

**PHYED 55 Course Outline as of Spring 2009****CATALOG INFORMATION**

Dept and Nbr: PHYED 55 Title: INTRO TO COACHING

Full Title: Introduction to Coaching Team Sports

Last Reviewed: 3/9/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Designed for students interested in coaching team sports. Emphasizes the components of team concepts and the organizational skills needed to implement and conduct a team sport program.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Designed for students interested in coaching team sports. Emphasizes the components of team concepts and the organizational skills needed to implement and conduct a team sport program. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Spring 2009	Inactive:
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<b>UC Transfer:</b>		Effective:		Inactive:
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**CID:**

**Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of the course student will be able to:

1. Describe orally and/or in writing the phases of building a team sports program.
2. Define orally and/or in writing the concepts of the social aspects of team sports.
3. Compare and contrast coaching philosophies and their relationship to team sports.
4. Develop a set of yearly, monthly, weekly and daily goals, applying goal setting skills.
5. Write a practice plan that demonstrates organization and logical progression.
6. Explain how diversity factors into team sports.
7. Differentiate between coaching styles in observations of coaches.
8. Outline a summer conditioning program to be used to develop strength and flexibility in team members.
9. Articulate a complete coaching philosophy statement addressing such topics as style of play, style of player, discipline, fund raising, off season practice, conditioning, teaching and learning techniques and ethical considerations.
10. Design a complete player handbook including game and practice schedule, equipment needs, off season conditioning, fund raising, and team rules.
11. Evaluate team practices and game competitions comparing and contrasting coaching styles.

### **Topics and Scope:**

- I. Building and Maintaining a Strong Program
- II. Recruitment at All Levels
- III. Team Unity
  - A. Social Issues
  - B. Psychological Issues
  - C. Diversity Issues
  - D. Discipline Models
- IV. Effective Teaching Methods
- V. Competition and Preparation for Competition
- VI. Philosophies and Styles of Coaching
- VII. Strategies and Coaching Hints

- VIII. Goal Setting Phases and Evaluation
- IX. Practice Organization
- X. Fundraising Principles
- XI. Public Relations and Parents
- XII. Game Officials
- XIII. Ethical and Sportsmanship Considerations
- XIV. Legal Aspect of the Coaching Profession
- XV. Player Handbook
- XVI. Conditioning
  - A. Pre-Season
  - B. In-Season
  - C. Off-Season

**Assignment:**

1. Reading from the textbook, online resources and instructor supplied handouts (approximately 30-40 pages per week).
2. Short papers on topics such as definition of success, sportsmanship in sports, discipline, ethics, etc. (1 to 3)
3. Analyses of case studies on selected topics within the field. (1 to 3)
4. Written critiques comparing and contrasting coaching and playing styles observed through field work. (1 to 3)
5. Approximately ten to twelve homework problems per semester based on articles and/or instructor supplied handouts.
6. Capstone project (25 page paper) outlining student's philosophy of coaching. Includes the student's feelings and opinions on discipline, style of play, teaching and learning methods (as they pertain to coaching), fund-raising, offensive and defensive strategy, and pre-season conditioning methods. Also includes an outline of the player handbook.
7. Four to five quizzes.
8. Final exam.
9. Player handbook.

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Short papers, capstone paper including outline of player handbook, critiques, case study analyses

Writing  
30 - 40%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems; critiques and case study analyses  
(problem solving component of these written assignments)

Problem solving  
20 - 40%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion, Essay

Exams  
20 - 40%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Player Handbook

Other Category  
10 - 20%

**Representative Textbooks and Materials:**

Coaching: A Realistic Perspective, Sabok, Ralph, J. Collegiate Press, 2005.

Instructor prepared materials

Online resources