I. TITLE: Fundamentals of Athletic Coaching

II. COURSE DESCRIPTION: This course is designed to introduce prospective athletic coaches and physical education teachers to the theory and applied practice of athletic coaching.

III. PURPOSE: To provide prospective athletic coaches and physical education teachers with experiences that prepare them to assume athletic coaching responsibilities with school-aged participants. More and more physical educators are asked to assume athletic coaching responsibilities whether or not they had this intention prior to entering into the field. This course is designed to provide an overview of athletic coaching theory, management and application.

IV. COURSE OBJECTIVES: The behaviors indicated below are understood to be reflective of, but not limited to those behaviors by the Kentucky Education Reform Act guidelines. Following each objective are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS). As a result of participation in this course, students will:

A. Obtain an understanding of and appreciation for the ethical and professional issues regarding athletic coaching. (KTS #1, 7)
B. Gain knowledge and understanding of characteristics associated with athletes and their motivation. (KTS #1)
C. Gain knowledge of the variety of resources available to athletic coaches. (KTS #1, 8)
D. Become familiar with appropriate strategies for practice and conditioning for individual and team sports. (KTS #2, 4)
E. Gain an understanding of athletic coaching strategies for the primary team and individual sports played in schools. (KTS #1)
F. Gain an understanding of the administration of a sport and begin to develop skills to manage a group of athletes for both individual and team sports. (KTS #2, 4)
G. Use technology to refine analytical skills relevant to assessment knowledge. (KTS #6)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on classroom settings, student characteristics, and teaching effectiveness through peer observations.

The EPSB Theme of Diversity is explored in the course through various chapters within the text including Coaching Diverse Athletes and Communicating with Your Athletes.

V. CONTENT OUTLINE:
A. Overview of athletic coaching
B. Principles of athletes’ behavior
C. Principles of Teaching
D. Administration of sports teams
E. Management of sports
F. Athletic coaching strategies
G. Principles of Physical Training

VI. INSTRUCTIONAL ACTIVITIES: Lecture, discussion, group work, Internet, guest speakers and assignments.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES: Athletic coaches, library, computer labs, Internet, organizations, multimedia presentations, professionals in the field.

IX. GRADING PROCEDURES:
Letter grades (90%+ = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = E) will be assigned using the following criteria:

- Quiz – Chapters 1-5 ……………………10%
- Quiz – Chapters 6-12 …………………10%
- Midterm…………………………….30%
- Quiz – Chapters 13-17 ………………10%
- Quiz – Chapters 18-20 ………………10%
- Final Exam………………………….30%

100%

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY:
This course adheres to the academic honesty policy state in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITIES: None

XIV. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and
XV. **FLAG SYSTEM/CONTINUOUS ASSESSMENT:**
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committee. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OR ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

*Note: Instructor of PHE 310 reserves the right to make changes in the course activities and assignments as deemed necessary during the semester.*