

## 1. General Information

- 1a. Submitted by the College of: **EDUCATION**  
Date Submitted: 9/21/2016
- 1b. Department/Division: **Kinesiology - Health Promotion**
- 1c. Contact Person  
Name: **Heather Erwin**  
Email: [heather.erwin@uky.edu](mailto:heather.erwin@uky.edu)  
Phone: **8592575311**  
Responsible Faculty ID (if different from Contact)  
Name:  
Email:  
Phone:
- 1d. Requested Effective Date: **Semester following approval**
- 1e. Should this course be a UK Core Course? **No**

## 2. Designation and Description of Proposed Course

- 2a. Will this course also be offered through Distance Learning?: **No**
- 2b. Prefix and Number: **KHP 280**
- 2c. Full Title: **Introduction to Coaching**
- 2d. Transcript Title:
- 2e. Cross-listing:
- 2f. Meeting Patterns  
**LECTURE: 3**
- 2g. Grading System: **Letter (A, B, C, etc.)**
- 2h. Number of credit hours: **3**
- 2i. Is this course repeatable for additional credit? **No**  
If Yes: Maximum number of credit hours:  
If Yes: Will this course allow multiple registrations during the same semester?
- 2j. Course Description for Bulletin: **This course is an introduction to the field of coaching. Students will be exposed to fundamentals of instruction, training principles, coaching philosophies, and sports sciences as they relate to coaching. Contemporary issues associated with coaching, such as youth sports, will be addressed.**

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: There is potential for students in teacher education programs outside of our department to be interested in a coaching minor. Additionally, students majoring in business or history may be interested in working in the schools. Students majoring in Exercise Science within KHP may also be interested in minoring in Coaching.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: It is part of a proposed new minor (not program): Coaching minor in KHP

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

**SYLLABUS**  
**KHP 280**  
Introduction to Coaching

*“Research and Reflection for Learning and Leading”*

Instructor:	Aaron Beighle
Office Location	120 Seaton
Phone Number	257.2655
Email	<a href="mailto:beighle@uky.edu">beighle@uky.edu</a>
Technological Requirements	Access to email, word processing software, and access to the internet
College of Education Technology	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Contacting instructor	
DL Interlibrary Loan Service	<a href="http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16">http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16</a>
Face-to-Face Librarian	Sarah Vaughn, Education Librarian <a href="mailto:sarah.vaughn@uky.edu">sarah.vaughn@uky.edu</a> , 859.257.7977

**Academic Course Description**

This course is an introduction to the field of coaching. Students will be exposed to fundamentals of instruction, training principles, coaching philosophies, and sports sciences as they relate to coaching. Contemporary issues associated with coaching, such as youth sports, will be addressed.

**Prerequisites:** none

**This course will be guided by these SHAPEAmerica Coaching Standards**

- Domain 1: Philosophy and Ethics
- Domain 2: Safety and Injury Prevention
- Domain 3: Physical Conditioning
- Domain 4: Growth and Development
- Domain 5: Teaching and Communication
- Domain 6: Sport Skills and Tactics
- Domain 7: Organization and Administration
- Domain 8: Evaluation

## UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### Student Learning Outcomes

### Assessment

Articulate the role of the coach in various sport settings and at various levels.	Written Philosophy
Describe practices and protocols essential to ensuring the safety of athletes and others involved in sporting events	Exams
Identify best practices associated with physical conditioning of players throughout the lifespan	Exams/Observation Journals
Apply growth and development concepts to the coaching environment	Exams
Describe the importance of effective communication in coaching	Contracts
Demonstrate appropriate teaching practices for coaching	Practice Plans/Observation Journals
Explain the role of knowledge pertaining to sports skills and tactics in coaching	Practice Plans/Observation Journals
Describe organizational and administrative skills essential to effective coaching	Exams
Discuss the role of evaluation in coaching at various levels.	Evaluation plan

### Evaluation Points Breakdown:

Assignment	Points
Exams	200
Written Coaching Philosophy	25
Practice Plans	25
Beginning of season "contract" to athletes or parents	25
Evaluation Plan	25
Observation Journals	100
<b>TOTAL</b>	<b>400</b>

## Course Delivery

Class sessions will consist of lecture, discussion, and activity. Students are expected to read assigned chapters prior to appropriate class lectures. Lectures will cover both book content and additional material covered by the instructor. Exams will cover both lecture material and reading assignments.

## Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

## Required Text

Martens, R. (2012) Successful Coaching (4e). Human Kinetics. Champaign, IL.

## Assignments

### Exams

Exams will be in the form of multiple choice, short answer, and essay questions. They will cover readings and content covered in class. Specific content of the exams will be covered prior to each exam.

### Written Coaching Philosophy

You will write a 2 page coaching philosophy detailing your coaching philosophy. This document should contain your perspective on the purpose of sport, the role of the coach in meeting this purpose, leading, motivating, working with players, etc. It is important to remember this is YOUR philosophy. It is expected that you will be thoughtful, concise, and clear as you articulate your philosophy.

### Practice Plans

Practice planning and philosophies will be discussed in class. Based on these discussions, you will present two practice plans using the template provided in class. You will provide a practice plan for a recreational youth sport of your choosing and for a competitive high school sport of your choosing. It is expected that this plan will include brief comments justifying your plan when necessary.

**Beginning of season “contract” to athletes or parents**

Students will write a beginning of the year contract for players and parents. This contract will clearly articulate your expectations for the season, your responsibilities, athlete responsibilities and parent responsibilities. You will also state your expectations for all players and parents with details for communication with you.

**Evaluation Plan**

You will select a hypothetical team, generate goals for the team, and develop a plan for evaluating your progress towards those goals. Clear strategies for developing goals and evaluation tools will be discussed in class.

**Observation Journals**

You will spend no fewer than 10 hours observing other coaches. For each hour you observe you are expected to journal at least  $\frac{3}{4}$  of a page reflecting on your observation. Potential questions to address are: What did you observe? What did you like? What would you have changed? How was a specific strategy effective? What player grabbed your attention and why? How was that player coached well or ineffectively?

**Grades**

Your course grade is simply your total number of points earned divided by the total number of points possible. Your final grade is based on the percentage of points you accumulate with the following letter grades assigned accordingly.

A	B	C	D	E
100-90%	89-80%	79-70%	69-60%	59% -

**Mid-term Grade (for 100-400 level courses)**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Final Exam Information**

Date, time, location, other information

**Submission of Assignments**

All assignments must be submitted at the beginning of the class in which they are due. Any assignments not submitted on time without prior consent of the instructor for an unexcused absence will lose 10% credit for each day they are late. An assignment submitted later in the day it was due is considered late.

## **Attendance**

**Absences:** No more than two unexcused absences are permitted. If you will be participating in a university-sanctioned event (game, event, etc.) inform the instructor prior to missing and provide a travel schedule. Tardiness is also unacceptable. Every two times you are tardy or leave early, equals one absence. Students are responsible for any materials or information covered during the course, even if are not present. Each absence beyond two that does not have written documentation excusing them (e.g. doctors note) will result in a one letter decrease in your final grade. If you need to sit out during activities in the gym, please let the instructor know.

## **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

## **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

## **Participation and Professionalism**

The physical education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content,



4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. KHP is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the physical education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Ben Johnson if you have questions regarding this requirement.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Legal Action**

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

### **Commitment to Diversity & Equity**

The Physical Education Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's physical education program's beliefs in and support for social diversity in

schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in physical education that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

### **Commitment to Addressing the Achievement Gap**

The Physical Education Program aligns itself with the positions of the SHAPE America regarding cultural and linguistic diversity in physical education.

### **Commitment to Technology**

The Initial Preparation Certification Program in physical education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

### **Course Components**

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Course Calendar:

Week	Topic
1	Course introduction – Intro to Coaching
2	Coaching Philosophy and Objectives
3	Coaching Style
4	Coaching Character
5	Coaching Diverse Athletes
6	Communication
7	Motivation
8	Managing Behavior
9	Game Approach
10	Teaching Skills
11	Planning
12	Training and athletics
13	Nutrition and athletics
14	Drugs and athletics
15	Managing a Team