George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

SPMT 210.001– Foundations of Coaching
3 Credits, Spring 2018
Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Introduction to the scientific bases for coaching sports and the process of coaching athletes. It includes the development of an individual coaching philosophy and the application of scientific training in the psychological, physiological, pedagogical and managerial bases of sport coaching.

Course Overview

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching, integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb)

course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
    - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

1) Identify coaching strategies based upon fundamental principles of training and conditioning.
2) Explain the application of sport psychology concepts in coaching.
3) Describe sound pedagogical practices that enhance athlete learning and performance capabilities.
4) Identify effective leadership and managerial principles employed in the coaching process.
5) Identify examples of effective coaching.
6) Develop an individual philosophy of sport and coaching.
7) Demonstrate an understanding of professional integrity and ethical behavior in coaching.

Professional Standards

Not Applicable

Required Texts

Readings will include current articles, events and news in addition to the textbook. Students are expected to stay involved with sports news during the semester that relates to sports coaching:

Successful Coaching, 4th Edition by Rainer Martens. Champaign, IL: Human Kinetics (2012)

ISBN 978-1-4504-0051-0

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**
  1. Final Exam (25%) The final exam will be cumulative and will be a combination of essay questions and short answer. The exam is open book and must be completed independently.
  2. Portfolio (45%) The portfolio will be a collection of assignments over the course of the semester and will be refined by the professor before the due date for completion. For example, the first assignment to be included in the portfolio will be a statement of coaching philosophy that will be revised during the semester, as the students learn more about the coaching profession.
  3. Miscellaneous grading. Overall quality in discussion boards, assignments, and attendance (lesson self-checks). (30%).

- **Other Requirements**
  1. Class Attendance: It is expected that every student signs-in on a weekly basis to class. Attendance will be taken each class via the 'self-checks' that are at the end of each weekly lesson.
  2. Participation: Respect the free exchange of thought in an academic environment and the participants therein. You are encouraged to a) feel free to openly and respectfully contribute your thoughts; b) listen actively to the comments of others; c) be punctual; d) ask any and all appropriate questions that you have; and e) maintain civility in your interpersonal communications. Discussion boards will be conducted in a civil, informed fashion. Your contributions are not only welcomed, they are essential. Your contributions will be enhanced by reading the material in a timely fashion according to the schedule of work below.
  3. Alternative Work: *There is NO make-up work.* Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (e.g. a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to due date. A grade of '0' will be assigned to all missed work unless otherwise determined by the instructor.

- **Grading**

A+	= 98 - 100	B+	= 88 -89	C+	= 78 -79			
A	= 94 -97	B	= 84 -87	C	= 74 -77	D	=	60-69
A-	= 90 -93	B-	= 80 -83	C-	= 70 -73	F	=	Below 60

Professional Dispositions

[Additional course or program specific language may be added.]

Class Schedule

Weekly Structure	
Day 1	Monday
Day 2	Tuesday
Day 3	Wednesday
Day 4	Thursday
Day 5	Friday
Day 6	Saturday
Day 7	Sunday

1. It is recommended that the required reading is completed on Monday or Tuesday.
2. Discussion board assignments are always due by Wednesday at 11:59pm. Feel free to submit earlier.
3. Discussion board responses are always due by Friday at 11:59pm. Feel free to submit earlier.
4. Assignments (non-discussion board) are always due by Sunday at 11:59pm. Feel free to submit earlier.

5. Students must be responsible in maintaining the appropriate weekly schedule to stay on task.

WEEK	DATES	TOPIC	READINGS	ASSIGNMENTS
1	1/22-1/28	Course overview and evaluation: coaching philosophy, the vocation of sport coaching	Syllabus and Chapter 1	Lesson Self-Check Discussion Board
2	1/29-2/4	Coaching objectives and coaching style	Chapters 2-3	Lesson Self-Check Portfolio Item #1
3	2/5-2/11	Coaching for character and dealing with diversity	Chapters 4- 5	Lesson Self-Check Portfolio Item #2
4	2/12-2/18	Communication	Chapters 5-6	Lesson Self-Check Discussion Board
5	2/19-2/25	Motivation, managing behavior	Chapters 7-8	Lesson Self-Check Portfolio Item #3
6	2/26-3/4	How can we play better?	Chapters 8-9	Lesson Self-Check Portfolio Item #4
7	3/5-3/11	Tactics and technique	Chapters 10-11	Lesson Self-Check Discussion Board
8	3/12-3/18	*No Class – Spring Break*	*No Class – Spring Break*	None

WEEK	DATES	TOPIC	READINGS	ASSIGNMENTS
9	3/19-3/25	Planning	Chapters 11-12	Lesson Self-Check Portfolio Item #4
10	3/26-4/1	Physical training	Chapters 13-14	Lesson Self-Check Discussion Board
11	4/2-4/8	Energy and muscular fitness	Chapters 14-15	Lesson Self-Check Portfolio Item #5
12	4/9-4/15	You are what you eat and drink/nutrition	Chapters 16-17	Lesson Self-Check Portfolio Item #6
13	4/16-4/22	Management	Chapters 18-19	Lesson Self-Check Discussion Board
14	4/23-4/29	Risk management/sports law	Chapters 19-20	Lesson Self-Check Portfolio Peer Review
15	4/30-5/6	**Final Review**		Discussion Board
16	5/7-5/13	Final Exam		Cumulative; open book exam Portfolio Due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .