

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
 (Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1.  New Course or  Revision of Existing Course
2. **Course prefix and number:** KSS 3700
3. **Short title:** Psych Foundations of Coaching
4. **Long title:** Psychological Foundations of Coaching
5. **Hours per week:** \_3\_ Class \_0\_ Lab \_3\_ Credit
6. **Terms:**  Fall  Spring  Summer  On demand
7. **Initial term:**  Fall  Spring  Summer Year: 2015
8. **Catalog course description:** This course will provide the prospective athletic coach with an understanding of the principles of psychology as they apply to coaching. This course will focus on analyzing and applying the mental skills necessary for peak performance.
9. **Course attributes:** N/A

General education component: \_\_\_\_\_  
 Cultural diversity  Honors  Writing centered  Writing intensive  Writing active

**10. Instructional delivery**

**Type of Course:**

Lecture  Lab  Lecture/lab combined  Independent study/research  
 Internship  Performance  Practicum/clinical  Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

Face to Face  Online  Study Abroad  
 Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

**11. Course(s) to be deleted from the catalog once this course is approved.** N/A

**12. Equivalent course(s):** N/A

a. **Are students allowed to take equivalent course(s) for credit?**  Yes  No

**13. Prerequisite(s):** KSS1500 & KSS 2440

a. **Can prerequisite be taken concurrently?**  Yes  No

b. **Minimum grade required for the prerequisite course(s)?**  C or better

c. **Use Banner coding to enforce prerequisite course(s)?**  Yes  No

d. **Who may waive prerequisite(s)?**

No one  Chair  Instructor  Advisor  Other (specify)

**14. Co-requisite(s):** None

**15. Enrollment restrictions**

- a. Degrees, colleges, majors, levels, classes which may take the course: Restricted to Kinesiology and Sports Studies majors
- b. Degrees, colleges, majors, levels, classes which may not take the course: Non KSS majors

16. Repeat status:  May not be repeated     May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: N/A

18. Grading methods:  Standard     CR/NC     Audit     ABC/NC

**19. Special grading provisions:**

- Grade for course will not count in a student's grade point average.
- Grade for course will not count in hours toward graduation.
- Grade for course will be removed from GPA if student already has credit for or is registered in:  
\_\_\_\_\_
- Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software  None \_\_\_\_\_  
Course Fee  No  Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

- A community college course may be judged equivalent.
  - A community college may not be judged equivalent.
- Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent

**Rationale, Justifications, and Assurances (Part I)**

1.  Course is required for the major(s) of \_\_\_\_\_  
 Course is required for the minor(s) of KSS Coaching \_\_\_\_\_  
 Course is required for the certificate program(s) of \_\_\_\_\_  
 Course is used as an elective for all other KSS majors.
2. **Rationale for proposal:** The course fulfills a need for students intending to pursue careers in KSS fields to understand psychological principles as they apply to coaching. Revisions to this course (specifically course learning objectives) are necessary to differentiate it from the current KSS 4326 Psychosocial Aspects of Physical Activity and to prevent overlap with other coaching courses.
3. **Justifications for (answer N/A if not applicable)**  
Similarity to other courses: N/A  
Prerequisites: This course provides an analysis of the main psychological issues within coaching professions, which allows students to gain a foundational understanding that can benefit them as practitioners. Therefore, it is necessary for students to already have an

introduction to the KSS fields and professions (KSS 1500) and introductory knowledge of musculoskeletal anatomy as it relates to human movement (KSS 2440).

Co-requisites: N/A

Enrollment restrictions: Since this course is designed for KSS majors and requires an introductory understanding of KSS fields and professions and musculoskeletal anatomy as it pertains to human movement, only KSS majors will be permitted to take this course.

Writing active, intensive, centered: N/A

**4. General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: A sport psychology course for coaches and practitioners allows students to be introduced to the myriad of complex issues (e.g., coach/athlete relationships, leadership) encountered in the coaching or management fields. This complex nature of sport coaching, leads to a need for a course that can provide students with a full appreciation of the field and the skills involved in order to succeed as practitioners. This course is consistent with the push in the sport psychology and coaching fields for coach development programs allowing for appropriate practice. The KSS Department recognizes the changing landscape of academia and notes the importance of providing on-line learning opportunities that allow for non-traditional or summer students to gain the benefits of such a course in order to best prepare themselves for academic and career success.

Instruction: The EIU approved learning management system will be used to provide a sound virtual learning environment for students enrolled in an online section of this course. The online learning management systems communication tools will be used to promote asynchronous discussion and analysis of key course topics by students. ‘Quiz and survey’ tools will be used to assess student learning and depth of content knowledge. Assignment ‘dropbox’ tools will be used to manage submission of learning activities, such as case studies, writing samples, and creative projects. Online versions of the EIU-approved assessment rubrics will be used to assess student performance. ‘Grade book’ tools will be used to assist with grade finalization and confidential grade posting.

Integrity: The integrity of student work with the assessment process will be assured by utilizing the online learning management system’s assessment settings such as randomization of test questions from a question database, using short answer and essay questions to assess depth of content knowledge, limiting student views of each question to one, and limiting the amount of time for each assessment to be completed. The integrity of student writing will be

assured through the use of EIU-approved anti-plagiarism software such as ‘Turnitin.’ This software will help assure the original authorship of writing samples submitted by students.

Interaction: Regular interaction between student and instructor will be maintained through the use of EIU e-mail, the online learning management system’s ‘mail’ tool, and web-based conferencing technologies. Student-to-student interaction during weekly synchronous threaded discussions centered on course content will be supported through the use of the online learning management systems’ ‘discussion’ tools.

**Model Syllabus (Part II)**

**KSS 3700 Psychological Foundations of Coaching (3 credit hours)**

Course Instructor:

Amber Shipherd, Ph.D., CC-AASP

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Course Description: This course will provide the prospective athletic coach with an understanding of the principles of psychology as they apply to coaching. This course will focus on analyzing and applying the mental skills necessary for peak performance.

Student Learning Objectives:

At the end of the course, students will be able to:

A. Critically analyze the main psychological components within the coach/athlete dyad	Critical thinking Writing and critical reading
B. Differentiate between individual coaching philosophies/styles	Critical thinking Writing and critical reading Responsible citizenship
C. Compare and contrast different theoretical perspectives of motivation and various other psychological variables	Critical thinking Writing and critical reading Speaking and listening
D. Evaluate the psychological factors related to group and team dynamics	Critical thinking Writing and critical reading Speaking and listening Quantitative reasoning
E. Apply mental skills training strategies to improve athletic performance, enhance enjoyment, and help athletes develop life skills	Speaking and listening Quantitative reasoning Responsible citizenship
F. Analyze mental skills training programs/components	Critical thinking Writing and critical reading Quantitative reasoning Responsible citizenship

Course Materials:

Burton, D., & Raedeke, T. (2008). *Sport psychology for coaches*. Champaign, IL: Human Kinetics.

Assignments/Activities:

Objectives	Exams (35%)	Assignments (45%)	Student Engagement (20%)
A. Critically analyze the main psychological components within the coach/athlete dyad	X	X	X
B. Differentiate between individual coaching philosophies/styles	X	X	X
C. Compare and contrast different theoretical perspectives of arousal, attention, concentration, anxiety, and confidence	X	X	X
D. Evaluate the psychological factors related to group and team dynamics	X	X	X
E. Apply mental skills training strategies to improve athletic performance, enhance enjoyment, and help athletes develop life skills	X	X	X
F. Analyze mental skills training programs/components	X	X	X

Evaluation Criteria:

Exams (35%)  
 Assignments (45%)  
 Student Engagement (20%)

A = 90-100%  
 B = 80-89%  
 C = 70-79%  
 D = 60-69%  
 F = <60%

Course Outline:

	Topic	Face-to-Face	Online
Week 1	Introduction to the Course Coaching Philosophies	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments

Week 2	The Coach Athlete Relationship	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 3	Communication	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 4	Leadership in Sport	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 5	Introduction to Mental Skills Training (MST) for Peak Performance	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 6	MST Skills Part 1	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 7	MST Skills Part 2	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 8	MST Skills Part 3	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 9	MST Skills Part 4	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 10	MST Tools Part 1	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 11	MST Tools Part 2	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments

Week 12	MST Tools Part 3	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 13	MST Tools Part 4	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 14	Mental Plans	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments
Week 15	Mental Skills Training Programs	In-class lecture and in-class activities; in-class quizzes and assignments	Online lecture slides, videos, discussion board, quizzes, and assignments

## COURSE POLICIES AND STATEMENTS

Student Success: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

As an educator, it is my job to provide you with information and assist in the development of your ability to assess and apply the information from this class. My job is to open the door, but you as students have to walk through it. It is your responsibility to take the initiative to research, read, study, plan, prepare, think critically and ask for help if needed. I am more than willing to help you, but you must ask for assistance or guidance prior to assignment due dates or assessments and before the end of the semester! Together, as a class, we can be successful.

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct. Violations will be reported to the Office of Student Standards. Academic dishonesty will not be tolerated. Academic dishonesty includes plagiarism (e.g., using any part of another student or person's work and claiming it is your own or not correctly referencing material, using another person's ideas, or sharing papers), cheating on a test (e.g., using notes, looking at another's work), falsifying academic records, misrepresenting facts, lying (e.g., saying you completed the paper in time when you did not, not being truthful if confronted about any dishonest act), any act designed to give an unfair advantage to the student (such as but not limited to, submission of the same written assignment for two courses without the prior permission of the instructor), and/or any attempt to commit such an act. Students (all parties involved – i.e., the paper copier and lender of the paper) suspected of academic honesty will be immediately and directly referred to necessary parties for investigation as noted in the University's Code of Student Conduct. All parties will immediately

earn a zero on the assignment/assessment in question. In addition, depending on the extent or severity of the academic students found guilty may be formally charged, receive a grade of F for the course, and/or dismissed from the University.

Upon enrollment at Eastern Illinois University, every student is held to the standards of conduct contained in the code and is expected to become familiar with the code:

<http://eiu.edu/judicial/studentconductcode.php>

Conduct and Civility in the Classroom: Students are expected to behave professionally and respectfully during class meetings. This includes: turning off and putting away cell phones, having loud side conversations, or otherwise distracting the instructor or classmates. Students who are not behaving appropriately during class will be asked to stop their behavior or leave the classroom, which result in an absence. It is expected that any discussion in this class take place in a civil tone and manner while always respecting the rights and opinions of others. All communication via phone, e-mail, or in class with the instructor and/or classmates should be professional and respectful.

Accommodating Student Disabilities: Any student who, because of a disability as addressed by the Americans Disability Act, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment

**Date approved by the department or school: October 24, 2014**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:       CGS:**