

Teaching and Coaching Individual and Team Sports

3.0 Credits

01:955:308, Section 01

Semester: Spring 2022

Department of Kinesiology and Health

Rutgers University

Course information

Pre/co-requisites: Not recommended for Freshman

Class Location: Hickman Hall, Room 216 (C/D)

Class Day/Time: Mon/Thurs 11:00-12:20pm

Technology requirements for this course:

- 1) Microsoft Office (Word, PowerPoint, and Excel). A free student version of this software is available for students here: getoffice.rutgers.edu.

Instructor information

Instructor: Jason V. Henderson, MMS, JD

Email: jason.v.henderson@rutgers.edu

Virtual office hours: Tues/Thurs 12:00-1:30pm

Virtual office hours format: WebEx, recurring meeting invitation will be provided on Canvas.

Canvas email will be used for all information/communication related to this course.

Required Readings

All readings for each module will be provided on Canvas. See table below for detailed list of assigned readings for each module.

Optional Textbook

Coach Educational Essentials: Your Guide to Developing Sport Coaches

Dieffenbach & Thompson (2020)

Human Kinetics Press, Champaign, IL

ISBN: 978-1-4925-2107-5

Course Description

This course explores the challenges facing sport coaches in developing advanced athletes within individual, dual and team sports. The course will explore skill instruction, ethical issues, disciplinary situations, relationship building, team management, recruiting plans, competition analysis, and equipment needs. The course uses the coaching education framework established by the International Council for Coaching Excellence (ICCE). <https://www.icce.ws/assets/files/iscf-1.2-10-7-15.pdf>

This course partially fulfills the Sport Management Major and Minor requirements.

Course Learning Objectives

This course will cover the ICCE's six (6) Primary Coaching Functions and Task-Related Competencies for the instruction of individual, dual and team sports.

- 1) Set Vision and Strategy: Students will develop a 5-year program development plan including training and career progression for assistant coaches; justification of facility improvements; integration and anticipated benefits of new technology and equipment; long-term roster needs and recruitment strategy; anticipated expenses and fundraising sources with articulated benefit to donors.

- 2) Shape the Environment: Students will analyze and apply collaborative methods to develop a Code of Conduct within their program. Students will also examine techniques of discipline that do not involve physical activity as a form of punishment.
- 3) Build Relationships: Students will examine and apply best practices from a variety of sources including the US Center for SafeSport and the US Department of Education for building positive relationships within a program. Students will also examine techniques for articulating the unique value of their program to recruit both athletes and coaches.
- 4) Conduct Practice and Prepare for Competitions: Students will develop a skill development plan including comprehensive step-by-step implementation strategies with specific advancement criteria. Students will also develop strategies for athlete development and progression through various competition tiers.
- 5) Read and React to the Field: Students will create specific skill progression techniques to perform on demand in a competition setting. And create policies for safety and injury prevention on the field.
- 6) Learn and Reflect: Students will explore the benefit of integrating objective performance and progression assessments to evaluate the development of athletes, coaches, and the program. Students will also examine ethical issues that arise and discuss potential policies and procedures that may prevent or deter these situations.

Online Learning

This course will provide optimize the online learning medium to deliver robust content and simulate a decentralized workplace of the modern age. Lectures will be provided in short 15-20 minute clips covering both the core concepts and applied skills. The assignments will be mapped with the specific activities and videos that provide the specific instruction on the topics, so students may re-watch these as needed.

Grading Policy

- This class uses a points-based system to calculate grades. The description of each assignment includes how many points it is worth. The total numbers points for this class are:

Individual Paper 1: Skill Development Plan	100 points (20%)
Individual Paper 2: Program Development Plan	100 points (20%)
Presentation 1	50 points (10%)
Presentation 2	50 points (10%)
Activities (5 points x 12)	60 points (12%)
Module Discussions (10 points x 12)	120 points (24%)
Presentation Discussions (10 points x 2)	20 points (4%)
Total Points	500 (100%)

- Assignments are due by 11:59 PM on the due dates listed below unless otherwise noted.
- Assignments turned in late will receive 0 points unless the student communicates with the instructor BEFORE the due date and receives written approval of an extension, or in cases of emergency.
- Concerns about a graded assignment must be brought to the instructor within seven days of receiving the grade. Assignment grades are finalized after this seven day period.
- Grades on Canvas will be updated regularly; if you notice any discrepancies or have questions, please do not wait until the end of the semester – let your instructor know right away.

Letter Grade	Percent	Points Needed
A	90-100	450+
B+	85-89.9	425-449
B	80-84.9	400-424
C+	75-79.9	375-399
C	70-74.9	350-349
D	60-69.9	300-349
F	0-59.9	299 or lower

Assignments

Activities (5 points x 12)

There will be 12 activities based on the topics and readings assigned for each module. Students must complete the assignments by 11:59 PM on the assigned day during the semester. Activities range from finding official rulebooks and peer-reviewed journal articles within their chosen sport, to completing the NCAA Division I Recruiting Practice Test, SafeSport High School Athletes training module, and Rutgers Youth Sports Research Council Online Concussion Course.

Discussion (10 points x 12)

Students will be placed into discussion groups of 4-6 students. Students will be required to complete 12 discussions based on the module topics. Initial posts must address the main elements of the topic, integrate assigned readings and resources provided in the modules and will frequently require students to supplement this with external sources to support their assertions and show evidence of synthesizing the topics to be applied within their specific sport. The comments on other posts must be unique and reference specific elements from the initial post, as opposed to a general question/comment on the topic.

Each discussion has 3 elements:

- 1) Student post – 250+ words each.
- 2) Comment/Question on three (3) other student’s post – 50+ words each.
- 3) Reply to all of the comments/question placed on their own post – 25+ words each.

Special Note Regarding Online Graded Discussion Posts:

Discussion posts will require students to post before reading or replying to other comments. Any attempts to bypass this step, such as by posting a blank post to read classmates submission, will be considered an academic violation.

Written Papers (100 points x 2)

There will be two (2) individual papers; Skill Development Plan (1k-2k words) and a Program Development Plan (1k-2k words). Papers shall consist of the student’s analysis of course materials, external research and supplemental readings assigned during the semester.

The purpose of these assignments is to provide student with experience of the in-depth planning required to guide both skill and program development over an extended period of time and through specific stages with unique objectives. Papers will all make use of external research, students should be familiar with proper use of formatting elements including the followings: Headers, headings, footers, footnotes, reference list. Papers should have 1” margins, use 12 pt Times New Roman font. Papers should be submitted using Canvas Assignments and are due by 11:59 PM on this date. For the assignment, save the file as: “TC308 – Year – Semester – Assignment – Student Name” (e.g., SM308 – 2022 – Spring – Skill

Development Plan – Jason Henderson.docx). Submit in Microsoft Word or PDF format (.doc/.docx or .pdf).

Presentations (50 points x 2)

Two formal presentation (5-10 minutes long) are required. Presentation 1 will be after in module 6 of the class and will be based on one of the topics covered in the first 6 topics of the course. Presentation 2 will be in the after the final module of the class and be based on the topics covered in the second 6 topics of the course.

Each presentation must be submitted on the assigned Canvas discussion and include the following:

- 1) PowerPoint presentation
- 2) Video of the student giving the presentation. Students may do one of the following:
 - a. Upload video as a .MOV or .MP4; OR
 - b. Upload video to YouTube and submit the link

Presentation Discussions (10 points x 2)

Students will be placed into presentation discussion groups of 6-7 students. For both of the two individual presentations, students must do the following:

- 1) Comment on five (5) of the other presentations (50+ words each).
- 2) Reply to all comments left on their own presentation.

Sample Rubrics

Paper 1 Rubric	22-25 Points	15-21 Points	0-14 Points
Skill Overview 25 Points	Provides a detailed explanation of the skill including when it is commonly used and what it designed to achieve. Identifies key differences between the “textbook” demonstration of the skill, and how the skill will be performed under competition conditions.	General description of the skill. Does not distinguish between technical or competition execution of the skill.	Cursory description of the skill. No mention of when it should be used or what it is designed to achieve.
Cognitive 25 Points	Detailed and specific explanation of how you will help the athlete understand how to coordinate the selection and ordering of movement segments into a movement sequence. Includes an objective assessment with specific advancement criteria.	Explains how the athlete can identify the skill, but not the specific movement segments within the movement sequence.	General description of the skill. Does not identify any movements segments within the skill. Does not discuss how they will help the athlete understand the skill.
Associative 25 Points	Detailed and specific explanation of the guidance and error feedback methods to help the athlete detect and correct the skill	Focuses on the ability of the athlete to perform the move without empowering the athlete to	Fails to articulate any steps for the athlete to improve the performance of the skill.

	independently. Includes an objective assessment with specific advancement criteria.	independently understand what was wrong within the movement sequence and how to correct it.	
Autonomous 25 Points	Detailed and organized explanation of the sequential drills to provide specific focus on the progression from performing the skill very well, through performing the skill while fatigued, to performing the skill on demand under competition conditions. Includes objective assessments with specific advancement criteria.	Broad description of the steps. Does not distinguish the performance of this skill in a controlled setting, under fatigue and in competition conditions.	Cursory description of the steps. Does not provide objective assessment criteria for advancement.
Total = 100 points			

Paper 2 Rubric	17-20 Points	12-16 Points	0-11 Points
Coaching Staff 20 Points	Clearly articulates the incremental development plan for the coaching staff at each level within each of the 6 ICCE competencies. Explains the training and career development for coaches during their time within the program. Identifies the intended benefit for these coaches within the program.	Includes a broad discuss of the competencies within each coaching role. No mention of the training or career development for the individual coaches during their time within your program.	General discussion of the coaching roles within the program.
Facility 20 Points	Provides a detailed and specific discussion of the benefits each facility improvements provide. Compares the capabilities of the existing facility with the additional functionality of the improved space. Supports these assertions with properly cited external sources. Aligns these justifications with the objectives of program stakeholders.	Identifies specific improvements for a facility. However, the justification is largely based upon opinion or comparison with other facilities. Fails to provide evidence to justify the improvements.	General discussion or “wish list” of facility improvements. No discussion of the intended benefit of the improvements.

<p>Equipment 20 Points</p>	<p>Clearly articulates the anticipated benefits of the new equipment/technology. Supports these assertions with peer-reviewed articles demonstrating the intended benefit. Provides a clear plan to integrate the technology/technology into the daily training routine.</p>	<p>General discussion of new equipment/technology in the sport without articulating a justifiable reason for it's use. No realistic plan for integration into the daily training routine.</p>	<p>Cursory discussion of fundamental equipment needed within the sport.</p>
<p>Team Roster and Recruiting 20 Points</p>	<p>Provides a detailed analysis of the specific positions where vacancies will need to be filled on a year-by-year basis. Discusses specific events/programs that will provide recruiting opportunities, demonstrates an awareness of the athletic profile of athletes within these events.</p>	<p>Identifies, distinguishes, and prioritizes specific events. Does not discuss the roster needs in a year-by-year basis as athletes graduate/retire.</p>	<p>Cursory discussion of recruiting events within the sport. Does not identify specific recruiting needs of the program.</p>
<p>Fundraising 20 Points</p>	<p>Provides a detailed analysis of the anticipated expenses of the proposed improvements. Identifies alternative sources of development funds with specific fundraising sources and demonstrates how the program meets this funding criteria. Donor gifts are tied to a specific articulated benefit. If naming rights are discussed, these opportunities and/or recognitions are ones the program itself can offer.</p>	<p>Identifies general funding needs of the program. Identifies specific sources of funding. Does not provide a specific explanation of how the program meets the criteria for external development opportunities. Donor gifts are not connected to a specific benefit (naming right, recognition, etc.)</p>	<p>Cursory discussion of external funding sources. Does not discuss any of the specific funding criteria. Does not discuss the existing funding needs of the program.</p>
<p>Total = 100 points</p>			

Discussion Rubrics

	5 Points	3-4 Points	1-2 Points	0 Points
<p>Quality 5 Points</p>	<p>Posts are original and include substantial depth of critical thinking in analysis or</p>	<p>Posts are original and include moderate depth of critical thinking in analysis or</p>	<p>Posts indicate a minimal understanding of the discussion topic. Posts may lack</p>	<p>Posts indicate a lack of understanding of the discussion topic. Comments are irrelevant, off-topic,</p>

	synthesis of course materials, personal experience, and/or classmate posts. They use the terminology of the course appropriately and correctly. Construction of new meaning and insights are evident.	synthesis of course materials, personal experience, and/or classmate posts. They use the terminology of the course, but may sometimes do so inappropriately or incorrectly.	evidence of knowledge gained from the course materials, such as using the appropriate terminology. Responses may simply express interest or convey related anecdotes without critical analysis.	and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples.
Relevance 5 Points	Posts make strong, explicit connections to course resources (texts, lectures, media, etc.) by correctly identifying resources by name and source.	Posts usually make explicit connections to course resources (texts, lectures, media, etc.) by correctly identifying resources by name and source.	Posts make minimal explicit connections to course resources (texts, lectures, media, etc.) by correctly identifying resources by name and source. Connections are largely inferred and somewhat unclear at times.	Posts make no clear, explicit connections to course resources (texts, lectures, media, etc.) by correctly identifying resources by name and source.
Total = 10 Points				

Presentation Rubric

Criterion	10 Points	8-9 Points	6-7 Points	0-5 Points
Content 10 Points	Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Listeners able to develop an understanding of the material. Clearly includes each section provided in presentation guidelines.	For the most part, explanations of concepts and theories are accurate and complete. Listeners gain some knowledge of the topic. Includes most sections provided in presentation guidelines.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation. Missing sections from presentation guidelines.	No reference is made to literature or theory. Listeners gain no new insights. Missing sections from presentation guidelines and did not follow instructions.
Organization 10 Points	Speaker presents information in	Speaker presents information in	Audience has difficulty following	Audience cannot understand

	logical, interesting sequence which audience can follow. Ideas well reinforced with examples from the literature.	logical sequence which audience can follow. Could use more examples to support ideas and organize information better.	presentation because it jumps around. Few supportive examples and lacks clear organization.	presentation because there is no consistent flow of information. Not well organized.
Graphics / Visual Aids 10 Points	Speaker's graphics explain and reinforce screen text and presentation.	Speaker's graphics relate to text and presentation.	Speaker occasionally uses graphics that rarely support text and presentation.	Speaker uses superfluous graphics or no graphics.
Speaking Skills 10 Points	Poised, articulate; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence. All terms pronounced properly.	Clear articulation but not as polished. Either inconsistent volume or rate. Some mispronounced words.	Some mumbling; little eye contact; uneven rate; little or no expression.	Inaudible or too loud; no eye contact; rate too slow/fast; disinterested/monotone.
Documentation 10 Points	All sources of facts, statistics, and examples fully documented and mentioned in the talk. Clear citations and references.	Most sources of facts and examples documented and mentioned in the talk. Some citations and references.	Some sources of facts and examples documented and mentioned in the talk. Some improper use of citations and references.	No sources of facts and examples documented and mentioned in the talk. No use or clear improper use of citations and references.
Total = 50 Points				

Summary of Assignments with Due Dates

Assignment	Due Date	Points	Percent of Grade
Online Activities (5 points x 12)	Weekly	60	12%
Discussions (10 points x 12)	Weekly	120	24%
Paper 1: Skill Development Plan	2/11/22	100	20%
Presentation 1	3/6/22	50	10%
Presentation 1 Comments	3/11/22	10	2%
Paper 2: Program Development Plan	4/15/22	100	20%
Presentation 2	5/1/22	50	10%
Presentation 2 Discussion	5/2/22	10	2%
Total		500	100%

Course Policies and Procedures

Academic Integrity

Students are responsible for becoming familiar with the definitions, procedures and sanctions outlined in Rutgers University Academic Integrity Policy before submitting any assignment or exam. The policy can be found at: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

All students should conduct themselves with the highest standards of academic honesty. Examples of academic dishonesty include: copying others' written work, not citing sources, and submitting the same assignments/papers multiple times in different courses. All incidences of questionable academic integrity are a serious matter and may result in a no grade (0.0) for the assignment or course. Academic dishonesty will not be tolerated and will be treated in accordance with Rutgers University Academic Integrity Policy.

Special Note Regarding Online Graded Discussion Posts:

Discussion posts will require students to post before reading or replying to other comments. Any attempts to bypass this step, such as by posting a blank post to read classmates submission, will be considered an academic violation.

Expectations

- Engage with all online class material
- Complete all assigned readings and assignments on time
- Actively participate in all class activities, including online discussions.
- Follow the honor code when completing all quizzes, and exams
- Ask questions on the general Q&A discussion board and during office hours to enhance understanding of the material.
- Communicate with the instructor if you have questions pertaining to the material or the course
- Check your email and Canvas announcements regularly to stay informed about class updates

Email Etiquette

When emailing your instructor, please use your Rutgers e-mail address and identify yourself by full name and course number. Students are expected to place the course number, followed by the subject, in the subject line, use appropriate e-mail etiquette, and maintain reasonable expectations for instructor responses. The instructor will respond to student emails within 1-2 business days.

Plagiarism

By enrolling in this course, you are indicating implicitly that you have read, understood, and accepted Rutgers University's policies and procedures regarding academic integrity and dishonesty. Plagiarism and cheating will not be tolerated and all University policies apply. Specifically, if plagiarism or cheating is suspected, the student(s) will be asked to meet with the instructor. If the instructor concludes that an instance of plagiarism or cheating has occurred, the student(s) will be subject to an appropriate sanction or penalty outlined in Rutgers University Academic Integrity Policy.

Please note that plagiarism is using the ideas or writings of another as one's own. It varies in degree and severity. The most severe is the use of another's entire paper word-for-word. Less severe is the use of another's sentence, paragraph, or ideas without giving credit to that individual (i.e., without providing a reference).

Make-up Policy

No make-ups or extensions will be offered for missed assignments except in one of the following situations, provided that the instructor is notified in advance:

- Athletic or other Rutgers sponsored trips: Travel dates and times accompanied by a signed memo from the group's advisor/athletic department must be presented to the instructor prior to travel dates.
- Religious observances.
- Extenuating circumstances: This includes (but is not limited to) family emergencies, severe illnesses, accidents, etc. The instructor will consider make-ups and extensions on a case-by-case basis.

Diversity & Inclusion

The Department of Kinesiology and Health supports an inclusive learning environment wherein diversity and authenticity are valued. We are committed to creating a culture of equality that respects the diverse voices of our students, faculty and staff. We will continuously strive to create a curriculum and academic environment to reflect the community we serve, and drive innovation, social responsibility and excellence. Our diversity in thought, skill, and academic discipline is a resource and strength, which stands to benefit the whole and positively contribute to University and global reach.

UNIVERSITY SERVICES

Although many of these offices remain closed to in-person visits, all remain accessible virtually. We encourage students to continue to use these resources during this semester of remote learning.

Service	Description	Contact Information
Student Accommodations	If you are a student in need of accommodations, please register with the Office of Disability Services in order to initiate the accommodations process. Please present your letter of accommodation to your instructor during the first week of the semester. Please note that accommodations are not retroactive.	(848) 445-6800 Lucy Stone Hall, Suite A 145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 https://ods.rutgers.edu/
Just In Case Web App	Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.	http://codu.co/cee05e
Counseling, ADAP & Psychiatric Services (CAPS)	CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.	(848) 932-7884 17 Senior Street, New Brunswick, NJ 08901 www.rhscaps.rutgers.edu/ Medical Services: http://health.rutgers.edu/medical-counseling-services/medical/ Counseling Services: http://health.rutgers.edu/medical-counseling-services/counseling/
Violence Prevention & Victim Assistance (VPVA)	The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.	(848) 932-1181 3 Bartlett Street New Brunswick, NJ 08901 www.vpva.rutgers.edu/
Scarlet Listeners	Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.	(732) 247-5555 https://rutgers.campuslabs.com/engage/organization/scarletlisteners
Academic Support	School of Arts and Sciences Academic Advising for personal, career, and educational goals. Department of Kinesiology & Health Academic Advising for questions about Exercise Science or Sport Management major/minor requirements.	SAS: https://sasundergrad.rutgers.edu/ Dept. of Kinesiology & Health: Daria Gonzalez Loree Gym, Room 110 Email: Daria.Gonzalez@rutgers.edu https://kines.rutgers.edu/academics/academic-advising

COURSE OVERVIEW

Date	Module	Topic	Reading	Assignment Due
1/19	0	Introduction	None	None
1/24	1	Sport Overview	None	Activity 1 (1/23)
1/26				Discussion 1 (1/25)
1/31	2	Athlete Development	Reading Set 2	Activity 2 (1/30)
2/2				Discussion 2 (2/1)
2/7	3	Skill Development	Reading Set 3	Activity 3 (2/6)
2/9				Discussion 3 (2/8)
Paper 1: Skill Development Plan				2/11
2/14	4	Competition Strategy	Reading Set 4	Activity 4 (2/13)
2/16				Discussion 4 (2/15)
2/21	5	Safety & Injury Prevention	Reading Set 5	Activity 5 (2/20)
2/23				Discussion 5 (2/22)
2/28	6	Discipline, Counseling & Personal Issues	Reading Set 6	Activity 6 (2/27)
3/2				Discussion 6 (3/1)
3/7	Presentation 1			Presentations Due (3/6)
3/9				Comments Due (3/11)
Spring Break				
3/21	7	NCAA Recruiting	Reading Set 7	Activity 7 (3/21)
3/23				Discussion 7 (3/22)
3/28	8	Coaching Development	Reading Set 8	Activity 8 (3/27)
3/30				Discussion 8 (3/29)
4/4	9	Equipment, Technology and Innovation	Reading Set 9	Activity 9 (4/3)
4/6				Discussion 9 (4/5)
4/11	10	Facility Needs	Reading Set 10	Activity 10 (4/10)
4/13				Discussion 10 (4/12)
Paper 2: Program Development Plan				4/15
4/18	11	Ethical Issues	Reading Set 11	Activity 11 (4/17)
4/20				Discussion 11 (4/19)
4/25	12	Funding & Development	Reading Set 12	Activity 12 (4/24)
4/27				Discussion 12 (4/26)
5/2	Presentation 2			Presentations Due (5/1)
				Comments Due (5/2)

Reading Set by Module
(All Readings Provided on Canvas)

2	<ul style="list-style-type: none"> • Canadian Sport for Life, Sport for Life Society (2016) • Balyi I., Hamilton A. (2004) Long-Term Athlete Development: Trainability in Childhood and Adolescence. Windows of Opportunity. Optimal Trainability. • J. Côté, The developmental model of sport participation: 15 years after its first conceptualization. Science & Sports (2014) 295, 563-569.
3	<ul style="list-style-type: none"> • Ken Mannie. Three stages of athletic skill development. Michigan State University (2019). • Wayne Goldsmith. Sports Skills: The 7 Sports Skills Steps You Must Master in Every Sport (2014). • J. Adams, The Changing Face of Motor Learning, Human Movement Science 9 (1990) 209-220. • Theeboom, De Knop, and Weiss, Motivational Climate, Psychological Responses, and Motor Skill Development in Children's Sport: A Field-Based Intervention Study, Journal of Sport & Exercise Psychology (1995) 17, 294-311.
4	<ul style="list-style-type: none"> • NCAA Pre-Championships Manual • NCAA Power Rating
5	<ul style="list-style-type: none"> • PREVENTING CATASTROPHIC INJURY AND DEATH IN COLLEGIATE ATHLETES, Sport Science Institute (2019). • Bennet I. Omalu, Chronic Traumatic Encephalopathy in a National Football League Player, Neurosurgery (2005) 57:128-134. • Martin Klugl, et al. The Prevention of Sport Injury: An Analysis of 12,000 Published Manuscripts, Clin J Sport Med (2010) Volume 20, Number 6. • Pedro L. Almeida, et al., Psychology in the realm of sport injury: What it is all about, Revista de Psicologia del Deporte (2014) Vol. 23, Number 2, 395-400.
6	<ul style="list-style-type: none"> • U.S. Center for SafeSport, Preventing Bullying: What Great Coaches Need to Know. • Society of Health and Physicals Educators (SHAPE America), Position Statement: Using Physical Activity as Punishment and/or Behavior Management (2009). • (Optional) U.S. Department of Education, Office of Postsecondary Education, The Handbook for Campus Safety and Security Report, 2016 Edition. • (Optional) A. Stagg, J. Storch, An Overview of the Violence Against Women Act (VAWA) Amendments to the Clery Act, University Risk Management & Insurance Association (2017).
7	<ul style="list-style-type: none"> • NCAA Division I Manual 2021-22
8	<ul style="list-style-type: none"> • International Council for Coaching Excellence, International Sport Coaching Framework, Version 1.2 (2013).
9	<p>Equipment Safety</p> <ul style="list-style-type: none"> • NYTimes - Expert Ties Ex-Player's Suicide to Brain Damage From Football (1). pdf • Chronic Traumatic Encephalopathy in a National Football League Player (1).pdf • Find and read CDC "heads-up" concussion in High School sports action plan, guide for coaches • Find and read National Operating Committee on Standards for Athletic Equipment (NOCSAE) - Football Helmet Standards Overview • www.playsmartplaysafe.com <p>Video Analysis</p> <ul style="list-style-type: none"> • https://simplifaster.com/articles/buyers-guide-sport-video-analysis • https://www.hudl.com/academy

	<p>Motion Capture</p> <ul style="list-style-type: none"> • https://www.vicon.com/applications/life-sciences/sports-performance • Toward Marker-Free 3D Pose Estimation in Lifting - A Deep Multi-View Solution.pdf • https://developer.leapmotion.com <p>Impact Testing</p> <ul style="list-style-type: none"> • https://en.wikipedia.org/wiki/Force_platform • The Biomechanics of Hurdling - Force Plate Analysis to Assess Hurdling Technique.pdf <p>Statistics</p> <ul style="list-style-type: none"> • https://www.statcrew.com/index.html • https://dakstats.daktronics.com/Pages/default.aspx <p>Website</p> <ul style="list-style-type: none"> • https://www.sidearmsports.com/
11	<p>Ethical Rules</p> <ul style="list-style-type: none"> • USOC: <ul style="list-style-type: none"> ○ https://www.teamusa.org/USA-Karate/Officials-and-Coaches/Coaches-Resources/USOC-Coaching-Ethics-Code • NJ State Employees: <ul style="list-style-type: none"> ○ https://www.state.nj.us/ethics/statutes/conflicts/ • Iowa Coaching Authorization: <ul style="list-style-type: none"> ○ 282-221(272) Coaching authorization.pdf Download 282-221(272) Coaching authorization.pdf • NCAA: <ul style="list-style-type: none"> ○ https://www.ncaa.org/governance/committees/committee-sportsmanship-and-ethical-conduct ○ http://www.ncaa.org/about/16-principles-conduct-intercollegiate-athletics • Rutgers: <ul style="list-style-type: none"> ○ Rutgers Code of Ethics.pdf <p>Ethics and Occupational Licensing in Other Professions</p> <ul style="list-style-type: none"> • High School Coach: <ul style="list-style-type: none"> ○ https://nfhslearn.com/home/coaches • Law: <ul style="list-style-type: none"> ○ CompGuide2020_021820_Online_Final.pdf ○ Character and Fitness - Section III, pg vii ○ Professional Responsibility Examination: https://en.wikipedia.org/wiki/Multistate_Professional_Responsibility_Examination • Medical: <ul style="list-style-type: none"> ○ https://www.ama-assn.org/delivering-care/ethics/code-medical-ethics-overview • Certified Financial Planner (fiduciary): <ul style="list-style-type: none"> ○ https://www.cfp.net/get-certified/certification-process/ethics-requirement • Certified Public Accountant (CPA): <ul style="list-style-type: none"> ○ https://www.aicpa.org/interestareas/professionalethics/resources/ethicsenforcement.html
12	<p>NCAA:</p> <ul style="list-style-type: none"> • 2019 Division I Revenue Distribution Plan • Donna M. Desrochers, Academic Spending Versus Athletic Spending: Who Wins?, Delta

Cost Project and American Institutes for Research (2013).

IOC:

- Olympic Solidarity Annual Report
- Olympic Solidarity Plan 2017-2020

NFL:

- NFL Annual Report Digital Version
- https://www.nflfoundation.org/applications/grant_programs

Government Support:

- Matthew T. Brown, The Use of Public Funds for Private Benefit: An Examination of the Relationship between Public Stadium Funding and Ticket Prices in the National Football League, *Kinesiology* (2006).
- (Optional) Financing Municipal Recreation and Parks, A Resource Guide for Recreation, Parks and Conservation, Second Edition.

Donations:

- Stephen L. Shapiro, et al., An examination of athletic alumni giving behavior: Development of the Former Student-Athlete Donor Constraint Scale, *Sport Management Review* (2010).
- Liya Jin, et al., Impact of green stadium initiatives on donor intentions toward an intercollegiate athletic programme, *Int. J. Sport Management and Marketing*, Vol. 10, Nos 1/2, 2011.