

398: HOLISTIC SPORT COACHING EDUCATION (CERT)

In Workflow

1. EDHSS Chair (mbshre01@louisville.edu; rgpres01@louisville.edu)
2. ED Curriculum Committee Chair (jastou02@louisville.edu; jlburt07@louisville.edu; s0thap02@louisville.edu)
3. ED Associate Dean (jmbayw01@louisville.edu)
4. AAP Program Approval Coordinator (dlhott01@louisville.edu; bkvet01@louisville.edu; k0youn08@louisville.edu; jejone03@louisville.edu)
5. Provost Program Proposal Review Committee Chair (rsgold03@louisville.edu; dlhott01@louisville.edu; k0youn08@louisville.edu; jejone03@louisville.edu)
6. EDHSS Chair (mbshre01@louisville.edu; rgpres01@louisville.edu)
7. Andreas Stamatis (a0stam02@louisville.edu)
8. ED Associate Dean (jmbayw01@louisville.edu)
9. ED Curriculum Committee Chair (jastou02@louisville.edu; jlburt07@louisville.edu; s0thap02@louisville.edu)
10. AAP Program Approval Coordinator (dlhott01@louisville.edu; bkvet01@louisville.edu; k0youn08@louisville.edu; jejone03@louisville.edu)
11. Faculty Senate Academic Programs Committee Chair (ckng0001@louisville.edu)
12. Faculty Senate Chair (k0youn08@louisville.edu; dlhott01@louisville.edu; jejone03@louisville.edu)
13. AAP Program Approval Coordinator (dlhott01@louisville.edu; bkvet01@louisville.edu; k0youn08@louisville.edu; jejone03@louisville.edu)
14. OAPA Program Implementation (lkhorn01@louisville.edu; k0youn08@louisville.edu)

Approval Path

1. Mon, 29 Jan 2024 13:20:14 GMT
Megan Shreffler (mbshre01): Approved for EDHSS Chair
2. Wed, 06 Mar 2024 16:43:59 GMT
Julie Thum (jastou02): Approved for ED Curriculum Committee Chair
3. Wed, 06 Mar 2024 17:54:43 GMT
Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean
4. Wed, 13 Mar 2024 19:35:30 GMT
Derek Hottell (dlhott01): Rollback to ED Associate Dean for AAP Program Approval Coordinator
5. Tue, 26 Mar 2024 10:04:47 GMT
Jenny Bay-Williams (jmbayw01): Rollback to Initiator
6. Thu, 11 Apr 2024 13:20:56 GMT
Megan Shreffler (mbshre01): Approved for EDHSS Chair
7. Thu, 23 May 2024 19:09:48 GMT
Julie Thum (jastou02): Approved for ED Curriculum Committee Chair
8. Fri, 24 May 2024 17:20:38 GMT
Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean
9. Mon, 03 Jun 2024 16:51:02 GMT
Derek Hottell (dlhott01): Approved for AAP Program Approval Coordinator
10. Thu, 13 Jun 2024 19:20:49 GMT
Derek Hottell (dlhott01): Rollback to Initiator
11. Fri, 14 Jun 2024 16:22:21 GMT
Megan Shreffler (mbshre01): Approved for EDHSS Chair
12. Fri, 14 Jun 2024 17:31:20 GMT
Derek Hottell (dlhott01): Approved for ED Curriculum Committee Chair
13. Fri, 14 Jun 2024 17:32:08 GMT
Derek Hottell (dlhott01): Approved for ED Associate Dean
14. Fri, 14 Jun 2024 17:32:35 GMT
Derek Hottell (dlhott01): Approved for AAP Program Approval Coordinator
15. Mon, 15 Jul 2024 13:01:31 GMT
Derek Hottell (dlhott01): Approved for Provost Program Proposal Review Committee Chair
16. Mon, 15 Jul 2024 14:26:34 GMT
Megan Shreffler (mbshre01): Approved for EDHSS Chair
17. Wed, 14 Aug 2024 14:26:37 GMT
Derek Hottell (dlhott01): Approved for a0stam02
18. Wed, 14 Aug 2024 14:28:42 GMT
Derek Hottell (dlhott01): Approved for ED Associate Dean
19. Wed, 14 Aug 2024 14:49:15 GMT

Derek Hottell (dlhott01): Rollback to a0stam02 for ED Curriculum Committee Chair

20. Tue, 10 Sep 2024 21:48:00 GMT
Andreas Stamatis (a0stam02): Approved for a0stam02
21. Tue, 17 Sep 2024 17:48:18 GMT
Jenny Bay-Williams (jmbayw01): Rollback to a0stam02 for ED Associate Dean
22. Mon, 23 Sep 2024 22:59:02 GMT
Andreas Stamatis (a0stam02): Approved for a0stam02
23. Sat, 28 Sep 2024 18:54:38 GMT
Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean
24. Fri, 15 Nov 2024 17:24:57 GMT
Julie Thum (jastou02): Approved for ED Curriculum Committee Chair
25. Mon, 25 Nov 2024 17:17:44 GMT
Derek Hottell (dlhott01): Approved for AAP Program Approval Coordinator

New Program Proposal

Date Submitted: Fri, 14 Jun 2024 14:22:28 GMT

Viewing: 398 : Holistic Sport Coaching Education (CERT)

Last edit: Mon, 02 Dec 2024 13:49:05 GMT

Changes proposed by: Andreas Stamatis (a0stam02)

Letter of Intent (LOI)

The Letter of Intent (LOI) is the initial stage of new program development for all proposed programs (undergraduate, graduate, doctoral, professional, certificates).

Contact Information

Contact Name	Title	Email	Work Phone
Andreas Stamatis	Clinical Associate Professor	andreas.stamatis@louisville.edu	5028520547

Program Title

Holistic Sport Coaching Education (CERT)

Affiliated Departments

Department(s)
Health and Sport Sciences

Affiliated Colleges

College(s)
College of Education & Human Development

Is an approval letter from the Education Professional Standards Board (EPSB) required for this program?

No

Proposed Start Date

Summer 2025

Effective Catalog Edition

2025-2026

Program Level

Graduate

Degree or Certificate Type

Certificate - Graduate (GCRT)

Current Method of Delivery (Check all that apply).

Online

Program Credential (If appropriate)

Certificate

For certificates, please acknowledge

I am aware that the Provost now requires new certificate programs to investigate the possibility of creating a full degree program within three years of opening.

Does the unit plan to offer this program as a stand-alone certificate eligible for Title IV Financial Aid?

Yes

Is there a specialized accrediting agency related to this program?

Yes

Identify the agency.

National Council for Accreditation of Coaching Education (NCACE)

Do you plan to seek accreditation?

Yes

If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.

The rationale for seeking accreditation for this new graduate certificate program in coaching education is grounded in our commitment to excellence and continuous improvement. Here's how we plan to approach this:

1. Timeline and Initial Data Collection:

Our program is slated to commence in summer 2025. Following the inaugural session, we will gather initial data and feedback. This crucial first-year data will serve as the foundational evidence for our accreditation comprehensive folio.

By summer 2026, we aim to submit our comprehensive folio to the National Committee for Accreditation of Coaching Education (NCACE). This submission will encapsulate our program's adherence to the National Standards for Sport Coaches and include data-driven insights from our first year of operation.

2. Alignment with NCACE Standards:

In the lead-up to our initial run in 2025, we will work closely with NCACE to ensure that our curriculum, teaching methodologies, and program outcomes are in alignment with the National Standards for Sport Coaches. This proactive approach will position us to meet or exceed the standards set by NCACE.

We are also exploring the possibility of submitting our accreditation application earlier, should our ongoing collaboration with NCACE and internal evaluations indicate readiness before summer 2026.

3. Benefits of NCACE Accreditation:

Accountability: By achieving specialized accreditation, our program will provide external validation of its quality, which is increasingly demanded in the sports industry and by the public.

Enhanced Reputation: Recognition from NCACE, a respected authority in coaching education, will significantly bolster the program's reputation among stakeholders, including prospective students, coaching professionals, and sports organizations.

Quality Assurance: Accreditation ensures that our program aligns with excellence standards, providing assurance to coaches, employers, athletes, and parents about the quality of education and training provided.

Continuous Improvement: The accreditation process necessitates an internal review, fostering an environment of ongoing refinement and adaptation to the evolving landscape of sports coaching.

Marketing Benefits: Accreditation allows the use of the NCACE logo in promotional activities, highlighting the program's distinction and commitment to producing quality coaches.

Rationale for Seeking Accreditation:

Our decision to seek accreditation is not merely a formality; it is a strategic move to establish and maintain the highest standards in coaching education. By aligning with NCACE's rigorous standards, we are committing to a path that ensures our program is contemporary, relevant, and impactful. Accreditation is a hallmark of quality that we are keen to achieve, not just for the credibility it bestows, but for the continuous improvement it drives within our program. This process will enable us to deliver a curriculum that is not only academically sound but also practically significant in the ever-evolving field of sport coaching.

Does this program have a clinical component?

No

Program Abstract/Overview

The University of Louisville's Graduate Certificate in Holistic Sport Coaching Education is an innovative, one-year program designed to elevate the standards of coaching and ensure the holistic development and wellbeing of athletes. This 15-credit hour program, grounded in the guidelines of the National Council for Accreditation of Coaching Education (NCACE), caters to aspiring and current coaches seeking advanced training in the multifaceted realm of coaching.

Focused on the essential role of coaches as educators and mentors, the program equips participants with a comprehensive understanding of various knowledge disciplines integral to coaching. These include pedagogy, exercise science, nutrition, human development, sport psychology, technology, sport administration, and sport medicine. Through this diverse curriculum, coaches are prepared to meet the contemporary challenges of their profession, ensuring the health and safety of athletes under their care.

A key emphasis of the program is on fostering a healthy sport environment, underscored by a strong coach-athlete relationship. This not only facilitates athlete development and enjoyment but also instills professional standards of care and conduct in coaches. The

program's focus on professionalism transcends the pursuit of financial gain, highlighting the significant societal value of coaching roles.

Intended for individuals at the graduate and professional level, this program addresses the growing need for a standardized approach to coaching education. Graduates will emerge with the skills and knowledge to provide exemplary leadership in the coaching field, contributing positively to the athlete experience and the broader coaching community. This program is a vital step in advancing coaching as a profession and enhancing the quality of athletic training and mentorship.

Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

Will any of these outcomes differ by track?

N/A

Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The curriculum of the University of Louisville's Graduate Certificate in Holistic Sport Coaching Education is meticulously crafted within a modular framework to achieve specific program-level student learning outcomes, which are intrinsically linked to the program's objectives of enhancing coaching standards and promoting the holistic development of athletes.

Module A establishes the foundational knowledge in athlete-centered coaching and strategic management, directly aligning with the program's objective to ensure coaches can foster a supportive and developmental environment for athletes. This knowledge base is crucial for achieving the outcome of preparing coaches to understand and apply long-term athlete development principles effectively.

Module B focuses on ethical practices in coaching, responding to the program objective of instilling professional standards of care and conduct. The skills developed here are essential for student learning outcomes related to creating ethical and positive sporting environments, ensuring coaches can lead with integrity.

Module C enhances interpersonal, sociocultural, and leadership skills, directly contributing to the program's emphasis on professionalism and the societal value of coaching. This module's outcomes ensure that graduates can build effective relationships and manage diverse teams, reflecting the program's goal of promoting inclusivity and respect within sports.

Module D addresses the creation of a safe sport environment, aligning with the objective of safeguarding athlete health and safety. The competencies gained here fulfill learning outcomes centered on injury prevention, emergency response, and athlete support, crucial for the holistic wellbeing of athletes under a coach's care.

Module E prioritizes creating a positive and inclusive sport environment, reinforcing the program's focus on athlete well-being and enjoyment. This module's outcomes support the objective of fostering environments where athletes can thrive, emphasizing the role of coaches in promoting personal growth and development.

Module F provides practical coaching skills, preparing athletes for competition, and managing contests, directly supporting the program's aim to advance coaching as a profession. The learning outcomes achieved here ensure graduates are equipped with contemporary coaching techniques and strategies, ready to meet the challenges of modern sports coaching.

Module G, dedicated to continuous improvement, encapsulates the program's goal of developing exemplary leaders in coaching. The outcomes of this module align with the objective of encouraging lifelong learning and professional development, essential for the evolution and enhancement of the coaching profession.

In summary, the relationship between the curriculum's modular components and the program objectives is clear and direct. Each module is designed to address specific facets of coaching education, from foundational knowledge to ethical practices, interpersonal skills, and continuous professional development. Together, they ensure that the curriculum not only meets but exceeds the program-level student learning outcomes, aligning with the overarching goals of enhancing coaching standards and promoting the holistic development and wellbeing of athletes.

Program-Level Learning Outcomes

Program-level Student Learning Outcome	Program Goal/Objective	Outcome addressed in courses or curricular components
<p>1.1 Module A - Foundational Knowledge in Athlete-Centered Coaching and Strategic Management: Students will demonstrate comprehensive understanding and application of athlete-centered coaching and strategic management principles, enabling the creation of supportive and developmentally conducive environments for athletes.</p> <p>1.2 Module D - Creation of a Safe Sport Environment: Students will develop and implement strategies for injury prevention, emergency response, and athlete support, underpinning their ability to safeguard the holistic wellbeing of athletes within a safe sport environment.</p>	<p>1. Foster Comprehensive Athlete Development: Commit to nurturing a supportive and enriching environment for athletes that emphasizes physical, psychological, and emotional well-being. This goal consolidates the aspirations of Modules A and D, focusing on the holistic development of athletes through informed, athlete-centered coaching practices and strategic safety measures. It encapsulates the necessity of a deep understanding of long-term athlete development principles and the creation of a safe sporting environment as foundational pillars for athlete care.</p>	<p>Course 1: Understand and apply athlete-centered coaching and long-term athlete development principles. Course 2: Develop a program vision, establish goals aligning with athlete development, and manage resources responsibly. Course 5 & 6: Create a respectful and safe environment, prevent harassment and abuse, and promote athlete well-being.</p>
<p>2.1 Module B - Ethical Practices in Coaching: Students will critically analyze and apply ethical frameworks and professional standards in coaching practices, ensuring the cultivation of ethical and positive sporting environments led by integrity.</p> <p>2.2 Module C - Interpersonal, Sociocultural, and Leadership Skills: Students will exhibit advanced interpersonal, sociocultural, and leadership competencies necessary for building effective relationships, managing diverse teams, and promoting inclusivity and respect within sports contexts.</p>	<p>2. Establish High Standards of Professionalism and Ethical Leadership in Coaching: This refined goal, derived from Modules B and C, underscores the paramount importance of ethical integrity, professional conduct, and leadership in coaching. It emphasizes cultivating a culture of respect, inclusivity, and ethical decision-making within sports, aiming to elevate the societal value of coaching by equipping professionals with the skills to lead diverse teams with principled guidance and to foster positive sporting environments rooted in high moral standards.</p>	<p>Course 3: Abide by the code of conduct, model and teach ethical behavior, and develop an ethical decision-making framework. Course 4: Acquire interpersonal and communication skills, develop competencies to work with diverse groups, and demonstrate professionalism.</p>
<p>3.1 Module E - Positive and Inclusive Sport Environment: Students will design and foster positive and inclusive sport environments that prioritize athlete well-being and enjoyment, emphasizing personal growth and developmental opportunities facilitated by coaching practices.</p> <p>3.2 Module F - Practical Coaching Skills, Preparing Athletes for Competition, and Managing Contests: Students will apply contemporary coaching techniques and strategies effectively, preparing athletes for competition and adeptly managing contests, thereby advancing coaching as a distinguished profession.</p>	<p>3. Equip Coaches with Advanced Competencies for Enhanced Athletic Performance: Integrating the core aspects of Modules F and E, this goal is oriented towards arming coaches with state-of-the-art practical coaching skills and strategies. It stresses the role of coaches in preparing athletes for peak performance in competitive settings while nurturing their personal growth. This goal highlights the significance of adopting contemporary coaching methodologies that support both the competitive aspirations and holistic development of athletes.</p>	<p>Course 7: Implement practices that foster a supportive and enjoyable environment, emphasizing well-being and inclusivity. Courses 8, 9, 10, & 11: Plan successful practices, incorporate competition strategies, assess athlete development, and adapt coaching strategies for optimal performance.</p>

Module G - Continuous Improvement and Leadership:

Students will engage in reflective practice and continual professional development to enhance their coaching skills and leadership qualities, demonstrating a commitment to excellence and innovation in the coaching profession.

4. Promote Lifelong Learning and Adaptive Leadership in the Coaching Profession: Building on the foundation laid by Module G, this goal advocates for continuous professional development and the cultivation of adaptive leadership qualities among coaches. It recognizes the dynamic nature of the sports coaching landscape and the need for coaches to be lifelong learners, constantly evolving to meet new challenges and to enhance their effectiveness. This goal positions the program as a catalyst for transformative leadership in sports coaching, encouraging graduates to lead advancements in the field.

Course 12: Engage in self-reflection and peer-reflection, develop evaluation strategies, enhance coaching effectiveness through continuous learning, foster mentoring relationships, and maintain work-life harmony.

Attach Curriculum Map

CM Map_GRADPROF-Senate.docx

Describe administrative oversight to ensure the quality of the program.

Administrative oversight is pivotal to ensuring the quality and integrity of our online graduate certificate program, aligning with the accreditor agency's guidelines. All program changes follow departmental and CEHD curriculum processes. Annual quality assessments include SLO results and candidate feedback.

The following shows how we address each discipline specific guideline to maintain the high standards expected for coach education and development:

Guideline 1: Mission and Goals

Our program aligns with a high-quality education commitment. Achievements are reviewed and documented, demonstrating goal attainment and curriculum objectives. See above in Module A & B in Program-Level Student Learning Outcome.

Guideline 2: Systematic Oversight

A comprehensive mechanism ensures program consistency, quality, and alignment with educational standards. See above in Module B & G in Program-Level Student Learning Outcome.

Guideline 3: Record Keeping

Detailed records of instructor qualifications, enrollments, completions, course materials, and student achievements are systematically maintained. See above in Module G in Program-Level Student Learning Outcome. The university and college accountability and record units will also support the program in maintaining program/student data records.

Guideline 4: Administrative Leadership

Dr. Andreas Stamatis being the Director and having appropriate expertise ensures the program's alignment with educational and coaching development standards. The Director will oversee all faculty involved. The Director will collect and compile all relevant information (e.g., See Guidelines 3, 6, 12, 14 in Program Learning Outcomes table) in order to perform the Annual Review. The Annual Review will be sent to the Chair of the Department.

Guideline 5: Instructional Staff Expertise

The Program Director and the Instructors in the program possess qualifications matching the education level delivered, equipped to teach necessary skills and knowledge. The instructional expertise is also a required element for NCACE accreditation.

Guideline 6: Effective Teaching Skills

Instructors adapt teaching methods to meet individual student needs, ensuring effective content delivery. See above in Module C, D, E, & F in Program-Level Student Learning Outcome.

Guideline 7: Instructor to Student Ratio

The program will follow college's standard graduate class capping protocol of 20 students in a course section. This optimal ratio supports interactive instruction, individual attention, and the required student support.

Guideline 8: NSSC Standards Knowledge

Instructional team for this program are required to be knowledgeable about NSSC standards, and the aligned modules of the program objectives. Program Director will ensure coaching competencies are comprehensively understood by all instructors involved in the program.

Guideline 9: Continuous Evaluation

Ongoing program evaluation assesses effectiveness in meeting goals and objectives, maintaining responsiveness to educational and developmental needs. See above in Module G in Program-Level Student Learning Outcome. The university requires programs to go through "health-check" every 5 years and college conducts a SLO annual review, which are all continuous evaluation tools in

program accountability.

Guideline 10: Transparency

The university catalog also briefly describes the requirement of the program that functions like a standard contract between the program and students. Additionally, Program Director will regularly communicate the content, requirements, certification qualifications, and fees to all participants.

Guideline 11: Program Completion

Completion is based on the successful demonstration of program objectives, using reliable and valid assessments. The students are made aware of the university's graduation requirements and regularly communicated about the graduate certificates' program specific targets.

Guideline 12: Practical Field Experiences

Real-world coaching applications are integrated into the program, matching the educational level.

Guideline 13: Inclusivity and Accessibility

Efforts to recruit under-represented populations and make program materials accessible ensure diversity and inclusion.

Guideline 14: Curricular Content Standards

The program meets the 42 Curricular Content Standards, offering a well-rounded coaching education.

Guideline 15: Sufficient Instructional Time

Each course is allocated enough time to achieve learning objectives, ensuring knowledge and skill acquisition.

For a program offered in a compressed timeframe (e.g., with 8-week courses), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. (You must provide an entry.)

To maintain the rigorous standards of knowledge and competencies in our 100% asynchronous online graduate certificate program with 8-week courses, specifically designed for 1- or 2-credit courses (e.g., Interpersonal Skills and Leadership in Sport Coaching) to ensure manageability, we implement the following methodologies:

1. Targeted Course Design: Focuses on core competencies using active learning strategies for comprehensive coverage without overwhelming intensity.
2. Asynchronous Learning Model: Maximizes flexibility for self-paced study, facilitating thorough engagement with the material on a manageable schedule.
3. Regular, Formative Assessments: Enables continuous progress tracking and timely feedback, ensuring alignment with learning objectives.
4. Robust Academic Support: Provides increased accessibility to instructors and academic resources, catering to individual student needs promptly.
5. Innovative Use of AI and Technology: Employs advanced AI (e.g., gamification, simulation) and educational technologies for interactive learning experiences, efficient content delivery, and personalized assessment.
6. Curriculum Alignment: Ensures learning outcomes for these shorter courses align with those of traditional semester-long courses through meticulous curriculum mapping.
7. Ongoing Evaluation and Improvement: Leverages continuous feedback for program enhancement, sustaining academic excellence and relevance.

Admission Requirements

Students will need to meet the following requirements to apply to this graduate certificate:

All admission applications for the Graduate Certificate program shall include:

1. A completed graduate application for the Graduate School.
2. Application fee.
3. A bachelor's degree from an accredited institution.
4. A minimum undergraduate GPA of 2.5 (on a 4.00 scale).
 - o Applicants with an undergraduate GPA between 2.5 and 2.74 will be conditionally admitted. To achieve good standing in the program, a minimum undergraduate GPA of 2.75 is required.
5. An updated resume or CV (Curriculum Vitae).
6. A one-page personal statement written by the applicant that clearly and substantively describes the applicant's goals in relation to sport coaching.
7. International students whose primary language is not English must demonstrate English language proficiency. Applicants must either submit an official TOEFL, IELTS, or Duolingo score or demonstrate a degree award from an acceptable English language institution. The successful applicant will typically have a total TOEFL score of 80 or higher, an overall IELTS score of 6.5, or a Duolingo score of 105.

Enrollment Options:

Students can enroll in a Graduate Certificate program either as a non-degree-seeking student or as a student simultaneously enrolled in a graduate degree program and this graduate certificate program. Students who wish to earn a graduate degree must meet all admission criteria for the degree program. Since the graduate certificate program is NOT a cohort-based model, we will have multiple enrollment points: Fall, Spring, Summer, each with two or more entry points. This strategy is encouraged by the UofL Graduate School for non-cohort based programs for flexible admission processes with the goal of growing the program's enrollment number.

Graduation Requirements

All students enrolled in a graduate certificate program, whether part-time or full-time, are expected to make steady and satisfactory progress toward completing the certificate. Students must pass comprehensive oral exams at the end of each module to demonstrate their mastery of the material. To be awarded the certificate, students must achieve a GPA of 3.0 or higher. Students not enrolled for over 12 months will be considered to have withdrawn from the certificate program. Students seeking to return after such a period must contact the graduate program director.

Graduate certificate students must take all certificate course work at the University of Louisville. To transfer credits must contact this graduate program director.

Curriculum

Course Template Form

KPPPS-Course_Holistic Sport Coaching Education_updatedSyllabi.xlsx

List of new courses to be developed

Course Prefix & Number	Course Title	Course Description
HSS 508	Set Vision, Goals and Athlete-Centered Coaching and Long-Term Athlete Development	<p>This course focuses on equipping coaches with the knowledge and skills to prioritize athlete development, enhance physical literacy, and promote lifelong physical activity. Coaches will learn about athlete-centered coaching philosophies and the principles associated with long-term athlete development, such as the American Development Model (1 credit hour).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Understand athlete-centered coaching: <ol style="list-style-type: none"> a. Recognize the importance of prioritizing athlete development over winning at all costs. b. Explore coaching strategies and practices that foster the holistic development of athletes. c. Design opportunities for athletes to reach their full potential within the sport. 2. Implement long-term athlete development principles: <ol style="list-style-type: none"> a. Demonstrate a comprehensive understanding of the principles associated with long-term athlete development, including the American Development Model. b. Apply developmentally appropriate practices to enhance athletic potential and physical literacy among athletes. c. Foster a culture that encourages lifelong physical activity among athletes.
HSS 509	Set Vision, Goals and Strategic Planning and Program Management in Sport Coaching	<p>This course focuses on helping coaches establish a clear vision, set goals, and effectively manage their sport programs. Coaches will learn about strategic planning principles, goal-setting strategies, program compliance, community needs, and responsible resource management (1 credit hour).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Develop a program vision and goals: <ol style="list-style-type: none"> a. Establish a compelling coaching philosophy and program vision that aligns with athlete development. b. Implement effective goal-setting strategies to guide program development and athlete progress. c. Design goals that encompass the physical, behavioral, and social development of athletes. 2. Align program with rules, regulations, and community needs: <ol style="list-style-type: none"> a. Adhere to national, regional, local, and institutional rules and regulations to ensure program compliance and eligibility for competition. b. Evaluate and address the specific needs of the community and individual athletes within the program structure. c. Foster a positive relationship with the community and adapt the program to meet evolving needs. 3. Manage program resources responsibly: <ol style="list-style-type: none"> a. Effectively manage program documents and administrative tasks. b. Develop a basic understanding of fiscal and facility management specific to the program. c. Make informed decisions regarding resource allocation and utilization.

HSS 510	Ethical Practices and Decision-Making in Coaching Holistic Education	<p>This course aims to equip coaches with a deep understanding of ethical principles, behaviors, and decision-making processes within the context of coaching. Coaches will learn to abide by codes of conduct, model and teach ethical behavior, and develop an ethical decision-making framework to ensure the ethical development of athletes (1 credit hour).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Abide by the code of conduct within the coaching context: <ol style="list-style-type: none"> a. Demonstrate comprehensive knowledge and understanding of the code of conduct established by governing bodies of the sport, including international, national, regional, and/or local organizations. b. Adhere to ethical guidelines and standards within the coaching context. c. Incorporate ethical principles into daily coaching practices and interactions with athletes. 2. Model, teach, and reinforce ethical behavior with program participants: <ol style="list-style-type: none"> a. Identify and define appropriate ethical behavior within the specific sport context. b. Demonstrate ethical behavior as a role model for athletes, consistently exhibiting integrity, fairness, and respect. c. Employ effective instructional strategies to teach and reinforce ethical behavior among program participants. d. Foster a culture that values and promotes ethical behavior within the sport program. 3. Develop an ethical decision-making process based on ethical standards: <ol style="list-style-type: none"> a. Recognize the fundamental role of ethics in the decision-making process. b. Evaluate decision-making options using ethical approaches, considering the moral implications and consequences. c. Determine the best course of action that aligns with established ethical standards and principles. d. Engage in self-reflection to enhance ethical decision-making skills and identify areas for improvement.
---------	--	--

HSS 511	Interpersonal Skills and Leadership in Sport Coaching	<p>This course focuses on developing coaches' competencies in effectively communicating, collaborating, educating, and supporting all stakeholders associated with the sport program. Coaches will learn interpersonal skills, sociocultural competencies, and leadership principles to build positive relationships, embrace diversity, and foster professionalism with athletes, administrators, assistant coaches, support staff, referees, sports medicine professionals, program supporters, parents, and the media (1 credit hour).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Acquire and utilize interpersonal and communication skills: <ol style="list-style-type: none"> a. Develop and refine interpersonal skills to build positive relationships with all stakeholders. b. Learn effective communication techniques, including engaging in conversations, active listening, understanding different perspectives, and maintaining self-control. c. Navigate personality styles, negotiate conflicts, and resolve issues in a constructive manner. d. Develop oral and written communication skills to concisely and clearly convey information, elicit community support, and advocate for the program. 2. Develop competencies to work with a diverse group of individuals: <ol style="list-style-type: none"> a. Cultivate sociocultural competencies to embrace and include individuals from diverse backgrounds, including gender, race/ethnicity, religion, disability, sexual orientation, culture, and socioeconomic status. b. Understand how one's own background may influence interactions with others. c. Appreciate and respect differences among stakeholders, promoting an inclusive and welcoming environment. d. Recognize how sociocultural norms, practices, and hierarchies in sport can impact stakeholders positively or negatively. 3. Demonstrate professionalism and leadership with all stakeholders: <ol style="list-style-type: none"> a. Cultivate leadership skills to demonstrate professionalism in interactions with all stakeholders. b. Apply leadership and management principles to encourage stakeholders to adopt the program vision, core values, and mission. c. Foster appropriate involvement and engagement among stakeholders. d. Establish and maintain coach-athlete relationships based on trust, commitment, clear expectations, appropriate interactions, constructive feedback, and support.
---------	---	--

HSS 512	Creating a Respectful and Safe Sport Environment	<p>The course is designed to equip sport coaches with the knowledge and skills necessary to establish an emotionally and physically safe environment for athletes. Coaches will learn and implement practices outlined by sport organizations, coaching science, and state and federal laws. This course focuses on creating a respectful climate, preventing harassment and abuse, collaborating with program directors to fulfill legal responsibilities, identifying and mitigating injury risks, and promoting the overall well-being of participants (1 credit hour).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Create a respectful and safe environment: <ol style="list-style-type: none"> a. Treat athletes and program personnel with respect. b. Use personal and official power responsibly to reduce the potential for abuse, harassment, bullying, and hazing behavior. c. Promote an inclusive and supportive environment that values diversity and fosters positive relationships. 2. Collaborate with program directors for legal responsibilities and risk management: <ol style="list-style-type: none"> a. Understand the legal responsibilities associated with coaching. b. Identify potential risks and implement sound risk management practices. c. Collaborate effectively with program directors to ensure compliance with legal requirements. 3. Mitigate physical, psychological, and sociocultural injury risks: <ol style="list-style-type: none"> a. Recognize factors (e.g., health status, body structure, physical conditions) that may predispose athletes to injuries. b. Modify practice plans to address conditions such as lack of sleep, fatigue, poor nutrition, or emotional state that could increase injury risks. c. Promote safe and healthy practices to minimize the occurrence of injuries specific to the sport. 4. Monitor environmental conditions for participant health and safety: <ol style="list-style-type: none"> a. Follow standards set by national safety organizations and local/state laws. b. Monitor and respond to environmental conditions (e.g., heat, cold, lightning) to ensure participant safety. c. Collaborate with qualified sports medicine professionals to establish protocols for monitoring and managing environmental risks.
---------	--	--

HSS 513	Training Principles & Procedures for Injury Prevention	<p>The course provides coaches with essential knowledge and skills to reduce injuries, respond to emergencies, support injured athletes, and promote nutritional practices that ensure the health and safety of athletes. Coaches will learn about safe training principles, emergency response procedures, sports medicine collaboration, and sound nutritional practices. This course emphasizes the importance of providing immediate and appropriate care, supporting athletes during recovery, and advocating for drug-free sport participation (2 credit hours).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Implement safe training principles and procedures: <ol style="list-style-type: none"> a. Establish safe training procedures, including proper warm-up, conditioning, and technique instruction. b. Ensure the availability of safe facilities and appropriate equipment. c. Apply physiological training principles to prevent overtraining and minimize the risk of acute and chronic injuries. 2. Provide immediate and appropriate care within scope of practice: <ol style="list-style-type: none"> a. Acquire CPR/first aid certification and concussion awareness training. b. Activate emergency action plans in response to injuries. c. Respond to injuries by providing initial care and referring athletes to qualified healthcare professionals. 3. Support the return to participation following injury: <ol style="list-style-type: none"> a. Collaborate with sports medicine professionals to facilitate a healthy and successful return to full participation. b. Provide a supportive environment to help injured athletes maintain social interactions during rehabilitation. c. Address psychological issues related to returning to participation, such as self-confidence, motivation, and fear of reinjury. 4. Promote nutritional practices for athlete health and safety: <ol style="list-style-type: none"> a. Use evidence-based nutritional practices in coaching and personal life to promote a healthy lifestyle. b. Encourage dietary habits that fuel athletes in a safe and healthy manner. c. Identify potential eating disorders and refer athletes to appropriate professional assistance. 5. Provide accurate information about drugs and supplements: <ol style="list-style-type: none"> a. Stay updated with research-based information on supplements/drugs and their impact on performance and health. b. Serve as a reliable source of information to athletes. c. Intervene and refer athletes to appropriate experts if significant changes or concerning behaviors related to supplements/drugs are observed.
---------	--	--

HSS 514

Creating a Positive and Inclusive Sport Environment

This course aims to equip coaches with the knowledge and skills to create a positive sport climate that maximizes physical, psychological, and social benefits for athletes. Coaches will learn strategies to promote participation, foster a supportive and enjoyable environment, prioritize athlete well-being, and implement inclusive practices aligned with legal and ethical guidelines (1 credit hour).

Course Objectives:

1. Implement a positive and enjoyable sport climate:
 - a. Emphasize effort, learning, and personal growth over solely focusing on winning.
 - b. Promote lifelong physical activity and the enjoyment of sports.
 - c. Create an inviting and supportive environment that encourages athletes to learn from mistakes, improve their skills, and challenge their capabilities.
2. Maximize athlete and team well-being and performance:
 - a. Apply best practices for psychosocial and motivational principles.
 - b. Foster athlete confidence, personal responsibility, and decision-making skills.
 - c. Cultivate a team environment that promotes collective growth and positive outcomes.
3. Support athlete well-being and mental health:
 - a. Recognize the importance of athlete well-being and prioritize their mental health.
 - b. Provide appropriate assistance and referrals for athletes experiencing mental health issues.
 - c. Create a supportive climate that reduces stigma and promotes open dialogue about mental health.
4. Build inclusive practices for all groups:
 - a. Welcome and value the participation of athletes from diverse backgrounds.
 - b. Implement strategies to encourage the inclusion of underrepresented and disadvantaged groups.
 - c. Adhere to legal and ethical guidelines, such as ADA and Title IX, to ensure equal opportunities for all athletes.
5. Ensure meaningful participation for athletes with disabilities:
 - a. Understand the importance of including athletes with disabilities in established sport programs.
 - b. Provide necessary accommodations that maintain the integrity of the game while enabling meaningful participation.
 - c. Collaborate with administrators to explore alternative options for athletes with disabilities who cannot participate in traditional sport opportunities.

HSS 515	Planning for Success	<p>The course focuses on equipping sport coaches with the skills and knowledge necessary to effectively plan practices and prepare athletes for competition. Coaches will learn how to create seasonal and annual plans, design appropriate progressions, incorporate competition strategies and mental skills, and develop intentional strategies to promote life skills. The course emphasizes the importance of understanding effective contest management and lays the foundation for successful coaching through comprehensive planning (2 credit hours).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Create seasonal and annual plans: <ol style="list-style-type: none"> a. Incorporate developmentally appropriate progressions for instructing sport-specific skills. b. Consider individual variability in physical, behavioral, and social maturity. c. Apply best practices in motor development, biomechanics, and motor learning. 2. Design progressions for improving sport-specific physiological systems: <ol style="list-style-type: none"> a. Understand essential principles of exercise physiology and nutritional knowledge. b. Develop training programs and periodization plans based on physiological and biomechanical principles. c. Implement nutritional guidelines for optimal performance. 3. Plan practices to incorporate competition strategies, tactics, and mental skills: <ol style="list-style-type: none"> a. Identify and apply competitive sport strategies and specific tactics. b. Involve athletes in selecting competitive strategies and decision-making. c. Incorporate mental skills training to enhance performance and athlete well-being. 4. Create intentional strategies to develop life skills: <ol style="list-style-type: none"> a. Teach important life skills such as teamwork, leadership, and persistence. b. Demonstrate the transferability of life skills to other domains outside of sport. 5. Understand components of effective contest management: <ol style="list-style-type: none"> a. Prepare facilities for competition. b. Secure licensed officials and promote positive behavior among officials, coaches, and spectators.
HSS 516	Conduct PractiEffective Teaching and Instruction	<p>The course focuses on the pedagogical strategies and instructional methods employed by sport coaches. Coaches will learn the skills, elements of skill combinations, techniques, competition strategies, and tactics specific to their sport. The course emphasizes the use of diverse pedagogical approaches and teaching principles to facilitate athlete development and optimize competitive performance. Coaches will also explore motivational techniques to enhance athlete engagement during practices and competitions (1 credit hour).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Develop and utilize pedagogical strategies in daily practices: <ol style="list-style-type: none"> a. Implement various instructional methods to help athletes learn techniques and tactics. b. Adapt instructional strategies based on the needs of athletes. 2. Craft daily practice plans based on sound teaching and learning principles: <ol style="list-style-type: none"> a. Design practice plans that promote athlete development and optimize competitive performance. b. Incorporate teaching and learning principles, such as enhancing time on task and providing appropriate feedback. 3. Use appropriate motivational techniques to enhance performance and athlete engagement: <ol style="list-style-type: none"> a. Apply best practices in motivating athletes, considering individual differences and intrinsic/extrinsic rewards. b. Communicate in ways that maximize motivation and focus on positive corrective instruction.

HSS 517	Conduct Practices aEffective Assessment Strategies	<p>The course focuses on the implementation of strategies for evaluating athlete training, development, and performance. Coaches will learn how to engage athletes in a process of continuous self-assessment and reflection to foster responsibility for their own learning and development. The course emphasizes evidence-based strategies and tools for evaluating athlete progress, as well as the incorporation of athlete input in decision-making processes (1 credit hour).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Implement appropriate strategies for evaluating athlete training, development, and performance: <ol style="list-style-type: none"> a. Make informed decisions regarding athlete selection, goal-setting, and training plan development. b. Utilize evidence-based strategies and tools to evaluate athlete progress. 2. Engage athletes in continuous self-assessment and reflection: <ol style="list-style-type: none"> a. Foster athlete responsibility for their own learning and development. b. Teach athletes to self-assess and learn from mistakes.
HSS 518	Conduct PracticeAdaptive Coaching Strategies	<p>The course focuses on the skills and decision-making required to adapt training and competition plans. Coaches will learn how to adjust periodization/season plans based on athlete needs and assessment practices. They will also develop strategic decision-making skills to make adjustments or changes during competitions. The course emphasizes the importance of monitoring athlete progression, physical and mental health, and maintaining self-control to facilitate effective decision-making (1 credit hour).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Adjust training and competition plans based on athlete needs: <ol style="list-style-type: none"> a. Modify periodization/season plans considering athlete progression and health. b. Adapt skills and tactics based on success and areas needing improvement. 2. Use strategic decision-making skills during competition: <ol style="list-style-type: none"> a. Make adjustments based on principles of strategy and tactics within the sport. b. Maintain self-control and monitor stress levels for effective decision-making.

HSS 519	Coach's Journey: Striving for Continuous Improvement	<p>The course is designed to empower sport coaches to continuously enhance their coaching practice through self-reflection, mentorship, professional development, evaluation, and self-care. Coaches will learn effective strategies to reflect on their coaching decisions, develop evaluation strategies to monitor and improve team performance, seek ongoing learning opportunities, engage in mentoring and communities of practice, and maintain work-life harmony to manage stress and prevent burnout. This course fosters a growth mindset and a commitment to lifelong learning, providing coaches with the tools they need to continually evolve and improve as coaches (2 credits hours).</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Engage in self-reflection and peer-reflection: <ol style="list-style-type: none"> a. Deeply examine coaching situations and generate potential solutions. b. Utilize insights from peer coaches and players to improve coaching practice. c. Regularly reflect on decision-making, recognizing the presence of ambiguity and the need for ongoing reflection and observation. 2. Develop an evaluation strategy for staff and team performance: <ol style="list-style-type: none"> a. Create an evaluation strategy aligned with seasonal demands and focus on continual improvement. b. Involve a range of stakeholders, including players, coaching staff, administrators, support staff, and parents, in the evaluation process. c. Use evaluation findings to inform coaching practices and enhance team performance. 3. Enhance coaching effectiveness through continuous learning: <ol style="list-style-type: none"> a. Conduct performance improvement plans and needs analyses to identify areas for learning and growth. b. Seek professional development opportunities and engage in continuing education activities. c. Stay updated with the latest information on coaching, including sport science research and practical coaching techniques. 4. Foster mentoring relationships and communities of practice: <ol style="list-style-type: none"> a. Serve as a mentor to others and seek new mentors for personal development. b. Engage in communities of practice to share coaching experiences and collaborate on means for improvement. c. Cultivate a learning culture by actively participating in mentoring and community-based learning opportunities. 5. Maintain work-life harmony and prioritize self-care: <ol style="list-style-type: none"> a. Develop strategies to manage coaching-related stress and prevent burnout. b. Implement work-life balance practices to preserve personal well-being. c. Prioritize physical and mental health to provide the best support for athletes, oneself, and the broader social community.
---------	--	--

Potential for collaboration with other units at UofL and/or articulation with other institutions

In the preliminary stages of our program development, particularly during the pre-LOI phase, a thorough assessment of existing courses at the University of Louisville was conducted. This review revealed that there are currently no analogous courses offered on campus. As a result, our proposed program stands out for its unique subject matter and approach.

Given this distinctiveness, all courses within our program need to be meticulously developed from the ground up. This entails a comprehensive process of curriculum design, content creation, and pedagogical planning, which will be spearheaded by our experienced team.

Given the novel and specialized nature of our program, we do not foresee immediate opportunities for collaboration with other units at UofL or articulation with other institutions in the initial stages. Our focus will be on establishing a strong foundational curriculum and ensuring the highest quality of education in this new field.

However, we are open to exploring collaborative opportunities in the future as the program evolves and once it has been firmly established. Potential collaborations could include interdisciplinary research projects, joint seminars, and guest lectures, which would enrich our students' learning experiences and foster a spirit of academic community.

In summary, while immediate collaboration is not anticipated due to the unique nature of our program, we are committed to fostering relationships with other units and institutions as our program matures and opportunities arise.

Linkage with the Mission and Strategic Plan

Describe how the proposed program supports the university and unit mission/strategic plans.

The proposed "Holistic Sport Coaching Education" graduate certificate program at the University of Louisville aligns seamlessly with both the university and the Department of Health and Sport Sciences' strategic plans and missions.

1. Alignment with University Strategic Plan 2023-25: The program resonates with UofL's vision of being a great place to learn and work, as it redefines student success through its innovative curriculum. It addresses the need for engaged service and outreach, improving the quality of life in local and global communities – a core part of the university's mission. By preparing students to be leaders in coaching, the program contributes to creating thriving futures for students, the community, and society at large.
2. Supporting the Department of Health and Sport Sciences' Mission: The program's focus on developing future leaders in metropolitan settings aligns with the department's mission. It prepares professionals in exercise physiology, sport management, and health promotion, contributing to the department's goal of providing academic instruction across various levels. The integration of theoretical and applied research within the program also reflects the department's commitment to combining academic instruction with practical application.
3. Enhancing the Department's Educational Offerings: This program adds to the vibrant and dynamic learning environment described in the department's overview. Its comprehensive curriculum that includes pedagogy, exercise science, nutrition, human development, sport psychology, technology, sport administration, and sport medicine complements existing programs. By focusing on real-world learning and professional standards, it matches the department's commitment to producing well-prepared graduates ready for leadership positions.
4. Meeting Contemporary Challenges in Coaching: The program addresses current challenges in coaching by offering a holistic and multifaceted educational experience. It prepares coaches not only in technical aspects but also in ethical practices, relationship building, and creating inclusive environments, which are crucial for the modern coaching profession.
5. Contributing to Community and Society: By focusing on creating a positive and inclusive sport environment and emphasizing the role of coaches as educators and mentors, the program contributes to the well-being of athletes and the community. This approach is in line with the department's objective of fostering healthy and active lifestyles and aligns with the university's mission of service and outreach.

In summary, the "Holistic Sport Coaching Education" program is strategically designed to support the missions of both the University of Louisville and the Department of Health and Sport Sciences, contributing significantly to the advancement of educational and professional standards in the field of sport coaching.

Diversity, Equity, and Inclusivity

The "Holistic Sport Coaching Education" graduate certificate program at the University of Louisville is committed to promoting Diversity, Equity, and Inclusivity (DEI), particularly focusing on accessibility for strategic populations including underrepresented minorities and underfinanced students. The program's alignment with Title IV Financial Aid and its online delivery model further enhance its inclusivity.

1. Promoting Accessibility through Financial Aid: By qualifying as a Title IV Financial Aid eligible program, the "Holistic Sport Coaching Education" program becomes accessible to a broader range of students, including those who are financially underprivileged. This eligibility ensures that the program is not only academically enriching but also financially attainable, thus lowering barriers to education for underfinanced students.
2. Online Delivery for Wider Reach: The decision to offer the program online is a strategic move to enhance accessibility. This method of delivery allows students who might not be able to relocate or attend in-person classes – such as those with work commitments, caregiving responsibilities, or physical limitations – to participate fully in the program.
3. Fostering an Inclusive Learning Environment: The curriculum will be designed to address and integrate diverse perspectives, particularly focusing on the intersectionality of athletes and coaches from varied backgrounds. This approach not only enriches the learning experience but also prepares coaches to work effectively in diverse and inclusive sport environments.
4. Targeted Recruitment and Support: Efforts will be made to recruit underrepresented minorities actively. This could include partnerships with organizations that work with these communities, targeted marketing strategies, and outreach programs to schools and communities with high minority populations.
5. Scholarships and Grants: Exploring options for scholarships and grants specifically aimed at strategic populations can further promote diversity within the program. These financial supports would be crucial in enabling underrepresented and underfinanced students to access and succeed in the program.

6. **Equity in Educational Design:** The program's content and pedagogy will be carefully crafted to ensure equitable learning experiences. This includes culturally responsive teaching methods, diverse case studies and examples, and ensuring that all students, regardless of their background, feel valued and included.

7. **Continuous Assessment and Improvement:** To ensure the program stays true to its commitment to DEI, continuous assessment and improvement strategies will be implemented. This includes regular feedback from students and faculty, DEI training for instructors, and periodic reviews of curriculum and teaching methods to ensure they align with DEI principles.

In conclusion, the "Holistic Sport Coaching Education" program is designed with a strong emphasis on DEI, ensuring accessibility to underrepresented and underfinanced students through financial aid eligibility, online delivery, targeted recruitment, and an inclusive curriculum. These measures aim to create a diverse, equitable, and inclusive educational environment that reflects the values of the University of Louisville and the Department of Health and Sport Sciences.

Market Demand

Program Need

The need for the University of Louisville's Graduate Certificate in Holistic Sport Coaching Education is substantiated by the detailed market demands and regional educational trends outlined in the Lightcast Q1 2024 Data Sets. The analysis across the National, Kentucky, and Louisville Metro Area reports provides robust evidence supporting the development and potential success of this innovative program:

1. **Emerging Demand for Specialized Coaching Skills:**
 - In the Louisville Metro Area, the data shows a promising +3.3% change in employment in targeted occupations from 2018 to 2024, with significant growth in specialized areas such as Community Health Workers (+53.35%) and Umpires, Referees, and Other Sports Officials (+198.04%).
 - In Kentucky, there's an observed increase in demand for Dietitians and Nutritionists (+33.60%) and Athletes and Sports Competitors (+68.28%), indicating a broader interest in sports-related professions and the growing importance of nutrition and physical health in athletic training.
2. **Lack of Distance Education Offerings:**
 - The absence of distance-offered programs in the Louisville Metro Area and a limited presence in Kentucky (33% of programs) highlights a significant gap in accessible coaching education. This gap is directly addressed by the proposed program's online delivery model, making it a pioneering solution for aspiring and current coaches seeking advanced training.
3. **Need for a Multidisciplinary Approach to Coaching:**
 - The job market's shift towards a need for diverse skills, such as marketing (+23.0% skill growth) and proficiency in software like Microsoft Office (+18.5%), aligns with the program's comprehensive curriculum. This curriculum covers a wide range of disciplines essential to modern coaching, from exercise science and sport psychology to technology and sport administration.
4. **Professional Development and Standardization in Coaching:**
 - The program's alignment with the guidelines of the National Council for Accreditation of Coaching Education (NCACE) speaks directly to the need for standardized, high-quality education for coaches. This need is echoed in the market's demand for well-rounded professionals capable of fostering healthy sport environments and strong coach-athlete relationships.
5. **Strategic Positioning of the University of Louisville:**
 - As the leading institution for completions in the region and the program being unique in its online delivery and holistic approach, the University of Louisville is strategically positioned to meet these identified educational and market demands.

In conclusion, the Lightcast reports offer compelling evidence that supports the necessity and timeliness of the University of Louisville's Graduate Certificate in Holistic Sport Coaching Education. By addressing the clear market need for specialized, accessible, and comprehensive coaching education, this program is set to make a significant impact on the quality of coaching and, subsequently, athlete development and wellbeing in the region and beyond.

Academic Demand

Skills/Programs/Employment

The proposed Holistic Sport Coaching Education program at the University of Louisville is uniquely positioned to meet academic demand, as evidenced by the current lack of similar graduate-level coaching programs in the region. The existing programs focus on Physical Education, Exercise Science, and Kinesiology, primarily at the baccalaureate and master's level, with a traditional in-classroom approach (see attachment). This gap in online, specialized coaching education at the graduate level highlights the innovative nature of the proposed program. It is designed to enable graduates to immediately enter the workforce with advanced coaching skills, filling a critical market need for professionals trained in holistic, multi-disciplinary aspects of sports coaching. This program stands out as a pioneering offering in the region, equipping graduates with the skills to thrive in various coaching roles and settings.

*Comparison with #14283 and #14055 (non-private certificates with potential similarities)

The Graduate Certificate in Holistic Coaching Education is distinct in its comprehensive and interdisciplinary approach, focusing on a holistic understanding of coaching that spans beyond the physical aspects of athlete development to encompass mental, ethical,

and leadership dimensions. Let's compare it to the two UK programs mentioned above and address the skills graduates will attain, potential graduate programs for further education, and the types of jobs graduates might seek.

Graduate Certificate in Instructional Coaching (#14283; fully online)

Focus and Skills:

Primarily aimed at educational professionals, focusing on facilitating teacher development, educational innovation, and the use of data and analytics in educational settings.

Skills related to leadership in education, mentoring, and facilitating professional development within schools.

Further Education:

Graduates may pursue further education in Educational Leadership, Curriculum Development, or Educational Psychology.

Job Prospects:

Instructional Coaches, Professional Development Coordinators, Educational Consultants, or Administrative roles within educational institutions.

Graduate Certificate in High Performance Coaching (#14055; not fully online)

Focus and Skills:

Concentrates on optimizing athlete development through collaboration with a team of specialists, focusing on physiological principles, performance metrics, and psychological principles.

Skills in strength and conditioning, performance analysis, and psychological strategies to enhance athletic performance.

Further Education:

Likely to pursue further studies in Exercise Science, Sports Physiology, Sports Psychology, or Nutrition.

Job Prospects:

Roles as High Performance Coaches, Strength and Conditioning Coaches, Sports Scientists, or roles within sports teams and organizations focused on athlete development.

Our Proposed Program: Graduate Certificate in Holistic Coaching Education (fully online)

Focus and Skills:

Our program is unique in its holistic approach, integrating athlete-centered coaching, ethical practices, strategic program management, interpersonal and leadership skills, and a commitment to creating safe, positive, and inclusive sport environments.

Skills attained encompass a wide range of competencies from strategic planning, ethical decision-making, leadership, and communication, to injury prevention, mental health, and inclusivity.

Further Education:

Graduates might pursue further education in Sports Management, Leadership, Sports Psychology, Public Health, or Education, reflecting the program's broad and interdisciplinary foundation. However, the immediate goal is joining the workforce as a practitioner.

Job Prospects:

This program prepares graduates for diverse roles including Sport Coaches, Athletic Program Directors, Sport Educators, and Community Sports Program Managers.

Comparison and Evaluation

Comparatively, our Graduate Certificate in Holistic Coaching Education stands out for its broader, more inclusive approach to coaching education. While the Instructional Coaching program focuses on education professionals and the High-Performance Coaching program targets optimizing physical performance, our program integrates these aspects into a comprehensive curriculum that also emphasizes ethical, psychological, and social dimensions.

Our graduates are prepared for a wide range of careers that extend beyond traditional coaching roles, equipped to impact sports and educational communities profoundly. This holistic approach aligns with contemporary trends in sports and education that recognize the importance of a well-rounded, interdisciplinary approach to coaching and athlete development, positioning your graduates for success in a variety of roles that demand a comprehensive understanding of the athlete as a whole person.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

No

Attach Similar Programs Table

CPE Program Inventory_combined.pdf

Student Demand

Specify evidence of student demand and projected enrollments for the first five years of the program.

Full-Time

Year 1

2

Year 2

5

Year 3

8

Year 4

10

Year 5

12

Part-Time**Year 1**

5

Year 2

10

Year 3

15

Year 4

20

Year 5

25

Projected Tuition Revenue (\$\$)**Year 1**

\$53,392.50

Year 2

\$118,650

Year 3

\$183,907.50

Year 4

\$237,300

Year 5

\$290,692.50

Provide a description of how the tuition projections were calculated.

In consultation with the FLO of our unit, we have ascertained that the graduate tuition is set at \$791 per credit hour (we provide additional calculation at the bottom, based on the new PCH starting in Fall 2025). In collaboration with him, the department's Chair and the department's Business Manager, we have meticulously projected enrollment figures that align with both market demand and institutional capabilities.

It is imperative to accentuate that the inaugural year of the program will be exclusively available to our coaching staff, a strategic decision endorsed by the Department of Athletics. This approach is twofold in its benefits: firstly, it serves as a pilot initiative, allowing us to rigorously evaluate and refine the program's structure and content. Secondly, it affords our coaches the opportunity to engage with and benefit from the program's offerings, reinforcing our commitment to professional development within our athletic community. It is also important to note that, although the coaches will participate without personal financial obligation, the unit will still generate revenue.

With the program's expansion in the second year to encompass a wider audience, we are poised to welcome additional members of our coaching staff as well as external students. This expansion is anticipated to be primarily bolstered by part-time enrollees, reflective of current educational trends and the needs of our target demographic. This growing trend is anticipated in years 3, 4, and 5, especially after considering our marketing strategy effect.

Detailed calculations (full-time = 15cr.; part-time = 7.5cr):

Year 1:

Full-Time: 2 students * 15 credits * \$791 = \$23,730

Part-Time: 5 students * 7.5 credits * \$791 = \$29,662.50

Total Revenue for Year 1: \$23,730 + \$29,662.50 = \$53,392.50

Year 2:

Full-Time: 5 students * 15 credits * \$791 = \$59,325
 Part-Time: 10 students * 7.5 credits * \$791 = \$59,325
 Total Revenue for Year 2: \$59,325 + \$59,325 = \$118,650

Year 3:

Full-Time: 8 students * 15 credits * \$791 = \$94,920
 Part-Time: 15 students * 7.5 credits * \$791 = \$88,987.50
 Total Revenue for Year 3: \$94,920 + \$88,987.50 = \$183,907.50

Year 4:

Full-Time: 10 students * 15 credits * \$791 = \$118,650
 Part-Time: 20 students * 7.5 credits * \$791 = \$118,650
 Total Revenue for Year 4: \$118,650 + \$118,650 = \$237,300

Year 5:

Full-Time: 12 students * 15 credits * \$791 = \$142,380
 Part-Time: 25 students * 7.5 credits * \$791 = \$148,312.50
 Total Revenue for Year 5: \$142,380 + \$148,312.50 = \$290,692.50

Revenue Calculations (Tuition rate will likely increase starting Fall 2025 to \$830 PCH)

Year 1:

Full-Time: 2 students * 15 credits * \$830 = \$24,900
 Part-Time: 5 students * 7.5 credits * \$830 = \$31,125
 Total Revenue for Year 1: \$24,900 + \$31,125 = \$56,025

Year 2:

Full-Time: 5 students * 15 credits * \$830 = \$62,250
 Part-Time: 10 students * 7.5 credits * \$830 = \$62,250
 Total Revenue for Year 2: \$62,250 + \$62,250 = \$124,500

Year 3:

Full-Time: 8 students * 15 credits * \$830 = \$99,600
 Part-Time: 15 students * 7.5 credits * \$830 = \$93,375
 Total Revenue for Year 3: \$99,600 + \$93,375 = \$192,975

Year 4:

Full-Time: 10 students * 15 credits * \$830 = \$124,500
 Part-Time: 20 students * 7.5 credits * \$830 = \$124,500
 Total Revenue for Year 4: \$124,500 + \$124,500 = \$249,000

Year 5:

Full-Time: 12 students * 15 credits * \$830 = \$149,400
 Part-Time: 25 students * 7.5 credits * \$830 = \$155,625
 Total Revenue for Year 5: \$149,400 + \$155,625 = \$305,025

Summary of Revenue

Year 1: \$56,025 (Unit revenue at 75%: \$42,018.75)
 Year 2: \$124,500 (75%: \$93,375)
 Year 3: \$192,975 (75%: \$144,731.25)
 Year 4: \$249,000 (75%: \$186,750)
 Year 5: \$305,025 (75%: \$228,768.75)
 Five-Year Total: \$927,525 (75%: \$695,643.75)

Employer Demand

Attach Employer Demand Table

Graduate Certificate in Holistic Sport Coaching Education - Employer Demand Revised April 3, 2024.docx

Funding Sources

Additional Faculty

No additional full-time faculty will be required for the program. The existing faculty within our department are adequately equipped and have the necessary expertise to cover the core components of the curriculum. This ensures a seamless integration of the new program into our current academic structure without incurring additional costs for full-time faculty.

However, we do anticipate the need for part-time faculty to effectively deliver certain specialized aspects of the program and as required by the accreditation process (a variety of faculty is required). This need is projected to be approximately 5 credits per year. To manage the associated costs, the program's budget will allocate funds specifically for this purpose. The part-time faculty expenses will be covered through the tuition revenue generated by the program. We plan to strategically schedule these courses and utilize part-time faculty in a manner that aligns with our budgetary constraints while maintaining the high quality of our educational offerings.

Faculty Workload

The introduction of the Graduate Certificate in Holistic Sport Coaching Education will primarily affect my workload. As it stands, my current contract is predominantly focused on curriculum development, with a lesser emphasis on instruction. However, to accommodate the needs of the new program, there will be a shift in this balance. My role will be adjusted to involve more instructional responsibilities directly tied to the new program, while reducing the time allocated to curriculum development.

This adjustment ensures that the program can be effectively supported without overburdening other faculty members or necessitating the recruitment of additional full-time staff. By reallocating my efforts more towards instruction, we can maintain the integrity and quality of the program's delivery while utilizing existing resources. This approach aligns with our department's strategy to optimize faculty expertise and roles in support of new academic initiatives.

The transition in my workload has been carefully planned to ensure that it aligns with the strategic goals of the department and the university, and to support the successful launch and ongoing management of this innovative program.

Estimate of Marketing and Outreach Expenditures

The estimated expenditures for the Graduate Certificate in Holistic Sport Coaching Education related to marketing and outreach will be about \$1,000, specifically allocated for advertising at relevant conferences. This targeted strategy allows efficient outreach to a focused audience. Additionally, while the program will not directly bear the full costs of additional personnel for faculty training and instructional design, we will utilize existing university resources such as the Delphi Center for Teaching & Learning, acknowledging that there are indirect costs associated with these services for our program's online delivery.

Budgetary Rationale

The financial rationale for creating the new Graduate Certificate in Holistic Sport Coaching Education is grounded in its self-sustainability and efficiency. The program is designed to be funded through its tuition revenue, with 75% of the graduate tuition directly returning to the college. This significant return on tuition ensures that the program will cover its own costs effectively.

The expenses associated with the program, including costs for adjunct faculty, marketing, and library resources, are minimal and have been carefully calculated to fall within the scope of the revenue generated by the tuition. This strategic financial planning ensures that the program will not only be self-sustaining but also contribute to the college's financial health without drawing resources away from other programs.

In summary, the program is both an efficient and effective use of funds, designed to pay for itself while providing a high-quality educational offering that meets the growing demand in the field of holistic sport coaching.

Financial Resources and Program Impact

Projected Revenues

Projected Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Five-Year Total
General Funds (internal reallocation)	\$40,044.38	\$88,987.50	\$137,930.63	\$177,975	\$218,019.38	\$662,956.89

New Resource Requirements

Upload Projected Expenses

AStamatis_New-Resource-Requirements_final.docx

Library Resources.

The Dean of Libraries has provided a letter, which has been attached, confirming that adequate library resources for the online Graduate Certificate in Holistic Sport Coaching Education are conditionally available. The letter outlines the necessity for additional e-books and journals, with an initial investment of \$3,645 required in the first year for these resources, and an annual cost of \$1,178

for the second and third years to maintain the subscriptions. This support from the library is essential for the comprehensive and effective delivery of the program.

Please also submit a letter of support from the UofL Libraries.

Letter of Support for a Graduate Certificate in Holistic Sport Coaching Education.pdf

Graduate-level programs will require the GRE, GMAT or other standardized tests for admission.

No

The unit's lead fiscal officer has reviewed the budget calculations for this proposal.

Yes

The unit dean has approved this proposal and its related financial commitments and endorses the creation of this program as described.

Yes

Online Delivery

Distance Education Plans

In the ongoing development of the online Graduate Certificate in Holistic Sport Coaching Education, we have been proactively incorporating a plan for a comprehensive range of elements to ensure an effective and engaging online learning experience: Curriculum Adaptation for Online Delivery: We will transform our curriculum for online delivery, focusing on creating engaging digital content, including interactive multimedia lectures, quizzes, and discussion forums.

AI-Enhanced Learning Experiences: We plan to utilize AI tools to personalize learning paths and adapt content difficulty based on individual student performance and preferences.

Technology Integration: A user-friendly Learning Management System (LMS) via Blackboard Ultra will be employed to facilitate course content delivery, manage assessments, and encourage student interaction.

Gamification Techniques: We aim to incorporate game-like elements, such as leaderboard challenges and interactive scenarios, to boost engagement and motivation.

Student Support and Engagement: Strategies will be implemented to support students remotely, including virtual office hours and online discussion groups, along with consistent communication channels.

Simulation-Based Learning: We will implement AI-powered simulations to provide students with virtual coaching experiences, offering realistic scenarios for applying coaching theories.

Faculty Training and Development: We will provide and encourage ongoing training for faculty in online teaching tools and methodologies (DelphiU, the Delphi Center), ensuring high-quality education delivery.

Assessment and Evaluation: We plan to design online-appropriate assessment methods, including various forms of digital submissions and continuous engagement tasks.

Quality Assurance: Processes will be established to ensure the quality of online instruction and content, with regular reviews based on feedback.

Accessibility Compliance: We will ensure all course materials are accessible, complying with legal standards and providing equal learning opportunities for all students.

Resource Allocation: Resources, including library materials, technical support, and administrative services, will be allocated to support the program's needs effectively.

Data-Driven Insights and Feedback: We will use AI to analyze student data for refining course content and teaching strategies, and employ AI tools for automated assessments and instant feedback.

Collaboration and Interaction: We plan to facilitate a sense of community and peer learning through collaboration tools and AI-based group projects.

Continuous Improvement: A feedback system will be implemented to gather insights from both students and faculty for the continuous enhancement of the program.

These planned elements, including the integration of AI and advanced technological methodologies, are integral to the program's development, ensuring a dynamic, inclusive, and high-quality online educational experience.

Please complete the employer demand table.

Online Program Best Practice

8-week courses: For undergraduate programs, this would be major classes at a minimum although also recommended for general education classes

Yes

Allow part-time enrollment

Yes

Admit students at least two times/year

Yes

Asynchronous classes (no regular required meeting times)

Yes

100% online (in-person experiences that can be done off-site do not affect this factor, meaning it would still be considered 100% online even if the student has to do in-person assignments where they live)

Yes

Quality Program Practice

Require all faculty who will be developing and/or teaching in the program to go through DelphiU or have gone through an equivalent training

Yes

Require all faculty developing online courses to partner with an instructional designer in the Delphi Center and adhere to established deadlines for course creation

Yes

Explanation

We agree to the best practices above.

Proposal**Classification of Instructional Program (CIP) Code**

31.0501 - Health and Physical Education/Fitness, General.

Number of Credit Hours required:

15

Anticipated Date for Granting First Degree:

Summer/Fall 2026

A. Overview

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan.

Identify where the program will be offered.

a. Indicate the projected life of the program. (Is the institution intending to offer it for a limited timeframe, or will it be ongoing?)

The program is intended to be ongoing. The proposal does not specify a limited timeframe for its operation, implying that the institution plans to offer it continuously.

b. Describe the primary target audience.

- The primary target audience includes individuals seeking to advance their expertise in holistic sport coaching, particularly those interested in an interdisciplinary approach that integrates physical, mental, and emotional aspects into coaching practices. This audience is likely to consist of current and aspiring coaches, sports professionals, and educators who wish to enhance their coaching skills.

c. Describe the instructional delivery methods to be used.

- The program will be delivered entirely online. The instructional methods include a comprehensive range of digital learning experiences, such as AI-enhanced learning paths, interactive multimedia content, gamification techniques, simulation-based learning, and consistent virtual support for students. The program also emphasizes accessibility and the use of a Learning Management System (LMS) like Blackboard Ultra to manage course delivery and student engagement.

d. Describe the strength of the institution to undertake this new program.

- The institution has a robust foundation in sports education and coaching, supported by experienced faculty and established infrastructure for online education. The proposal highlights the institution's commitment to quality, continuous improvement, and alignment with accreditation standards, reinforcing its capability to successfully launch and sustain the program.

Describe the rationale and need for the program to include how the institution determined need.

- The rationale for the program is grounded in the identified market demand for specialized coaching education that addresses holistic development. The proposal cites detailed data from Lightcast reports, which show significant growth in related occupations and a lack of accessible coaching education programs in the region. The program's unique online delivery and interdisciplinary

approach meet the clear need for advanced coaching education, making it a timely and strategic addition to the institution's offerings.

Describe how each program-level student learning outcome will be assessed.

The assessment of program-level student learning outcomes is detailed within the proposal. The outcomes will be assessed through a variety of methods, including formative assessments (e.g., quizzes, assignments) and summative assessments (e.g., final projects, comprehensive exams). These assessments are strategically embedded within each course module, ensuring alignment with the specified learning outcomes. For more details, readers can refer to the sections outlining the curriculum structure and the assessment strategies, which provide a comprehensive overview of the assessment processes used to evaluate student progress and mastery of competencies.

Specify/highlight any distinctive qualities of this proposed program.

The proposed program is distinctive for several reasons:

- Accreditation by NCACE. That ensures the overall quality and competitive advantage of the program.
- It is designed as a 100% online graduate certificate, utilizing AI-enhanced learning experiences and gamification techniques to engage students.
- The program incorporates simulation-based learning, allowing students to practice coaching scenarios in a virtual environment.
- It leverages the university's existing expertise in sports coaching education, ensuring that the curriculum is both cutting-edge and deeply rooted in established pedagogical practices.

Will this be a 100% distance learning program?

Yes

Describe.

Yes, the program will be a 100% distance learning program. The curriculum is fully designed for online delivery, with no in-person attendance required

Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

Yes

Click all that apply:

Distance Learning
Modularized courses
Technology-enhanced instruction

Are new or additional faculty needed?

No

How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

- The program is expected to collaborate with other departments and units within the university, such as the Delphi Center for Teaching & Learning, which will provide support in faculty training and course development. This collaboration and others (e.g., Library) ensures that the program benefits from the university's existing resources and expertise in online education.

Will this program replace or enhance any existing program(s) or track(s) within an existing program?

Yes

Describe:

This program will not replace any existing program. However, it is designed to enhance the university's offerings in sports coaching education by providing a specialized graduate certificate that complements existing programs.

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

Attach the SACS Faculty Roster Form.

Template_Form--Faculty_Roster.docx

Describe the library resources available to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

- The Dean of Libraries has provided a letter confirming that adequate library resources are conditionally available to support the online Graduate Certificate in Holistic Sport Coaching Education. This includes access to additional e-books and journals necessary for the program. An initial investment of \$3,645 is required in the first year for these resources, with an annual cost of \$1,178 for the

second and third years to maintain the subscriptions. This support from the library is crucial for the comprehensive delivery of the program.

Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

• Since the program is designed to be 100% online, the proposal does not emphasize the need for physical facilities like classrooms or laboratories. However, the document outlines the use of advanced technology infrastructure, including AI-powered simulations and a user-friendly Learning Management System (LMS) via Blackboard Ultra, to deliver high-quality online education. This ensures that students have access to all necessary instructional equipment through digital platforms.

Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).

Track

Graduate Certificate in Holistic Sport Coaching Education

a. Total number of hours required for degree:

15

b. Number of hours in degree program core:

15

c. Number of hours in concentration/track:

0

d. Number of hours in guided electives:

0

e. Number of hours in free electives:

0

C. Program Demand/Unnecessary Duplication

Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

The evidence provided above outlines evidence of student demand through market analysis provided by Lightcast Q1 2024 Data Sets. This data indicates a growing demand for specialized coaching skills in the Louisville Metro Area, Kentucky, and beyond. The analysis highlights a significant increase in related employment opportunities, such as Community Health Workers and Sports Officials, which supports the need for advanced coaching education. The absence of similar distance education programs in the region further strengthens the demand for this program.

Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2024-5	0	Full-time: 2 Part-time: 5
2025-6	5	Full-time: 5 Part-time: 10
2026-7	8	Full-time: 8 Part-time: 15
2027-8	10	Full-time: 10 Part-time: 20
2028-9	12	Full-time: 12 Part-time: 25

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

• The program proposal primarily responds to employer demand, driven by the evolving needs in the sports coaching industry for a holistic approach to coaching education. However, there is also an academic disciplinary shift towards more comprehensive coaching education that integrates mental, ethical, and leadership dimensions alongside physical training. This shift necessitates the development of new programs that can provide this multidisciplinary education.

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Will this program require additional resources?

No

Will this program impact existing programs and/or organizational units within your institution?

Yes

Please describe the impact.

This program may have a positive impact on existing programs by offering complementary course options. For instance, HSS graduate students could potentially enroll in courses from this program as electives, pending their advisor's recommendation and the Program Director's approval. Additionally, students may be eligible to pursue both one of our graduate degree programs and a graduate certificate concurrently. This dual-enrollment option would allow students to substitute certain required courses with those from the certificate program, enabling them to complete both credentials within the timeframe required for the graduate degree. These flexible pathways can enhance student experience without significantly increasing the institutional cost burden, as they leverage existing resources and faculty.

Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Attach Budget Spreadsheet.

Template_Form--Budget 2023_Chair_.xlsx

Budget Justification

The financial rationale for creating the Graduate Certificate in Holistic Sport Coaching Education is based on its self-sustainability. The program is expected to be funded through tuition revenue, with 75% of the graduate tuition returning to the college. This financial strategy ensures that the program can cover its own costs, including adjunct faculty, marketing, and library resources. The careful budgeting process indicates that the program will not only sustain itself but also contribute positively to the college's overall financial health.

Please provide contingency plans in the event that required resources do not materialize.

Potential contingency measures could include reallocating existing resources within the department, adjusting the program scale or pace of implementation, or seeking additional funding sources such as grants or partnerships to ensure the program's successful launch and sustainability.

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

What are the plans to evaluate students' post-graduate success?

- **Alumni Surveys:** The program will implement regular alumni surveys to collect data on graduates' employment status, career progression, and professional achievements. These surveys will be sent periodically to track how well the program has prepared them for their careers in sport coaching. The data collected from these surveys will be analyzed to assess the effectiveness of the program.
- **Career Tracking:** The program plans to establish a system for tracking graduates' career paths. This could involve collaboration with the university's career services and alumni relations offices to monitor where graduates are employed, their roles, and any notable accomplishments in their professional lives.
- **Employer Feedback:** The program may also seek feedback from employers who hire graduates of the program. This feedback will provide insights into how well-prepared graduates are for the workforce and whether they are meeting industry expectations.
- **Professional Development and Networking Events:** The program could organize or participate in professional development and networking events for alumni, creating opportunities to gather qualitative feedback on how graduates are applying their skills in the field. These events can also serve as a platform for continuous engagement with alumni.
- **Continuous Curriculum Improvement:** The insights gained from the above methods will be used to make informed adjustments to the curriculum and support services offered by the program. This ensures that the program remains relevant and effective in helping graduates succeed in their careers.

Provide a brief description of institutional assessment processes.

UofL is committed to institutional effectiveness and continuous quality improvement of all academic programs. The university's mission and strategic planning processes are supported by regular, annual outcomes assessment reporting for academic programs in the form of Student Learning Outcomes (SLO) reports. These reports document that UofL is engaged in evaluative processes that (1)

result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. In their SLO reports programs identify student learning outcomes and measures and targets for the outcomes. Programs review data surrounding their student learning outcomes to determine if their set targets were met and then use this assessment to plan for future improvement in student learning. Course syllabi include course objectives that feed into SLOs and program goals. The SLO process begins in May when templates and instructions for completing SLO reports are sent to department chairs/heads. The SLO process lags behind by one academic year to enable programs to utilize and report assessment results from the previous academic year. Academic programs submit their completed reports by early November. The provost's office reviews all SLO reports and returns feedback to assist programs with further development and assessment of their learning outcomes. The feedback suggests changes needed to the SLO process and areas for improvement. The expectation is that these revisions be fully incorporated into the SLO reporting process for the next data collection reporting cycle. Training, workshops, and resources on student learning outcome development are provided to faculty and staff to support their efforts and to assist them in continuous improvement of their SLO reports and assessment process.

Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

When a new program is created, an "Academic Alert" is sent to responsible parties. This alert is used by the Office of Institutional Effectiveness (IE) to add the new program to the SLO reporting process. With the creation of the new program, IE reaches out to the department head with information about the annual SLO reporting process and to set up an orientation session to familiarize them with the reporting requirements and provide whatever support is needed.

A letter of support from the Dean outlining the rationale or need for the program and affirming any financial commitments listed in the proposal.

Dean's Letter

Dean's Support Letter_Grad Cert.pdf

Syllabi

HSS 508_Athlete-Centered Coaching and Long-Term Athlete Development_Syllabus.docx
 HSS 512_Creating a Respectful and Safe Sport Environment_Syllabus.docx
 HSS 519_Coachs Journey_Striving for Continuous Improvement_Syllabus.docx
 HSS 518_Adaptive Coaching Strategies_Syllabus.docx
 HSS 517_Effective Assessment Strategies_Syllabus.docx
 HSS 516_Effective Teaching and Instruction_Syllabus.docx
 HSS 515_Planning for Success_Syllabus.docx
 HSS 514_Creating a Positive and Inclusive Sport Environment_Syllabus.docx
 HSS 513_Training Principles & Procedures for Injury Prevention_Syllabus.docx
 HSS 511_Interpersonal Skills and Leadership in Sport Coaching_Syllabus.docx
 HSS 510_Ethical Practices and Decision-Making in Coaching Holistic Education_Syllabus.docx
 HSS 509_Strategic Planning and Program Management in Sport Coaching_Syllabus.docx

Program Director's CV

AStamatis_CV.docx

NEW PROGRAM TO DO SECTION - FOR PROVOST OFFICE USE ONLY (Academic unit faculty/staff: do not enter information below this line.)

Type of Proposal

Letter of Intent

Reviewer Comments

Derek Hottell (dlhott01) (Wed, 13 Mar 2024 19:35:30 GMT): Rollback: 1.A curriculum map using the provided template needs to be included as well as the program-level learning outcomes. 2.The administrative oversight must be provided, and you must provide an explanation of whether a compressed timeframe will be used. 3.Upload the course template form using the form provided in CIM.

Jenny Bay-Williams (jmbayw01) (Tue, 26 Mar 2024 10:04:47 GMT): Rollback: See notes to add curriculum map and program oversight.

Derek Hottell (dlhott01) (Thu, 13 Jun 2024 19:20:49 GMT): Rollback: Rolling back to make edits recommended by Delphi Center for Teaching and Learning.

Derek Hottell (dlhott01) (Mon, 15 Jul 2024 13:00:56 GMT): Provost approved LOI on July 9, 2024: Stipulations include revisions to admissions standards, requirement to generate more revenue than is being expended on tuition remission by year 5, completion of online course design workshops with Delphi center, and revisions of SLOs with IE.

Derek Hottell (dlhott01) (Wed, 14 Aug 2024 14:49:15 GMT): Rollback: Just moving back to Andreas in the workflow.

Jenny Bay-Williams (jmbayw01) (Tue, 17 Sep 2024 17:48:19 GMT): Rollback: See email from me with the changes that are needed (related to the course names).

Key: 398