

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 14-65d
UWUCC Action-Date: AP-9/16/14 Senate Action Date: App 10/7/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Dr Bob Kostelnik	Email Address bkostel@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 7 7645

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: HPED 335 Athletic Coaching

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

- This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
- Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
- Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
- Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		03/27/2014
Department Chairperson(s)		3/28/2014
College Curriculum Committee Chair		6/24/2014
College Dean		9.4.14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		9/16/14

Received
SEP 17 2014

Received
1
SEP 9 2014

Liberal Studies

Part II. Description of the Curriculum Change

1. New Syllabus of Record

SYLLABUS OF RECORD

I. Catalog Description

HPED 335 Athletic Coaching

3 class hours

0 lab hours

3 credits

Prerequisite: None

3c-01-3cr

Emphasizes coaching strategies and techniques for all sports. Includes coaching philosophy and style, motivating athletes and managing their behavior, teaching technical and tactical skills, and planning an approach to games and practices. Focuses on conditioning techniques, proper nutrition, and drug and alcohol prevention in athletes. The administration of the team, parents, referees, and liability risks is stressed. Examines aggression in sport, gender differences, cultural diversity issues, and the use of sport psychology strategies.

II. Course Outcomes

Upon completion of this course the student will be able to:

1. Explain the importance of sportsmanship in the character development of athletes to control aggressive behavior by athletes and coaches
2. Identify how maturational, cognitive, cultural, and gender differences affect a coaches approach to their athletes
3. Create strategies for effective motivation, communication, discipline, and shaping of athletes
4. Construct a plan to teach technical and tactical skills to various age groups
5. Create a strategy for game management and an effective practice plan
6. Construct a plan to properly condition athletes through nutritional balance and exercise techniques
7. Develop strategies to prevent drug and alcohol use and abuse by team members
8. Explain the management of assistant coaches, referees, and parents; budgets and equipment; and liability risks
9. Analyze the relationships between sport psychology theory and practice

III. Course Outline

A. Developing a Coaching Philosophy

3 hours

1. Importance of a coaching philosophy to match program
2. Emergence of your coaching style
3. Effect of coaches on athletes
4. Choosing a team

B. Principles of Behavior	3 hours
1. Communicating with athletes	
2. Motivating athletes	
3. Motivational strategies for coaching different age groups and genders	
4. Discipline and team rules and policies	
C. Principles of Teaching Athletes	4 hours
1. Methods of teaching technical skills	
2. Methods of teaching tactical skills	
3. Practice plans	
4. Game day plans	
D. Exam	1 hour
E. Principles of Physical Training	5 hours
1. Strength development	
2. Aerobic conditioning	
3. Flexibility development	
4. Plyometrics and explosive training	
5. Nutritional planning	
F. Reinforcement, shaping, and discipline	4 hours
1. Reinforcement and performance	
2. Creating a disciplined team environment	
3. Team rules and policies	
G. Exam	1 hour
H. Alcohol and Drugs	4 hours
1. Strategies for preventing alcohol use	
2. Strategies for preventing drug use	
3. Performance enhancement substances	
I. Managing the Team	5 hours
1. Managing assistant coaches	
2. Working with parents	
3. Approaches to referees, umpires, and officials	
4. Budgets and equipment	
5. Controlling liability risk	
J. Exam	1 hour
K. Aggression in sport and character development	3 hours
1. Theories of sport aggression	
2. Theories of sport fan aggression	
3. Interventions for character development	
4. Strategies to control aggression in sport	

L. Gender differences and cultural diversity	3 hours
1. Multi-cultural framework	
2. Gender differences in sport	
3. Race and ethnicity in sport	
M. Sport Psychology Theories and Practice	4 hours
1. Using sport psychology principles to coach	
2. Having an impact of the mental aspect of performance	
3. Preparation for the ASEP National Coaching Examination	
N. Exam	1 hours
O. Culminating Activity	2 hours

IV. Evaluation Methods

Evaluation of the students will consist of:

30% Examinations: Four exams will be given throughout the semester.

20% Article Critiques: Articles will be critiqued and summarized on topics related the practical application of sport psychology theory and relationships with sport referees. Articles will be chosen from professional journals.

10% Written Conditioning Plan

10% Written Alcohol and Drug Prevention Plan

10% Written 1 Week Practice Plan

20% Case Study Analysis: Case studies will be evaluated with proposed plans of action by the student as they assume the role of coach

V. Grading Scale

≥ 90 = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; < 60% = F

VI. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. Required Textbook

Martens, Rainer (2012). *Successful Coaching*. (4th ed.). Champaign, IL: Human Kinetics.

Referee: The Magazine of Sport Officiating. Referee Enterprises. Racine, WI.

VIII. Special Resource Requirements

None

IX. Bibliography

Baghurst, T. and Parish, A. (2010). *Case Studies in Coaching*. Scottsdale: Holcomb Hathaway.

Burton, D. & Raedeke, T. (2008). *Sport Psychology for Coaches*. Champaign: Human Kinetics.

- Dorfman, H. (2005). *Coaching the Mental Game*. Taylor Trade Publishing.
- Gambetta, Vern. (2007). *Athletic Development: The Art and Science of Functional Sports Conditioning*. Champaign: Human Kinetics.
- Gill, D. & Williams, L. (2008). *Psychological Dynamic of Sport and Exercise*. (3rd ed.). Champaign: Human Kinetics.
- Horine, L. and Stotlar, D. (2013). *Administration of Physical Education and Sports Programs*. (5th ed.). Long Grove: Waveland Press.
- Horn, T. (2008). *Advances in Sport Psychology*. 3rd Edition. Champaign: Human Kinetics.
- Martens, Rainer (2012). *Successful Coaching*. (4th ed.). Champaign: Human Kinetics.
- Murphy, S. (2005). *The Sport Psych Handbook*. Champaign: Human Kinetics.
- Nichols, A. & Jones, L. (2013). *Psychology in Sports Coaching*. New York: Routledge.
- Referee: The Magazine of Sport Officiating*. Racine: Referee Enterprises.
- Smith, R. & Smoll, F. (2012). *Sport Psychology for Youth Coaches: Developing Champions in Sports and Life*. Rowman & Littlefield Publishers.
- Smoll, F. & Smith, R. (1996). *Children and Youth in Sport: A Biophysosocial Perspective*. New York: McGraw Hill.
- The Sport Psychologist*. Champaign: Human Kinetics.
- Williams, J. (2009). *Applied Sport Psychology*. New York: McGraw-Hill.

New Catalog Description

HPED 335 Athletic Coaching

3c-0l-3cr

Prerequisite: None

Emphasizes coaching strategies and techniques for all sports. Includes coaching philosophy and style, motivating athletes and managing their behavior, teaching technical and tactical skills, and planning an approach to games and practices. Focuses on conditioning techniques, proper nutrition, and drug and alcohol prevention in athletes. The administration of the team, parents, referees, and liability risks is stressed. Examines aggression in sport, gender differences, cultural diversity issues, and the use of sport psychology strategies.

2. Summary of Proposed Revisions

HPED 335 Athletic Coaching is being revised to reflect current theory and practice in the athletic coaching profession. Students who enroll in this course will have an interest in athletic coaching as a profession.

- Course objectives will match current coaching industry requirements
- Course description will match the evolution of the coaching profession
- Course syllabus will address all topics pertinent to being an effective coach
- Course changes will permit students to sit for the National Coaching Certification Examination sponsored by the American Sport Education Program (ASEP)

3. Rationale for Revision

HPED 335 Athletic Coaching has not undergone a course revision since 1980. Practices, strategies and theories of coaching a sports team have evolved into more prominent status in the world of sport. For current students to understand appropriate use of coaching theories and practices, an updated course is necessary. Research in this sub-discipline has expanded in the past two decades. Students will be prepared to take the National Coaching Certification Examination sponsored by the American Sport Education Program (ASEP). The ASEP certification is the coaching certification that is recognized across the United States.

4. OLD SYLLABUS OF RECORD

Dr. Sutton

HP335 Coaching and Managing of Athletic Programs

Course Syllabus

- I. Introduction for students interested in a coaching career. Includes coaching techniques for all sports, administrative and personal responsibilities of coaching, support and auxiliary personnel.
- II. Objectives - The Student Shall:
- A. Identify the roles of the coach as a teacher, model for students, representative of the school and community.
 - B. Develop knowledge in the areas of pre-service and in-service preparation through observation of in-season sport activities.
 - C. Identify the moral, personal and professional responsibilities of coaching.
 - D. Identify the moral and ethical aspects of the coaching profession.
 - E. Evaluate methods of selecting, planning and organizing the coaching staff.
 - F. Identify the roles of the manager, trainer and clerical help needed for various sports.
 - G. State the role the support groups play in organized sports.
 - H. Identify methods to promote and effectively publicize the sports program both within and outside the school boundaries.
 - I. Learn methods common to all sports for developing early season planning and team selection.
 - J. Develop knowledge concerning the role of the coach in motivating and developing the athlete as an individual and as a team member.
 - K. Demonstrate ability to plan schedules, purchase equipment and maintain budgets.
 - L. Analyze the legal aspects involved in coaching.
- III. Course Outline
- A. The Coaching (3½ weeks of class instruction)
 - 1. Selecting Coaching as Your Career
 - 2. Qualities of a Coach
 - 3. Professional Preparation of the Coach
 - 4. Professional Responsibilities of the Coach

B. Support and Auxiliary Personnel (3½ weeks of class instruction)

1. Selecting the Staff
2. Staff Planning and Organization
3. Managers, Trainers and Clerical Help
4. Support Groups
5. Public Relations

C. The Coach and The Athlete (3½ weeks of class instruction)

1. Establishing Early Season Procedures
2. Squad and Team Selection
3. The Coach as a Teacher
4. Practical Approach to Motivating Athletes
5. Positive Approach to Individual Development
6. Coaching the Mature Individual

D. Administrative Responsibilities of Coaching (3½ weeks of class instruction)

1. Budget and Finance
2. Purchasing
3. Equipment
4. Scheduling
5. Event Procedures and Policies
6. Legality Involved in Coaching
7. Transportation
8. Scouting

IV. Lecture, observation, class participation, guest lecturer, field experiences.

- ✓ V. Jones, Billie J., L. Janet Wells, Rachael E. Peters, Dewayne J. Johnson; Guide to Effective Coaching; Allyn and Bacon, Inc., 1982.

VI. Other readings

- ✓ Fuoss and Tropman, EFFECTIVE COACHING, Wiley and Sons, 1981.

Neal, Patsy, COACHING METHODS FOR WOMEN, Reading, Massachusetts: Addison-Wesley, 1978.

- ✓ Sabock, Ralph J., THE COACH. Philadelphia, Pennsylvania: W.B. Saunders Company, 1979.

✓ Singer, Robert N., COACHING, ATHLETICS, AND PSYCHOLOGY. New York, New York: McGraw-Hill Book Company, 1972.

Wooden, John, THEY CALL ME COACH. Waco, Texas: World Books, 1972.

Periodicals Available at Stabley Library

1. Athletic Journal
2. Coaching Clinic
3. Scholastic Coach
4. Sports Illustrated
5. Woman Coach

VII. The students will be evaluated both objectively and subjectively.
There will be written reports, written tests, and class participation.

VIII. Student enrolled in this course may be required to do scholarly papers,
participate in various field experiences, or fulfill related activities
that will enhance the education in this course.