> Due Sunday, 6/30: <ul style="list-style-type: none"> • Timesheet #3: Hours 31-45 |
| Week 6 | 7/1 – 7/7 | <i>Continue your hours</i> Assigned: Due Sunday, 7/7: <ul style="list-style-type: none"> • Timesheet #4: Hours 46-60 |
| Week 7 | 7/8 – 7/14 | <i>Continue your hours</i> Assigned: <ul style="list-style-type: none"> • Supervisor Midterm Evaluation Due Sunday, 7/14: <ul style="list-style-type: none"> • Timesheet #5: 61-75 • Supervisor Midterm Evaluation |
| Week 8 | 7/15 – 7/21 | <i>Continue your hours</i> Assigned: Due Sunday, 7/21: <ul style="list-style-type: none"> • Timesheet #6: Hours 76-90 |
| Week 9 | 7/22 – 7/28 | <i>Continue your hours</i> Due Sunday 7/28: <ul style="list-style-type: none"> • Timesheet #7: Hours 91-105 |
| Week 10 | 7/29 – 8/4 | <i>Continue your hours</i> Assigned: <ul style="list-style-type: none"> • Discussion 2 Due Sunday, 8/4: <ul style="list-style-type: none"> • Timesheet #8: Hours 106-120 • Discussion 2 Post |

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| Week 11 | 8/5 – 8/11 | <i>Continue your hours</i> Due Sunday, 8/11: <ul style="list-style-type: none">• Discussion 2 Replies (at least 2)• Timesheet #9: Hours 121-135 |
| Week 12 | 8/12 – 8/14* August 14 is a Wednesday! | <i>Continue your hours</i> Assigned: Due by Wednesday, 8/14, by NOON (11:59am): <ul style="list-style-type: none">• Final Supervisor Evaluation• Timesheet #10: Hours 136-150 |