



The University of Georgia

University Council
Athens, Georgia 30602

August 15, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2014-2015

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Dear Colleagues:

The attached proposal for a new online Graduate Certificate in Sport Coaching will be an agenda item for the August 22, 2014, Full University Curriculum Committee meeting.

Sincerely,

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Laura D. Jolly

Proposal for an On-line Graduate Certificate in Sport Coaching

I. Basic Information

- 1. Institution:** The University of Georgia **Date:** September 20, 2013
- 2. School/College:** The College of Education
- 3. Department:** Kinesiology
- 4. Title:** *On-line Graduate Certificate in Sport Coaching*
- 5. Level:** Graduate
- 6. Proposed Starting Date:** Fall of 2015
- 7. Contact Person:** Dr. Paul G. Schempp (pschempp@uga.edu)
- 8. Program Abstract**

We request permission to begin offering an On-line Certificate in Sport Coaching beginning in the fall of 2015 for a total of 12 graduate credits. The Graduate Sport Pedagogy Program at the University of Georgia serves two primary audiences—public and private school teachers/coaches and researchers in the area of Sport. This proposal is for a certificate that serves both the teacher and coach.

We have designed this on-line certificate based on the latest research regarding effective coaching. This on-line certificate is intended, therefore, to provide a foundation in the fundamental skill and knowledge necessary to competently coach a sport from the youth to the elite level. The on-line certificate is designed to meet the needs of any coach who has at least a bachelor's degree from an accredited university. Nearly all of the students enrolled in this program will be working on this certificate as non-degree graduate students. Students currently enrolled in graduate programs across the University of Georgia campus who aspire to coach may also seek this certification. So, while not the majority of the intended students, there will be some students who are currently enrolled at the university who will enroll in these four courses for the certificate to gain the knowledge and skills to coach. The four selected courses have been submitted for the "E" designation. Finally, this on-line certificate will help meet the needs of coaches from Georgia, the USA, and abroad, but we also hope this on-line certificate serves to attract more students to our graduate degree programs.

8. Letters of Support

Since this program is offered completely within the Department of Kinesiology using already existing classes, no letters of support were considered necessary.

II. Response to the criteria for all education programs

1. Purpose and Educational Learning Outcomes

A. Purpose

On-line Graduate Certificate in Sport Coaching -- The purpose of this on-line certificate is to provide coaches with the skills and knowledge to effectively coach a sport team or individuals, regardless of the specific sport.

1. Learning Outcomes -- This list is the complete list of courses that will be used in the certificate program. Learning Outcomes for each course are then listed.

KINS 7120E Analysis of Pedagogy in Sport

Students completing this course will be able to:

1. explain the history and development of instrumentation for validly and reliably analyzing coaching and teaching behavior in sport;
2. reliably use two recognized, empirically validated instruments for analyzing sport pedagogy: CAFIAS and ALT-PE;
3. use a variety of qualitative techniques for analyzing coaching behavior, cognition and history;
4. craft an empirically valid report of coaching behavior with specific recommendations for improvement.

KINS 7190E Sport Coaching and Coach Education

Students completing this course will be able to:

1. understand the theoretical and empirical foundations of effective coaching practice and education;
2. identify sources of literature related to the study of coaching & coach education;
3. describe the professional opportunities and career development in coaching;
4. understand appropriate certifications and organizations for coaching;
5. understand effective and contemporary coaching behavior, including professional ethics, athlete relationships, leadership, instructional interaction, athlete development and motivation, strategic planning, sport psychology, management and organizational practices, and program assessment;
6. be knowledgeable of past and current scientific inquiry for coaching and be able to interpret research results.

KINS 7180E Injury Prevention for Coaches

Students completing this course will be able to:

1. articulate an understanding of common injuries/illnesses and conditions related to participation in sports or physical activity;
2. identify factors that contribute to or increase risk of injuries/illnesses during participation in sports or physical activity;
3. analyze and apply current injury prevention practices for sports-related injuries and conditions in diverse populations;

4. evaluate coaching practices in light of current legislation and recommended standards for ensuring safe participation in sports and physical activity;
5. synthesize appropriate procedures for preventing and responding to injuries and related to sports and physical activity.
6. identify and implement specific procedures for proper injury management protocols;
7. develop an Emergency Action Plan for sport venues
8. identify communicable and infectious diseases in the sport arena;
9. synthesize a plan to reduce liability and negligence at a specific venue.

KINS 7930e Research Literature in Sport Coaching and Coaching Education

Students completing this course will be able to:

1. interpret and analyze research in the area of coaching and coach education;
2. demonstrate understanding of assigned readings by scoring a minimum of 80% on quizzes;
3. describe the anatomy of a well-conducted research study;
4. describe & analyze the most salient issues in various areas of coaching and coaching education research;
5. demonstrate the ability to identify and analyze an area of coaching science research through the writing of a 12-15 page paper on relevant topic;
6. demonstrate analytic skills that will foster professional self-development.

2. Explain how the program complements the role, scope, and long-range development plan of the institution.

In the 2020 Strategic Plan, it states that the University of Georgia has:

a commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state of Georgia along with a comprehensive offering of continuing education designed to meet the needs of Georgia's citizens in life-long learning and professional education (p. 4).

In a recent article, coaching has been identified as one of the Top 10 Fastest Growing Jobs in America (<http://www.marketwatch.com/story/the-10-fastest-growing-jobs-in-america-2013-09-12>). In line with the UGA Strategic Plan, this proposed program supports the goals of public service, economic development, and technical assistance by offering a graduate-level education and a certification designed to meet the needs of several groups of Georgia's citizens. For those who wish to pursue the growing opportunities in coaching, this program will offer professional education. The online dimension of the program will permit both students in Athens, as well as individuals for whom travel to Athens is not possible, the opportunity for graduate, professional education in a dynamic and stimulating format. For many citizens of Georgia, it will provide a larger base of skillful, knowledgeable coaches for sport programs ranging from youth to professional.

B. Planning

While the courses are proposed “E” courses, the overall structure and the individual courses will continually go through improvements to better meet the needs of the learners.

2. There must be a demonstrated and well-documented need for the program.

A. Explain why this program is necessary.

On-line Graduate Certificate in Sport Coaching: In a study published in *MarketWatch* September 12, 2013, of the 10 fastest growing jobs in America, coaching ranked #7. The projected 10-year job growth is 130%. This is an increase of 114,080 jobs over the current number of coaches. The number of coaches rose from less than 100,000 in 2002 to more than 200,000 in 2012. Several factors have driven job growth of coaches, and the same factors are expected to continue to drive further growth. A growing number of retirees with time to participate in sports such as golf and tennis will be a major source of demand for coaches. But schools and universities are actually the largest source of jobs for coaches. Job growth in college sports, especially women's sports, is expected to be a key driver of employment growth in the field going forward. There will be a strong need for education programs to prepare coaches for effective and gainful employment. But that is just the newcomers. Those currently coaching are also in need of advanced, graduate-level education. There are increasing issues of liability and conformance to state legislation aimed at increasing the quality of coaching and decreasing injuries and injury risk for coaches. For example, Georgia High School Association has implemented new requirements for heat illness prevention to which coaches are expected to adhere. Through this on-line certificate program coaches can get a quality education in an environment conducive to their current working conditions.

B. Timeline

Semester/Year of program initiation: Fall Semester 2015

Semester/Year of full implementation of program: Spring Semester 2016

Semester/Year first certificates will be awarded: Spring Semester 2017

Annual number of graduates expected (once the program is established): 30

Projected future trends for number of students enrolled in the program: 50

3. Evidence of Student Demand

A. Documentation of the student interest in the program and reasonable level of enrollment for this type of program

According to the most recent census, there are 461 high schools and 485 middle schools in Georgia. Each of those schools hires approximately 85 coaches in an academic year. That is a demand for over 80,000 coaches in the state of Georgia alone. In order to qualify for pay increases, graduate education is necessary for many people currently coaching in the public schools. For coaches, this certificate not only supplies needed knowledge and skills for coaching, but also financial advancement. Because this certificate is non-degree and on-line, it will not be restricted to coaches in Georgia. Coaches from across the USA and any other primary English speaking country are eligible to successfully complete this program.

A reasonable level of continuous enrollment would be approximately 20 students. This level of enrollment would ensure a minimal number of registered students for each course when offered, making the program both academically and financially viable.

B. To what extent will minority student enrollments be increased or the equivalent to the proportion of minority students in the overall student body?

This certificate is all inclusive, and consequently students will be attracted from a variety of sports. The sport field is rich in cultural diversity, and this should be reflected in the program. By expanding our reach, we will have a greater ability to reach minority students and to recruit them directly to our regular degree programs.

4. The design and curriculum of the program must be consistent with the appropriate disciplinary standards and accepted practice.

This program is in line with and supports the requirements for a Lay Coach by the *Georgia High School Athletic Association*.

A. Curriculum Outline

On-line Graduate Certificate in Sport Coaching

KINS 7120E	<i>Analysis of Pedagogy in Sport</i>	3 Credits
KINS 7190E	<i>Sport Coaching and Coach Education</i>	3 Credits
KINS 7180E	<i>Injury Prevention for Coaches</i>	3 Credits
KINS 7930E	<i>Research Literature in Sport Coaching and Coaching Education</i>	3 Credits
Total		12 Credits

Students can begin at any time, and there will always be one course available for the certificate, and sometimes two, in any given semester (Fall, Spring, Summer). If a student cannot take a class in a given semester, there are other options in the subsequent semester. If a student has completed all but one course and that course is not being offered within the next two semesters, an accommodation will be made by either having the student take one of the sections in the degree program or take an independent study alternative.

Semester	Course
Fall	KINS 7120E
Spring	KINS 7190E KINS 7180E
Summer	KINS 7180E KINS 7930E

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

All courses have been previously taught face-to-face (some as special topics courses). They have been submitted for approval as E-courses and are currently being converted to the on-line format. The courses require no prerequisites and do not require a specific sequence.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

During the planning phase for this on-line certificate, colleges and universities were surveyed, particularly peer and aspirant institutions for similar on-line certificate programs and other graduate-level coaching education programs. There was a wide range of programs that offer these on-line specialized training certificates, and ours generally conforms to many of these. While our on-line certificate will align to others that are offered, the quality of our faculty and their expertise will allow us to compete with and provide a much superior alternative to others such as the University of Phoenix or Walden University, two on-line universities that are considered our direct competitors here in Georgia and even further than our borders.

Examples of model programs include:

Ohio University (<http://coaching-athleticadministration.ohio.edu/coaching-education/>)

Ball State University

(<http://cms.bsu.edu/academics/collegesanddepartments/online/academics/programs/graduate/masters/maphysedcoach>)

Michigan State University (<http://edwp.educ.msu.edu/isys/courses/>)

Clemson University

(<http://www.clemson.edu/hehd/departments/education/academics/alcoaches/>)

In regard to other on-line master's degree coaching education programs, ours provides a unique alternative. Two leading on-line master's degree sport coaching programs exist at West Virginia University and Ohio University. Both programs have a heavy focus on topics such as sport technique, exercise physiology, the science of training, sport nutrition, risk management, coaching administration, and performance psychology. Our program will have a central focus on the pedagogy of coaching and introduce coaches to the burgeoning research literature base in their profession along with a world-class exposure to injury prevention. In other words, our offerings will be attractive to those wanting more than just a convenient means of obtaining a degree—it will attract those who are serious about becoming effective coaches.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

Program accreditation is not required for the On-line Graduate Certificate in Sport Coaching.

5. Faculty resources must be adequate to support an effective program

A. Define the size, experience, and specialization of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution. Specify how many FT faculty will provide direct instructional support to the program.

Faculty who will teach courses in this on-line certificate program are all full-time regular faculty. All courses will be taught by faculty whose expertise aligns to the content.

B. List each faculty member directly involved in the program: name, rank, degrees, academic specialty, background; special qualifications related to this program; relevant professional and scholarly activity for the past 5 years; projected responsibility in this program and required adjustment in current assignments.

Below is a list of faculty who have agreed to manage the on-line certificate program. These faculty are active in their respective fields as well as in the college in providing leadership in eLearning, technology and information. Other faculty who express an interest and whose scholarship aligns to these programs may also join the program faculty.

Name/ Rank	Degree	Academic Specialty/ Background	Special Qualifications	Scholarly Activity Past 5 Years	Projected Responsibilities
Dr. Cathy Brown-Crowell	Ph.D.	Athletic Training; Biomechanics; Sports Medicine; Human Movement Science	Co-Director, Biomechanics Lab; Program Director nationally accredited Athletic Training major; Certified Athletic Trainer	Authored 11 publications in top exercise science journals; Authored 2 chapters in injury prevention books.	Teach KINS 7180E
Dr. Bryan McCullick	Ph.D.	Physical Education Teacher Education; Coach Education	Fulbright Specialist Scholar at <i>Gaelic Athletic Association</i> , Dublin, IRE; Adjunct Professor, Department of Sports Studies and Physical Education University College, Cork, IRE; <i>Ladies Professional Golf Association (LPGA)</i> , National Education	Co-authored 1 book (1 "in press"), 5 book chapters, 14 journal articles (5 on coaching or coaching education); 5 keynote or invited addresses on coaching research and coach education.	Teach KINS 7930E

			Program Instructor		
Dr. Paul Schempp	Ed.D.	Analysis of Teaching and Coaching Behavior, Curriculum, Statistics and Research Methods	Director, Sport Instruction Research Lab, Senior Fulbright Research Scholar to Germany. UGA Graduate Faculty. University professor since 1981. Consultant PGA of America, Taiwan Olympic Committee	Authored 2 books, including "Teaching Sport and Physical Activity", 4 book chapters, 12 keynote addresses on coaching, and published 6 refereed data based articles	Program coordinator, student advisor, teach KINS 7120E, 7190E

C. Added faculty

There is currently sufficient faculty in the Department of Kinesiology to accommodate the load demands of this on-line certificate program.

6. Library, computer or other instructional resources needed

A. Describe available library resources.

On-line access to some library resources will be required, but no additional library resources will be necessary to offering these courses.

B. Document the extent to which there is sufficient computer equipment, instructional equipment, lab, etc.

We will use the current on-line infrastructure (eLC-New) to offer these courses. No additional technology will be required.

7. Physical facilities necessary to fully implement program

No new or dedicated physical facilities are required to implement the program.

8. Expense to the institution (including personnel, operating, equipment facilities, library) to implement program.

As with all the courses on-line at UGA, we will use the eRate funding to pay for the delivery of these certificates. We will use existing resources, but use the eRate to fund the personnel to deliver the courses.

A. Funding Plan

In our typical summer to spring year, we will have four courses. If we average 20 students per course and the eRate return is \$825/student, the budget will be approximately

\$66,000 per year. We will use this income for personnel (primarily graduate teaching assistantships to help maintain and update the courses as technology changes and improves), operating costs and capital outlays for equipment, splitting the amount between hiring instructors and hiring Ph.D. graduate assistants to help the instructors with the teaching of the class and to continually improve these classes. The capital outlay costs will be applied toward expenses for computer hardware and software and additional equipment needed to maintain and upgrade the quality of the on-line courses (e.g., video equipment, supplemental resources), as well as equipment to support the administration of the program.

Personnel	\$41,000
Operating Costs	\$5,000
Capital Outlays	\$20,000
Library acquisitions	0
Total	\$66,000

B. Student Support

There will be no student support for certificate students. However, we will use these programs to help support our Ph.D. program by setting up graduate assistantships (GAs) for our Ph.D. students that will allow them to gain experience in planning, implementing, and improving on-line courses (at least in the form of assisting faculty in the teaching of these classes). As this is an on-line graduate certificate program, no GA will be assigned teaching or instructional responsibilities, but will have an instructional support role with an emphasis on keeping the technology of the on-line courses updated and functioning.

9. Commitments of financial support needed

A. Identify sources of additional funds needed to support the program.

Besides the eRate funding, there will not be any additional funding necessary.

B. It is important to include the long-range plans for additional or expanded facilities necessary.

The existing on-line learning technologies should be sufficient to support these courses. These will use the UGA's eLearning Commons, and all of them will be ported to the new Learning Management System when implemented by the Board of Regents.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practices.

The administration of the On-line Graduate Certificate in Sport Coaching will reside in the Sport Pedagogy program in the Department of Kinesiology. Support for these certificates will also come from faculty in the Athletic Training, Exercise Science and Sport Management programs in the Department of Kinesiology. Currently, Dr. Bryan McCullick is the program coordinator of the Sport Pedagogy program, and Dr. Cathy Brown-Crowell is the program coordinator for the Athletic Training program. All students who are

interested in the on-line certificate will need to apply to the on-line certificate program (even if they are already UGA students) so that we can assure that they enroll in all required classes and can notify the Graduate School when they have completed the requisite courses. Those students who are not currently enrolled at UGA must apply as non-degree seeking graduate students to the Sport Pedagogy program, Department of Kinesiology. We will use the Graduate School's admissions standards for non-degree students. We will not impose any further requirements. Current degree seeking students must contact the department to make application to the program.

While the courses include a variety of projects, the primary assessment of the student's performance will be course grades. Once a student has completed all four courses with a cumulative GPA of 3.0 or better, the Sport Pedagogy program chair will notify the Graduate School that the student has successfully completed the on-line certificate.

All students admitted to the on-line certificate program will be advised by Dr. Paul Schempp to ensure they stay on track to complete their on-line certificate. As part of his advisor role, Dr. Schempp will inform students of any status change as the result of poor performance. Students in this on-line certificate program will be held to the same Graduate School requirements for academic probation and dismissal for academic reasons as degree-seeking graduate students. Students enrolled in the certificate program as non-degree students will be required to register every third semester according to Graduate School policy. In addition, every effort will be made to keep students informed that if they wish to transfer in to one of the degree programs, that only 9 credits can transfer. While the advisor will serve as a mentor at the program level, the Ph.D. graduate assistants will mentor students at the course level providing any necessary assistance and encouragement to help students be successful in the on-line certificate program.

Any currently enrolled student choosing to pursue this on-line certificate must notify the program coordinator of the Sport Pedagogy program and the Department of Kinesiology Graduate Coordinator so that progress can be monitored.

Because students can begin the certificate in any semester, we will not use a cohort model for this program. Students will enroll and complete each course independently of other students with whom they entered the program. While students may choose the pace at which they would like to complete all of the required coursework for the on-line certificate, all students will be expected to meet course deadlines and meet course requirements during the semester the course is taught. In other words, students will have to be enrolled and complete all coursework during the semester the course was offered.

Finally, in order for this program to be successful, we will need to market the on-line certificate program. Our primary mechanism for marketing will be to create an email detailing the On-line Graduate Certificate in Sport Coaching and distribute this email to the various listservs of teachers and coaches at the state, regional, national, and international level.