

**PROFESSIONAL SEMINAR IN COACHING PEDAGOGY
KSPE 8900
SPRING 2011
2 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.

"Positively Impacting Learning Through Evidence-Based Practices"

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.

Course Name: Professional Seminar in Coaching Pedagogy
Course Number: KSPE 8900
Prerequisites: Minimum GPA of 3.0 and enrollment in the final semester of the program
Semester: Spring 2011

Required Resources

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

National Standards for Sport Coaches, 2nd Edition

Publication Manual of the American Psychological Association, 65th 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

A capstone experience culminating with reflective practice upon the program of study. This course provides students with the opportunity to review and reflect on their individual program of study and how it will impact their performance in their chosen. The capstone course will prepare students for the final defense of their program of study.

College of Education Standards addressed in this Course:

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

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VI. 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

CO 1. Examine coaching styles and philosophies. *COE Standards (III, V) NASPE Standards (1)*

CO 2. Compare and contrast various coaching philosophies. *COE Standards (I, II, III, IV, V VI) NASPE Standards (2)*

CO 3. Interpret the legal framework that affects coaching. *COE Standards (II, III, VI) NASPE Standards (35)*

CO 4. Identify risk management issues related to program liability. *COE Standards (III, VI) NASPE Standards (1, 35)*

CO 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. Develop a comprehensive working knowledge of the LiveText program.
2. Register LiveText, HPE Portfolio, and submit resume.
3. Overview of the student's research and proposed submission for publication.
4. Critically reflect on current coaching mission and goals within the workplace.
5. Examine diversity, equity, and character traits found in coaching.
6. Review legal, moral, and ethical responsibilities of coaches.
7. Identify contemporary issues and problems in coaching.
8. Review the student's program of study in Coaching Pedagogy

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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.</p> <p>Review legal, moral, and ethical responsibilities.</p>	<p>Athlete protection, negligence, and guide</p>
CO 5. Establish appropriate child protection strategies. COE Standards (III, VI) NASPE Standards (1, 35)	<p>Examine procedures to reduce the potential for, and react appropriately, to sexual harassment and athlete/child abuse.</p>	<p>Athlete protection, negligence, and guide</p>
CO 6. Analyze coaching pedagogy evidence and	<ol style="list-style-type: none"> 1) Introduction to the academic sub disciplines 	<p>Annotated reference list of coaching and athletic related</p>

evidence-based practice. COE Standards (II, III, V, VI) NASPE Standards (1, 2).	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.	topics for coaches
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Assignments

Points

Design and completeness of LiveText Portfolio including resume	5
Coaching seminar contribution	5
Professional Philosophy (Final Draft)	10
Research study and paper completed for submission	50
Annotated reference list	30
<u>TOTAL</u>	100

Course Evaluation and Grading Scale

100 – 90	A
89 – 80	B
79 – 70	C
Below 70	F

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 "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The*

grade of "WF" is equivalent to an "F" and is calculated in the grade point average." 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 sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness, university-sponsored activities, 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 245-2498.

2011 Spring Schedule & Contact Information

Instructor	Dr. Stan Andrews, Professor Dept. of Kinesiology & PE 172 PE Complex Valdosta State University 1500 N. Patterson St. Valdosta, GA 31698-0095	Contact info:	Phone: 229.333.5907 Cell: 229.563.5151 FAX: 229.245.3863 E-mail: sandrews@valdosta.edu Web: http://coefacult.valdosta.edu/stan
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<i>Office Hours</i>	
DAY	TIME
Monday – Wednesday	10 – 11:00 a.m. & 2 – 4 p.m.
Tuesday	9:30 – 11:00 a.m. & 2 – 3:30 p.m.
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>	

<i>Class Schedule</i>			
COURSE	DAYS	TIME	LOCATION
KSPE 3301 A	Tuesday – Thursday	8 – 9:15 a.m.	Ed Center 2160
PERS 2430 A	Tuesday – Thursday	11 - 11:50 a.m.	Ed Center 2156
KSPE 2150 B	Mon, Wed, Fri	9 – 9:50 a. m.	Ed Center 2135
KSPE 1380 L	Mon, Wed, Fri	11 - 11:50 a.m.	PE Complex 101 (arena)
KSPE 8900	TBA	TBA	LHS

<i>Final Exam Schedule</i>		
Class	Day and Date	Time
KSPE 3301 A	Wednesday, May 4	10:15 a.m. – 12:15 p.m.
PERS 2430 A	Friday, May 6	10:15 a.m. – 12:15 p.m.
KSPE 2150 B	Thursday, May 5	8 -10:00 a.m.
KSPE 1380 L	Friday, May 6	12:30 – 2:30 pm.
KSPE 8900	TBA	TBA

<u>Holidays</u> MLK – January 17, 2011 Spring Break – March 14-18, 2011	<u>KPE Practicum Dates</u>
<u>Last Day of Classes</u> May 2, 2011	<u>Midterm</u> March 3, 2011
<u>Commencement</u> May 6, 2011 – Grad School (Friday) and May 7, 2011 – Undergraduates (Saturday)	