

May 7, 2013

Bruno Nachtergaele, Chair
Davis Division of the Academic Senate

Subject: New minor in Coaching Principles and Methods

Dear Professor Nachtergaele,

After careful review, the College of Letters and Science Executive Committee is recommending approval of the proposal to establish a new minor in Coaching Principles and Methods. The new minor responds to undergraduate student demand for those interested in pursuing a career in elementary, junior high and high school teaching. The new minor will be overseen by the Physical Education Program, housed in the Division of Social Sciences.

On behalf of the Executive Committee, I am hereby forwarding the proposal to you for review and final action by the Davis Division.

Sincerely,

A handwritten signature in black ink, appearing to read "Julia Simon". The signature is fluid and cursive, with a long horizontal stroke at the end.

Julia Simon, Chair
Executive Committee
College of Letters and Science

cc: Beth Floyd, Director
Undergraduate Education and Advising



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18 April 2013

TO: Julia Simon, Chair, L&S Executive Committee
FROM: Patricia Boeshaar, for the Committee on Educational Policy
RE: Proposed Coaching Principles and Methods Minor
CC: Jeff Weidner, Professor of Physiology, Physical Education Program

The Committee on Educational Policy recommends approval of the proposed minor in Coaching Principles and Methods. The committee has carefully examined the response to questions regarding this proposal, and believe that the Committee's concerns have been adequately addressed.

Coaching Principles and Methods Minor Rationale and Background

WHY DOES UC DAVIS NEED THE COACHING MINOR?

The coaching principles and methods minor (hereafter referred to as the coaching minor) has been developed based on the demand by UCD undergraduate students for a theoretical foundation in coaching pedagogy. In each quarter that Physical Education (PHE) 143 (Coaching Effectiveness) has been offered at UCD over the last 15+ years, the course has filled to maximum capacity with additional students on the waitlist. The vast majority of students who enroll in the class express their desire to coach in some capacity in the future. They also request information on other coaching-related classes at UCD. Most of these students are not planning a primary full-time career as a coach but are interested in pursuing a teaching credential to become teachers (at the elementary, middle school, or high school level) who coach high school or youth sports as an extracurricular activity or part-time paid position. There are also increasing numbers of students who take PHE 143 who express interest in learning coaching pedagogy so they can work in a variety of youth or adult organizations. These include summer sports camps in the U.S. (e.g., Lair of the Golden Bear Camp) and abroad (e.g., Camp Adventure Youth Services that hires college student interns only from UCD, CSUS, and California community colleges), Boy Scouts, Little League, Boys & Girls Clubs, the U.S. armed forces, camps for children or families with particular illnesses (e.g., Camp Kesem), the American Youth Soccer Organization (AYSO), church groups, etc. In addition, some students are interested in taking coaching-related classes to help prepare for a career as a life coach for adults. A new course, PHE 141- Coaching Principles and Methods, was developed in response to these expressions of student interest (as a PHE 198) and was first offered during the spring 2012 quarter.

The coaching minor is viewed as a way to enhance the academic experience and preparation of UCD undergraduate students who will pursue any K-12 teaching credential program. Students who complete the coaching minor will also have the option to take both the national coaching certification exam offered through the American Sport Education Program (ASEP) (see <http://www.asep.com/about.cfm>) and the California Interscholastic Federation Supplemental Exam (see http://www.asep.com/asep_content/org/CIF.cfm). The California exam has been required of all interscholastic coaches in public and private schools in the state of California since December 2008. There are 33 other states in the U.S. that have similar requirements for mandatory certification of coaches. The requirement for certification of all interscholastic coaches was passed in California after input from the state legislature, California Department of Education, California Interscholastic Foundation, and National Federation of State High School Associations.

Data published by the California Department of Education recently (<http://www.ed-data.k12.ca.us>) show that more than 310,000 teachers work in public school classrooms in California. It is anticipated that the state will continue to hire approximately 20,000 new teachers each year. Large urban districts, districts with rapid enrollment growth, rural districts (including those on Native American reservations), and districts that do not offer competitive salaries and working conditions often have greater difficulty hiring fully credentialed teachers. Beginning teachers who are also certified as coaches are considered especially marketable during the hiring process because they can serve a dual purpose as a teacher and coach. Educators with coaching certification also have the opportunity for additional supplemental pay in most school districts.

Although the coaching minor may be attractive to students who hope to pursue full-time, part-time, or volunteer positions as a coach, this minor will also be appropriate for students who plan to work in any social service or management occupation. The coaching minor will introduce skills in leadership, organization, management, and motivation. The required coursework will include theoretical frameworks for working in any team setting with an emphasis on communication, ethical leadership, character, psychological reactions to

challenges and adversity, and maximizing personal and group productivity. The coaching minor will allow students to identify, articulate, and formulate a character-building approach to their personal coaching style.

WHAT IS THE COACHING MINOR?

The coaching minor is an interdisciplinary minor similar to those offered in education, contemporary leadership, and war-peace studies at UCD. It is open to undergraduates in all four colleges at UCD. Like the contemporary leadership minor, an internship is required. The coaching minor requires a minimum of 20 units with 18 of those required at the upper level. Minors at UCD range from 18-24 units. Some minors allow up to 4 units at the lower level to count toward the minor.

There are 12 units of core courses taught through physical education (PHE) required for the coaching minor. These include PHE 100 - Field Experience in Physical Education which involves the observation physical education and sport activities under the guidance of a teacher in a regular school setting and PHE 192 - Internship in Physical Education in which the student will participate in the development and teaching and/or coaching of physical education and sport activities under the supervision of a teacher in a regular school setting. PHE 100 must be taken after completion of PHE 1 or 7. The PHE 192 internship has a prerequisite of PHE 143 and PHE 141- Coaching Principles and Methods, but may be taken while concurrently enrolled in PHE 141. The internships must be approved in advance by the coaching minor advisor and must be in a teaching or coaching setting. It is anticipated that most of these internships will be in approved placements within the Davis Joint Unified School District. There are two PHE 1 activity courses (.5 unit each) required for the minor. These must be taken in two different activities or sports to develop breadth. PHE 6 (credit for participation on an intercollegiate athletics sport team) may not be used toward the PHE 1 requirement for the coaching minor. One course in PHE 7 - Professional Activities in Physical Education on the topic of coaching leadership is required.

In addition to the 12 units of required courses in PHE, at least 8 additional units of minor electives are required. These 8 units must be taken from at least 2 different departments but may be chosen based on the student's particular interest. It is anticipated that students will select their electives based on the age group, setting, or cultural milieu in which they hope to coach. There is a list of 60 courses taught in 14 different departments that may be used to satisfy this requirement. The minor electives give students the opportunity to choose at least two courses that will introduce them to theoretical foundations and contemporary issues related to coaching in a multicultural world.

After completing PHE 141, students will have the option to take the national coaching certification exam through the American Sport Education Program (ASEP) and the California Interscholastic Federation Supplemental Exam. These exams are optional and not required to complete the coaching minor.

HOW CAN A STUDENT GET ACCEPTED INTO THE COACHING MINOR?

Students must complete a statement of interest to assist in placing them in future internships. This form is available in the physical education program office (264 Hickey Gym) or from the coaching minor advisor (Lou Bronzan, 289 Hickey Gym) and may be turned in at any time.

WHERE CAN A STUDENT GET MORE INFORMATION ABOUT THE COACHING MINOR?

The coaching minor is administered through the program in physical education (264 Hickey Gym). The coaching minor is supervised by Dr. Jeff Weidner, director of physical education, 264 Hickey Gym. Students in the coaching minor will be advised by Lou Bronzan, assistant director of physical education, 289 Hickey Gym.

Coaching Principles & Methods Minor (20 units)--[PROPOSED]

Updated: 9/18/12

Total units required for the minor: 20

Total upper level units required for the minor: 18

<i>Required core courses (12 units including 10 upper level units):</i>				<i>Quarter offered</i>	<i>Grade base</i>	<i>Prerequisites</i>
Physical Education	1	0.5	Physical Education Activity (must complete a minimum of two PHE 1 courses in two different activities or sports)	FWS	P/NP	none
Physical Education	1	0.5	Physical Education Activity	FWS	P/NP	none
Physical Education	7	1	Professional Physical Education Activities: Coaching Leadership	FWS	A-F	none
Physical Education	100	2	Field Experience in Teaching Physical Education	F	P/NP	PHE 1 or 7
Physical Education	143	3	Coaching Effectiveness	FW	P/NP	PHE 1 or 6 (preferably 3 units)
Physical Education	141	3	Coaching Principles & Methods	S	A-F	PHE 143
Physical Education	192	2	Physical Education Internship (PHE 143 prerequisite will be strictly enforced)	FWS	P/NP	PHE 143, junior standing (more than 90 total units completed), & setting approved in advance by

**PHE 6 (participation on an intercollegiate athletics sport team) will not satisfy the PHE 1 requirement for the minor.

**PHE 92 (lower level internship taken before 90 units completed in college) will not count toward the minor.

**PHE 192 has a prerequisite of junior/senior standing. PHE 192 cannot be taken until after a student has completed more than 90 total units. PHE 192 internship must be in a coaching or teaching setting. Setting must be approved IN ADVANCE by the coaching minor advisor before a CRN will be issued.

REQUIRED MINOR ELECTIVES: 8+ units required with courses from at least 2 different departments

One course must be from race/class/gender list. Second course can be from race/class/gender list or from sociocultural issues and settings list. Courses must be taken from two different departments.

A number of these courses have prerequisites so students should carefully read the course description in the UCD Catalog. Some classes are limited to declared majors during Pass 1 but open to all students during Pass 2.

Race/Class/Gender--4-8 units required from at least 2 different departments [32 possible courses]

African-American Studies	123	4	Black Female Experience in Contemporary Society
African-American Studies	130	4	Education in the African-American Community
African-American Studies	133	4	The Black Family in America
American Studies	154	4	The Lives of Men in America
American Studies	156	4	Race, Culture and Society in the United States
Anthropology	128B	4	Self, Identity, and the Family
Anthropology	139AN	4	Race, Class, Gender Systems
Asian American Studies	112	4	Asian American Women
Asian American Studies	115/120	4	Multiracial Asian Pacific American Issues
Asian American Studies	116	4	Asian American Youth
Asian American Studies	150	4	Filipino American Experience
Asian American Studies	150B	4	Japanese American Experience
Asian American Studies	150C	4	Chinese American Experience
Asian American Studies	150D	4	Korean American Experience
Asian American Studies	150E	4	Southeast Asian American Experience

Chicano Studies	110	4	Sociology of the Chicana/o Experience
Chicano Studies	120	4	Chicano Psychology
Chicano Studies	122	4	Psychology Perspectives Chicano and Latino Family
Chicano Studies	123	4	Psychological Perspectives on Chicano & Latino Children & Adolescents
Native American Studies	115	4	Native Americans in the Contemporary World
Native American Studies	134	4	Race and Sex: Race Mixture and Mixed Peoples
Native American Studies	180	4	Native American Women
Sociology	128	4	Interracial Interpersonal Dynamics
Sociology	129	4	Sociology of Black Experience in America
Sociology	130	4	Race Relations
Sociology	132	4	The Sociology of Gender
Sociology	134	4	Sociology of Racial Ethnic Families
Sociology	172	4	Ideology of Class, Race and Gender
Sociology	174	4	Sociology of the Jewish Experience
Women's Studies	130	4	Feminism and the Politics of Family Change
Women's Studies	158	4	Contemporary Masculinities
Women's Studies	170	4	Queer Studies

Sociocultural Issues and Settings--0-4 units required [28 possible courses]

American Studies	115	4	Living in Bodies: Body Politics in the United States
American Studies	130	4	American Popular Culture
American Studies	152	4	The Lives of Children in America
Anthropology	141B	4	Ethnography of California and the Great Basin
Education	115	2	Educating Children with Disabilities
Education	122	4	Children, Learning and Material Culture
Education	153	2	Cultural Diversity and Education
Exercise Biology	102	4	Introduction to Motor Learning and the Psychology of Sport and Exercise
Exercise Biology	121	3	Sport Psychology
Exercise Biology	122	3	Psychological Effects of Physical Activity
Human Development	100B	4	Middle Childhood and Adolescence
Human Development	110	4	Contemporary American Family
Native American Studies	156	4	Native American Ethics and Value Systems
Physical Education	120	3	Sport in American Society
Psychology	126	4	Health Psychology
Psychology	140	4	Developmental Psychology [counts as only 2 units if taken after HDE 100B]
Psychology	151	4	Social Psychology
Psychology	157	4	Stereotyping, Prejudice, and Stigma
Psychology	158	4	Sexual Orientation and Prejudice

Psychology	161	4	Psychology of the Self
Psychology	162	4	Personality Theory
Psychology	168	4	Abnormal Psychology
Sociology	122	4	Sociology of Adolescence
Sociology	123	4	American Society
Sociology	124	4	Sociology of Education
Sociology	131	4	The Family
Sociology	153	4	The Sociology of Childhood
Women's Studies	140	4	Gender and Law