

Course Syllabus
KINE 2336 Principles and Strategies of Coaching
Fall 2013
12:30-1:45 T/TR
SCI 108

COURSE DESCRIPTION

An overview of strategies and principles involved in coaching are emphasized. In addition, organization and administration of practices and games is discussed. The student will learn to develop skills and teach students in the proper developmental sequences appropriate for both junior and senior high age students.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course fulfills a 3-hour requirement for Kinesiology Teacher Education and Wellness Management Majors. This course can be used for national certification for students successfully completing the required ASEP examination.

INSTRUCTOR INFORMATION

Name: Dr. Kylee J. Short

Email: kshort@hbu.edu

Office Phone: 281-649-2386

Office Location: Nursing 125

Office Hours: MWF 10:00-12:00; TTH 10:30-12:30; or by appointment

LEARNING RESOURCES

Course Text(s): Martens,R. (2012). *Successful Coaching* (4th ed); Champaign, IL:Human Kinetics

Supplementary Text(s): Student Workbook included and study materials for certification

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

University mission and purpose statement from the Houston Baptist University Catalog, 2008-2010 (p. 16-17):
“The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, ‘Jesus Christ is Lord’”.

“...Committed to providing a responsible and intellectually stimulating environment that:

- fosters spiritual maturity, strength of character, and moral virtue as the foundation for successful living
- develops professional behaviors and personal characteristics for life-long learning and service to God and to the community
- meets the changing needs of the community and society
- remains faithful to the ‘**Nature of the Institution**’ statement”

“...Promotes learning, scholarship, creative endeavor, and service”.

In accordance with the university purpose (including its commitment to academic excellence, the Christian faith, personal growth, respect for all persons, a sense of community, and career preparation), this course endeavors to;

1. provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning process.
2. encourage academic excellence, freedom, and objectivity.
3. promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning.

RELATION TO COLLEGE GOALS AND PURPOSES

The School of Nursing & Allied Health emphasizes the inclusion of multiple learning approaches, challenging criteria, and the use of reliable and fair evaluations. “In accordance with the University Purpose, this course endeavors to:

1. Provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning process;
2. Encourage academic excellence, freedom, and objectivity;
3. Promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning and wellness.”

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

The Kinesiology Department emphasizes the goals of the School of Nursing and Allied Health with the inclusion of multiple learning approaches including a challenging criteria and the use of reliable, fair evaluations. The School of Nursing and Allied Health also subscribes to the following beliefs:

1. Treat students with respect and kindness.
2. Assessment and standards should be consistent, challenging, fair, and performance-based.
3. Students should be actively involved in learning with activities designed for a variety of learning styles.
4. Students will have the opportunity to develop interpersonal communication, critical thinking, and technology skills.

COURSE OBJECTIVES

Overview/ purpose of the course:

The Kinesiology student will be exposed to successful techniques and principles of coaching; principles of communication, motivating, and managing a successful sports program; learn proven principles of teaching success; discuss proper physical training of their athletes, including nutrition; and learn to be a successful manager in the competitive sports environment.

Aims for the course:

The course will aim to alert the student to ethical and moral implications in their field of coaching; be aware of the desirable qualities of successful coaching; envision and guide them in preparing and planning successful programs.

Upon completion of this course, students should be able to:

Apply multiple and proven successful strategies for coaching youth through adult-aged athletic programs. Successful completion of this course can also lead to national certification.

TEACHING STRATEGIES

This course utilizes lecture, discussion/interaction, and exams.

ASSESSMENT OF LEARNING

Course requirements

All work must be submitted on time. Students are required to complete the ASEP National Certification Exam. The exam is completed on your own.

Grading standards

All submitted assignments are scored using an assignment rubric. Each student will be informed before each assignment the scoring rubric used and format for each assignment. It is required that each student follows the assignment requirements exactly.

Student Appraisal

Assignments	100 pts
Attendance	100 pts
Exams (3@100 points)	300 pts
National Certification	100 pts
Total:	600 pts.

A = 90%
B = 80%
C = 70%
D = 60%
F = <60%

CLASS POLICIES

Absence and tardy policies

Regular attendance in class is important for student success, and it is university policy that students must attend class. **Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his/her performance on other assessments such as tests, quizzes, papers, or projects.** Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Students will be allowed two (2) absences. Upon the third absence, the attendance grade will be decreased 10 points for each missed class period. Any missed assessments will be given a zero.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom. **Cell phones are to be turned off and put away. Do not place them on your desktop or use them during class. Students that do this will be asked to leave.**

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some

of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. **Your emails should be in a professional format with correct spelling, capitalization, and grammar.**

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless the instructor approves other arrangements in advance.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. **Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.**

Late work

Late work is unacceptable. Important Notice for Excused Absences: If a student is excused from class due to a university sanctioned event or approved occasion, the student is responsible for handing in the assignments **PRIOR** to the due date.

Learning Disabilities/Academic Accommodations:

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

ADDITIONAL COMMENTS REGARDING THE SIGNIFICANCE OF THE COURSE IN TERMS OF HISTORY, MOMENT, MOVEMENT, TRENDS, TIMELINESS, BODY OF BASIC KNOWLEDGE.

This course is designed for students desiring to coach at the secondary level and desiring national certification. The state of Texas does not require coaching certification at this time, yet competition for coaching positions will be enhanced with national certification. This course will challenge each student to develop career-related knowledge, develop a motivation to excel in professionally related skills and competencies, and display developing professional disposition and behaviors for excellence.

ASEP (American Sport Education Program)

<http://www.asep.com/index.cfm?&CFID=7505261&CFTOKEN=67798009>

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Kylee J. Short

Instructor's Signature

August 26, 2013

Date

TOPICAL OUTLINE

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

Class Date	Topic	Class Assignment Due
Tues, Aug 27	Course Introduction	
Thurs, Aug 29	Coaching Principles: Philosophy	<u>Read:</u> Chapter 1 – Developing your Coaching Philosophy
Tues, Sept 3	Coaching Principles: Coaching Objectives	<u>Read:</u> Chapter 2 – Determining your Coaching Objectives
Thurs, Sept 5	Practical Example: PCA	
Tues, Sept 10	Coaching Principles: Coaching Style	<u>Read:</u> Chapter 3 – Selecting your Coaching Style
Thurs, Sept 12	Searching for Bobby Fischer	Coach's Influence Assignment Due (25 points) – See Blackboard for details
Tues, Sept 17	Coaching Principles: Character	<u>Read:</u> Chapter 4 – Coaching for Character
Thurs, Sept 19	Coaching Principles: Diversity	<u>Read:</u> Chapter 5 – Coaching Diverse Athletes
Tues, Sept 24	Section Wrap-Up	
Thurs, Sept 26	Exam #1	Chapters 1-5
Tues, Oct 1	Behavior Principles: Communication	<u>Read:</u> Chapter 6 – Communicating with your athletes
Thurs, Oct 3	Behavior Principles: Motivation	<u>Read:</u> Chapter 7 – Motivating your Athletes Coaching Philosophy Statement Due (25 points) – See Blackboard for details
Tues, Oct 8	Behavior Principles: Athletes' behavior	<u>Read:</u> Chapter 8 – Managing your athletes' behavior
Thurs, Oct 10	Teaching Principles: Gameday	<u>Read:</u> Chapter 9 – The Games Approach

Tues, Oct 15	Teaching Principles: Technical Skills & Tactical Skills	<u>Read:</u> Chapter 10-11 – Teaching Technical Skills and Teaching Tactical Skills
Thurs, Oct 17	Teaching Principles: Planning	<u>Read:</u> Chapter 12 – Planning for Teaching
Tues, Oct 22	Teaching Principles: Planning continued	Scenario #1 Assignment Due (25 points) – See Blackboard for details
Thurs, Oct 24	Section Wrap-Up	
Tues, Oct 29	Exam #2	Chapters 6-12
Thurs, Oct 31	Training Principles: Basics	<u>Read:</u> Chapter 13 – Training Basics
Tues, Nov 5	Training Principles: Energy	<u>Read:</u> Chapter 14 – Training for Energy Fitness
Thurs, Nov 7	Training Principles: Muscles	<u>Read:</u> Chapter 15 – Training for Muscular Fitness
Tues, Nov 12	Training Principles: Nutrition	<u>Read:</u> Chapter 16 – Fueling your Athlete
Thurs, Nov 14	Training Principles: Drugs	<u>Read:</u> Chapter 17 – Battling Drugs
Tues, Nov 19	Illicit Drugs Continued	
Thurs, Nov 21	Managing Principles: Team & Relationship Management	<u>Read:</u> Chapter 18-19 – Managing your Team and Managing Relationships
Tues, Nov 26	Managing Principles: Risk Management	<u>Read:</u> Chapter 20 – Managing Risks Scenario #2 Assignment Due (25 points) – See Blackboard for details
Thurs, Nov 28	Thanksgiving Holiday	Begin ASEP Exam
Tues, Dec 3	Course Wrap-Up	
Thurs, Dec 5	Exam #3	Chapters 13-20
Dec 10-13	Completion of ASEP Exam	

