Modesto Junior College
Course Outline of Record

PE 121

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PE-121 Coaching Effectiveness 3 Units

Role of coach in athletics, ethics, leadership and management principles, psycho-social aspects of athlete behavior management, motor learning, physiological systems and physical training theory. Field trips are not required. Course is not applicable to the associate degree.

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

A. Ethics in sport
B. Organizational skills in administering a sport program

1. chain of command
2. leadership / management styles
3. interscholastic sport models
4. intercollegiate sport models

C. Development of risk management and emergency plan

1. assessing risk
2. limiting risk

D. Survey of sport psychology and athlete behavior management

1. communication skills and feedback
2. motivational tactics
3. goal setting
4. emotional / arousal control

E. Survey of motor learning and sport skill / tactics development

1. learning stages
2. learning styles
3. open and closed environments
4. simple and complex skills
5. part vs whole learning
6. examine the of physiological system
7. muscular-skeletal system
8. energy systems
9. individual differences
10. examine principles of physical training
11. overload, reversibility
12. specificity, variety
13. bio-motor elements
14. strength
15. endurance
16. speed
17. flexibility
18. coordination
19. periodization of training methods
20. volume
21. duration
22. intensity
23. frequency

B. HOURS AND UNITS

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<td>Lect</td>
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<td>Lab</td>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture of text and related materials
2. Demonstrations and/or descriptive projects regarding coaching philosophy
3. Audio-visual material to supplement text and other readings
4. Selected readings
5. Class discussion about text and readings

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Weekly readings
   2. Weekly homework assignments
   3. Semester research project
   4. Weekly online research on related topics

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Students will develop and present a research project.
   2. Students will evaluate and summarize selected readings.
   3. Students will develop and justify a personal coaching philosophy.
   4. Exam question: Examine different coaching styles and compare and contrast to motivationg students for success.
   5. In class group presentation: effective and ineffective coaching leadership styles

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING
A. **COURSE GOAL**
As a result of satisfactory completion of this course, the student should be prepared to:

Develop and apply his or her own coaching, leadership, training, and management philosophy.

B. **STUDENT LEARNING GOALS**
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   
   a. analyze and compare coaching behavior and ethics
   
   b. identify and organize essential concepts regarding anatomy and physiology as it relates to athletics
   
   c. design teaching modalities regarding training theory and skill acquisition
   
   d. synthesize essential concepts regarding sport psychology
   
   e. compile and evaluate necessary concepts regarding sport program organization and team management
   
   f. develop a personal philosophy in regard to coaching

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. In class participation during group work and discussion.
   
   2. Written examinations of training and coaching management principles

B. **SUMMATIVE ASSESSMENT**

   1. In class participation during group work and discussion
   
   2. Research project
   
   3. Written exams