

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **SMGT 621**

#### **ADVANCED COACHING THEORY**

#### **COURSE DESCRIPTION**

An in-depth study of the theoretical frameworks supporting effective coaching behaviors. Students will develop knowledge in skill development, athlete evaluation, communication strategies, and successful coaching philosophies.

#### **RATIONALE**

This new course, along with the new cognate of Coaching and Athletic Administration, will require the student to develop his/her administrative skills at a more advanced level, studying more advanced theory than in an undergraduate degree. This graduate cognate will also equip the student to analyze applied coaching pedagogy in a deeper way than the undergraduate program.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Compare the major theoretical models in coaching.
- B. Formulate an effective personal model for coaching practice.
- C. Explain issues in coaching professionalization.
- D. Articulate the importance of good coaching practice from a biblical worldview.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 400–500 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words. (MLO: A, B, C, D)

D. Article Reviews (2)

In two pages, the student will summarize and critically analyze a peer-reviewed journal article published within the past 5 years. The student will select his/her own journal article to review, but it must be relevant to the subject matter of this course. The student must use current APA format. (MLO: A, C, D)

E. Coaching Philosophy Paper

1. Annotated Bibliography

The student will submit an Annotated Bibliography of at least 10 relevant, peer-reviewed sources in current APA format. (MLO: A, B, C, D)

2. Final

The student will write a 10–15-page research-based paper in current APA format that focuses on his/her coaching philosophy. The paper must reference at least 10 peer-reviewed sources, in addition to the course textbooks and the Bible. (MLO: A, B, C, D)

F. Coaching Model Analysis

The student will analyze and adapt the provided model presented by Lyle & Cushion (2017) as appropriate to each student's coaching practice and/or sport of interest. Areas of the model that are not applicable to the student's context will be noted and explained. The 5-page analysis should be in current APA format. (MLO: A, B)

G. Quizzes (4)

Each quiz will cover the Reading & Study material for the assigned module/week. Quizzes 1–3 will be open-book and open-notes, contain 10 multiple-choice and true or false questions, and have a 30-minute time limit. Quiz 4 will be open-book and open-notes, contain 6 multiple-choice, true or false, and short answer questions, and have a 1-hour time limit.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Article Reviews (2 at 100 pts ea)	200
Coaching Philosophy Paper	
Annotated Bibliography	100
Final	200
Coaching Model Analysis	200
Quizzes (4 at 50 pts ea)	200
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **SMGT 621**

Textbook: Lyle & Cushion, *Sport Coaching Concepts* (2017).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Lyle & Cushion: chs. 1, 15 1 presentation	Course Requirements Checklist Introduction/Welcome DB DB Forum 1	10 0 50
<b>2</b>	Lyle & Cushion: chs. 2–3 1 presentation	Article Review 1 Quiz 1	100 50
<b>3</b>	Lyle & Cushion: chs. 4–5 1 presentation	Coaching Philosophy Paper: Annotated Bibliography	100
<b>4</b>	Lyle & Cushion: chs. 6–7 1 presentation	Coaching Model Analysis Quiz 2	200 50
<b>5</b>	Lyle & Cushion: chs. 8–9 1 presentation	DB Forum 2	50
<b>6</b>	Lyle & Cushion: chs. 10–11 1 presentation	Article Review 2 Quiz 3	100 50
<b>7</b>	Lyle & Cushion: chs. 12–13 1 presentation	Coaching Philosophy Paper: Final	200
<b>8</b>	Lyle & Cushion: ch. 14 1 presentation	Quiz 4	50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.