After the Foundational Studies Program has approved a course, departments will continue through the regular departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>KINES 180 – Introduction to Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course - (choose one):</td>
<td></td>
</tr>
<tr>
<td>[X] DLS (Disciplinary Lens – Social Science)</td>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
</tr>
<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
<td>[ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences)</td>
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<tr>
<td>Includes Lab</td>
<td>Y</td>
</tr>
</tbody>
</table>
Delivery Format(s) - (check all that apply):

[X] Face to Face  [ ] Fully Online  [ ] Hybrid

[ ] Concurrent Enrollment  [ ] Other (briefly describe):

Part II. Syllabus Statement

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.) Attach additional pages if needed.

Boise State’s Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. KINES 180 – Introduction to Coaching satisfies 3 credits of the Foundation Program’s Disciplinary Lens Social Science requirement. It supports the following University Learning Outcome, along with a variety of other course-specific goals.

#11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

Boise State’s Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. KINES 180 – Introduction to Coaching satisfies 3 credits of the Foundation Program’s Disciplinary Lens Social Science requirement. It supports the following University Learning Outcome, along with a variety of other course-specific goals.

KINES 180 – Introduction to Coaching is designed to enable participants to explore the various facets of leadership in sport settings and to explore the role of sport in society. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

- Examine the role of sport in American culture and its impact—positive or negative—on various facets of the human experience (i.e., quality of life, health, moral reasoning, economics, etc.)
- Integrate personal experiences and/or perspectives into a life-story that can form the basis for a philosophy of leadership
- Appreciate the viewpoints of others from various demographic/biological, social/cultural, and psychological/behavioral backgrounds in and outside the context of sport
- Apply principles of leadership specifically pertaining to approaches/styles, communication, group dynamics, teaching and instruction, and team management

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.) Attach additional pages if needed.

KINES 180 – Introduction to Coaching: The instructor will collaborate with the Disability Resource Center to make reasonable accommodations for students. Some of these accommodations may include but are not limited to providing extra time on tests, assigning a designated note-taker, closed-captioning on videos, verbal descriptions of assignments, etc. All supplemental reading material for the class will be made available via PDF on Blackboard. During practical experiences in activity settings, adaptations to equipment, rules, instruction, and environment will be employed as needed.
Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

Over the years students from a plethora of majors across campus have enrolled in KINES 180 – Intro to Coaching. Students majoring in business, communications, and education continue to enroll in KINES 180 in large quantities. Many students desire to learn and acquire leadership skills and abilities to lead others in sport-related settings. Many scholars have argued there is a lack of coaching education programs in the United States that prepare future coaches in the areas of leadership, teaching and instruction, communication, and team management. Since coaching has and continues to be a common professional and recreational pursuit of many students at Boise State University, it seems wise to provide the opportunity for such students to enroll in a class designed to help them develop some knowledge, skills, and dispositions related thereto.

________________________________________  __________________________
Foundational Studies Program, Director                      Date
<table>
<thead>
<tr>
<th>Foundation ULO 11</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria and Notions of Exemplary Work</td>
<td>“By the end of this course, each student should be able to…”</td>
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<tr>
<td>Understanding of individuals as members of a particular culture and/or community</td>
<td>Appreciate the viewpoints of others from various demographic/biological, social/cultural, and psychological/behavioral backgrounds in and outside the context of sport. Integrate personal experiences and/or perspectives into a life-story that can form the basis for a philosophy of leadership.</td>
<td>Journaling – series of entries, final entry summarizes the change in views from beginning to end of course</td>
<td>Diversity in sport lecture and case studies</td>
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<tr>
<td></td>
<td></td>
<td>Philosophy of leadership paper</td>
<td>Class discussion – list of questions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Think, Pair, &amp; Share – what’s your perspective? Where did your perspective originate?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Personal life-story explanation and demonstration</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Small groups – sharing of poignant life experiences</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Guest speaker visits – sharing of personal leadership philosophies.</td>
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<tr>
<td>Understanding of historical and/or cultural forces</td>
<td>Examine the role of sport in American culture and its impact—positive or negative—on various facets of the human experience (i.e., quality of life, health, moral reasoning, economics, etc.).</td>
<td>Presentation</td>
<td>Small group debates</td>
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<td></td>
<td>Article Jigsaw – pro and con</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture – intrinsic value and “meaning”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Film - Amateurism and Professionalism</td>
</tr>
</tbody>
</table>
| Reasoning, inquiry, and problem-solving | Apply principles of leadership specifically pertaining to approaches/styles, communication, group dynamics, teaching and instruction, and team management. | Exam – case studies with accompanying questions that require athletes to apply principles of leadership. | Leadership theories lecture  
Small group discussion questions  
Instructor modeling of teaching styles in activity setting  
Team management case studies – discuss and review in small groups |
| Responsibility, personal reflection | Integrates personal experiences and/or perspectives into a life-story that can form the basis for a philosophy of leadership. | Philosophy of leadership paper |  demonstrates, through personal reflection, an understanding of the importance of an active commitment to community  
 analyzes own and others’ assumptions and evaluates the relevance of contexts  
 uses information and analysis to capture the critical elements of the discussion  
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- **Responsibility, personal reflection**
  - Integrates personal experiences and/or perspectives into a life-story that can form the basis for a philosophy of leadership.
  - Philosophy of leadership paper
  - Favorite leader discussion – impact of leader on people