

Course Outcomes Guide

Course/Program Title: PED 225 - Principles and Practices of Sport Coaching

Date: 10/10/14

Principles and Practices of Sport Coaching provides theory, practical application, and skills development that will assist the emerging coach. The course is designed to be interactive and participatory. Guest lecturers will include nationally known and regarded coaches who will share their philosophies. Special emphasis will be placed on sportsmanship and building positive relationships with athletes, parents, officials, and fellow coaches. Students will develop training and practice plans in addition to developing game strategies.

Course/Program Team: Thomas Burge, Shannon Cameron, Bernard Johnson, and Vicky Bullet

Expected Learning Outcomes: Student will be able to:

- Develop a philosophy that develops the whole athlete.
- Develop communication skills that will allow for positive outcomes in the athletic arena.
- Construct an organized practice and training plan for a specific sport.
- Demonstrate and model appropriate behaviors in regards to sportsmanship conflict management.
- Present a formal case study relating to sport coaching.

Assessment (How do or will students demonstrate achievement of each outcome?)

- Students will present to their peers their philosophy of coaching which will indicate their strategies for teaching athletes sportsmanship, leadership, sports specific skills, and positive relationships.
- Students will make at the minimum three oral and visual presentations to develop their public speaking skills.
- Students will lead a panel discussion on technical sports specific skills and tactical skills for game strategies.
- Students will create and participate in various scenarios that will evaluate their ability to resolve conflicts within an athletic setting and promote sportsmanship.
- Students will use mathematical computations and data analysis to determine whether there is a high correlation in sports between sportsmanship and leadership and the coach's successful record.
- Students will utilize MLA format and demonstrate correct citations based on the Humanities scoring rubric.

Validation (What methods have you used or will you use to validate your assessment?)

- Collect data as to the percentage of students who are successful in meeting those standards at a 70 percent proficiency.
- Evaluate and use scoring rubric for skill proficiency in oral and visual presentations and its accuracy at the conclusion of each semester

- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.
- Collaborate with a member of the STEM Division to share our data as to students' readiness to compute the various formulas used in the HPELS Division.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- We anticipate the data will show a high rate of student success in both skill and writing proficiency.
- Data collection will begin at the conclusion of the Spring 2012 semester and be ongoing.

Follow-up (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

Budget Justification (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors