

Date of request: 16-SEP-2021

Request ID: E-2021-HPHE-66

College: E

Department: HPHE

Initiator name: Zeljka Vidic

Initiator email: zeljka.vidic@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course HPHE 2350

Specific Course Change type selected: Credit hours

1. Existing course prefix and number:

HPHE 2350

2. Existing credit hours:

2.00

3. Proposed credit hours:

3.00

4. If this change applies to multiple courses, please list them below.

Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

No

D. Explain briefly and clearly the proposed improvement.

The proposed change includes change from 2 to 3 credit hours.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

This course is the primary course in the currently revised coaching minor program with heavy content in the subject matter that is essential to the field. This would allow time for deeper exploration of the professional content knowledge. Major universities throughout the United States that have Coaching minor have 3 credits for similar core classes. Additionally, this would allow further coverage of the National Standards for Sports Coaches which would allow opportunity for accreditation.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Course Objectives

Upon the completion of this course you should be able to:

1. Develop an athlete-centered coaching philosophy (NSSC Standard 1)
2. Understand the qualities of leadership needed in educational athletics (NSSC Standard 5 & 11)
3. Explain legal responsibilities and risk management procedures associated with coaching. (NSSC Standard 13)
4. Understand the meaning and application of the code of conduct and rules in educational athletics and the principles behind the specific rules and regulations (NSSC Standard 6)
5. Identify the key elements of season plans and practice plans and understand assessment associated with athletes' learning and development (NSSC Standard 24-28 & 32)
6. Understand factors that ensure the health and safety of participants, such as identifying steps to treat common athletic injuries, coaches' role in emergency first aid situations, understand the environmental issues associated with sports and venues, and understand the coaches' role in properly managing medical records and documentation of athletic injuries (NSSC Standard 13, 17, 18, 20)
7. Understand effective communication in the coaching context (NSSC Standard 9)
8. Understand the importance of coaches' legal responsibilities such as effective planning and practical protection: insurance, continuing education and record keeping communicator (NSSC Standard 13)
9. Understand different motivational strategies in the athletic context (NSSC Standard 33)
10. Understand coaches' duties regarding finances, teaching good sportsmanship, communication with media, paperwork responsibilities, working with team captains (NSSC Standard 5)
11. Understand the role of parents in educational athletics (NSSC Standard 9-11)
12. Understand the importance of creating a coaching environment where energy and stress are effectively managed (NSSC Standard 42)

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. No formal assessment was utilized for this proposed revision. Informal assessments included examination of the course based on teaching, examination of professional competencies and market analysis.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. There is no effect on colleges, departments or programs. There is no duplication of this course.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.
One program in the Department utilizes this course as an elective and that faculty coordinator has no issues with the proposed change.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. This revision will not create conflicts for currently enrolled students' or create a delay in graduation. The entire coaching minor program has been revised to facilitate student enrollment and this change is one component of that revision.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The external market demand exists. The changes in the proposal reflect an examination of the current market. According to the source Occupational Outlook Handbook (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bls.gov%2Ffoo%2Fentertainment-and-sports%2Fcoaches-and-scouts.htm&data=04%7C01%7Cclaura.ciccantell%40wmich.edu%7C3ac5853ba18a4017d8e908d97d2490fc%7C257622517aa94c72905f39bf026a8a84%7C0%7C0%7C637678418285877865%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=eihLL%2FxoU6yNNHAu99x4O3jdE45oqjLY4PFh2%2FefOA%3D&reserved=0>) job outlook growth for coaching jobs between years 2020-2030 is 26% (much faster than average) with the number of coaching jobs in 2020 being 249,900. Increasing participation in high school and college sports may boost demand for coaches. Future coaches are the intended market. Currently there is a market demand based on projections which could increase student enrollment. Also, student interest in this major has

been confirmed through the advising office. This change is a part of changes to the coaching minor program with the goal of facilitating student enrollment.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) There will be no effect on University resources, including faculty, equipment, space, technology, and library holdings. This course is already taught by a full time faculty member and it will not require additional hiring.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. There are no formal articulation agreements and to my understanding students will still be able to transfer appropriate courses into other respective programs.

O. Current catalog copy:

HPHE 2350 - Theory of Coaching

Introduction to coaching includes basic principles, covers State Athletic Handbook, budgets, scheduling, facilities, liability, public relations, relationships with staff, faculty, students, parents, press, etc.

Credits: 2 hours

** State athletic Handbook should be changed to Michigan High School Athletic Association (MHSAA) handbook

P. Proposed catalog copy:

HPHE 2350 - Theory of Coaching

Introduction to coaching that focuses on fundamental coaching principles, including effective instruction and strategies for optimal performance. Students have an opportunity to obtain coaching certification through Michigan High School Athletic Association (MHSAA).

Credits: 3 hours

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 21-SEP-2021

Department approver: Yuanlong Liu

Chair comment:

Date: 21-SEP-2021