Murray State University
COURSE SYLLABUS

DEPARTMENT: ACS    COURSE NUMBER: PHE 414    CREDIT HOURS: 2

I. TITLE: Coaching Basketball II

II. CATALOG DESCRIPTION: An in-depth study of basketball strategy and team play, involving such areas as the fast break, team offense, team defense, presses, and special situations. Also, various teaching, communication, and motivational techniques. Prerequisites: PHE 314 or consent of instructor.

III. PURPOSE: The purpose of this course is to integrate the refinement of skill performance abilities and technological advances relevant to the field of Coaching Basketball II. Collaboration of specific skill acquisition and refinement will enhance student knowledge.

IV. COURSE OBJECTIVES:

Upon completion of this course, the student will:
A. be able to articulate and disseminate information specific to this course in a diversified manner.
B. acquire, integrate, and perform techniques and knowledge of coaching basketball.
C. develop a dialogue for networking with various professional and organizational groups.
D. develop a solid base of fundamental skill and conditioning techniques.
E. gain an understanding of scouting techniques and game preparation.
F. be exposed to various offensive and defensive systems employed in the sport of basketball.

V. CONTENT OUTLINE:

A. Functional Administration
B. Fundamental Skill Development
C. Offense
D. Defense
E. Motivation of Athletes
F. Conditioning Factors
G. Psychological Aspects of Coaching

VI. INSTRUCTIONAL ACTIVITIES:

A variety of activities will be used which will include lecture, acquisition, integration, and refinement of related mental skills to the activity. Also, the student will integrate simulated coaching performances related to the activity.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Each student will, in collaboration with the instructor, select, prepare, and perform various coaching/managerial contingency assessments at basketball events. Students will be responsible for a fundraiser.

VIII. RESOURCES:
Multimedia technology, video enrichment, and library awareness augmentation.

IX. GRADING PROCEDURES:
Written and performance assessments will be evaluated in collaboration with the class as a holistic learning experience.

The following scale will be used:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Coaching Assignment</td>
<td>25%</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Performance Skill Assessments</td>
<td>25%</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Instructional Performance</td>
<td>25%</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Attendance</td>
<td>25%</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59-below</td>
<td>E</td>
</tr>
</tbody>
</table>

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

Students are expected to attend all class meetings and field experiences. The field experiences carry an extra responsibility for students to act professionally.

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

XII. TEXT AND REFERENCES: None

XIII. PREREQUISITES: PHE 314 or consent of the instructor.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

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 committees. 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 OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

ALL STUDENTS (MALE AND FEMALE) MUST NOT WEAR HATS, CAPS, OR HEAD “DRESSINGS” DURING CLASS MEETINGS OR FILED EXPERIENCES.

ALL CELL PHONES AND PAGERS MUST BE TURNED OFF DURING CLASS MEETINGS AND FIELD EXPERIENCES.