UNIVERSITY OF MICHIGAN-FLINT  
COURSE CHANGE REQUEST for GenEd Distribution  

*** This change is not effective for registration or publication until this request has been reviewed by the Provost.***

Change Effective for Term: Fall 2010  
School/College: School of Health Professions and Studies  
Department: Health Sciences and Administration (HSA)

Subject: HCR  
Course Number: 111  
Check here for NO CHANGE:  

☐ INACTIVATE Course  
☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Foundations in Coaching

2. Credit Hours: (1).

3. Repeat Status: (see CURRENT Course Description below)

4. Crosslisting(s):

5. GE Distribution:

REQUESTED CHANGE

to:

to: Total ___ -or- Variable ___ to ___

to: Max of ___ credits -or- __________

to:

to: FYE First Year Experience   CAP Capstone
   H Humanities           S Social Science
   GB Global Studies      F Fine Arts
   HW Health & Well Being  FQ Finance & Qnt Lit
   N Nat Science and/or   NL Nat Sci Lab
   T Technology

6. CURRENT Course Description:
   Presents the principles underlying effective coaching including code of ethics, coaching styles, teaching methods, understanding the coach’s role, and creating trust and respect. In addition, how to effectively communicate with athletes, recognizing over training and how to reduce risk of injury will be covered.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

[Signature]  
[Name]  
[Title]  
[Date]

DEPARTMENT CHAIR

REVIEWED BY:

Catalog Editor  
[Name]  
[Title]  
[Date]

Provost  
[Name]  
[Title]  
[Date]

Catalog Coordinator (Registrar’s Office)  
[Name]  
[Title]  
[Date]

GECAC  
[Name]  
[Title]  
[Date]

[Image: 1\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09]
# REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION in Health and Well-Being

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
<thead>
<tr>
<th>Course Title: Foundations of Coaching</th>
<th>Department: Health Sciences</th>
<th>Course Prefix: HCR</th>
<th>Course Number: 111</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. 3</strong></td>
<td><strong>Learning Outcome</strong>: Demonstrate the ability to think critically</td>
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<tr>
<td><strong>Narrative</strong>:</td>
<td>Coaching is a challenging profession with many difficult decisions and ethical dilemmas. A portion of this course will be devoted to students being required to demonstrate the ability to make good decisions in critical situations while coaching.</td>
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<td><strong>Assessment tools</strong>:</td>
<td>Assessment will include group and reading assignments where students will be required to develop steps to create their own coaching philosophy, and determine coaching objectives for their selected personal style of coaching.</td>
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<tr>
<td><strong>No. 4</strong></td>
<td><strong>Learning Outcome</strong>: Demonstrate the ability to think creatively</td>
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<td></td>
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<tr>
<td><strong>Narrative</strong>:</td>
<td>Your success as a coach will depend more on your ability to think creatively than any other factor. A portion of this course will be devoted to students being challenged to make creative decisions while coaching. Issues include coaching diverse athletes, communicating with your athletes, and motivating your athletes.</td>
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<tr>
<td><strong>Assessment tools</strong>:</td>
<td>Assessment will include reading and group assignments. Group assignments will require students to think creatively while role playing in different coaching scenarios.</td>
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<td><strong>No. 5</strong></td>
<td><strong>Produce competent written work</strong></td>
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<td><strong>Narrative</strong>:</td>
<td>This course will devote a portion of its focus on the production of competent written work. Students will be required to present written assignments on personal experiences as coaches, or parents communicating with coaches. Students will also be required to present written practice plans for a coach in a sport of choice.</td>
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<td><strong>Assessment tools</strong>:</td>
<td>Student’s written work will be assessed in the form of weekly group discussions. Assessment will address writing skills.</td>
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<tr>
<td><strong>No. 6</strong></td>
<td><strong>Participate in dialogue that involves respectful and careful listening</strong></td>
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<tr>
<td><strong>Narrative</strong>:</td>
<td>Foundations of Coaching will require all students to engage and interact with one another in meaningful and supportive ways during each class period while listening carefully. To choose ‘not’ to do so turn the learning experience into one that is merely observational rather than interactive.</td>
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<tr>
<td><strong>Assessment tools</strong>:</td>
<td>Students will be assessed by the degree of their participation and their ability to respectfully dialogue and carefully listen during each class period. Class participation will account for one-fourth of the final grade and will be evaluated across the entire semester.</td>
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<td><strong>No. 10</strong></td>
<td><strong>Learning Outcome</strong>: Use multiple perspectives and methodologies to analyze real or hypothetical problems</td>
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<tr>
<td><strong>Narrative</strong>:</td>
<td>A portion of this course will be devoted to the use of multiple perspectives and methodologies. Students will be required to discuss their thoughts on various issues related to coaching from more than one perspective.</td>
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<td><strong>Assessment tools</strong>:</td>
<td>Assessment will include group and written assignments that will force students to think critically about their own work, and to justify how coaching can be effective using different styles.</td>
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