

**STUDYING SPORTS COACHING
KSPE 8100
SUMMER 2011
3 SEMESTER HOURS**

***Dewar College of Education
Valdosta State University – Department of Kinesiology & Physical Education
Conceptual Framework: Guiding Principles***

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect student learners, professional growth, and the learning environment.

Equity Principle: All students deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning and athletics requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

It is the responsibility of each student to read this syllabus in its entirety. The syllabus is the contractual agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.

Required Resources

LiveText. This computer program must be purchased at the VSU bookstore or online.

Moving into the Future: National Standards for Physical Education, 2nd Edition

National Standards for Sport Coaches, 2nd Edition

Publication Manual of the American Psychological Association, 6th Edition.

Additional Textbooks or Readings

Various articles and texts will be used as reference material during the course, including:

NASPE Journal of Coaching Education

Course Description

Foundations required to examine and establish innovative coaching programs and to study the literature on coaching. This course is designed to develop an in-depth understanding of coaching in education and the promotion of quality athlete lifestyles through evidenced-based knowledge and application. The course provides the opportunity to reflect on and develop the student's knowledge and understanding of coaching, of self, and of athletes.

College of Education Standards addressed in this Course:

CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

National Association of Sport and Physical Education (NASPE) National Standards (Domains) for Sport Coaches (2006) addressed in this course:

Standard 1:

Develop and Implement an athlete-centered coaching philosophy.

Standard 2:

Identify, model, and teach positive values learned through sports participation.

Standard 35:

Manage all information, documents, and records for the program.

Standard 40:

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

Course Objectives (CO) The student will:

1. Examine coaching styles and philosophies. *COE Standards (III, V) NASPE Standards (1)*
2. Compare and contrast various coaching philosophies. *COE Standards (I, II, III, IV, V VI) NASPE Standards (2)*
3. Interpret the legal framework that affects coaching. *COE Standards (II, III, VI) NASPE Standard (35)*
4. Identify risk management issues related to program liability. *COE Standards (III, VI) NASPE Standards (1, 35)*
5. Analyze evidence-based coaching practices based on current research. *COE Standards (II, III, V, VI) NASPE Standards (1, 2)*

Course Activities/Assignments/Requirements

1. E-mail Dr. Andrews a biographical sketch in APA form of who you are using your VSU e-mail account... the following items should be included:
 - a. Current employment including teaching and coaching responsibilities
 - b. Home town
 - c. Education background
 - d. Family items
 - e. Personal and professional accomplishments
 - f. Something about yourself for which you are proud
 - g. Anything else you would like Dr. Andrews to know about you
2. Develop a comprehensive working philosophy of coaching.
3. Register LiveText, HPE Portfolio, and submit resume.
4. Overview the history, demographics, and comparative study of athletic coaching.
5. Critically reflect on current coaching mission and goals within the student's workplace.

6. Examine the pedagogy for coaching including learning styles, coaching styles, and methods for advanced performers.
7. Examine diversity, equity, and character traits found in coaching.
8. Study the issues of bullying and hazing in sport and establish proactive methods of removing negative influences.
9. Examine procedures to reduce the potential for, and react appropriately, to sexual harassment and athlete/child abuse.
10. Review legal, moral, and ethical responsibilities of coaches.
11. Identify contemporary issues and problems in coaching.
12. Analyze the organization and management of games, practices, fund raising opportunities, and similarly related topics.
13. Develop a sense of foreseeability of inherent risks and recognition of unsafe equipment, facilities, and conditions during risk activities.

Objective	Activity	Assessment
CO 1. Examine coaching styles and philosophies. COE Standards (III, V) NASPE standards (1)	<ol style="list-style-type: none"> 1. Identify, communicate, and reflect on reasons and dispositions for entering the profession. 2. Share personal philosophy of coaching and consider this in the context of an athlete-centered approach. Develop a personal Coaching Philosophy. 3. Examine diversity, equity, and character traits found in coaching. 	<p>Design and completeness of <i>LiveText</i> Portfolio including resume.</p> <p>Personal Coaching Philosophy</p>
CO 2. Compare and contrast the coaching issues and needs across the education system. COE Standards (I, II, III, IV, V VI) NASPE standards (2)	<ol style="list-style-type: none"> 1. Overview the history, demographics, and comparative international study of athletic coaching. 2. Identify current issues and problems in coaching. 	<p>Coaching seminar contribution</p> <p>List of contemporary issues and problems associated with coaching</p>
CO 3. Interpret the legal framework that affects coaching. COE Standards (II, III, VI) NASPE Standards (35)	<ol style="list-style-type: none"> 1. Critically reflect on current mission and goals within the workplace. 	<p>Development of a guide for legal issues within the coaching workplace</p>
CO 4. Appreciate issues of negligence and liability. COE Standards (III, VI) NASPE Standards (1, 35)	<p>Consider the issues of bullying and hazing in sport and establish proactive methods of removing negative influences. Review legal, moral, and ethical responsibilities.</p>	<p>Athlete protection, negligence, and guide</p>

Objective	Activity	Assessment
CO 5. Establish appropriate child protection strategies. COE Standards (III, VI) NASPE Standards (1, 35)	Examine procedures to reduce the potential for, and react appropriately, to sexual harassment and athlete/child abuse.	Athlete protection, negligence, and guide
CO 6. Analyze coaching pedagogy evidence and evidence-based practice. COE Standards (II, III, V, VI) NASPE Standards (1, 2).	1) Introduction to the academic sub disciplines underpinning coaching theory. 2) Pedagogy for coaching; learning styles, coaching styles, and methods for advanced performers. 3) Identification of sources of coaching literature, databases and evidenced-based practice. 4) Identification of sources of coaching literature, databases and evidenced-based practice.	Annotated reference list of coaching and athletic related topics for coaches

<u>Assignments</u>	<u>Points</u>
- Design and completeness of LiveText Portfolio including resume	5
- Coaching seminar contribution	5
- Biographic e-mail	10
- Professional Philosophy (Final Draft)	15
- Coaching Problems & Contemporary Issues Paper & Presentation	30
- Athlete protection, negligence and liability guide	30
- Annotated reference list	30
TOTAL	125

Grading Scale

- A = 112.5 – 125 points
- B = 99.5 – 112.4 points
- C = 87.5 – 99.4 points
- F = Below 87.5

Drop Policy

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's

standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "WP" for the course. For a withdrawal after midterm, the grade assigned for a withdrawal is "WF". The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.*

Attendance and Participation

Students missing more than 20% of the scheduled class meetings will receive a failing grade for the course. There are no excuse absences. The professor will work individually with students in the event of severe illness, death of an immediate or close family member, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Dewar College of Education Policy Statement on Plagiarism

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program should contact the Special Services office in Nevins Hall, Room 1115. The phone number is 229-245-2498.

Summer 2011 Schedule

Instructor: Dr. Stanley C. "Stan" Andrews, Professor
Office: 172 PE Complex
Phone: 229-333-5907 (*Please be prepared to leave a message if no answer.*)
Cell: 229-563-5151
Dept Phone: 229-333-7161
FAX: 229-245-3863
E-mail: sandrews@valdosta.edu
Web Page: <http://coefaculty.valdosta.edu/stan>

Office Hours	
DAY	TIME
Monday	9:30 a.m. – 12:30 p.m.
Tuesday, Wednesday & Thursday	8:30-9:30 a.m.
Friday	By Appointment Only
Other Times By Appointment Only	
*Note: <i>Due to committee meetings or other unforeseen schedule conflicts, I may not always be available at the posted times.</i>	

Class Schedule			
COURSE	DAYS	TIME	LOCATION
KSPE 8100 A	Tues., Wed., & Thurs.	9:35-11 a.m.	PEC 142
KSPE 82000 A	Tues., Wed., & Thurs.	11:10 a.m.-12:35 p.m.	PEC 181

Final Exam Schedule			
CLASS	DAY AND DATE	TIME	LOCATION
KSPE 8100 A	TBA	TBA	
KSPE 8200 A	TBA	TBA	

<p><u>Holidays</u> Fourth of July, Monday</p> <p><u>Midterm</u> July 1, 2011 (Last day to withdraw from a class without penalty)</p> <p><u>Last Day of Classes</u> July 26, 2011</p>	<p><u>Final Exams</u> July 28, 2011 July 29, 2011</p> <p><u>Commencement</u> Undergraduates - July 30, 2011 (Saturday) Graduate Students – July 29, 2011 (Friday)</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------