

Date of request: 16-SEP-2021

Request ID: E-2021-HPHE-67

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 3350

Specific Course Change type selected: Credit hours

1. Existing course prefix and number:

HPHE 3350

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.

This proposed improvement 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 content knowledge. Major universities throughout the United States that have Coaching minor have 3 credits for similar core class. Additionally, this would allow further coverage of the National Standards for Sports Coaches which could provide 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.

- Understand self-regulation skills needed to enhance preparation and performance (NSSC Standard 21)
- Develop functional knowledge and discuss safe strength and conditioning practices (NSSC Standard 14 & 16)
- Apply effective teaching and learning principles to teach sport skills. (NSSC Standard 2, 31)
- Understand effective stress and emotion management (NSSC Standard 21)
- Understand effective ways to manage conflict in sport context (NSSC Standard 21, 27)
- Understand nutritional practices that ensure the health and safety of athletes (NSSC Standard 19)
- Practice progressions and correct teaching techniques for technical/tactical sports skills (NSSC Standard 30)

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, examining 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 other colleges, departments or programs. There is no duplication of this course. No other programs are affected by this change.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

No other departmental programs are affected. This proposed change fits the curricular changes within the coaching minor program.

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. There is no effect on enrolled students. The entire coaching minor program has been revised to facilitate enrollment and progress towards graduation and this is one component of these revision. There are no program conflict. This revision will not create any conflicts or delays in graduation.

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%7Cd8fd999d8e0c4c9a84a708d97d249845%7C257622517aa94c72905f39bf026a8a84%7C0%7C0%7C637678418400713761%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikh1aWw%7CJXVCI6Mn0%3D%7C1000&sdata=RcC2w%2F0TkMe25e%2F9tCXotYtPAnYpwwtsSEGXBxJ5bNU%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. The proposed change will benefit the students as it would allow time for deeper exploration of the content knowledge and professional competencies. This change is in response to the revisions of the coaching minor program with the goal of facilitating enrollment and progress towards graduation.

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 is 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 or resources.

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. The advising office will work on new transfer guides.

O. Current catalog copy:

HPHE 3350 - Advanced Theory of Coaching

A continuation course for professional students with a major in physical education or minor in coaching pursuing the second level of Program for Athletic Coaches Education Certification (PACE). PACE Level II certification demonstrates advanced competence in the interpersonal and technical skills of coaching high school sports in Michigan. Course content provides an understanding as to significance of quality coaching, human growth and development, conditioning for sport performance and psychological and social skills necessary to coach high school sports.

Prerequisites & Corequisites: Prerequisite: HPHE 2350

P. Proposed catalog copy:

HPHE 3350 - Advanced Theory of Coaching

A continuation coaching course that focuses on technical and interpersonal aspects of coaching. Students have an opportunity to earn further coaching certification through Michigan High School Athletic Association (MHSAA).

Prerequisite: HPHE 2350

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