

GUIDELINES FOR ACCREDITATION OF COACHING EDUCATION

AND

INSTRUCTIONS FOR THE PREPARATION OF FOLIOS



sponsored by the
National Council for Accreditation of
Coaching Education (**NCACE**)

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PREAMBLE

The **National Council for Accreditation of Coaching Education (NCACE)** grants accreditation to educational programs that meet or exceed the minimum requirements outlined as essential in this document. The various organizations represented by **NCACE** cooperate to establish, promote, and maintain the quality of educational programs for sport coaches.

Educational programs for sports coaches will be evaluated according to documentation presented by Coaching Education Providers (CEP) who demonstrate the ability to furnish to coaches the knowledge, skills, and values that are stated in the *National Standards for Sport Coaches (NSSC)*. Each educational program will be evaluated according to the degree to which it provides opportunities for individuals to develop the benchmarks, by level, associated with each standard. In addition, program administrators must ensure that the delivery of the program and course content are consistent with the stated goals and objectives of the organization's educational program for coaches.

The goal of **NCACE** is to maximize the availability of qualified coaches for all sport programs. The accreditation of coaching education programs provides consistent and scientifically-based standards to assess (1) the content of programs submitted for review, (2) the qualifications of instructors who educate coaches, and (3) the process by which essential content for educating coaches is provided within the programs under review. **NCACE** supports the inclusion and diversity in all its programs, services, policies, and procedures.

MISSION

The **National Council for Accreditation of Coaching Education (NCACE)** is a not-for-profit organization whose essential function is to encourage continuous improvement in the professional knowledge and competence of sport coaches. The **NCACE** review provides the process for the assessment of the adequacy of educational programs to meet the minimum requirements for formal education and practical experience as prescribed in the ***Guidelines for Accreditation of Coaching Education***.

Purpose of the National Council for Accreditation of Coaching Education

The goal of **NCACE** is to maximize the opportunities for providing qualified coaches at all levels of sport programs. The accreditation of coaching education programs is designed to provide consistent and scientifically-based guidelines by which to assess (a) the content of programs for the education of coaches, (b) the qualifications of instructors who provide coaching education, and (c) the process by which coaching education is provided.

Governance of NCACE

The success of implementing national standards for coaching competence is dependent upon having a coordinating body to guide the development and implementation of the program review and advocacy for coaching education. The structure of the Council includes an Executive Board comprised of six to nine voting members, who are nominated and elected by members of **NCACE** at the annual **NCACE Business Meeting**.

Selection of Folio Readers

NCACE is responsible for the training and certification of folio readers to represent the various levels and constituencies reflected among the coaching education providers. Prospective readers include individuals from the following organizational groups based on their area of interest, expertise, and qualifications:

- Multi-sport organizations
- Science/ medical/educational organizations
- Single sport groups
- Distributors of coaching education

NCACE will regularly call for folio readers and solicit applications from interested and qualified individuals to review incoming folios. To be a certified reader, one must be actively engaged in coaching education, successfully complete a reader training workshop, and properly complete a reader application. Training sessions for readers are held in conjunction with national conferences and the **NCACE** activities. Readers will serve three-year terms and be evaluated by **NCACE** for renewed appointment. Readers must have the level of training and experience commensurate with the level and type of accreditation being sought by the coaching education provider.

SECTION ONE: INTRODUCTION AND OVERVIEW

The *NSSC* and the *Guidelines for Accreditation of Coaching Education* are the result of a project facilitated by the National Association for Sport and Physical Education (NASPE), an Association of Society of Health and Physical Educators (SHAPE America) (formerly American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)). In 1992 the NASPE Cabinet appointed a task force to consider ways to improve the quality of sport coaching for amateur sport participants in the United States. The two aforementioned documents were developed under direction provided by two task forces named by the NASPE Cabinet representing various organizations.

The first edition of the *National Standards for Athletic Coaches* (NSAC) outlined the knowledge, skills, and values associated with coaching sport, and as with all NASPE publications, an ongoing review and timely revision was expected. To represent the most current trends in the coaching world, NASPE reviews and updates publications every five to seven years. This ensures that particular audiences receive current information on a regular cycle. In the changing world of sport, coaches need a quality education system in order to stay prepared to work effectively with athletes. These standards serve this need.

NASPE called on experts from national governing bodies of sport, the United States Olympic Committee, National Federation of State High School Associations, and NASPE leadership to review and revise the 1995 version of the Standards. The 1995 standards were accepted by over 100 organizations, and therefore the intent of these revisions was to update them and make them more user-friendly, rather than completely revamping them. After surveying prominent coaching education literature and soliciting feedback from coaching educators and policy-makers, the original domains were revised to be more consistent with current sport resources and best practices. The second edition is more straightforward than the 1995 version, but no skill components were discarded from the original version; instead they were incorporated into specific domains to increase clarity and eliminate redundancies.

The revised *National Standards for Sport Coaches* (NSSC) is now organized into eight domains that more accurately describe significant coaching responsibilities. Each of the 40 standards are presented with an explanation of their purpose. Each standard is accompanied by benchmarks that provide concrete examples of actions and orientations that constitute coaching competence. The original NSAC identified over 350 competencies reflecting varying degrees of proficiency in applying a specified skill. The revised benchmarks are not intended to be an exhaustive list of potential performance indicators, but rather performance guides to be used in developing and assessing coaching competence. By design, the NSSC provide a framework that can be applied and used to identify coaching competencies within the structure and context of any sport or coaching program.

A copy of the second edition of the *NSSC* (Quality Coaches, Quality Sports: National Standards for Sport Coaches: ISBN: 0-88314-908-7) can be obtained by ordering at the online store (Product Code: 304-10274).

The *NSSC* and the *Guidelines for Accreditation of Coaching Education* are intended to provide direction for administrators, educators, coaches, athletes, and the public regarding the skills and knowledge that coaches should possess and the characteristics that appropriate coaching education programs should have. The coaching standards reflect the fundamental competencies that administrators, athletes, and the public should expect of sport coaches at various levels of experience. Based on unprecedented expansion of information that is available to coaches and it is essential that a high standard of care is taken to ensure the health and safety of all athletes. Coaches, because of their primary roles as teachers and mentors of athletes, must aspire to achieve high standards and require resources to assist them in gaining necessary skills and knowledge to do so. Coaching education programs have the responsibility of ensuring that coaches have the opportunity to develop the appropriate skills, knowledge, and values to function as a coach.

Professional accreditation is the process of verifying that professional preparation is of sufficient quality to ensure that those completing such preparation will engage in safe and appropriate practice. Independent certification programs may verify that participants have completed an identified unit of information or developed specific skills, but the certification does not address the quality or appropriateness of the specified curriculum or preparation. Prospective coaches must seek quality, accredited coaching education programs that enable them to understand hiring practices and to meet appropriate certification requirements related to becoming a qualified coach.

Accreditation of coaching education should:

1. Identify levels of coaching education that are acceptable by both a systematic and scientific inquiry as well as identify a national consensus of what coaches should know, value, and be able to do. Accreditation should allow prospective coaches and the public to make decisions concerning the selection of coaching education programs based on an evaluation of educational quality, consistency, and the relationship to the standards for coaches.
2. Hold coaching educators accountable for the quality of professional education and ensure that the mechanisms involved in the accreditation process are of appropriate quality. Each step of accreditation should emerge from a consultative process and should result in consensus of the professional participants. Thereby, expertise and experience of the accrediting body will be credible to the general public and the profession of sport coaching.
3. Promote coaching education programs that are effective in serving the needs of a dynamic social system and that are creative and responsive to the changing needs of prospective coaches. The diversity of the coaching profession requires that professional preparation also recognize varied philosophies and approaches. Accreditation should not force sponsoring agencies to conform to prescribed, specific patterns unless these conventions have a well-established, scientific and educational basis. Accreditation should differentiate between acceptable and unacceptable forms of professional preparation, but allow for organizational differences and variety in programs, thereby preserving agency diversity and creativity in certifying coaches.
4. Be precise in gathering key information about critical aspects of educational quality, both in scope of programs and reliability of judgments and conclusions. There should be a clear difference in programs receiving accreditation and those programs that do not facilitate coaches' achievement of the *NSSC*. **NCACE** should continually reexamine its policies to ascertain whether high quality coaching education is the actual by-product of the policies and guidelines it advocates.

5. Create consistent, efficient, and cost-effective review procedures and processes by which decisions are made and maintain supportive relationships to allow for all levels of coaching education to seek accreditation.

The *NSSC* are viewed as a means whereby additional individuals — especially women and minorities — will be encouraged to enter the ranks of coaches. Rather than be exclusive, these standards encourage individuals, particularly at the volunteer level, to aspire to the qualifications that are appropriate for coaching athletes at all levels of development. Directors of programs should view these standards as an effective way to evaluate the sport experiences of athletes. Adopting and facilitating a process for achievement of the standards should lead to increased opportunities for coaches and athletes alike.

The requirement of the *Guidelines for Accreditation of Coaching Education* also provides increased opportunities for persons within the framework of the *Americans With Disabilities Act* (1990). Although the full impact of the law on the implementation of sport programs is evolving, an increased commitment to include athletes and coaches with disabilities is embedded in these standards. While the needs of athletes with disabilities may be met most effectively by coaches, administrators, and trainers who have specialized competencies, the pervasive theme in these standards is for coaches to provide for maximum participation of all athletes in a challenging, yet supportive, reassuring, and safe environment. The *Guidelines for Accreditation of Coaching Education* were also developed with awareness that individuals with disabilities can and should have access to coaching education and be able to become effective coaches.

Finally, these *Guidelines for Accreditation of Coaching Education* and the coaching standards are viewed as part of a dynamic compilation of an education program to develop the knowledge, skills, and values that are associated with the effective and appropriate coaching of athletes. New information will demand that both documents be reviewed and updated as directed by **NCACE**. The overriding premise in the development of this document is that its contents be used to ensure preparation of coaches who can in turn ensure the enjoyment, safety, and positive skill development of all athletes.

When individual coaching education programs are approved, the name of the agency will be recorded and published by **NCACE**. A directory of nationally accredited coaching education programs will be published regularly and a certificate of accredited status will be issued to the approved program.

Description of Levels of Accreditation

Coaching education programs may apply for one of three levels of accreditation (1, 3, or 5), with each higher level representing an accumulation of the benchmarks beneath it. For example, Level 1 represents minimal standards for programs preparing coaches who usually are responsible for short duration, recreational or intrasquad competition, and content that emphasizes safety, enjoyment, and introduction to movement skills. On the other hand, Level 5 represents standards for programs preparing coaches who more likely work with elite athletes on a year-round basis, including a high level of competition and content that emphasizes advanced training, conditioning, techniques, and tactics (see Figure 1). Accreditation of programs is not an assessment of the athletes that are being coached, but rather the depth and scope of coaching responsibilities. Increasing levels of accreditation would reflect greater scope and breadth of coaching competence as a result of the educational experience (theoretical and practical). For example, a Level 1 accredited coaching education program may be preparing community volunteers to work with summer recreation sport

leagues, predominantly serving adult athletes. A Level 5 accredited coaching education program may be preparing master coaches to work with young athletes who train and participate in year-long competition. It is up to the coaching education provider to determine the level of coaching education (as reflected in the *NSSC*) necessary to meet the responsibilities expected of the coach following the coaching education program and to seek the appropriate level of accreditation.

Figure 1: Levels of Accreditation

The matrix is designed to assist coaching education program administrators in making a preliminary determination of which level of accreditation to pursue. Once an initial assessment is made, it will be necessary to refer to the *NSSC* for more detailed information about the benchmarks expected at each level of accreditation. It is recommended that the application be made for the highest level of certification that coaches may pursue (e.g. if a program certifies Level 3 coaches, it should seek Level 3 accreditation).

	Level 1	Level 3	Level 5
Athlete <i>level of skill</i>	beginning or intermediate athlete	Intermediate athlete	elite athlete
Duration <i>length of season or activities</i>	short duration	seasonal but sequential	year round planning
Competition Level	recreational or intrasquad	structured, select team or school based	highest level of amateur competition
Content Emphasis for Coach	safety & risk management social/ emotional development introduction to fundamental movement skills	conditioning and training teaching methods growth and development motivational techniques intermediate sport skills	advanced training and conditioning advanced techniques and tactics professional development

Explanation of Terms

In this section you will find brief explanations of terms and concepts used throughout this document.

Accreditation Status: After the **NCACE** Board of Directors conducts a review of the recommendations for program accreditation, coaching education programs will be notified in writing of their accreditation status as follows:

Approved:	Accreditation is granted for seven years.
Conditionally Approved:	Accreditation is granted, providing that specific corrections (rejoinders) recommended by the Folio Review Panel are made and submitted within the year.
Non-Approved:	Accreditation is withheld.

Authentic Assessment: A teaching and coaching technique that allows coaches to view athletes using real-time analysis during practice sessions or through video footage.

Coaching Education Provider (CEP): The institution, agency, organization, or department providing a program of coaching education.

Critical Environmental Demands: Things in the environment that affect practice or competition, including weather or playing surface status that may have a negative effect on athlete safety.

Detailed course outline: A detailed agenda and/or syllabus provided to coaches at the beginning of each program component. These documents state the objectives and describe educational opportunities and assessments as well as provide a topical outline for units of coaching education. Examples of course outlines can be found in Section 7.

Domain-specific review: A review conducted of a coaching education provider program that specializes and meets all standards contained within one of the eight domains of the *NSSC*. The review only evaluates one specific domain. The intention is to provide an opportunity for a coaching education program to use expertise from outside organizations that specialize in certain areas.

Folio: A collection of documents and materials describing the manner in which a coaching education provider addresses each of the **NCACE** Guidelines. The folio includes: cover page, forms, matrices, and detailed course outline and supporting appendices. Each matrix further delineates program structure, course objectives, educational opportunities, and assessments of the coaching education program provided by the sponsoring organization.

Folio reader: Individuals who are trained and certified to review coaching education program folios. These individuals evaluate organization folios to determine the compliance with coaching education guidelines and participant achievement of appropriate levels of coaching standards. To be certified as a reader, one must be actively engaged in coaching education, successfully complete a reader workshop, and complete a reader application. Readers will be recruited from all segments of **NCACE** membership. Reader reports are submitted to the Folio Review Coordinator for review and adjudication.

Folio Review Coordinator: An individual appointed by the NCACE Board of Directors to oversee the review and accreditation process. This individual must have served as an NCACE folio reader and have in-depth knowledge of NCACE process. The Folio Review Coordinator has two primary responsibilities: 1) to adjudicate the findings of the folio readers and make a final report to the NCACE Board regarding the recommended status of coaching education programs submitted for review, and 2) to train folio readers.

Folio Review Panel: A committee of three folio readers selected to evaluate an organization's folio. Panel composition will reflect the type of organization and the level of accreditation sought. If a rejoinder is submitted, it will be evaluated by the original Folio Review Panel.

Host Coaching Education Program: The coaching education program that provides the majority of training to coaching candidates and submits the formal documentation for NCACE review and accreditation.

In-sourcing: The coaching education program uses an NCACE-approved Domain-Specific Provider to cover one or more domains by bringing the domain-specific content to the host coaching education program. The domain-specific content is implemented by the qualified staff of the host organization.

Key indicator: Examples of baseline performance that reflect expectations of best practice for a specific level of accreditation.

Learning Experiences: A wide range of educational opportunities to convey content including: lectures, discussions, research projects, case studies, demonstrations, assignments, small group activities, multi-media presentations, practicums, role-playing, simulations, and supervised coaching.

National Council for Accreditation of Coaching Education (NCACE): a not-for-profit organization comprised of organizations involved in or supporting coaching and coaching education. NCACE supports, facilitates development, and accredits programs of coaching education. (Also, see "Preamble")

NCACE Board of Directors: Elected representatives (6-9) from the NCACE membership. Members serve three year terms. Members of the Board of Directors are (3) Presidents, (3-6) Members-at-Large, and the NCACE Executive Director (ex-officio).

National Standards for Sport Coaches (NSSC): A document that provides direction for administrators, coaches, athletes, and the public regarding the skills and knowledge that coaches should possess. A copy of the second edition of the NSSC (Quality Coaches, Quality Sports: National Standards for Sport Coaches: ISBN: 0-88314-908-7) can be obtained by ordering at the online store (Product Code: 304-10274).

Out-sourcing: The coaching education program uses an NCACE-approved domain-specific provider to cover one or more domains by directing coach candidates to participate in domain-specific provider workshops in order to obtain proper and quality preparation in specific areas.

Re-accreditation: Approved programs may apply for continuing accreditation during their seventh year of accreditation by submitting information concerning any substantive changes to their coaching education program and respond to any revisions to the Accreditation Guidelines that have occurred during the term of accreditation.

Registry: A pre-accreditation status awarded on the written request by a program director/administrator or designated program representative to the **NCACE** which signifies that the program intends to seek accreditation within the next three years.

Re-Evaluation: Approved programs may be reevaluated prior to the seven-year renewal cycle if the following arises:

1. The program is the subject of documented malfeasance
2. Major changes in program content or administrative structure occur
3. There is evidence that program content no longer conforms to scientific evidence or required standards
4. If standards or guidelines are changed

Rejoinders: A revision or expansion of a previously submitted folio at the request of **NCACE** or on the initiative of the coaching education provider after a finding of conditional or non-approval. Satisfactory documentation and revision of non-approved elements typically leads to full approval of coaching education programs. Rejoinders must be filed within a year of notification of accreditation status.

Self-Study: Identifies strengths of the existing program and provides information needed that will facilitate programmatic change in areas that do not meet the guidelines. This process is preliminary to the preparation of a folio to document compliance by the coaching education program with each of the 16 *Guidelines for Accreditation of Coaching Education*.

SECTION TWO: GUIDELINES FOR ACCREDITATION OF COACHING EDUCATION

This section will provide the guidelines essential to quality coaching. The *Guidelines for Accreditation of Coaching Education* is organized into four categories. ORGANIZATIONAL OVERVIEW (Guidelines 1 – 3), PERSONNEL (Guidelines 4 – 8), OPERATIONAL PROCEDURES (Guidelines 9 – 14), and PROGRAM CONTENT (Guidelines 15 and 16). Details regarding how to respond to these 16 Guidelines are found in Section 4. Interpretations of the 16 Guidelines are found in Section 5. Should a coaching education program wish to complete a domain-specific review, they will need to document the appropriate information outlined within these domains as denoted in the matrices.

ORGANIZATIONAL OVERVIEW

1. The mission and objectives of each sponsoring organization (coaching education provider) include the scope of the coaching education program and demonstrate commitment to high quality and systematic education for coaches at the relevant level(s). This guideline does not apply to domain-specific folios.
2. The sponsoring organization provides systematic oversight of all aspects of the coaching education program.
3. The sponsoring organization maintains complete and systematic records for all program activities including instructor qualification, names of coaches entering programs, names of coaches completing programs, course syllabi, course rosters, and records of participant achievement.

PERSONNEL

4. Each program has a designated administrative leader responsible for the coaching education program. The level of administrative expertise is commensurate with the level of coaching education provided.
5. Instructional staff demonstrates expertise commensurate with the level of coaching education, coaching skills, and knowledge competencies that they are expected to deliver.
6. Instructors demonstrate effective teaching skills and effective delivery of content, which recognizes individual characteristics and learning styles of prospective coaches.
7. The instructor/participant ratio provides for interactive instruction, individual attention, and student support required to convey and transmit the knowledge, skills, and values identified in the *NSSC*.
8. All instructional staff is knowledgeable about the domains, standards, and benchmarks listed in the *NSSC*. Instructors should have general understanding of the context for the content they provide.

OPERATIONAL PROCEDURES

9. The program's content and implementation reflect the organization's mission and objectives related to coaching education. This guideline does not apply to domain-specific folios.
10. The program continually evaluates its content and effectiveness in meeting appropriate goals and objectives relative to coaching education and the development of well-qualified coaches.
11. The program content, course requirements, evaluation, qualifications for certification, and/or fees for enrollment and materials are provided to participants and potential participants.
12. Completion of the program is contingent on successful demonstration of the participant's achievement of coaching education program objectives verified by reliable and valid assessment.
13. Appropriate practical experiences are included as an integral part of program content and delivery commensurate with the level of coaching education is provided.
14. Coaching education providers will establish appropriate entry qualifications for participants and exercise a commitment to diversity by making consistent efforts to recruit under-represented populations.

CONTENT

15. The content of programs submitted for the purposes of review for accreditation shall include the knowledge and skills as stated in the *NSSC*:

- Domain 1 - Philosophy and Ethics (4 standards)
- Domain 2 - Safety and Injury Prevention (7 standards)
- Domain 3 - Physical Conditioning (4 standards)
- Domain 4 - Growth and Development (3 standards)
- Domain 5 - Teaching and Coaching (8 standards)
- Domain 6 - Sport Skills and Tactics (3 standards)
- Domain 7 - Organization and Administration (7 standards)
- Domain 8 - Evaluation (4 standards)

Domain-specific folios should contain only the relevant domain(s) of their program content.

16. The coaching education program provides sufficient instructional time to master the competencies at the relevant coaching level.

SECTION THREE: THE ACCREDITATION PROCESS

This section will provide an overview of the steps of program review from an administrative perspective. Included in this section is information related to the processes and stages of program review and accreditation. Detailed information regarding folio preparation is provided in Section Four.

Steps in Folio Preparation

Step One: Preliminary Program Assessment

Before beginning the program review process, the program director/administrator will conduct a preliminary assessment of the organization's current coaching education program to determine if the program should seek accreditation. The program self-check provided below will help to determine if a program has the essential elements for program accreditation at the intended level. Answering "yes" or "partially" to most of the questions below indicates a readiness for pursuing program accreditation. A pullout checklist is provided for convenience.

Mission and Objectives

- Does the program have a clear mission statement and stated objectives relative to the scope of coaching education?

Program Administrator

- Does the program have a designated and qualified program director/administrator who is responsible for the day-to-day operation, coordination, supervision, and evaluation of the educational program?

Instructors and Trainers

- Are the program instructors formally trained/certified to deliver effective instruction?
- Are the program instructors systematically and regularly evaluated on teaching effectiveness?
- Do the instructor trainers regularly engage in professional development concerning current trends in coaching and coaching education?

Course Content

- Is the course content reflective of **comprehensive** coaching education (i.e., addresses content within the 8 domains of *NSSC*)?

Instructional Design

- Does the program provide a variety of instructor-led learning experiences in an interactive format (e.g., workbooks, audio-visual, group interaction, low instructor-to-student ratio, etc.)?
- Does the instructional design incorporate practical and/or field experiences involving actual or typical athletes (e.g., video analysis, site observations)?
- Does the program assess participant knowledge and/or competency during or following instruction?

Curriculum and Planning

- Does the program director/administrator oversee systematic management of the coaching education curriculum, including comprehensive curriculum planning and updating, learning objectives, detailed course agendas or syllabi, and appropriate learning experiences?
- Does the program systematically evaluate its content and effectiveness relative to its stated goals and objectives?

Records/Tracking

- Does the program recruit and educate individuals from different races, both genders, and various cultural/social backgrounds?
- Does the program maintain and track relevant records, including participant attendance, appropriate registration procedures, participant progress, certification records, correspondence, and enrollment data?

The program director/administrator is also encouraged to consult the more detailed *Interpretation of Accreditation Guidelines for Organizational Overview, Personnel, Operational Procedures, and Program Content* located in Section Five. Specific questions regarding preliminary assessment may be addressed by contacting the **NCACE** office.

Preliminary Program Assessment

This program self-check will help to determine if a program has the essential elements for program accreditation. Answering “yes” or “partially” to most of the questions below indicates a readiness for pursuing program accreditation.

Element	Yes	Partially	No
<p><i>Mission and Objectives</i></p> <ul style="list-style-type: none"> Does the program have a clear mission statement and stated objectives relative to the scope of coaching education? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Program Administrator</i></p> <ul style="list-style-type: none"> Does the program have a designated and qualified program director/administrator who is responsible for the day-to-day operation, coordination, supervision, and evaluation of the educational program? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Instructors and Trainers</i></p> <ul style="list-style-type: none"> Are the program instructors formally trained to deliver effective instruction? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Are the program instructors systematically and regularly evaluated on teaching effectiveness? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Do the instructor trainers regularly engage in professional development concerning current trends in coaching and coaching education? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Course Content</i></p> <ul style="list-style-type: none"> Is the course content reflective of comprehensive coaching education (i.e., addresses content within the 8 domains of <i>NSSC</i>)? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Instructional Design</i></p> <ul style="list-style-type: none"> Does the program provide a variety of instructor-led learning experiences in an interactive format (e.g., workbooks, audio-visual, group interaction, low instructor-to-student ratio, etc.)? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Does the instructional design incorporate practical and/or field experiences involving actual or typical athletes (e.g., video analysis, site observations)? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Does the program assess participant knowledge and/or competency during or following instruction? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Curriculum and Planning</i></p> <ul style="list-style-type: none"> Does the program director/administrator oversee systematic management of the coaching education curriculum, including comprehensive curriculum planning and updating, learning objectives, detailed course agendas or syllabi, and appropriate learning experiences? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Does the program systematically evaluate its content and effectiveness relative to its stated goals and objectives? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Records/Tracking</i></p> <ul style="list-style-type: none"> Does the program recruit and educate individuals from different races, both genders, and various cultural/social backgrounds? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Does the program maintain and track relevant records, including participant attendance, appropriate registration procedures, participant progress, certification records, correspondence, and enrollment data? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step Two: Program Registry

The program review process begins with a written request by the program director/administrator or designated program representative to **NCACE**. This initial process of accreditation is termed the “registry stage” which signifies that the program intends to seek accreditation within the next three years. Programs registered will be considered Accreditation Candidates which will give access to accreditation folio planning resources.

Step Three: Self-Study/Folio Preparation

Once registered, program administrators engage in a careful self-study process, followed or accompanied by the construction of a folio that documents how the program meets the Guidelines outlined in Section Two. The organization prepares the folio in the format best suited to their organizational goals, mission, and target audience. The self-study process should identify existing weaknesses that will facilitate program revisions to eliminate these problems. The folio will also illustrate how the program meets the 16 *Guidelines for Accreditation of Coaching Education*, including the *NSSC* (Section 2). All programs should be carefully designed to integrate the program elements so that prospective coaches can master the relevant body of knowledge, actively participate in experiential learning, and receive quality instruction that takes into account diverse coaching experiences and cultural backgrounds. Folios must include several pieces of essential information. These components are described in Section Four.

Step Four: Folio Submission for Accreditation Review

The self-study process culminates in the preparation of a folio submitted for program review. Programs are encouraged to submit folios on a DVD/CD-ROM or exclusively electronically. The folio can be submitted in one of the following formats:

- 1) On a DVD or CD-ROM, using hyperlinks to refer to relevant documentation. Five copies of the folio are submitted to **NCACE**. One copy is retained by **NCACE**; one copy is sent to the Folio Review Coordinator; three copies are sent to the appointed Folio Review Panel.
- 2) Develop a single electronic document (e.g., PDF or Word Document) that includes all materials with easily navigated hyperlinks (i.e., the reader can easily be directed back to the original hyperlink).
- 3) Develop a secure web folio.

If the coaching education program is delivered online, directions for freely accessing the online course should also be made available.

The readers examine the folio, synthesize the content, and submit written reports and recommendations to the Folio Review Coordinator. Each reader is charged with the following tasks:

- a) compare the materials presented in the folio to the folio matrix and tables,
- b) review the detailed course outlines for appropriate content, learning opportunities, and assessments, and
- c) determine the extent to which the program meets the 16 *Guidelines for Accreditation of Coaching Education* (Section 2 & 5) for the desired level of accreditation.

Specifically, readers determine if:

- 1) coaching education program content satisfies the selected level of the *NSSC* for the stated mission of the organization,
- 2) program sponsorship and personnel contribute to the establishment and maintenance of professional delivery of the program,
- 3) operational policies provide a structure for educational opportunities that enhance the acquisition of program objectives and whether the process of evaluating participant attainment of curricular objectives is conceptually valid and uniform.

The Folio Review Coordinator then consolidates and synthesizes the reports of the readers and forwards a recommendation regarding accreditation status to the **NCACE** Board of Directors. At semi-annual meetings, the **NCACE** Board of Directors reviews the recommendations of the relevant review panel and grants accreditation status (approved, conditionally approved, non-approved).

Programs or sponsoring organizations will be notified in writing of program accreditation status, including the category and level of accreditation. A final report summarizing the reports of the folio readers will be made available to the coaching education provider.

Step Five: Submitting Rejoinders

Programs that are conditionally approved or non-approved may appeal the decision by providing the documents that may correct, clarify, or refute any negative findings in the initial review. This documentation (rejoinder) may include written testimony, videotapes, or any other evidence to demonstrate the standards in question have been met. Only documentation relevant to the rejoinder should be submitted. Conditionally approved programs should make appropriate program and/or folio changes or present additional evidence before submitting rejoinders.

Step Six: Re-Accreditation or Re-Evaluation

Assigned accreditation status continues for a period of seven years. Approved programs may apply for renewal of accreditation during their seventh year of accreditation by submitting a report identifying any substantive changes to their previous folio. However, accredited programs may be completely reevaluated before or during their seventh year if the following arise:

- 1) The program is the subject of documented malfeasance
- 2) Major changes in program content or administrative structure occur
- 3) Program content no longer conforms to scientific evidence or required standards of practice
- 4) If standards or guidelines have been changed through the periodic revision process

If none of these conditions exists, renewal of accreditation will be awarded upon submission of request and payment of any relevant fees.

SECTION FOUR: SELF STUDY/ FOLIO PREPARATION

This section will assist coaching education providers to conduct a self study and develop a folio documenting program elements related to each guideline. The folio will be submitted to the NCACE staff who will distribute it to the readers.

The coaching education program described in the folio and submitted by the coaching education provider is the official document evaluated in the **NCACE** process. It will represent the best efforts of the provider to demonstrate how it complies with each of the ***Guidelines for Accreditation of Coaching Education***. The document should be complete, clear, and accurate.

There is no specific nor required way to approach the preparation of a self study. A coaching education provider may utilize existing written materials and organizational documents to build the folio. Some suggestions for responding to the Guidelines and coaching standards are provided below.

Self Study: Initial Review of Program, Guidelines, and Standards

Step 1: The coaching education provider should designate one individual to coordinate and oversee the development of the folio. The person responsible for the self study should review the Interpretation of Accreditation Guidelines (see Section 5) and consider how best to document existing organizational structures and procedures. As needed, the coordinator will request specific information from various staff responsible for coaching education; it is possible that one individual will have access to all pertinent information. In some organizations, not all program functions are relevant to the accreditation process. Systematically reviewing which components of the organization or program are directly related to the coaching education guidelines will reduce unnecessary collection and reporting of information that does not provide useful, relevant information for understanding and reviewing the program.

Step 2: The coaching education provider should review the *NSSC* to determine which of the three levels of coaching education the organization will seek to have reviewed and accredited. Figure 1 in Section 1 will assist in this process.

Step 3: Staff and administrators of the coaching education program should review and become familiar with the Interpretation of Accreditation Guidelines (Section 5). It is recommended that the coaching education program matrices (Matrices A, B, C, D), found in Section 6 serve as a guide for this initial review. The self study will allow for the identification and development of pertinent documents supporting the program. Taking the time to clearly identify the scope and breadth of the existing coaching education program will facilitate a comprehensive review of program content.

Step 4: Continue the self-study by reviewing the **NCACE** Guidelines concerning **organizational overview and personnel**. Using the prepared Matrices A (“Organizational Overview Matrix”) and B (“Personnel Matrix”), identify areas of strength and weakness of the organizational overview and personnel infrastructure in the delivery of coaching education program content. Identify or develop appropriate documentation to support the **NCACE** Guidelines relative to organizational overview and personnel.

Step 5: Next, review the **NCACE** Guidelines related to **operational procedures** and review Matrix C “Operational Procedures Matrix.” Consider appropriate documentation to support the **NCACE** Guidelines relative to the operational policies.

Step 6: Finally, it will be helpful to review the **NCACE** guidelines that deal with the coaching education category **program content** (Guidelines 15 & 16). Using the prepared Matrix D “*Program Content*” in Section 6, match each standard with specific program objectives and learning activities. By systematically reviewing all coaching education objectives in the early stage of folio preparation, the self-study process will identify weak or missing areas of program content that can be strengthened before the submission of the folio for review. Staff may revise course outlines or develop new course components where necessary to fill any gaps noted when comparing program objectives to the *NSSC* (found in category *Program Content* Guideline 15).

Step 7: Collect and organize written documentation of existing **program content**. All detailed course outlines will be reviewed to ensure that each of the following has been described clearly and fully:

- 1) the specific coaching competencies being addressed,
- 2) a topical outline of the course or program component
- 3) the learning experiences that are included, and
- 4) the method of evaluation used to assess the accomplishments of each objective by the student coach.

Samples of detailed course outlines can be found in Section 7.

Final Folio Preparation

This portion of the folio is the most critical since it provides the information about *how* the sponsoring organization meets each of the 16 **NCACE** Guidelines. Readers can consider and recommend program compliance status based only on what is presented in the folio. Therefore, clarity and completeness of information are key to a positive review. The following information is described in the next five sections:

1. Cover sheet
2. Overview/Scope (Form 1-4)
3. Matrices for **NCACE** Guidelines
4. Appendices, including course documentation

This information is required and should be included in the final folio. Section 6 provides the forms and matrices that should be in the final folio. Section 7 provides completed samples.

1. **Cover sheet.** The cover sheet includes the name of the contact person from the sponsoring agency who will receive communication regarding the review, but more importantly, it provides a checklist of materials that are to be included in the folio.

2. **Overview/Scope.** Since accreditation is granted specific to a level of coaching competency identified by the coaching education provider, it is important that readers be provided background of organization goals, mission, and target audience(s). The overview should be brief but include the following forms:

Form 1: A description of the purpose or mission of the organization/coaching education provider. This should include organizational demographics and the knowledge base, philosophy, and organizational goals and objectives. (limited to two double-spaced pages)

Form 2: A description of the total organizational structure and/or incorporation, including location and a description of where the coaching education program is located within the structure of the sport/educational organization and its relationships to other programs in the organization. Include an organizational chart.

Form 3: A description of the components of the coaching education program. This should include the listing of courses, the practicum elements, hours for each component, and the time frame for the completion of each component.

Form 4: A summary of current operations including:

- when the program is offered/frequency
- a description of the instructor qualifications that ensure quality coaching education
- number of participants who have successfully completed the coaching education program over each of the past three years
- a description of the evaluation procedures

3. **Matrices for NCACE Guidelines.** The matrices provide the opportunity for coaching education providers to construct the folio describing program elements in the format that reflects the specific organization goals, mission, and target audience(s). The purpose of the matrices is to provide the connection between the accreditation guidelines and the way in which the coaching education provider meets those guidelines. The matrices are divided into four sections:

- a) Matrix A for Organizational Overview (Guidelines 1 - 3)
- b) Matrix B for Personnel (Guidelines 4 - 8)
- c) Matrix C for Operational Procedures (Guidelines 9 - 14)
- d) Matrix D for Program Content (Guidelines 15 & 16)

The matrices should be designed to integrate the **NCACE** Guidelines so there is a clear demonstration of how the guidelines are met.

Description of Matrices A, B, and C:

Matrix A *Organizational Overview* (Guidelines 1 - 3), Matrix B *Personnel* (Guidelines 4 - 8), and Matrix C *Operational Procedures* (Guidelines 9 – 14) need three columns of information (see Section 7 for sample matrices).

Column 1: Guideline being addressed

Column 1 designates the number of the guideline being addressed, beginning with Guideline #1 with subsequent guidelines listed sequentially through Guideline #14.

Column 2: Program description

Column 2 provides descriptions of organization structure and procedures that address the stated guideline. Information should be clear and concise. A full narrative is not expected, but rather identification of how the guideline is met by the coaching education provider.

Column 3: Documentation

Column 3 refers to supporting documentation (i.e., mission statement, organizational flow chart, resumes, course rosters, etc.).

Description of Matrix D:

Matrix D, “Program Content” (Guidelines 15) includes five columns of information to complete the matrix (See Section 7 for a completed sample of this matrix.).

Column 1: Coaching Domain (from NSSC)

Designate the domain and the standard being addressed. Only standards within the designated level of coaching competence need be addressed.

Column 2: Course Title or Program Component that is used to facilitate development of a standard

Provide the descriptive title of the coaching education course or component of the coaching education program that contains the objectives used to meet the standard being addressed.

Column 3: Course Objectives

Identify the specific behavioral objective of the course/component that relates to the stated standard and that is to be achieved by the participants of the coaching education program. Number the course/program objectives to allow for easy matching of educational opportunities and assessments.

Column 4: Learning Experiences

Describe activities and learning experiences that provide the opportunity for coaches to achieve each objective/standard. Column 4 requires a description of learning experiences associated with each course/program objective. The information may be provided using common educational tasks or methodologies with reference to course/program outlines. Descriptions may include:

- 1) activities/tasks that students perform to achieve the specific objectives, and/or
- 2) teaching-learning process (i.e., guided lecture, group discussion, video tape, role playing, work book exercise) that enable students to achieve the specific objective.

Column 5: Assessment

Provide evidence that evaluative strategies are used to assess student attainment of each objective. This information assists the reader in ensuring that the coaching education provider has a quality control mechanism in place. Although greater detail of assessment is provided in the syllabus, coaching education providers will provide brief descriptions of the instruments and procedures for each course objective (e.g., open book objective test questions, demonstration for instructor, self assessment).

Note. Guideline 16 is included in the detailed course outlines and/or other documentation identified in Matrix D. The indications of time is also detailed on Form 3.

A folio should reflect all the standards and critical benchmarks within the program content, but the focus will differ based on the level of accreditation sought and the context of the program. Key indicators have been identified as examples of baseline performance that reflect expectations of best practice for a specific level of accreditation. If the applicant is seeking Level 1 accreditation, the documentation for program content should focus on the key indicators for that Level and introduction of basic information. If the applicant is seeking accreditation for level three or five, the documentation must be comprehensive, that is, the documentation must support the key indicators specifically listed for that level, plus all levels below it. For example, if the applicant seeks Level 5 accreditation, the documentation should also support all the key indicators listed under Levels one and three. While there should be consistency across accredited programs within levels, we recognize the need for flexibility. Each program should be able to maintain its unique purpose and mission. Readers are reminded that the list of benchmarks is not a required checklist (see Matrix D).

4. **Appendices.** This section should include all detailed course outlines as well as any supplemental documents that demonstrate compliance with the *Guidelines for Accreditation of Coaching Education*.

Folio Lay-Out

The layout of the folio should be clear and direct. Folio readers can only make decisions of compliance based on what is presented in the folio, not what “may be” if the reader was to read more into the program than what is described in the folio. A cover sheet must be provided at the beginning of the folio. The cover sheet includes a checklist of the required sections of the folio and the order of the contents. The reader will begin with the cover sheet to determine if the minimal folio information is included.

- ✓ Demographics of who is submitting the folio and what level of accreditation is being sought
- ✓ Form 1: Provides overview of program, mission, and organizational demographics
- ✓ Form 2: Organizational Structure
- ✓ Form 3: Description of coaching education components
- ✓ Form 4: Executive summary of current operations
- ✓ Matrix A “Organizational Overview”
- ✓ Matrix B “Personnel”
- ✓ Matrix C “Operational Procedures”
- ✓ Matrix D “Program Content”
- ✓ List of Appendices

Listed below are the required elements of a folio layout:

1. Sections of the folio should be clearly distinguishable from each other with appropriate headers; and a complete table of contents provided.
2. In reviewing folios, continual comparisons are made between the matrix and course outlines or other organizational documents. The use of hyperlinks should be utilized to facilitate the location of information. There should also be a mechanism for easily navigating back to the original area in the document (e.g., documents open in a separate file or webpage or back buttons are utilized).
3. One copy of each course outline should be placed in the Appendix. Other relevant organizational documentation will also be included in additional Appendices. The order should match the sequence of descriptions provided in each matrix.
4. Each matrix may be self-generated, but must maintain appropriate column headings appearing across the top of the page. When completing each matrix, information should stay within columns. Scanning of any pages, including course outlines, should be of high quality.
5. All documents meet minimum professional standards of presentation, syntax, quality of copy, readability (10-point font minimum).
6. The folio can be submitted in one of the following formats:
 - a. On a DVD or CD-ROM, using hyperlinks to refer to relevant documentation. Five copies of the folio are submitted to **NCACE**. One copy is retained by **NCACE**; one copy is sent to the Folio Review Coordinator; three copies are sent to the appointed Folio Review Panel.
 - b. Develop a single electronic document (e.g., PDF or Word Document) that includes all materials with easily navigated hyperlinks.
 - c. Develop a secure web folio.

If the coaching education program is delivered online, directions for freely accessing the online course should also be made available.

SECTION FIVE:
INTERPRETATIONS OF *GUIDELINES FOR ACCREDITATION OF*
COACHING EDUCATION

Matrix A: The content of Matrix A provides information that describes the mission, structure, and function of the coaching education organization. Information should relate the scope and operational structure of the coaching education program to an appropriate level of accreditation and allow for understanding of the unique context of the educational setting.

ORGANIZATIONAL OVERVIEW	
<p>1. The mission and objectives of each sponsoring organization (coaching education provider) include the scope of the coaching education program and demonstrate commitment to high quality and systematic education for coaches at the relevant level(s). <i>(Does not apply to domain-specific folios.)</i></p>	<p>Each coaching education provider should clearly document the structure and function of the coaching education program. Institutional purposes, principles, intended audience, responsibilities in program administration, instruction, or other administrative functions are provided in written form (i.e., operational guidelines, organizational chart, bylaws, or policy impacting scope of coaching education). This provides for public credibility and understanding of the coaching education program.</p>
<p>2. The sponsoring organization provides systematic oversight of all aspects of the coaching education program.</p>	<p>A clear policy and procedure manual should indicate administrative jurisdiction over the general coaching education environment. Evidence of systematic procedures to update and maintain communication about the program operations should be provided (i.e., scheduled curriculum reviews, recruitment plan for faculty and students, budget process for educational resources, participant reviews of classroom experiences, approved practicum experiences).</p>
<p>3. The sponsoring organization maintains complete and systematic records for all program activities including instructor qualification, names of coaches entering programs, names of coaches completing programs, course syllabi, course rosters, and records of participant achievement.</p>	<p>Materials that reflect the number of years the organization has been involved in coaching education, how many participants have completed existing programs, number of participants enrolled in current programs, continuity of faculty and administration, and letters of endorsement or patterns of utilization from a sport organization would be useful in documenting this guideline. This guideline establishes the visibility and stability of the program.</p>

Matrix B. The content of Matrix B describes the oversight, training, and experience of instructors that will provide coaching education. Information should demonstrate how the coach education program develops a coherent and effective delivery of education appropriate to the desired level of accreditation.

PERSONNEL	
4. Each program has a designated administrative leader responsible for the coaching education program. The level of administrative expertise is commensurate with the level of coaching education provided.	The program director should demonstrate knowledge and experience in the professional development of coaches (i.e. is recognized as a leader in identified sport area, has had previous responsibility for coaching education or sport administration, held elected office in professional sport/educational association). Submit abbreviated vita or coaching administration resume.
5. Instructional staff demonstrate expertise commensurate with the level of coaching education, coaching skills, and knowledge reflected in the standards and benchmarks.	Provide a list of current instructors indicating the extent of: 1) active involvement in delivery of program content to the sponsoring organization's constituency (i.e., current teaching/coaching involvement, conducting workshops, clinics, etc.), and 2) domain-specific knowledge commensurate with level of educational program (i.e., workshop, clinic, course attendance/completion, academic training, etc.).
6. Instructors demonstrate effective teaching skills and effective delivery of content, which recognizes individual characteristics and learning styles of prospective coaches.	Demonstrate how instructors are trained to use a wide variety of instructional methods to deliver content. Methods may include student interaction, lecture, discussion, peer demonstration/evaluation, micro-teaching, videotape critique, case studies, small group activities, etc.
7. The instructor/participant ratio provides for interactive instruction, individual attention, and student support required to convey and transmit the knowledge, skills, and values identified in the <i>NSSC</i> .	Data provided will indicate instructor/student ratio. Include documentation that supports interactive learning experience, regardless of group size. When large groups are the norm, organizations should indicate how the interactive nature of instruction is maintained (i.e., small group work with trained facilitators, follow-ups with knowledgeable mentors, computer or instructional technology, workbooks or outside assignments).
8. All instructional staff are knowledgeable and articulate about the domains, standards, and competencies listed in the <i>NSSC</i> .	Program descriptions should indicate how instructors are oriented to the domains, standards, and benchmarks listed in the <i>NSSC</i> . The nature and extent of instructor orientation should be detailed and documented.

Matrix C. The content of Matrix C identifies how the coach education program encourages diversity and maintains a high quality educational experience. Information should identify how the coach education program presents participant requirements, practical experiences, educational outcomes, and how it conducts programs as well as participant assessments.

OPERATIONAL PROCEDURES	
9. The program’s content and implementation reflect the organization’s mission and objectives related to coaching education. (Does not apply to domain-specific folios.)	Course outlines, related course materials, and instructional delivery should demonstrate consistency with promotional, advertising, and admission materials provided to the participants.
10. The program continually evaluates its content and effectiveness in meeting appropriate goals and objectives relative to coaching education and development of well-qualified coaches.	Evidence of conducting and utilizing programmatic reviews include program participant evaluations, outside critiques by knowledgeable professionals, revisions of instructional and evaluation materials, and data generated by constituency (i.e., decrease in parent complaints, decrease in coach or athlete attrition, declining injury rates). Evidence of the development of well-qualified coaches could include attendance at in-service programs, workshops, training sessions and observation and evaluation of coaches.
11. The program content, course requirements, evaluation, qualifications for certification, and/or fees for enrollment and materials are provided to participants and potential participants.	Documentation of these items should be provided to participants in writing. Examples include course outlines, brochures, catalogs, or other promotional materials.
12. Completion of the program is contingent on successful demonstration of the participant’s achievement of coaching education program objectives verified by reliable and valid assessment.	Evaluation procedures should be described in detail in the detailed course outline with examples of evaluation techniques (i.e., sample test questions, evaluation forms used in student demonstration, logging or reporting outside experiences) submitted in the folio. Standard for evaluation should also indicate what is necessary for successful completion of that program component (i.e., grade, performance level, number of hours).
13. Appropriate practical experiences are included as an integral part of program content and delivery commensurate with the level of coaching education provided.	Practical experiences may include role playing, demonstrations, micro-teaching, supervised coaching experiences, and/or observation of coaches in a field-based setting during practice or competition.
14. Coaching education providers will establish appropriate entry qualifications for participants and exercise a commitment to diversity by making consistent efforts to recruit under-represented populations.	Evidence of screening may be demonstrated through application forms or admissions policies. Recruiting of diverse populations may be demonstrated through organizational policies, targeted marketing and advertising, or formalized networking.

Matrix D. The content of Matrix D should reflect all the standards and critical benchmarks within the program content, but the focus will differ based on the level of accreditation sought and the context of the program. However, several elements should be included to meet guideline 15.

Specifically,

- The matrix should be developed sequentially by standard, rather than by course or chronological sequence, of program activities.
- It is possible that portions of one course or program element could relate to more than one standard.
- Information in the matrix should align with and confirm the information described in the course outlines that are included in the folio.
- Columns 4 & 5 are critical to the completion of Matrix D and should be completed with appropriate degree of detail (see Section 7 for a sample).

CONTENT	
<p>15. The content of programs submitted for the purposes of review for accreditation shall include the knowledge and skills as stated in the NSSC:</p> <ul style="list-style-type: none"> ◇ Domain 1 – Philosophy and Ethics (4 standards) ◇ Domain 2 – Safety and Injury Prevention (7 standards) ◇ Domain 3 – Physical Conditioning (4 standards) ◇ Domain 4 – Growth and Development (3 standards) ◇ Domain 5 – Teaching and Communication (8 standards) ◇ Domain 6 – Sport Skills and Tactics (3 standards) ◇ Domain 7 - Organization and Administration (7 standards) ◇ Domain 8 - Evaluation (4 standards) 	
<p>16. The coaching education program provides sufficient instructional time to master the competencies at the relevant coaching level.</p>	<p>The program structure should demonstrate required student classroom hours that provide for presentation, practice, and application of content (i.e., number of credit hours, length of program meeting times, number of practice and observation days). Adequate coverage of all standards will ensure coach effectiveness in benchmarks related to the standard. This information is provided on Form 3 and in the detailed course outlines or other documentation provided in Matrix D.</p>

The appendices should be used for supplemental documents that demonstrate compliance with the ***Guidelines for Accreditation of Coaching Education***. Programs seeking accreditation should be able to collect and organize written documentation of existing program content and other supporting materials through detailed course outlines or program agenda.

Detailed course outlines refer to the documents that are provided to prospective coaches at the beginning of each program component or course. These documents should state the course objectives, describe educational opportunities, and assessments and provide a topical outline of the information to be covered. Each detailed course outline referenced in each matrix must be included in an appendix included in the folio. Information in each matrix should be corroborated in the course outline in greater detail. Missing or incomplete course outlines may result in the inability of the reader to establish compliance with Guideline 15 of the ***Guidelines for Accreditation of Coaching Education***. Therefore, it is important that the following information be included in each course outline:

- 1) The specific participant objectives that will be addressed
- 2) An outline of the course content, reflecting length of time spent on course topics
- 3) Educational opportunities or learning experiences
- 4) The methods used to assess the participant accomplishment of each objective

SECTION SIX: ACCREDITATION MATERIALS

This section contains the forms and the matrices that should be included in the final folio. The cover page should be completed and placed at the beginning of the folio. Please note that the cover page will provide a check sheet for the items that should be included in the folio. Forms A, B, and C provide templates that should be used to describe the **Overview/Scope** of the program. Matrices A, B, C, and D provide templates that should be used to indicate compliance to the 16 *Guidelines for Accreditation of Coaching Education*. Using the templates included in this section will provide the folio readers with a consistent format and the information needed to effectively evaluate the document.

The templates for Matrices A, B, and C can be used as they appear in this section. The size of the rows and/or columns may be changed to best accommodate the information provided regarding each aspect of the coaching education program. Please note that the example of Matrix D in this section is for Level 1 and Domain One. When Matrix D is fully completed, it should include the appropriate level (1, 3, 5) and each of the eight domains, with the relevant standards of each.

Cover Page
Coaching Education Program Folio

Submitted by: _____
(Name of Coaching Education Organization)

(Address)

Date: _____

Contact: _____ phone: _____

Title: _____ fax: _____

email: _____

Level of Accreditation Sought: _____

Checklist of materials to be enclosed with this folio:

1. Cover Page for Folio
2. Overview/Scope
 - Form 1: an overview of the program purpose, mission, and demographics of the organization/ coaching education provider
 - Form 2: a description of the total organizational structure including an organizational chart
 - Form 3: a description of the components of the coaching education program
 - Form 4: an executive summary of current operations
3. Matrices for Accreditation of Coaching Education
 - Matrix A *Organizational Overview*
 - Matrix B *Personnel*
 - Matrix C *Operational Procedures*
 - Matrix D *Program Content*
4. Course/Program Documentation
 - Syllabi or detailed course agendas
5. Appendices

Form 1

Program Purpose, Mission, and Demographics

(An overview of the philosophy, purpose/mission, goals, and demographics of the organization/ coaching education provider program (Limit 2 pages))

Form 2
Organizational Structure
(Organizational Chart suggested)

Form 3
Coaching Education Components
and Field/Practical Experiences

List all required course, program, or practical components (required for domain-specific review):

Required Course/Program Component	Time allotted/ Credit hours

Form 4

An Executive Summary of Current Operations

1. When the program is offered/frequency and evaluation procedures

Required Course/Program Component	Frequency of Offering	Evaluation Procedures

2. Description of the instructor qualifications

Instructor	Teaching Responsibilities	Relevant Professional Instructor Training	Certifications	Experience

3. Number of participants successfully completing the coaching education or domain-specific program in each of the past three years

Year	# successfully completing
Year #1	
Year #2	
Year #3	

Matrix A – Organizational Overview

Accreditation Guideline	Program Description	Documentation
1. The mission and objectives of the sponsoring organization (coaching education provider) include the scope of the coaching education program and demonstrate commitment to high quality and systematic education for coaches at the relevant level(s). <i>(Does not apply to domain-specific folios.)</i>		
2. The sponsoring organization provides systematic oversight of all aspects of the coaching education program.		
3. The sponsoring organization maintains complete and systematic records for all program activities, including instructor qualification, names of coaches entering program, names of coaches completing program, course syllabi, course rosters, and records of student achievement.		

Matrix B – Personnel

Accreditation Guideline	Program Description	Documentation
4. Each program has a designated administrative leader responsible for the coaching education program. The level of expertise of the administrative head is commensurate with the level of accreditation.		
5. Instructional staff demonstrate expertise commensurate with the level of coaching education, coaching skills, and knowledge competencies that they are expected to deliver.		
6. Instructors demonstrate effective teaching skills and effective delivery of content that recognizes individual characteristics and learning styles of students.		
7. The instructor to student ratio provides for interactive instruction, individual attention, and student support required to convey and transmit the knowledge, skills, and values identified in the <i>NSSC</i> .		
8. All instructional staff are knowledgeable about the domains, standards, and competencies listed in the <i>NSSC</i> .		

Matrix C - Operational Procedures

Accreditation Guideline	Program Description	Documentation
9. The program's content and implementation reflect the organization's mission and objectives related to coaching education. <i>(Does not apply to domain-specific folios.)</i>		
10. The program continually evaluates its content and effectiveness in meeting appropriate goals and objectives relative to coaching education and development of well-qualified coaches.		
11. The program content, course requirements, evaluation, qualifications for certification, and/or fees for enrollment and materials are provided to participants and potential participants.		
12. Completion of the program is contingent on successful demonstration of the participant's achievement of coaching education program objectives through reliable and valid assessment.		
13. Appropriate practical experiences are included as an integral part of coaching education content and delivery commensurate with the level of accreditation.		
14. Coaching education providers identify and screen participants for entry qualifications and make consistent efforts to recruit under-represented populations.		

Matrix D - Program Content

GUIDELINE 15

DOMAIN ONE: PHILOSOPHY AND ETHICS

DOMAIN AND STANDARD	COURSE/ TIME	COURSE OBJECTIVES	LEARNING EXPERIENCES	ASSESSMENT
Standard 1 Develop and implement an athlete-centered philosophy.				
Standard 2 Identify, model, and teach positive values learned through sport participation.				
Standard 3 Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program.				
Standard 4 Demonstrate ethical conduct in all facets of the sport program.				

SECTION 7
APPENDICES/SAMPLES

Appendix A: Distributor of Coaching Education Course Outline

Appendix B: Multi-Sport Organization Course Outline

Appendix C: Components of a Sample Folio

Appendix A
Distributor of Coaching Education Course Outline

SPRING, 1999
ORGANIZATION
INSTRUCTOR
CITY, STATE ZIP
PHONE NUMBER
EMAIL

COURSE NAME

TITLE: PRINCIPLES OF COACHING

I. STATEMENT OF RATIONALE AND PURPOSE:

A. Rationale

There is little question that one of the most important decisions a person ever makes is the choice of his or her profession. It is important that each prospective coach determine the factors that affected their choice to enter coaching as a profession. It is also important that they be given opportunities to explore the concepts, competencies, ideas, and principles of coaching as they relate to sports in general. The focus of this course is "on the coach as a person who must deal with many tasks, responsibilities and problems -- both personal and professional -- that require a considerable amount of time. It covers all aspects of the role of the coach as a person as well as a professional, and it is based on practical experience gained through years of coaching and on sound theory about performance, management, and relationships." (Preface - Guide to Effective Coaching - Principles and Practices. Jones, Willi, Peter, Johnson)

This course should give the student a foundation for understanding the coaching profession. It should lead to the realization that learning is a continuous process.

B. Purpose:

The study of this course should enable the student to develop understanding of coaching roles and responsibilities and facilitate the development of skills and knowledge to support effective coaching.

II. COURSE OBJECTIVES:

The study of this course should enable the student to develop a coaching philosophy based on discussion and research done in the psychological, physiological, and sociological areas; demonstrate a knowledge of administrative coaching responsibilities; demonstrate a knowledge of practice planning organizational concepts and organizational abilities; become familiar with practice management and discipline theories and skills and demonstrate an

ability to use this knowledge and these skills to create and enhance the learning environment; and demonstrate knowledge of and the ability to analyze motor performance skills and to teach proper techniques of sport, skill acquisition and evaluation of these concepts.

III. COURSE CONTENT (OUTLINE):

- A. Subject
 - 1. Introduction to Course
 - 2. Developing a Coach Philosophy

- B. The Coach as a Person - Coaching Philosophy
 - 1. Developing a Coaching Philosophy
 - 2. Reasons for Coaching - Ethical Issues
 - 3. Coaching Preparation
 - 4. Coaching Expectations

- C. The Coach as Administrator/Manager
 - 1. Overall Organizational Approaches
 - 2. Specific Organizational Approaches
 - 3. Coach as a Personnel Manager
 - 4. Support Personnel and Support Groups
 - 5. Coach as a Personnel Manager
 - 6. Planning with and for the Staff
 - 7. Leadership in Coaching
 - 8. Leadership Styles in Coaching
 - 9. Planning for Teaching/Practice Planning
 - 10. Practice Organization

- D. The Coach as a Teacher - Coaching Pedagogy
 - 1. How Athletes Learn
 - 2. Teaching Sport Skills
 - 3. Teaching Sport Skills

- E. The Coach as a Sport Physiologist
 - 1. Principles of Training/Fitness for Sport
 - 2. Developing Your Training Program
 - 3. Nutrition for Athletes
 - 4. Drugs and Sport Performance

- F. The Coach as a Sport Psychologist
 - 1. Evaluating Your Communication Skills
 - 2. (ACEP Sport Science Test Distributed)
 - 3. Developing Your Communicable Skills
 - 4. Principles of Reinforcement
 - 5. Discipline
 - 6. Understanding Motivation
 - 7. Styles of Motivation

8. A Framework for Individualized Motivation

IV. SUGGESTED LEARNING ACTIVITIES:

- A. Regular class attendance. (See Evaluation)
- B. Develop a philosophy of coaching that will reflect your thoughts in the areas provided on the checklist you will receive the first week of school. You will have an opportunity to rewrite, add to, etc. at the end of the term.
- C. Research and prepare a Master Organizational Calendar for the sport you are interested in coaching. This calendar will cover a one year period.
- D. Plan a preseason camp. Include every aspect of the camp from the time the players report until the end of camp. Include practice plans, checklists, team and staff meetings, and anything that you feel would make the camp a success. Form goals for the week and show how the practice plans fit into the goals.
- E. Establish and write down your ultimate, long range, intermediate and immediate goals in the four major areas of your life. These will be done in a special class session during the second week of classes.
- F. Read a book from the reading list or a series of articles or listen to tapes, etc. Submit a two page analysis of the information reflecting the application of the content of your coaching strategy.
- G. Note: If you have a major project that you are interested in, you may consult with the instructor during the first two weeks of classes and negotiate the course requirements. Examples of the major projects would be developing a player's manual, a coaching manual, practical experiences coaching, and a major literature review.
- H. Participate in a workshop for youth sport coaches or do a Coach Observation Exercise.
- I. Completion of ACEP Sport Science Test.
- J. Mid-term and final exams.

V. EVALUATION:

Category	I -	Class attendance and Participation	Total Pts.
		Attendance - participation	
		2 pts. possible daily for 43 days	90
		NOTE: The extra 4 pts will be explained in class.	
		NOTE: Participation will include class discussion role plays, peer teaching, panel discussions.	
Category	II -	Class Project	
		Philosophy	50

		Goals	70
		Calendar	130
		Pre-season Camp	130
		Books, etc.	30
Category	III -	Field Experiences	
		Coach Observation Exercise	50
Category	IV -	Exams	
		ACEP Sport Science Exam	50
		Mid-term	100
		Final	100
		TOTAL	800

A = 720-800

B = 640-719

C = 560-639

D = 480-559

Appendix B Multi-Sport Organization Course Outline

“Multi-Sport Organization” Coach Education System

General Orientation - *Introduction to Multi-Sport Organization*

Module 0 Agenda

Objectives and Competencies

- Describe Multi-Sport Organization mission and philosophy
- Briefly describe the history of Multi-Sport Organization
- Summarize the basic organizational structure of Multi-Sport Organization headquarters, Multi-Sport Organization Programs, and their sub-Programs
- Identify eligibility requirements and access into Multi-Sport Organization
- Describe what opportunities in Multi-Sport Organization are available to volunteers
- Identify Multi-Sport Organization sports and events
- Identify how Multi-Sport Organization is unique from other sports organizations
- Describe Multi-Sport Organization rules, ability grouping, honest effort, and divisioning
- Describe available Multi-Sport Organization program offerings, challenges, and benefits to athletes

Welcome and Introduction (5 minutes)

Section I - History and Overview of Multi-Sport Organization (15 minutes)

- Mission and Philosophy of Multi-Sport Organization
- History and Growth of the Program

Section II - Organization (10 minutes)

- How Multi-Sport Organization is organized (Structure: sub-Program (Local/Area), State/Provincial, National, Headquarters)
- Information on Local and National Program
- Role of the Multi-Sport Organization Volunteer (What It Means; How It Is Needed)

Section III - Who Participates (20 minutes)

- Information about participants
- Eligibility for Multi-Sport Organization

Section IV - Multi-Sport Organization Sports Training and Competition (35 minutes)

- Uniqueness of Multi-Sport Organization from Other Sports Organizations
 - No Fee Charged to Athletes
 - Sports Opportunities for all Ability Levels (from MATP to the Pentathlon)
 - Awards
 - Honest Effort; Divisioning
 - Competition Opportunities; Criteria for Athlete Advancement
- Sports; Training Considerations
- Benefits of Participation in Multi-Sport Organization (Athlete Leadership Programs; Yale Study)
- How Multi-Sport Organization Enhances Involvement in the Community (Unified Sports®)
- Program Challenges; Outreach Initiatives (Indigenous Peoples; Urban, and Others)

- New "What Is Multi-Sport Organization?" video - optional

Section V - Closing (5 minutes)

- Summary; Calendar of Local Events

Basic Sport Skills and Strategies

Module 1 Agenda

Objectives and Competencies

- Review the mission of Multi-Sport Organization
- Describe Multi-Sport Organization philosophy of winning (achieving personal best)
- Provide an overview of the particular Multi-Sport Organization sport and its rules
- Organize seasonal plans (minimum of 8 weeks of training and competition experiences)
- Organize safe training sessions
- Identify strategies to involve family members and others and to develop coaching staff.
- Identify effective and basic strategies in how to coach athletes in practice and competition while emphasizing safety and best efforts
- Demonstrate the sport's fundamentals with examples of progressions, drills, and activities to teach the basic sport-specific skills and game concepts or event strategies
- Participate in a model training session with Multi-Sport Organization athletes

Section I - Classroom Session (60-90 minutes)

- Introductions and using the Multi-Sport Organization Sports Skills Program Guide
- Multi-Sport Organization Mission and Coaching Philosophy
- Coaching Resources (Who to Target for Coaches, Including Family Members and Athletes)
- Athlete Assessment (Medical Forms; Skills Profiles)
- Overview of Events, Rules, Honest Effort, Ability Grouping, and Divisioning
- Preparation for the Sport-Specific Program
- Sample Eight-Week Training and Competition Plan
- Organization of a Training Session; Discipline; Opportunities for Athlete Leadership
- Prevention of Injuries; Emergency Action Plan
- Keys to Coaching Athletes (in Training and at Competition)

Section II - Activity Session (90-120 minutes)

- Warm-Up and Stretching Activities
- Basic Sport Skills
- Events for Individual Sports or Individual Skills Contest, Modified Team Competition, and Team Competition for Team Sports
- Strategies for Individual Sports or Basic Information about the Game: Team Formation, Positions, and Strategies for Team Sports

Section III - Multi-Sport Organization Athletes Training Session (60-90 minutes)

- Coaches' Responsibilities During Upcoming Session
- Model Training Session

Section IV - Classroom Wrap-Up Session (30 minutes)

- Questions; Concerns
- Quick Quiz
- Certification Process and Application; Course Evaluation

Sport Mentoring and Assistance

Module 4

In the Multi-Sport Organization Comprehensive Mentoring Program, a prospective Multi-Sport Organization coach is partnered with a certified Multi-Sport Organization coach who has been coaching for at least four years and has achieved at least two modules of certification beyond Module 0–Multi-Sport Organization General Orientation. A university or interscholastic coach outside Multi-Sport Organization could also be involved in the process. A variety of opportunities for Multi-Sport Organization coaches to interact with highly skilled coaches would lead to desired **outcomes**–improved coaching behaviors.

Objectives and Competencies

- Apply Multi-Sport Organization mission and philosophy.
- Apply Multi-Sport Organization and sport-specific rules.
- Develop relationships and resources that Multi-Sport Organization coaches and athletes can access beyond the mentoring program.
- Observe, participate in, and design practice organization, skills progressions, drills and tactics, positive athlete-coach interaction, and effective competition strategies from an experienced mentor.
- Improve and demonstrate effective coaching techniques and communication skills.
- Demonstrate effective leadership skills; provide challenging, safe, and supportive environments for coaches and athletes.

Recording Experiences

The mentor will identify the date, location, time spent, and authorization of the following experiences on the “Comprehensive Mentoring Program Log”.

- Meetings with the head coach (mentor) [minimum of three]
- Meetings with head coach and coaching staff (staff briefings, practice planning, assignments, video, etc.) [minimum of two]
- Observing training sessions in or outside Multi-Sport Organization [minimum of two]
- Attending conditioning or weight training workouts
- Assisting mentor and staff with training sessions (charting, timing, coaching, etc.) [minimum of three]
- Attending competitions [minimum of two]
- Developing effective practice plans [minimum of three]
- Any other appropriate activity

Certification

Certification for Module 4 will be earned when the following **requirements** are met:

- Achieve the standards and competencies identified above, or at the desired module of the coach education system, or in continuing the coach’s education.
- Accumulate a minimum of six participation hours with mentors.
- Accumulate a minimum of 10 practicum hours in working with Multi-Sport Organization athletes.
- Develop and submit three practice plans that include the essential and necessary components.

Appendix C
Cover Page
Coaching Education Program Folio

Submitted by:
USA Wiffleball Association Coaching Education Department
2 Olympic Plaza
Kalamazoo, MI

Date: March 15, 20006

Contact: David Anderson phone: 800-555-1212

Title: Director of Coach Education fax: 800-555-2323

email: coachda@uswa.org

Level of Accreditation Sought: 3

Checklist of materials to be enclosed with this folio:

3. X Cover Page for Folio

4. Overview/Scope

X Form 1: an overview of the program purpose, mission, and demographics of the organization/ coaching education provider

X Form 2: a description of the total organizational structure including an organizational chart

X Form 3: a description of the components of the coaching education program

X Form 4: an executive summary of current operations

4. Matrices for Accreditation of Coaching Education

X Matrix A *Organizational Overview*

X Matrix B *Personnel*

X Matrix C *Operational Procedures*

X Matrix D *Program Content*

5. Course/Program Documentation

X syllabus or detailed course agendas

6. X Appendices

Form 1

Program Purpose, Mission, and Demographics

An overview of the purpose, mission, and demographics of the organization/ coaching education provider (Limit 2 pages)

Vision Statement

To inspire our members and others to achieve excellence in the sport of Wiffleball and in life.

Mission Statement

USA Wiffleball is the National Governing Body for the sport of Wiffleball. We administer competitive Wiffleball in accordance with the Olympic & Amateur Sports Act. We provide programs and services for our members, supporters, affiliates and the interested public. We value these members of the Wiffleball community, and the staff and volunteers who serve them. We are committed to excellence and the improvement of our sport.

Core Objectives

BUILD ... Build the Base – We seek to expand our membership in order to share our sport with as many people as possible. We are especially committed to sharing the values of our sport with young people who may discover that Wiffleball is an activity they can enjoy for their entire life.

PROMOTE ... Promote The Sport – We want Wiffleball to receive as much publicity as possible because we believe that the more people learn about our sport the more inclined they will be to join the ranks of our membership and supporters. We are proud of our sport and we seek to celebrate it whenever possible,

ACHIEVE ... Achieve Sustained Competitive Success –

We seek to continue a tradition of competitive excellence. When our elite-level athletes are successful in fulfilling their Olympic dreams, our society benefits from the inspiration these athletes provide.

Cultural Values

Operating Principles

We are committed to conducting ourselves according to the following attitudes and philosophies.

1. We embrace the responsibilities of leadership.
2. We will strive for excellence in everything we do.
3. We will act with integrity and openness.
4. We will be service-oriented with our members, business partners and each other.
5. We will engage in disciplined planning, and not be afraid to act intuitively to confront challenges and seize opportunities.
6. We will identify clear priorities and allocate our time and resources accordingly.
7. We will hold ourselves and each other accountable.
8. We will be open to questions and maintain a willingness to change.
9. We will exhibit an entrepreneurial spirit, an enthusiasm for growth and a positive “can do” attitude.
10. We will hold ourselves and each other to the highest standards of professionalism.

The USWA Coaching Education Program

The USWA Coaching Education Program is divided into two levels. Level 1 requires the coach to be certified in basic safety and develop an understanding of both coaching and sport specific basics and principles. Level 2 is focused on the development of master coaches with the knowledge and qualifications to develop elite level athletes.

Level 1:

The requirements are:

(1) **Pass a certified First Aid/CPR course.** For example – the American Sport Education Program (ASEP) Sport First Aid course (on-line at asep.org), or a local Red Cross program.

(2) **Pass the ASEP Coaching Principles Course**, offered either through a USWA clinic, or through ASEP on-line. This course is a broad examination of all aspects of coaching, a wealth of information covering all bases.

(3) **Level 100 Wiffleball Fundamentals course.** The course is a day and a half on-field and an evening classroom session. The content is based on the two Wiffleball Fundamentals CD-ROMs. These CDs are available to coaches outside of the course. There is both a written open book exam, as well as an on-field wiffleball evaluation requirement.

For further information on all three of these requirements, please review the clinic course descriptions found in the Coaches Resource Center website. The site also includes a schedule of available clinics and on-line registration.

Level 2

There are eight requirements to be a certified Level 2 coach. This is a significant increase in educational requirements, but it is indicative of the responsibilities that are associated with coaching any sport in America today. Many of the courses can be taken on-line, limiting travel time and expenses away from home. The requirements are divided into areas of competencies or educational domains:

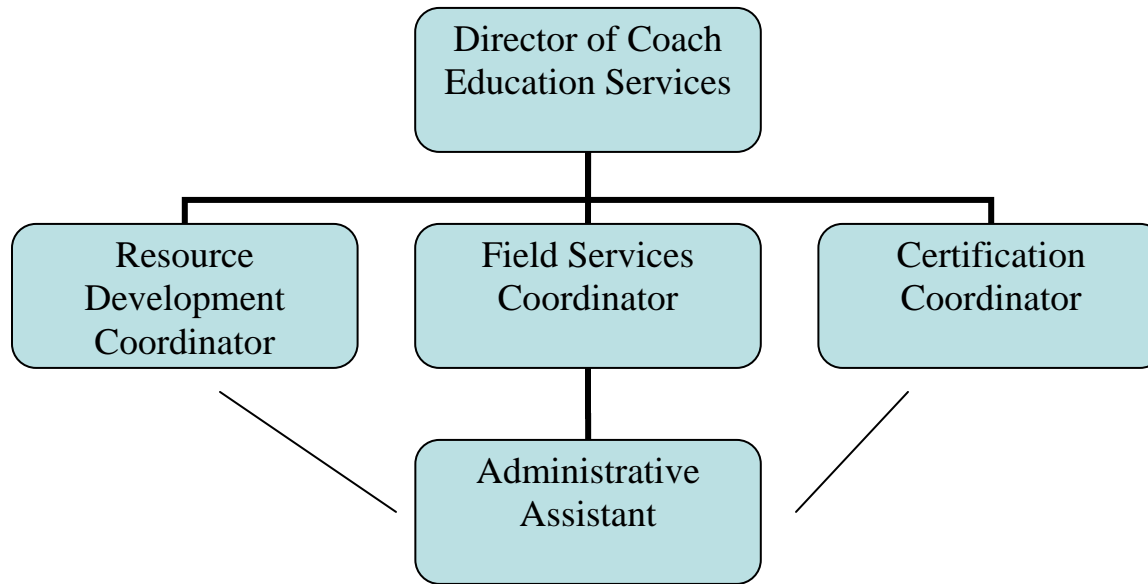
(2) **Sport Science:** Take and pass any **2** of 3 courses from the USWA Elite Performance Series CD-ROMs: Strength & Conditioning, Sports Psychology, and Sports Nutrition. All CDs can be purchased on-line, including the required tests. These CDs come directly from the USWA Sport Science staff, and can be used for years in educating both coaches and athletes alike. Please see descriptions of the CDs at the [USWA Educationshop.com](http://USWA.Educationshop.com) website.

(2) **Sport Management:** Take and pass **3** of 4 courses from the courses listed below. Note: USWA continues to partner with a number of educational institutions in the nation to develop a greater variety of on-line courses. Additions will be made to the list below in the coming years. The initial courses for USWA coaches have been developed in collaboration with the International Institute of Tourism Studies at The George Washington University. The course offerings are : Risk Management, Marketing and Sponsorship, Finance and Accounting, Leadership and Administration.

(2) Wiffleball Sport Technique: Take and pass 2 on-field Wiffleball courses: Advanced Wiffleball Skills and Tactics & Advanced Wiffleball Strategies. The 2 Wiffleball Sport Specific courses will be delivered separately, but in some cases, they will be offered in a “combined” 3 and a half day format, because the content compliments each other.

First AID/CPR license: current (this will be a requirement for all levels of certification)

Form 2
Organizational Structure
(Organizational Chart suggested)



Form 3

Coaching Education Components and Field/ Practical Experiences

List all required course, program, or practical components :

Required Course/Program Component	Time allotted/Credit hours
Level 1	
SS-100 Sport First Aid/CPR (Red Cross)	8 hours (clinic or online)
SM-100 Coaching Principles (ASEP)	8 hours (clinic or online)
ST-100 Wiffleball Fundamentals	12 hours (clinic only)
Level 2	
SS-200 Strength and Conditioning	8 hours (online)
SS-210 Nutrition	8 hours (online)
SS-220 Psychology	8 hours (online)
SM 200- Risk Management	8 hours (online)
SM 210-Marketing and Sponsorship	8 hours (online)
SM 220- Finances and Accounting	8 hours (online)
SM 230- Leadership and Administration	8 hours (online)
ST 200- Advanced Wiffleball Skills and Tactics	8 hours (clinic)
ST 210- Advanced Wiffleball Strategies	8 hours (clinic)

Form 4

An Executive Summary of Current Operations

1. When the program is offered/frequency and evaluation procedures

Required Course/Program Component	Frequency of Offering	Evaluation Procedures
Level 1		
SS-100 Sport First Aid/CPR (Red Cross)	Online/monthly	Practical demonstration/online test
SM-100 Coaching Principles (ASEP)	Online/monthly	Online test
ST-100 Wiffleball Fundamentals	Monthly	Online test
Level 2		
SS-200 Strength and Conditioning	online	Online test
SS-210 Nutrition	online	Online test
SS-220 Psychology	online	Online test
SM 200- Risk Management	online	Online test
SM 210-Marketing and Sponsorship	online	Online test
SM 220- Finances and Accounting	online	Online test
SM 230- Leadership and Administration	online	Online test
ST 200- Advanced Wiffleball Skills and Tactics	monthly	Practical demonstration/online test
ST 210- Advanced Wiffleball Strategies	monthly	Practical demonstration/online test

3. Description of the instructor qualifications

Instructor	Teaching Responsibilities	Educational Degree	Certifications	Experience
Instructor A	SS-100	MS	NATA	Athletic Trainer
Instructor B	SM-100	M.ED	ASEP instructor	Athletic Director
Instructor C	ST-200	Ed.D	USWA instructor	National Team Coach
Instructor D	ST-210	MS	USWA instructor	National Team Coach
Course Developer A	SS-200	PhD	NSCA trainer	Strength Coach
Course Developer B	SS-210	PhD	Certified Sport Nutritionist	USWA Sports Dietician
Course Developer C	SS-220	PhD	AAAPS	Team Psychologist
Course Developer D	SM-200	JD	MI Bar Assn	Legal Counsel
Course Developer E	SM 210	MBA	AMA	USWA Director of Marketing
Course Developer F	SM- 220	MA	CPA	USWA Comptroller
Course Developer G	SM-230	PhD	CAD	Athletic Director_ USWA

4. Number of participants successfully completing the coaching education program in each of the past 3 years

	Year	# successfully completing
Year #1	2003	77
Year #2	2004	241
Year #3	2005	417

Matrix A – Program Overview

Accreditation Guideline	Program Description	Documentation
<p>3. The mission and objectives of the sponsoring organization (coaching education provider) include the scope of the coaching education program and demonstrates commitment to high quality and systematic education for coaches at the relevant level(s)</p>	<p>The mission of the USWA Coaching Education Department is to deliver programs, services, education and counsel that support, strengthen and elevate Wiffleball.</p> <p>The objectives of the Department include:</p> <ul style="list-style-type: none"> ○ Advance coach professionalism, leadership and education ○ Advocate for continuing education of coaches in order to empower and retain experienced leadership ○ Promote and facilitate access to coach education programs in a variety of formats <p>Recruit and retain new coaches by empowering them with knowledge and education</p>	<p>1. Website description of Coaching Education Department mission and objectives can be found at www.uswa.org/coacheducation</p>
<p>4. The sponsoring organization provides systematic oversight of all aspects of the coaching education program.</p>	<p>The USWA Coaching Education Department was established specifically to develop and oversee the coach education program. Previously all education programs were developed and run at the local level with little or no oversight. This resulted in an uncoordinated effort. All program development, delivery and monitoring of certification is coordinated by the USWA.</p>	<p>1. Website description of Coaching Education responsibilities can be found at www.uswa.org/coacheducation</p> <p>2. Organizational chart see Form B of this document</p> <p>3. Coach Education Department policy manual detailing course development guidelines, curriculum review and staff training and development</p>
<p>5. The sponsoring organization maintains complete and systematic records for all program activities including instructor qualification, names of coaches entering program, names of coaches completing program, course syllabi, course rosters and records of student achievement.</p>	<p>The USWA Coaching Education Program was developed in 1998 to meet a recognized need for systematic and standardized education. Documented record keeping has been in place since 2000 when the position of Certification Coordinator was created. Initially all courses were taught by staff members. However, in 2000, an instructor training program was implemented to meet the demand for qualified instructors.</p>	<p>1. Instructor training manual</p> <p>2. List of certified instructors</p> <p>3. Coaches' certification records showing coaches who have completed the USWA Coach Education program since 2000. Level 1 Level 2</p>

Matrix B - Personnel

Accreditation Guideline	Program Description	Documentation
6. Each program has a designated administrative leader responsible for the coaching education program. The level of expertise of the administrative head is commensurate with the level of accreditation.	The Program Director is David Anderson. He has been the Director of the Coaching Education division since 1999. Previous experience includes employment as Director of Education Resources for USA Windsurfing and teaching experience in the Physical Education Department at the Big Sur University in California. Mr. Anderson has also coached Curling, Windsurfing and Wiffleball both as a volunteer and as a professional coach. He is a member of the American Wiffleball Coaching Association, the American Windsurfing Coaches Association and the American Curling Coaches Association.	1. Resume for David Anderson , USWA Director of Coaching Education
7. Instructional staff demonstrate expertise commensurate with the level of coaching education, coaching skills, and knowledge competencies that they are expected to deliver.	The USWA instructional staff is recruited and trained by the USWA Coaching Education division. This is the responsibility of the Field Services Coordinator. (See Organization Chart, Form B.) Domain specific instructors may be recruited to teach a course in the field without having undergone the full USWA instructor training program. These instructors must be able to demonstrate teaching experience in the domain.	1. Instructional staff resumes 2. Domain specific instructor resumes
8. Instructors demonstrate effective teaching skills and effective delivery of content which recognizes individual characteristics and learning styles of students.	The permanent instructional staff, recruited and trained by the Field Services Coordinator, must complete a 12 hour workshop entitled “Teaching the Coach.” This workshop covers teaching styles, the use of video equipment and “best practices” for successful clinics and mini-course. Domain specific instructors must demonstrate completion of a minimum of one teacher education “methods” course.	“Teaching the Coach” instructor manual and course syllabus.
9. The instructor : student ratio provides for interactive instruction, individual attention, and student support required to convey and transmit the knowledge, skills, and values identified in the <i>National Standards for Athletic Coaches</i> .	Enrollment in Field Service clinics and mini-courses is limited to 30 participants. Courses and clinics are offered 6 times per year in various geographic areas in order to facilitate participation. Each online course is offered 2 times per year which each course divided into 6 sessions of one hour each. Students watch a PowerPoint presentation while listening to the instructor. (WebEx is the current provider.) Students can send questions to the instructor during the presentation. Students are encouraged to contact the instructor via email. There are also chat rooms and white board sessions set up to facilitate group work and discussion.	“Teaching the Coach” instructor manual and course syllabus. a. Clinic and mini-course guidelines for instruction b. Online course guidelines for instruction
10. All instructional staff are knowledgeable about the domains,	The National Standards for Athletic Coaches form the basis for the courses developed by the Resource Development Coordinator. (See Organizational	1. Introductory section in USWA course outline which

standards, and competencies listed in the <i>National Standards for Athletic Coaches</i>	Chart B.) The instructor’s course (“Teaching the Coach”) has an extensive section on the Standards and Domains so that all instructors are aware that their courses must follow the National Standards.	explains the National Standards. 2. “Teaching the Coach” chapter and discussion outline on National Standards
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Matrix C - Operational Policies

Accreditation Guideline	Program Description	Documentation
11. The program's content and implementation reflect the organization's mission and objectives related to coaching education.	To become certified as a USAW coach at any level coaches must complete curriculum and demonstrate proficiency in the 3 major sections (Sports Science/Sports Management/Sport Specific) of the USAW Coaches Education Certification Requirements). At each level coaches will be exposed to a broad and comprehensive curriculum will allow them to assist their athlete's development as not only athletes but also responsible citizens and leaders.	<ul style="list-style-type: none"> • Published USAW Education and Certification Requirements (from USAW Strategic Plan, and on-line USAW Coaches Education Center.
12. The program continually evaluates its content and effectiveness in meeting appropriate goals and objectives relative to coaching education and development of well-qualified coaches.	Each year the USAW Coaches Education Staff review the progress and success the program has in achieving the goals and objectives laid out in the annual USAW Strategic Plan. This review and evaluation is shared with executive staff and members of the USAW and any changes that are required are incorporated into the next year's strategic plan and budget.	<ul style="list-style-type: none"> • USAW's Annual Strategic Plan Review and Evaluation Report. •
13. The program content, course requirements, evaluation, qualifications for certification, and/or fees for enrollment and materials are provided to participants and potential participants.	<p>Communication of all the USAWs Coaching Education Certification Requirements are provided to members and potential members by a variety of means on a regular basis throughout the year, these include:</p> <ul style="list-style-type: none"> • On-line USAW Coaches Education Center - Downloadable PDFs, Coaches Forum, and FAQ section • Monthly e-mails to all members on status of the program, new courses/resources, requirements, clinics and seminars • Press Releases (print and e-mail) to all members and relevant media contacts • Section describing USAW Coaches Education Program and Requirements in annual membership mailings, and reminders. • Descriptions of all courses, clinics, seminars and resources are provided on the USAW on-line store, where they can be purchased on-line • Presentations and exhibits are held regularly at high school events, championships, regional meetings 	<ul style="list-style-type: none"> • Copies of PDFs, and screen shots from on-line Coaches Education Center and USAW on-line store • Copies of press releases and blast e-mails • Sections from membership mailings • Copy of presentation handouts
14. Completion of the program is	The USAW Coaches Certification database has been developed in conjunction with the USAW Membership database to track a coach's educational	<ul style="list-style-type: none"> • Copies of sample transcripts from the

<p>contingent on successful demonstration of the participant's achievement of coaching education program objectives through reliable and valid assessment.</p>	<p>certification progress. This includes taking clinics/course and successfully passing the related competency test, showing current first aid/CPR certification, and maintaining USAW membership in good standing.</p>	<p>Coaches Certification Database.</p> <ul style="list-style-type: none"> • Summary of coaches' certification database statistics.
<p>15. Appropriate practical experiences are included as an integral part of coaching education content and delivery commensurate with the level of accreditation.</p>	<p>For all USAW Coaching Certification levels beyond Level 1, coaches must document, describe, and demonstrate practical experience in the field. This must be provided and attested to by a USAW Club Program Director, or person in a similar capacity at an approved institution or organization (i.e.: Wiffleball Canada). Coaches must continue to remain current in the program through the obtainment Continuing Education Credits at a regular basis (2 years at least)</p>	<ul style="list-style-type: none"> • Copy of sample practical experience form, attested to by USAW Club Administrator
<p>16. Coaching education providers identify and screen participants for entry qualifications and make consistent efforts to recruit under-represented populations.</p>	<p>For admittance into the USAW Coaches Education Certification Program, coaches must be members in USAW in good standing, and thus abide by the USAW Code of Conduct. The USAW Coaches Education Program continually tries to promote and grow involvement in the sport through the media, presentations, and demonstrations at events and in conjunction with other organizations and institutions.</p>	<ul style="list-style-type: none"> • Annual presentation and external communication review. • Synopsis of partnership program with other organizations and institutions.

Matrix D - Program Content

DOMAIN: INJURIES: PREVENTION, CARE AND MANAGEMENT DOMAIN

DOMAIN AND STANDARD	COURSE/ TIME	COURSE OBJECTIVES	LEARNING EXPERIENCES	ASSESSMENT
<p>Domain 2 Safety and Injury Prevention</p> <p>Standard 5 Prevent injuries by recognizing and insisting on safe conditions.</p> <p>Standard 6 Ensure that protective equipment is in good condition, fits properly and is worn as prescribed by the manufacturer; ensure that equipment and facilities meet required standards.</p>	<p>ASEP Coaching Principles Course (on-line or classroom):</p> <p>Risk Management Section</p> <ul style="list-style-type: none"> • Course/clinic time: 20 minutes • Reading Successful Coaching Chapter 20: Minimizing Risk: 30 minutes • Coaching Principles Study Guide: Self –study section quizzes and activities: 30 minutes 	<ul style="list-style-type: none"> • Learn what risk management means for coaches • Implement steps to take to minimize risk • Learn the 9 legal duties of a coach 	<ul style="list-style-type: none"> • Reading Successful Coaching: Chapter 20 - Managing Risk • Watching DVD segment – Risk Management • Discussion of risk management key points 	<ul style="list-style-type: none"> • Completion of on-line or classroom activities • Questions included in on-line and classroom tests