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| For Academic Affairs and Research Use Only |
| Proposal Number | EBS04 |
| CIP Code:  |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[x ] Undergraduate Curriculum Council**

**[ ] Graduate Council** Signed paper copies of proposals submitted for consideration are no longer required. Please type the approver's name and enter the date of approval.

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| --- | --- |
| Amanda Wheeler Gryffin 10/17/2022**Department Curriculum Committee Chair** | Amanda Lambertus 2/19/2023**COPE Chair (if applicable)** |
| Amanda Wheeler Gryffin 10/17/2022**Department Chair** | Mary Jane Bradley 2/24/2023**Head of Unit (if applicable)**   |
| Joanna Grymes 11/8/2022**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 10/18/2022**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 1/17/2023**College Dean** | \_\_\_\_\_\_\_\_\_ Len Frey \_\_\_\_ 3.22.23…**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Mitch Mathis, [mmathis@astate.edu](http://mmathis@astate.edu), 870-680-8114

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2023

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **PE** |
| **Number\*** |  | **3883** |
| **Title** |  | **Principles and Problems of Coaching****Short Title: Principles Prob Coaching**  |
| **Description\*\*** |  | **Best practices for coaches in planning and managing athletic contests, including coaching psychology.** |

 ***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. No Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

 Enter text...

1. No Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. No Is this course dual-listed (undergraduate/graduate)?
2. No Is this course cross-listed?

*(If it is, all course entries must be identical, including course descriptions. Submit appropriate documentation for requested changes. It is essential to check the course description of a current course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

1. No Is this course in support of a new program?

a. If yes, what program?

 Enter text...

1. No Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and sufficient in detail to allow for a judgment of the content of the course.)

Course Outline

WEEK ONE:

* Content – Development of Coaching Philosophy and discussion surrounding the need for philosophy.
* Creation of a Coaching philosophy and Exam/quiz over the content

WEEK TWO:

* Content – Discuss the importance of Coaching Objectives and how they differ between the different levels of coaching.
* Creation of Coaching goals and Exam/quiz over the content

WEEK THREE:

* Content – Selection of a Coaching Style after a discussion of each of the styles.
* Exam/quiz over the content

WEEK FOUR:

* Content – Coaching for Character. With all of the questionable behaviors in sports, how to work toward being ethical as a coach and as players
* Exam/quiz over the content

WEEK FIVE:

* Content – With all of the diversity in the world, the diverse athlete has to be accounted for when planning
* Exam/quiz over the content

WEEK SIX:

* Content – Communicating with the athletes is significant, not just what we say and when we say it but also how we state it in person and how we use technology to get our messages to the athletes legally.
* Exam/quiz over the content

WEEK SEVEN:

* Content – Motivating our athletes. Motivation takes on many different forms, and knowing about each is important
* Exam/quiz over the content

WEEK EIGHT:

* Content – Managing Your Athletes’ Behavior. How do we ensure the athletes are doing what is asked of them?
* Development of team rules and Exams/quiz over the content

WEEK NINE:

* Content – Preparing for the actual game. How to develop practice plans and get your team ready to compete.
* Exam/quiz over the content

WEEK TEN:

* Content – Teaching Technical Skills
* Exam/quiz over the content

WEEK ELEVEN:

* Content – Teaching the tactical skills needed in sports, having the players learn the game so they can be better players of the game.
* Exam/quiz over the content

Week TWELVE

* Content – Planning for teaching. Even though we are called coaches, we are teachers first.
* Exam/quiz over the content

WEEK THIRTEEN:

* Content – Basic physical training
* Content – Battling drugs and the misconception of the “Power” of drugs helping athletes
* Exam/quiz over the content

WEEK FOURTEEN:

* Content – Managing your team and the relationships between coach and player and player and player
* Exam/quiz over the content

WEEK FIFTEEN:

* Content – Managing Risk.
* Exam/quiz over the content
1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g., labs, exhibits, site visitations, etc.)

Observations of current coaches and writing of reflections on their visits

1. **Department staffing and classroom/lab resources**

The department will have one dedicated faculty member, and the department will have adequate classroom space.

1. Will this require additional faculty, supplies, etc.?

1. NO Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification, for course. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 A class covering principles and problems of coaching will provide meaningful content for a student seeking a coaching endorsement. Upon successfully completing this course, students can: 1. Discuss their coaching philosophy and objectives and how they will guide in creating their coaching style. 2. Examine the principles of teaching and be able to teach technical and tactical skills that are needed in developing a program. 3. Explain ways to communicate and motivate their athletes and try and develop rules that will build character and responsibility in the athlete. 4. Develop a workout program that will include building energy and muscle while explaining the importance of fueling the body correctly and not through the drug use that is present in athletics today. 5. Develop the management principle for not only the team and parents but also for any risk that goes along with an athletic program.

b. How does the course fit with the mission of the department? If an accrediting or certifying agency mandates course, include the directive.

 The mission of the Department of Health, Physical Education, and Sport Sciences is to provide: - Curricula/instruction to enhance the development of physical, mental, social, and emotional qualities essential for a quality life. - Quality professional preparation programs that meet appropriate standards at undergraduate and graduate levels. More specifically, the purpose of the Coaching Endorsement program is to prepare educators with the skills and competencies to exhibit leadership in developing effective sports programs. With such skills, graduates can majorly improve the athletic experience in Arkansas and beyond. Our graduates will need knowledge and skills connected to the problems they will face.

c. Student population served.

This course is designed for undergraduates interested in a Coaching Endorsement certification.

d. Rationale for the course level (lower, upper, or graduate).

This lecture-based course serves as foundational knowledge for students in this field. Ultimately, coaching endorsement candidates are responsible for assessing the skills of individuals and groups, planning programs based on the assessment, implementing the proposed programs and evaluating the programs' effectiveness. A broad understanding of the various elements that comprise coaching is essential to that process, and courses like Principles and Problems of Coaching will add to their knowledge base and make them better prepared to perform their role. This course would be appropriate for junior year.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal.*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course is for endorsement through the state of Arkansas. The student will complete coursework through Arkansas State University to meet criteria set forth by the Department of Education.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

*(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Examine the different input needed to develop a coaching philosophy and objectives as well as a style for coaching that will be needed in the future.  |
| Which learning activities are responsible for this outcome? | Having the students research, observe, and reflect on coaches in the profession and the way that they run their programs based on philosophy and objectives and how they use their styles to motivate the players. |
| Assessment Measure  | Having the students write observation reflections of local coaches and then form their own philosophy, objectives and determine their coaching style. |
| **Outcome 2** | Explain the responsibilities of the coach when it comes to communication and motivation with athletes and parents as well as monitoring the athlete’s behavior. |
| Which learning activities are responsible for this outcome? | The student will explore and model different methods of communication with their peers in class to try and find a starting point for their future coaching interactions. |
| Assessment Measure  | The students will be put in different scenarios where they have to communicate with their classmates and try and motivate them through activities. |

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| **Outcome 3** | Illustrate how the concepts of training the athletes in different types of conditioning programs will allow the athlete the opportunity to reach their fullest potential. |
| Which learning activities are responsible for this outcome? | The students will research and evaluate different conditioning programs that could be useful in their coaching endeavors.  |
| Assessment Measure  | The students will create a conditioning handbook that will cover all aspects of training from pre-workout, workout, and post workout as well as information concerning hydration, nutrition, and supplements. |

 *(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

CURRENT WITH ADDITION:

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| **Physical Education** |
|    | •  [PE 471V - Independent Study](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5332) **Sem. Hrs:** **Variable** |
|    | •  [PE 480V - Special Topics Workshop](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5339) **Sem. Hrs:** **Variable** |
|    | •  [PE 1002 - Concepts of Fitness](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5285) **Sem. Hrs:** **2** |
|    | •  [PE 1011 - Pilates and Fitness Yoga](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5286) **Sem. Hrs:** **1** |
|    | •  [PE 1021 - Self Defense](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5287) **Sem. Hrs:** **1** |
|    | •  [PE 1111 - Physical Conditioning](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5288) **Sem. Hrs:** **1** |
|    | •  [PE 1131 - Aerobic Exercise](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5290) **Sem. Hrs:** **1** |
|    | •  [PE 1151 - Ultimate Frisbee](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5292) **Sem. Hrs:** **1** |
|    | •  [PE 1211 - Hiking and Backpacking](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5293) **Sem. Hrs:** **1** |
|    | •  [PE 1241 - Fitness Walking](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5294) **Sem. Hrs:** **1** |
|    | •  [PE 1311 - Beginning Swimming](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5295) **Sem. Hrs:** **1** |
|    | •  [PE 1411 - Track and Field](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5297) **Sem. Hrs:** **1** |
|    | •  [PE 1421 - Racquetball](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5298) **Sem. Hrs:** **1** |
|    | •  [PE 1461 - Archery](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5299) **Sem. Hrs:** **1** |
|    | •  [PE 1471 - Bowling](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5300) **Sem. Hrs:** **1** |
|    | •  [PE 1481 - Tennis](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5301) **Sem. Hrs:** **1** |
|    | •  [PE 1491 - Badminton](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5302) **Sem. Hrs:** **1** |
|    | •  [PE 1501 - Golf](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5303) **Sem. Hrs:** **1** |
|    | •  [PE 1511 - Gymnastics](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5304) **Sem. Hrs:** **1** |
|    | •  [PE 1601 - Soccer](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5305) **Sem. Hrs:** **1** |
|    | •  [PE 1611 - Basketball](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5306) **Sem. Hrs:** **1** |
|    | •  [PE 1621 - Volleyball](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5307) **Sem. Hrs:** **1** |
|    | •  [PE 1641 - Flag and Touch Football](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5308) **Sem. Hrs:** **1** |
|    | •  [PE 1651 - Softball](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5309) **Sem. Hrs:** **1** |
|    | •  [PE 2013 - Using Technology in Physical Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=9919) **Sem. Hrs:** **3** |
|    | •  [PE 2311 - Intermediate Swimming](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5311) **Sem. Hrs:** **1** |
|    | •  [PE 2461 - Intermediate Archery](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5312) **Sem. Hrs:** **1** |
|    | •  [PE 3113 - Business of esports](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5314) **Sem. Hrs:** **3** |
|    | •  [PE 3723 - Sports in Cinema](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5315) **Sem. Hrs:** **3** |
|    | •  [PE 3752 - Advanced Swimming and Lifeguarding](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5316) **Sem. Hrs:** **2** |
|    | •  [PE 3802 - Physical Education for Teachers of Young Children](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5318) **Sem. Hrs:** **2** |
|    | •  [PE 3813 - Concepts of Athletic Training](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5319) **Sem. Hrs:** **3** |
|    | •  [PE 3822 - Theory and Practice of Teaching Rhythmical Activities](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5320) **Sem. Hrs:** **2** |
|    | •  [PE 3832 - Theory and Practice of Teaching Fitness Concepts](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5321) **Sem. Hrs:** **2** |
|    | •  [PE 3842 - Theory and Practice of Teaching Leisure Sports](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5322) **Sem. Hrs:** **2** |
|    | •  [PE 3853 - Sports Promotion and Sales Management](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5323) **Sem. Hrs:** **3** |
|    | •  [PE 3862 - Theory and Practice of Teaching Racquet Sports](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5324) **Sem. Hrs:** **2** |
|    | •  [PE 3863 - Economic and Financial Management for Sport Organizations](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5325) **Sem. Hrs:** **3** |
|    | •  [PE 3872 - Rules and Officiating](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5326) **Sem. Hrs:** **2** |
|    | •  [PE 3873 - Facility and Event Management](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5327) **Sem. Hrs:** **3****PE 3883 Principles and Problems of Coaching****Best practices for coaches in planning and managing athletic contests, including coaching psychology.** |
|    | •  [PE 3892 - Theory and Practice of Teaching Team Sports](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5328) **Sem. Hrs:** **2** |
|    | •  [PE 3893 - Sports in Society](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5329) **Sem. Hrs:** **3** |
|    | •  [PE 4103 - Sport, Globalization, and Nationalism](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=9926) **Sem. Hrs:** **3** |
|    | •  [PE 4663 - Motor Skills Development for Children](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5330) **Sem. Hrs:** **3** |
|    | •  [PE 4703 - Adaptive Physical Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5331) **Sem. Hrs:** **3** |
|    | •  [PE 4743 - Legal Issues in Sport](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5333) **Sem. Hrs:** **3** |
|    | •  [PE 4753 - Physical Education Curriculum](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5334) **Sem. Hrs:** **3** |
|    | •  [PE 4763 - Sport Analytics](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5335) **Sem. Hrs:** **3** |
|    | •  [PE 4773 - Organization and Management of Sports Programs](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5336) **Sem. Hrs:** **3** |
|    | •  [PE 4783 - Organization and Administration of Physical Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5337) **Sem. Hrs:** **3** |
|    | •  [PE 4793 - Evaluation in Physical Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5338) **Sem. Hrs:** **3** |
|    | •  [PE 4822 - Theory and Practice of Coaching Football](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5340) **Sem. Hrs:** **2** |
|    | •  [PE 4823 - International Sports Venues](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5341) **Sem. Hrs:** **3** |
|    | •  [PE 4832 - Theory and Practice of Coaching Basketball](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5342) **Sem. Hrs:** **2** |
|    | •  [PE 4842 - Theory and Practice of Coaching Track](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5343) **Sem. Hrs:** **2** |
|    | •  [PE 4843 - Philosophy and Ethics in Sport](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5344) **Sem. Hrs:** **3** |
|    | •  [PE 4852 - Theory and Practice of Coaching Baseball](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5345) **Sem. Hrs:** **2** |
|    | •  [PE 4853 - Applied Psychology of Sport and Exercise](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5346) **Sem. Hrs:** **3** |
|    | •  [PE 4863 - Diversity in Sport and Athletics](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5347) **Sem. Hrs:** **3** |
|    | •  [PE 4872 - Theory and Practice of Coaching Volleyball](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5348) **Sem. Hrs:** **2** |
|    | •  [PE 4873 - Organization and Administration of Interscholastic Athletics](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5349) **Sem. Hrs:** **3** |
|    | •  [PE 4882 - Theory and Practice of Coaching Soccer](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5350) **Sem. Hrs:** **2** |
|    | •  [PE 4883 - Practicum in Elementary Physical Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=5351) **Sem. Hrs:** **3** |