## COURSE REQUEST

6101 - Status: PENDING

Last Updated: Buckworth, Janet  
11/08/2013

### Term Information

**Effective Term**: Autumn 2014

### General Information

- **Course Bulletin Listing/Subject Area**: Kinesiology
- **Fiscal Unit/Academic Org**: Human Development & Family Sci - D1251
- **College/Academic Group**: Education & Human Ecology
- **Level/Career**: Graduate
- **Course Number/Catalog**: 6101
- **Course Title**: Ethics of Coaching
- **Transcript Abbreviation**: Ethics Of Coaching
- **Course Description**: This course examines ethical and moral issues that are central to coaching in contemporary sport setting and address the way in which we should treat human beings in sports settings. Issues such as fairness, equality, integrity, and sport's purpose will be discussed and questions of an ethical and moral nature.

- **Semester Credit Hours/Units**: Fixed: 3

### Offering Information

- **Length Of Course**: 14 Week, 7 Week
- **Flexibly Scheduled Course**: Never
- **Does any section of this course have a distance education component?**: Yes
- **Is any section of the course offered**: 100% at a distance
  - Greater or equal to 50% at a distance
  - Less than 50% at a distance

- **Grading Basis**: Letter Grade
- **Repeatable**: No
- **Course Components**: Lecture
- **Grade Roster Component**: Lecture
- **Credit Available by Exam**: No
- **Admission Condition Course**: No
- **Off Campus**: Never
- **Campus of Offering**: Columbus

### Prerequisites and Exclusions

- **Prerequisites/Corequisites**
- **Exclusions**

### Cross-Listings

- **Cross-Listings**

### Subject/CIP Code

- **Subject/CIP Code**: 31.0501
- **Subsidy Level**: Doctoral Course
- **Intended Rank**: Masters, Doctoral
Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• To identify specific issues relative to ethical dilemmas commonly encountered in the context of competitive sport.
• To develop skills for distinguishing sound and valid arguments concerning ethical matters in coaching.
• To recognize and distinguish moral questions from other kinds of intellectual considerations that are relevant to coaching athletes.
• To identify and analyze topics of a moral, social, and legal nature that affect coaching behavior and interactions with athletes.

Content Topic List

• Introduction to the class; review of syllabus; and Ethics, Ethical Inquiry, and Sport: An Introduction
• Internalism, Externalism, and Ethical Decision-making in Coaching: Why the Coach Should Have a Philosophy
• Ethical Issues Confronting Coaches: An Interpretive Account of the Ethics of Coaching
• Human Rights in Sports
• The Ethics of Title IX and Gender Equity in Coaching
• Cultures of Equality and Difference: Dis/ability, Gender, and Race
• Sport and Education: Ethical and Moral Development in and through Sport.
• Sport, Education, and the Athlete: Exploitation of Student Athletes and Athlete Recruitment
• Competition and the Meaning of Sport (including an over-emphasis on winning, intimidation, and violence)
• The Coach and the Safety of Athletes: Ethical and Legal Decisions
• Drugs, Genes, and Enhancing Performance in Sport
• Ethical Considerations concerning the Commercialization and Professionalization of Sport
• The Ethical Coach: An Interpretive Account of the Ethics of Coaching
• Competition, Ethics, and Coaching Young Athletes
• The Reflective Coach

Attachments

• KINESIO 6101 Syllabus.pdf
  (Syllabus. Owner: Ellwood, Whitney Donnelle)

Comments

Workflow Information

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<td>Submitted for Approval</td>
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<td>11/08/2013 09:58 AM</td>
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<td>Zircher, Andrew Paul</td>
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This course examines ethical and moral issues that are central to coaching in contemporary sport setting and address the way in which we should treat human beings in sports settings. Issues such as fairness, equality, integrity, and sport’s purpose will be discussed and questions of an ethical and moral nature such as the following will be presented and discussed in the course: What is considered cheating in sport and is it morally wrong? Is it morally acceptable to use performance-enhancing drugs or genetic forms of enhancement? Are athletes in colleges and universities exploited? In what way should human rights be addressed in sport? Further, the purpose of the course is to teach students to think about the ethical and moral aspects of coaching competitive athletes and is designed to enable future coaches to better understand issues such as the student athlete in elite level sport, performance enhancement, matters concerning race, class, gender, sexuality in the context of human rights, ethical dimensions of leadership and human relationships in sport. These outcomes will be met through readings, personal reflection, interviews with coaches, case studies, and class discussions.

Course Objectives/*Learning Outcomes

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

- To identify specific issues relative to ethical dilemmas commonly encountered in the context of competitive sport.
- To develop skills for distinguishing sound and valid arguments concerning ethical matters in coaching.
- To recognize and distinguish moral questions from other kinds of intellectual considerations that are relevant to coaching athletes
- To identify and analyze topics of a moral, social, and legal nature that affect coaching behavior and interactions with athletes.

Required Text(s) and Course Materials –


Course Expectations and Requirements
Reading Assignments:

Readings for the class will include readings from the text as well as journals devoted to sport and ethics.

Written Assignments

1. **Case Studies 34%**— Each week we will use case studies to further examine the critical issues pertaining to the specific topic(s) of the week. Students will make a presentation concerning a particular topic during the class and will be asked to distribute to the other students in the class a minimum of three case studies. Students may write their own case studies or use those that have already been developed by authors and published in texts or on the internet. These should be distributed no later than the Monday preceding the day of presentation. Each student will also be required to make a brief presentation concerning the issues, write a brief overview of the topic and a synopsis of the case studies (two to three pages), and lead the discussion in class. This assignment will determine one-third of the final grade.

2. **Philosophy of Coaching 33%**—At the end of the semester students must develop and write their philosophy of coaching in terms of positions relative to various ethical issues and dilemmas often encountered in today’s coaching profession. The final assignment should be submitted to the instructor and will determine one-third of the final grade.

3. **Coach Interview 33%**—Students must conduct an interview with an experienced coach and in these interviews the focus should be upon specific ethical issues that typically or often confront a coach. The student should develop the interview by writing ten (10) questions concerning a specific ethical issue of their choice. The results of the interview, including the questions discussed must be presented in the form of a five page paper and will determine one-third of the final grade.

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<td>B 83-86</td>
<td>C 73-76</td>
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<td>B- 80-82</td>
<td>C- 70-72</td>
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Schedule of Topics

**Week 1**
Introduction to the class; review of syllabus; and Ethics, Ethical Inquiry, and Sport: An Introduction

**Week 2**
Internalism, Externalism, and Ethical Decision-making in Coaching: Why the Coach Should Have a Philosophy

**Week 3**
Ethical Issues Confronting Coaches: An Interpretive Account of the Ethics of Coaching

**Week 4**
Human Rights in Sports
Week 5  The Ethics of Title IX and Gender Equity in Coaching
Week 6  Cultures of Equality and Difference: Dis/ability, Gender, and Race
Week 7  Sport and Education: Ethical and Moral Development in and through Sport.
Week 8  Sport, Education, and the Athlete: Exploitation of Student Athletes and Athlete Recruitment
Week 9  Competition and the Meaning of Sport (including an over-emphasis on winning, intimidation, and violence)
Week 10 The Coach and the Safety of Athletes: Ethical and Legal Decisions
Week 11 Drugs, Genes, and Enhancing Performance in Sport
Week 12 Ethical Considerations concerning the Commercialization and Professionalization of Sport
Week 13 The Ethical Coach: An Interpretive Account of the Ethics of Coaching
Week 14 Competition, Ethics, and Coaching Young Athletes
Week 15 The Reflective Coach

Policies for Student Conduct and Participation

All students are expected to conduct themselves according to the following guidelines:

- To attend class regularly and punctually and participate actively and constructively in class discussions.
- To complete all assignments thoroughly and on time.
- To show respect for the ideas and beliefs of other members of the class.
- To refrain from using cell phones and beepers during the class or using computers for non-class related matters.

Academic Misconduct – The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from
the University. For additional information, see the Code of Student Conduct).
http://studentaffairs.osu.edu/resource_csc.asp

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students are expected to follow the Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

**Statement on Diversity** – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Department of Human Sciences is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the department seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The department prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences**—There are no off campus field experiences associated with this course.

**Readings**


