

NCAACE

National Council for the Accreditation of Coaching Education



Reader Training Manual

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NCACE Reader Training

Overview of the Process

Introduction - Role of Reader

A folio reader is an individual who is trained and certified to review coaching education program folios. These individuals evaluate the folio's demonstration of compliance with coaching education guidelines and participant achievement to 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 successfully complete a reader assessment.

Folios are sent to three separate readers, two from the same type of organizational group (i.e., single sport organization, multi-sport organization, college/university, elite sport program) as the applicant, and one from another organizational group. Each reader's task is to:

- 1) Compare the material in the folio to the criteria detailed in the matrices and identified in the tables;
- 2) Review the course syllabi or detailed agendas relevant to content, assessment and learning opportunities, and
- 3) Determine the extent to which the program meets the 16 Guidelines for Accreditation of Coaching Education for the desired level of accreditation.

The readers then submit their evaluations and recommendations for program approval (compliance or noncompliance) to the Folio Review Coordinator who summarizes the reviewer recommendations and forwards them to NCACE liaison for presentation to the NCACE Board of Directors for final approval.

The Folio Review Coordinator reaches an accreditation decision in three categories: approved (full accreditation is granted for a period of 7 years); non-approved (accreditation is withheld); conditionally approved (accreditation is granted on the provision that specific changes in the program are made and documentation of the changes is submitted [rejoinders] within the subsequent one year period). Programs or sponsoring organizations will be notified in writing of the program accreditation status, including the category and level of accreditation. Written suggestions for bringing the program into compliance are provided to those programs whose accreditation has been withheld.

Reasons for Non-Compliance

Based on previous NCACE reviews, non-approval or conditional approval may occur due to deficiencies or omissions of one or more of the following:

Mission and Objectives

- The stated mission of the organization is unclear and/or program content is inconsistent with level of coaching accreditation sought.

Program Administration

- Organization and personnel do not have qualifications or experience to support professional delivery of program.

Instructors and Trainers

- The program instructors are not formally trained and/or do not have the necessary experience to deliver effective instruction.
- There is no systematic evaluation of teaching effectiveness.

Course Content

- Program scope does not reflect the comprehensive nature of coaching education as addressed by the eight domains of the *National Standards for Sport Coaches (NSSC)*.

Instructional Design

- The program does not provide for a variety of instructor-led learning experiences in an interactive format (for example: workbooks, audiovisual, group interactions, low instructor to student ratio, etc.)
- The instructional design does not incorporate practical and or field experiences involving the actual or typical athletes (for example: videotape analysis, site observations, actual coaching, etc.).
- The program fails to assess participant knowledge or competency during or following instruction.

Curriculum and Planning

- There is no systematic management of the coaching education curriculum by a designated program director. Oversight includes comprehensive curricular planning and updating, consideration of appropriate learning experiences, thoroughness of course syllabi or detailed course agendas.
- The program does not systematically evaluate and update/revise its content and effectiveness relative to its stated goals.

Records/Tracking

- There is no record of the coaching education program's commitment to diversity.
- There is no evidence that the coaching education program maintains adequate records of participant attendance, registration procedures, participant progress, enrollment data or certification records.

Overall Format

- Incorrect information provided in forms and matrices.
- Missing detailed agendas or course syllabi for listed program areas.
- Poorly organized folios - readers are not sure what material supports what guidelines.

- Lack of instructor credentials (degrees, certifications, background in coaching area, etc.)
- Evaluation procedures do not assess participant performance as it relates to standards.
- Insufficient information to assess teacher-participant ratio and/or learning time.

Assessment Philosophy

Each reader enters the review process with the anticipation that the submitted folio contains an approved coaching education program. It is the reader's goal to document the program's viability and compliance with the accreditation guidelines and *NSSC*. When the prepared folio indicates that the coaching education program is deficient in meeting the necessary accreditation guidelines at the level of accreditation sought, it is the reader's responsibility to clearly describe the nature of the deficiency.

The assessment process is a structured approach with specific guidelines directing the reader. While subjectivity is inherent in the assessment process, each program is given the latitude to demonstrate compliance while maintaining program individuality. Effective instructional styles, operational procedures, and content benchmarks may vary considerably across program structures and constituencies while maintaining compliance with the accreditation guidelines and the *NSSC* for a designated level. It is understood that quality coaching education provides coverage and exposure appropriate to the benchmarks under each standard. The benchmarks highlight important areas under each standard that should be expanded upon based on the level of accreditation sought and in what context the standard is being applied. The diversity of the coaching profession requires that professional preparation also recognizes varied philosophies and approaches. Accreditation should not force sponsoring agencies to conform to a prescribed program format, but rather allow for organizational difference and variety in meeting the established accreditation criteria.

Finally, the reader must be precise in the recommendations for the approval of the coaching education program. The review process should be specific in identifying key information relative to the program content, organizational overview, personnel, and operational procedures that indicate a clear difference in programs receiving accreditation and those that do not.

Folio Lay Out

The lay out 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. The reader should begin with the cover sheet to determine if the following minimal folio information is included. It will save time if the reader records the page number for each item below before reviewing the folio:

- _____ 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 or Appendices begins

The reader should also review the folio presentation to determine if a fair review will be possible. While no one item would by itself be grounds for denying accreditation, the severity of error could prevent the reader from being able to conduct an appropriate review. It is the responsibility of the folio preparer to ensure the following:

- Sections of the folio should be clearly distinguishable from each other with appropriate headers; and a complete table of contents provided.
- 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).
- 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.
- 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.
- All documents meet minimum professional standards of presentation, syntax, quality of copy, readability (10-point font minimum).

Description of Accreditation Levels

Coaching education programs may apply for one of three levels of accreditation, with each higher level representing an accumulation of the benchmarks beneath it. For example, Level 1 represents standards for programs preparing beginning coaches who usually are responsible for short duration, recreational, or intra-squad competition. On the other hand, Level 5 represents standards for programs preparing coaches who are more likely to work with elite athletes on a year-round basis, including a high level of competition. Accreditation is not an assessment of the

athletes 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 its level of coaching education (as reflected in the standards and necessary to meet the responsibilities expected for the coach) and to seek the appropriate level of accreditation.

Figure 1: Levels of 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. Programs not submitting a folio for accreditation within the three-year period will be removed from the registry.

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*.

Overview of the Coaching Education Program

Review the introductory materials in the folio to become acquainted with the program. Introductory materials should include an overview of the program (Worksheet for Form 1: Program Review) and the organizational structure (Worksheet for Form 2: Organizational Structure), as well as the components of the coaching education program (Worksheet for Form 3: Components of the Coaching Education Program) and an executive summary of operations (Worksheet for Form 4: Executive Summary of Operations). Since accreditation is granted to a specific level of coaching competency identified by the coaching education provider, it is important that readers are aware of the background of organizational goals, mission and target audience(s). Forms are not used for scoring purposes, but reviewers should be aware that information regarding Guideline 16 can be found on Form 3. The reader should be able to identify the following from the Overview/Scope of Program:

Worksheet for Form 1: Program Review *Level of accreditation sought: _____*

Overview Request:	Program identifies it as:	Consistent with Level :[See Figure 1]
Description of purpose or mission of organization		Level 1 _____ Level 3 _____ Level 5 _____
Organizational demographics and knowledge base		Level 1 _____ Level 3 _____ Level 5 _____
Organizational philosophy		Level 1 _____ Level 3 _____ Level 5 _____
Organizational goals (Key)		Level 1 _____ Level 3 _____ Level 5 _____
Comments:		

Worksheet for Form 2: Organizational Structure Level of Accreditation sought: ____

Overview Request:	Program identifies it as:	Consistent with Level :[See Figure 1]
Description of organization structure or incorporation		Level 1 _____ Level 3 _____ Level 5 _____
Relationship of coaching education to other organizational programs		Level 1 _____ Level 3 _____ Level 5 _____
Comments:		

Worksheet for Form 3: Components of the Coaching Education Program

Level of Accreditation sought: ____

Overview Request:	Program identifies it as:	Consistent with Level :[See Figure 1]
Description of components of the education program		Level 1 _____ Level 3 _____ Level 5 _____
Listing of courses and contact hours		Level 1 _____ Level 3 _____ Level 5 _____
Listing of practicum elements and time for completion		Level 1 _____ Level 3 _____ Level 5 _____
Comments:		

Worksheet for Form 4: Executive Summary of Operations

Level of Accreditation being sought: _____

Overview Request:	Program identifies it as:	Consistent with Level :[See Figure 1]
When the program is offered/frequency		Level 1 _____ Level 3 _____ Level 5 _____
Description of instructor qualifications		Level 1 _____ Level 3 _____ Level 5 _____
Number of participants who have successfully completed the program three years		Level 1 _____ Level 3 _____ Level 5 _____
Description of the evaluation procedures		Level 1 _____ Level 3 _____ Level 5 _____
Comments:		

Review of Program Matrices

The matrices provide the opportunity for coaching education providers to construct the folio describing program elements in the format that reflects the guidelines and standards. The matrices also 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)

Review and scoring of matrices A, B, and C ensures that the sponsoring organization has taken steps to establish and maintain the professional credibility of the program.

- Column 1: *Guidelines being addressed* designates the number of the guideline being addressed, beginning with Guideline #1. Subsequent guidelines are listed sequentially.
- Column 2: *Program description* provides description of organization structure and procedures that address the stated guideline. Information should be clear and concise. A full narrative is not expected, but rather an identification of how the guideline is met by the coaching education provider.
- Column 3: *Documentation* refers to supporting documentation (such as, mission statement, organizational flow chart, faculty vita, course rosters, etc.)

Scoring Guidelines 1 - 14

Score each accreditation guideline with a “3” (excellent), “2” (satisfactory), “1” (conditional), or a “0” (did not address). Only whole numbers should be used in scoring. A score of “3” indicates that the program description and documentation are sufficient to demonstrate that the program meets the guideline. A score of “2” indicates that program description and/or documentation meets most of the specific guideline. A score of “1” indicates that the program description and/or documentation are not sufficient to demonstrate that the program meets the guideline. A score of “0” indicates that the program description and/or documentation did not address the guideline. If a score of “1” is given, the reader must indicate the reason for the unsatisfactory score as noted on the scoring sheet. The reader should make notes on strengths (3) and weaknesses (1) as he or she completes the scoring in order to provide guidance to the applicant in the summary report.

To assist the applicant in the interpretation of deficiencies, when a score of “1” is given one or more letters will follow the “1” indicating the specific reason(s) for that judgment. An (*) beside the number or letter indicates that the reader has written specific comments in reference to the evidence provided for that standard. Letters indicate the following judgments:

- A = Program description and/or documentation does not provide a clear coherent link with the NCACE guideline.
- B = Taken together, the program description and documentation are **not sufficient in breadth and/or depth** to achieve the NCACE guideline (comprehensiveness).
- C = The **documentation was not sufficient** to substantiate the program description.

Within each matrix, guideline scores are averaged to obtain a final score for that matrix. *The Matrices A-C will be judged in compliance if an average score of 2.0 or above* is achieved. A matrix is not in compliance if one or more guidelines are scored “0”. It is possible that a program will receive accreditation even if a specific guideline is deficient, as long as the other Components are strong and the program has begun to address the areas of weakness (1). The deficient guideline will be noted as a weakness and given greater scrutiny in follow-up reviews. It is also possible that a program given conditional accreditation may be able to rectify a guideline noted as weak (1) or not addressed (0) and make the necessary modifications for subsequent full approval.

Online Coaching Education Programs

Differences exist between traditional face-to-face coaching education programs and courses offered exclusively online. NCACE recognizes these differences and are working to adjust guidelines to better accommodate online coaching education programs. Interim guidelines have been developed and are found at the end of this Reader Manual (See Appendix A).

Guideline Rubric for Matrix A: Organizational Overview

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 the unique context of the educational setting.

Guideline 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)

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have mission statement, program description and program objectives.	Program SHOULD have organizational chart, institutional purposes, principles, intended audience, responsibilities in program administration, instruction, or other administrative functions are provided in written form.	DESIRED elements: all plus clearly documented structure and function of the coaching education program, bylaws, or policy impacting scope of coaching education.

Guideline 2: The sponsoring organization provides systematic oversight of all aspects of the coaching education program.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: participant reviews of classroom experiences, approved practicum experiences, and evidence of instructor training.	Program SHOULD have: evidence of systematic procedures to update and maintain communication about the program operations; recruitment plan for faculty and students; budget process for educational resources; scheduled curriculum reviews.	DESIRED elements: all plus a clear policy and procedure manual indicating administrative jurisdiction over the general coaching education environment.

Guideline 3: The sponsoring organization maintains complete and systematic records for all program activities including instructor qualification, names of participants entering program, names of coaches completing program, detailed course agendas, course rosters, and records of participant achievement.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have record of: number of participants enrolled in current programs; list of instructors.	Program SHOULD have: record of instructors and qualifications; numbers of coaches completing program; course syllabi or detailed program agenda of current program.	DESIRED elements: all plus materials that reflect the number of years the organization has been involved in coaching education; continuity of faculty and administration; letters of endorsement or patterns of utilization from sport organization, record of participant achievement beyond the educational setting.

Guideline Rubric for Matrix B: Personnel

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.

Guideline 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.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program Director MUST : submit abbreviated vita or coaching education experience of director.	Program Director SHOULD : demonstrate knowledge and experience in the professional development of staff; completed educational training commensurate with level of accreditation being sought; previous administrative experience with coach education.	DESIRED elements: Director is recognized as a leader in identified sport area; previous responsibility for coaching education or sport administration; elected office in professional sport/educational association; advanced administrative resume.

Guideline 5: Instructional staff demonstrates expertise commensurate with the level of coaching education, coaching skills, and knowledge benchmarks that they are expected to deliver.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: provide a list of current instructors indicating the extent of coaching education certification in specific area; have participated in workshop or clinic on course management; academic training.	Program SHOULD have: domain-specific knowledge commensurate with level of educational program.	DESIRED elements: demonstration of professional involvement in teaching/coaching responsibilities, or on-going participation in faculty development workshops, clinics, etc.

Guideline 6: Instructors demonstrate effective teaching skills and effective delivery of content which recognizes individual characteristics and learning styles of prospective coaches.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: instructors trained in more than one instructional delivery system across content areas.	Program SHOULD have: instructors able to use multiple instructional styles for same content area; use of instructional methods such as student interaction, lecture, discussion, peer teaching.	DESIRED elements: demonstrate how instructors are trained to use a wide variety of instructional methods to deliver content (such as demonstration/evaluation, micro-teaching, videotape critique, case studies, small group activities, etc.).

Guideline 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*.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: data provided will indicate instructor/student ratio considered in program delivery.	Program SHOULD have: appropriate plan for instructional delivery for smaller class size and environment. Organizations should indicate how the interactive nature of instruction is maintained.	DESIRED elements: include documentation that supports interactive learning experience regardless of group size (such as, small group work with trained facilitators, follow-ups with knowledgeable mentors, computer or instructional technology, workbooks or outside assignments).

Guideline 8: All instructional staff are knowledgeable and articulate about the domains, standards, and benchmarks listed in the *NSSC*.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: Instructor Orientation on the <i>NSSC</i> is documented.	Program SHOULD have: Instructor Orientation on the <i>NSSC</i> that explains the accreditation process for NCACE. Instructors are able to identify their instructional role in the total educational program.	DESIRED: The nature and extent of the Instructor Orientation is detailed and documented.

Guideline Rubric for Matrix C: Operational Procedures

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 conducts program as well as participant assessment.

Guideline 9: The program’s content and implementation reflect the organization’s mission and objectives related to coaching education.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: Stated organization mission as part of instructional goals.	Program SHOULD have: Course outlines, related course materials, and instructional delivery should demonstrate consistency with <i>NSSC</i> commensurate with level of accreditation being sought.	DESIRED: Promotional, advertising, and admission materials provided to the participants indicate level of coaching education accreditation being sought.

Guideline 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.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: programmatics reviews that include program participant evaluations.	Program SHOULD have: evidence of conducting and utilizing instructional reviews as part of program evaluation, including personnel, materials, program costs.	DESIRED elements: outside evidence that program is relevant to coaching education, observation data, testimonials, outside critiques by knowledgeable professionals, and data generated by constituency

Guideline 11: The program content, course requirements, evaluation, qualifications for certification and/or fees for enrollment and materials are provided to participants and potential participants.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: description of qualifications for certification and fees provided to participants in writing; brochures, catalogs, or other promotional material.	Program SHOULD have: description of student outcomes and program content is disseminated.	DESIRED elements: description of student expectations relative to time, needed resources, cost and prerequisite skills.

Guideline 12: Completion of the program is contingent on successful demonstrations of the participant’s achievement of coaching education program objectives verified by reliable and valid assessment.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: systematic form of student assessment that can be accurately replicated.	Program SHOULD have: Standard for evaluation should also indicate what is necessary for successful completion of that program component (such as, grade, performance level, number of hours, etc.).	DESIRED elements: Formal assessment is linked to stated course objectives. Evaluation procedures are described in detail within the detailed course outline. Assessment procedures are submitted for periodic review and revision if necessary.

Guideline 13: Appropriate practical experiences are included as an integral part of program content and delivery commensurate with the level of coaching education provided.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: in-class role playing and or case studies as part of content delivery.	Program SHOULD have: students given opportunity to provide demonstration of course concepts. Practical experiences include micro-teaching.	DESIRED elements: Supervised coaching experiences extend beyond the classroom; opportunity is given for mentoring and evaluation in a field-based setting during practice or competition.

Guideline 14: Coaching education providers identify and screen participants for entry qualification and make consistent efforts to recruit under-represented populations.

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: Stated entry level qualifications. Statement of non-discrimination is provided in mission statement or other organizational materials.	Program SHOULD have: Inclusive curriculum and materials.	DESIRED elements: Recruiting of diverse populations may be demonstrated through organizational policies, hiring of instructors, targeted marketing and advertising, or formalized networking.

Review of Matrix D: Program Content

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 3 or 5, 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 support all the key indicators listed under Levels 1 and 3. 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. Reviewers are reminded that the list of benchmarks is not a required checklist (see Matrix D).

Reviewers should also consider the comprehensiveness of learning experiences presented in the coaching education program. There is basic knowledge that all coaches must acquire before beginning their coaching responsibilities. It is also possible that some key indicators for Level 1 may be demonstrated by explaining and exposing coaches to the material. The scope of Level 3 coaching programs would require practice and performance of key indicators. A coaching program at Level 5 should reflect mastery of all benchmarks.

Specifically, the reader should check to see if:

- all the standards are addressed by the courses listed,
- the learning experiences are appropriate for the objectives and level, and
- the assessments are appropriate for the learning experiences and level

The matrix should be designated to integrate the *NSSC* so that there is a clear demonstration of how the standards are met. Several elements are necessary to meet the guidelines in Matrix D:

- The matrix should be developed sequentially by standard, rather than by course or chronological sequence of program activities.
- It is possible that the 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.

Matrix D: Program Content (Guidelines 15 & 16) includes five columns of information to complete the matrix.

Column 1: *Coaching Domain (from NSSC)*

Designate the domain and the standard being addressed.

Column 2: *Course Title or Program Component*

Provide the descriptive title of the coaching education course or component of the coaching education program that contains the objectives used to meet the 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. 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 (such as, guided lecture, group discussion, video tape, role playing, work book exercise, etc.) 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 assuring 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 (such as, 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. Reviewers are encouraged to refer to Form 3 for indications of time.

Appendices

The appendices should be used for supplemental documents that demonstrate compliance with the ***Guidelines for Accreditation of Coaching Education***. Program 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. Missing or incomplete course outlines or program documents may result in the inability of the reader to establish compliance with Guideline 15 of the ***Guidelines for Accreditation of Coaching Education***.

Review of the Detailed Course Outlines

The detailed course outlines serve as the documentation for the information in Matrix D. The reader should not assume that objectives, learning experiences, and assessments for particular standards will always be contained within the same course. While the *NSSC* levels include all domains and standards, the reader should focus on those benchmarks that are critical at the level of accreditation being sought. When reviewing the detailed course outlines in conjunction with the matrix, the reader needs to keep a broad perspective in mind:

- Are the objectives and experiences sufficient to meet the *NSSC*?
- Are the objectives and experiences sufficient for the level of accreditation requested?
- Do the materials demonstrate mastery of the standard addressed?
- As a whole, do the course/experiences meet the intent of the *NSSC*?

Scoring Guidelines 15 - 16

Score each standard with a “3” (excellent), “2” (satisfactory), “1” (deficient), or a “0” (did not address). A score of “3” indicates that the program description and documentation are sufficient to demonstrate that the program meets the standard. A score of “2” indicates that the program description and/or documentation meets most of the standard. A score of “1” indicates program description and/or documentation is not sufficient to demonstrate that the program meets the standard. A score of “0” indicates that the program description and/or documentation did not address the standard. If a score of “1” is given, the reader must indicate the reason for the

unsatisfactory score as noted on the scoring sheet. The reader should make notes of strengths (3) and weaknesses (1) as he or she completes the scoring in order to provide guidance to the applicant in the summary report.

When a score of “1” is given, it is generally for one or more of the following reasons:

- *Course outlines (or other documentation) does not provide clear coherent link between the NSSC and the objectives, learning experiences and assessment activities identified on the matrix.* This may be a case of omission as well as misguided commission on the part of the coaching education program. It is the responsibility of the person preparing the folio to link specific course objectives, learning experiences, and student assessment to the NSSC. See Appendix for examples.
[e.g., course objectives are not aligned with any one NSSC standard]
- *Identified course work/experiences/objectives are not relevant to the NSSC (appropriateness).* While a coaching education program can include content and learning activities that reflect more than the required NSSC for the level of accreditation being sought, it must first and foremost address the specified level standards and benchmarks. A standard would be identified as deficient if required content, learning activities and assessments were replaced with advanced or parallel material. See Appendix examples.
[e.g., Standard 36: Rather than discussing the need for medical insurance, course activities deal with activities demonstrating negligence.]
- *Taken together, the identified course/experiences/objectives are not sufficient in breadth and/or depth to achieve the NSSC standard (comprehensiveness).* Each standard is built on 8 unit of specific benchmarks. To meet a satisfactory level of compliance, program content and activities should allow for most if not all of the identified benchmarks aligned with any one standard to be addressed to a point of mastery. A standard would be deficient if the course only created an awareness of a topic with no demonstration of student knowledge and application. Similarly, a standard would be deficient if the benchmark being addressed at the expense of another. See Appendix for examples.
[e.g., Standard 12: Provide experiences that alert students to conditioning needs of athletes, but no student practice or demonstration; identify conditioning needs of sport, but no age-related parameters.]
- *Course work/experiences used as documentation are not required of all students.* A standard would be marked deficient if linked to elective courses or topical speakers. Only when parallel electives or topics (i.e., coaching of basketball, coaching of football) share core course objectives can the NSSC standard be met. Such courses should be grouped together and demonstrate commitment to core objectives.
[e.g., Standard 20: All coaching methods courses can address principles of goal setting as it applies to their sport. An elective course in sport psychology would not meet the same standard.]

- *Assessment activities are not clearly delineated; thus relevance to the standards cannot be judged (appropriateness).* A standard would be considered deficient if reference is made to final exam or class discussion, but no documentation is provided to demonstrate link to the specific standard. Similarly, class discussion may be sufficient assessment of what a coach should know or value, but not an appropriate assessment for what they are able to do.
[e.g., Standard 21: The standard would be deficient if assessing the ability to develop written practice plan did not include production of a written practice plan]
- *Assessment activities are not valid measures of the intended NSSC standards (appropriateness).* A standard would be deficient if assessment documentation indicates weakness in administration or scoring. Activities that rely solely on subjective evaluation, or cannot be reliably administered to all students in a fair manner are not valid.
[e.g., Standard 10 would be deficient if the assessment for whether a coach understands when an athlete has had enough time to fully recover from an injury before returning to play or knowing when professional medical care is required for an injured athlete is assessed without specified NATA or American Red Cross criteria]
- *Taken together, the assessment activities are not of sufficient breadth and/or depth to ensure that students achieve the NSSC standards (comprehensiveness).* The combined assessment activities for any one standard should be rigorous enough to clearly identify programs that meet both the letter and intent of the underlying benchmarks for that standard. The standard would be deficient if the assessment component could not provide systematic evidence of educational quality, consistency, or program accountability.
[e.g., Domain 2 would be deficient if formal assessment only dealt with prevention of athletic injuries and not benchmarks supporting care or rehabilitation.]

Within each domain, scores are averaged to obtain a final score for that domain. Program Content (Matrix D) will be judged in compliance if an average score of 2.0 or above is achieved for each domain and guideline 2 is scored a “2” or higher. The matrix is not in compliance if one or more of the domains are scored “0”. It is possible that a program will receive conditional approval if a specific domain is deficient, as long as the other components are strong. In such a case, the program will be expected to rectify a domain noted as weak (1) and make the necessary modifications for subsequent full approval.

Assessing Guideline #16: Sufficient Instructional Time

NCACE does not specify a set time allotment for course or program components. It is up to the coach education provider to demonstrate that the time given instruction allows for presentation, practice, application, and evaluation of content. Indications of time spent on a topic or objective should be found in the course documentation. While more is not always better, programs that utilize shorter contact periods to accomplish the prescribed *NSSC* must describe the creative use of technology, pedagogical techniques, or advanced level of initial student experience that allows for expedited learning to occur.

Summary Report

Prepare a report that summarizes the coaching education program of the applicant. This report should include an assessment of the overview, the program and other matrices, which are provided in the following pages. Specifically, the reader determines if:

- Organizational overview contributes to the establishment and maintenance of professional credibility for the program (Folio Reader Report for Matrix A).
- Personnel contribute to the establishment and maintenance of professional credibility for the program (Folio Reader Report for Matrix B). Staff should reflect the mission and goals of the program and be qualified to teach in the domains they are required to teach (demonstrate competency).
- Operational procedures provide a structure for educational opportunities that enhance the acquisition of program objectives, the process of evaluating student attainment of curricular objectives is conceptually valid and uniform (Folio Reader Report for Matrix C).
- Coaching education program content satisfies the selected level of *NSSC* relative to the organization's mission (Folio Reader Report for Matrix D).

The reader should recommend “Approved” status if all four matrices are scored as being in compliance. “Conditional Approval” is recommended when only three of the four matrices are in compliance. If fewer than three matrices are in compliance, “Non-Approved” status is recommended (This is reported on the NCACE Reader Summary Report and Approval Recommendation form).

In addition, the report should contain feedback for the applicant with regard to the strengths and weaknesses of the program. This report should be forwarded to the NCACE Folio Review Coordinator who coordinates the reports and submits a summary report to the NCACE Board of Directors who will make the final recommendation for Approval, Non-Approval, or Conditional Approval.

Folio Reader Report for Matrix A: Organizational Overview

Program Submitting Folio _____

Date of Review _____ Level of Accreditation Sought _____

Name of Reader _____

Guideline 1: _____ Score _____

Comments:

Guideline 2: _____ Score _____

Comments:

Guideline 3: _____ Score _____

Comments:

Average Score _____

Matrix A – In Compliance: Yes _____ (2.0 or above) No _____ (below 2.0)

Matrix A: Organizational Overview Guidelines 1 - 3

Accreditation Guideline	Program Description	Documentation
1. The mission and objectives of each 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).	<ul style="list-style-type: none"> o Guideline Not addressed: o Conditional: o Satisfactory: o Desired: 	
2. The sponsoring organization provides systematic oversight of all aspects of the coaching education program.	<ul style="list-style-type: none"> o Guideline Not addressed: o Conditional: o Satisfactory: o Desired: 	
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.	<ul style="list-style-type: none"> o Guideline Not addressed: o Conditional: o Satisfactory: o Desired: 	

Folio Reader Report for Matrix B: Personnel

Program Submitting Folio _____

Date of Review _____ Level of Accreditation Sought _____

Name of Reader _____

Guideline 4: _____ Score _____
Comments: _____

Guideline 5: _____ Score _____
Comments: _____

Guideline 6: _____ Score _____
Comments: _____

Guideline 7: _____ Score _____
Comments: _____

Guideline 8: _____ Score _____
Comments: _____

Average Score _____

Matrix B – In Compliance: Yes _____ (2.0 or above) No _____ (below 2.0)

Matrix B: Personnel Guidelines 4-8

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.	<ul style="list-style-type: none"> <input type="radio"/> Guideline Not addressed: <input type="radio"/> Conditional: <input type="radio"/> Satisfactory: <input type="radio"/> Desired: 	
5. Instructional staff demonstrate expertise commensurate with the level of coaching education, coaching skills, knowledge benchmarks that they are expected to deliver.	<ul style="list-style-type: none"> <input type="radio"/> Guideline Not addressed: <input type="radio"/> Conditional: <input type="radio"/> Satisfactory: <input type="radio"/> Desired: 	
6. Instructors demonstrate effective teaching skills and effective delivery of content which recognizes individual characteristics and learning styles of students.	<ul style="list-style-type: none"> <input type="radio"/> Guideline Not addressed: <input type="radio"/> Conditional: <input type="radio"/> Satisfactory: <input type="radio"/> Desired: 	
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> .	<ul style="list-style-type: none"> <input type="radio"/> Guideline Not addressed: <input type="radio"/> Conditional: <input type="radio"/> Satisfactory: <input type="radio"/> Desired: 	

Accreditation Guideline	Program Description	Documentation
8. All instructional staff is knowledgeable and articulate about the domains, standards, and benchmarks listed in the <i>NSSC</i> .	<ul style="list-style-type: none"> <li data-bbox="919 240 1297 272">o Guideline Not addressed: <li data-bbox="919 313 1129 345">o Conditional: <li data-bbox="919 386 1129 418">o Satisfactory: <li data-bbox="919 459 1077 492">o Desired: 	

Folio Reader Report for Matrix C: Operational Procedures

Program Submitting Folio _____

Date of Review _____ Level of Accreditation Sought _____

Name of Reader _____

Guideline 9: _____ Score _____
Comments: _____

Guideline 10: _____ Score _____
Comments: _____

Guideline 11: _____ Score _____
Comments: _____

Guideline 12: _____ Score _____
Comments: _____

Guideline 13: _____ Score _____
Comments: _____

Guideline 14: _____ Score _____
Comments: _____

Average Score _____

Matrix C – In Compliance: Yes _____ (2.0 or above) No _____ (below 2.0)

Matrix C: Operational Procedures Guidelines 9 -14

Accreditation Guideline	Program Description	Documentation
9. The program's content and implementation reflect the organization's mission and objectives related to coaching education.	<ul style="list-style-type: none"> <input type="radio"/> Guideline Not addressed: <input type="radio"/> Conditional: <input type="radio"/> Satisfactory: <input type="radio"/> Desired: 	
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.	<ul style="list-style-type: none"> <input type="radio"/> Guideline Not addressed: <input type="radio"/> Conditional: <input type="radio"/> Satisfactory: <input type="radio"/> Desired: 	
11. The program content, course requirements, evaluation, qualifications for certification and or fees for enrollment and materials are provided to participants and potential participants.	<ul style="list-style-type: none"> <input type="radio"/> Guideline Not addressed: <input type="radio"/> Conditional: <input type="radio"/> Satisfactory: <input type="radio"/> Desired: 	

Accreditation Guideline	Program Description	Documentation
<p>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.</p>	<ul style="list-style-type: none"> o Guideline Not addressed: o Conditional: o Satisfactory: o Desired: 	
<p>13. Appropriate practical experiences are included as an integral part of coaching education content and delivery commensurate with the level of accreditation.</p>	<ul style="list-style-type: none"> o Guideline Not addressed: o Conditional: o Satisfactory: o Desired: 	
<p>14. Coaching education providers identify and screen participants for entry qualification and make consistent efforts to recruit under-represented populations.</p>	<ul style="list-style-type: none"> o Guideline Not addressed: o Conditional: o Satisfactory: o Desired: 	

Folio Reader Report for Matrix D: Program Content

Program Submitting Folio: _____

Date of Review: _____ Level Requested: _____

Name of Reader: _____

Domain Review

Domain 1: Philosophy and Ethics
Comments:

Average Score _____

Domain 2: Safety and Injury Prevention
Comments:

Average Score _____

Domain 3: Physical Conditioning
Comments:

Average Score _____

Domain 4: Growth and Development
Comments:

Average Score _____

Domain 5: Teaching and Communication
Comments:

Average Score _____

Domain 6: Sport Skills and Tactics
Comments:

Average Score _____

Domain 7: Organization and Administration
Comments:

Average Score _____

Domain 8: Evaluation
Comments:

Average Score _____

Record the score for each standard:

Standard	Score	Standard	Score	Standard	Score	Standard	Score
1		11		21		31	
2		12		22		32	
3		13		23		33	
4		14		24		34	
5		15		25		35	
6		16		26		36	
7		17		27		37	
8		18		28		38	
9		19		29		39	
10		20		30		40	

Matrix D is in Compliance

_____ yes (all domains score 2.0 or above)

_____ no (one or more domains are below 2.0)

Guideline #16: Sufficient Instructional Time
Comments:

Score _____

Program Content is in Compliance

_____ Yes (all domains have an average score of 2.0 or above and Guideline 2 is scored "2" or higher.)

_____ No (one or more domains do not meet minimal average score of 2 and/or Guideline 2 does not receive a score of 2 or higher.)

Perceived Program Content Strengths:

Perceived Program Content Weakness:

MATRIX D: PROGRAM CONTENT

DOMAIN: PHILOSOPHY AND ETHICS

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 1- Philosophy and Ethics</p> <p>Standard 1 - Develop and implement an athlete-centered coaching philosophy.</p> <ul style="list-style-type: none"> •Identify and communicate reasons for entering the coaching profession (Level 1) •Develop an athlete-centered coaching philosophy that aligns with the organizational mission and goals (Level 1) •Communicate the athlete-centered coaching philosophy in verbal and written form to athletes, parents/guardians and program staff (Level 3) •Welcome all eligible athletes and implement strategies that encourage the participation of disadvantaged and disabled athletes (Level 1) •Manage athlete behavior consistent with an athlete-centered coaching philosophy (Level 1) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: PHILOSOPHY AND ETHICS

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 1 Philosophy and Ethics Standard 2 - Identify, model and teach positive values learned through sport participation.</p> <ul style="list-style-type: none"> • Provide opportunities for input from the community regarding positive values taught in the sport program (Level 1) • Practice respect for diverse populations (Level 1) • Facilitate and reinforce the development of positive character traits through team policies and procedures (Level 3) • Teach that winning is a worthwhile goal of positive sport participation and losing is an opportunity to grow and improve (1) • Teach the value of lifetime fitness and wellness throughout the training process (Level 3) • Engage athletes in dialogue and problem solving to promote positive character development when ethical issues arise (Level 5) • Plan and implement coaching techniques that emphasize the importance of enjoying sport participation (Level 1) 	<p align="center">(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: PHILOSOPHY AND ETHICS

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 1 Philosophy and Ethics</p> <p>Standard 3 Standard 3 - Teach and reinforce responsible personal, social and ethical behavior of all people involved in the sport program.</p> <ul style="list-style-type: none"> • Apply the rules of the sport in an ethical manner (Level 1) • Demonstrate and teach respect for officials, parents, guardians, athletes and opponents (Level 1) • Reinforce positive social behaviors in athletes by respecting effort and stressing personal improvement and self-control (Level 3) • Be proactive in preventing bullying and/or hazing behavior on the part of the athletes, staff or spectators and stop the acts immediately. Teach athletes how to effectively react to bullying/hazing and how to safely become an ally for victims (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: PHILOSOPHY AND ETHICS

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 1 Philosophy and Ethics</p> <p>Standard 4 Standard 4 - Demonstrate ethical conduct in all facets of the sport program.</p> <ul style="list-style-type: none"> • Model good sporting behavior by adhering to both the spirit and the letter of the rules. (Level 1) • Exhibit self-control and self-discipline, recognizing the affect coaching behavior may have on athletes, officials, and spectators(Level 1) • Use positive language and actions that create a safe, non-threatening, and respectful environment for all athletes to learn and compete (Level 1) • Develop and maintain a professional relationship with athletes and other coaches that clearly separate the role of the coach from that of parent, friend, or counselor. (Level 3) • Ensure that qualified individuals are present to officiate all competition (Level 3) • Use personal and official power in a responsible manner to reduce the potential for sexual harassment and athlete abuse (Level 3) • Discuss the negative influence of gambling on sport. (Level 5) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: SAFETY AND INJURY PREVENTION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 2 Safety and Injury Prevention</p> <p>Standard 5 - Prevent injuries by providing safe facilities.</p> <ul style="list-style-type: none"> • Assure that facilities and structures are installed, secured, and protected according to safety specifications. (Level 1) • Regularly inspect and monitor sport facilities to detect and reduce the risk of environmental, structural or surface hazards on a regular basis (Level 3) • Modify plans for practice and competition after assessing potentially unsafe conditions that may exist (Level 1) 	<p>(Score 3,2,1,0)</p> <hr/> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: SAFETY AND INJURY PREVENTION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 2 Safety and Injury Prevention</p> <p>Standard 6 - Ensure that all necessary protective equipment is available, properly fitted and used appropriately.</p> <ul style="list-style-type: none"> • Ensure that athletes are provided with equipment that meets recognized safety standards as required by appropriate governing agencies(Level 1) • Monitor fitting and maintenance of all equipment for athletes (Level 3) • Ensure that all athletes know how to properly select, use, and care for protective equipment (Level 5) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: SAFETY AND INJURY PREVENTION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 2 Safety and Injury Prevention</p> <p>Standard 7 - Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants.</p> <ul style="list-style-type: none"> • Provide information to assistant coaches, athletes and parents/guardians on environmental safety in sport (Level 1) • Facilitate appropriate hydration based on relevant environmental factors for all athletes (Level 1) • Stop or modify play in accordance with rules or policies designed to protect athletes from environmental dangers (Level 1) 	<p>(Score 3,2,1,0)</p> <p>Standard Score</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: SAFETY AND INJURY PREVENTION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 2 Safety and Injury Prevention</p> <p>Standard 9 - Recognize injuries and provide immediate and appropriate care.</p> <ul style="list-style-type: none"> • Have athlete medical information readily available. (Level 1) • Implement an appropriate action plan for emergency first aid and CPR in all venues (Level 1) • Provide and be able to use an appropriately stocked first aid kit (Level 1) • Encourage athletes to openly communicate concerns about pain and discomfort; dispel any “play through pain” attitudes (Level 3) • Apply standard procedures designed to minimize exposure to blood borne pathogens (Level 1) • Know when professional medical care is required for an injured athlete and how to most efficiently access such care (Level 3) • Allow athletes the time to recover fully from injury before returning to play (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: SAFETY AND INJURY PREVENTION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 2 Safety and Injury Prevention Standard 11: Identify and address the psychological implications of injury.</p> <ul style="list-style-type: none"> • Recognize psychological conditions that predispose athletes to injury and make adjustments in training and conditioning regimes (Level 3) • Provide a supportive environment that helps the injured athlete maintain social interactions with teammates and coaching staff (Level 1) • Use appropriate mental training techniques to reduce anxiety and fear of re-injury and possible adjustment of performance expectations after returning to play (Level 3) • Be proactive in building athlete self-confidence and self-esteem during the rehabilitation process (Level 1) • Use appropriate motivational techniques to assist injured athletes to maintain adherence to rehabilitation protocol (Level 5) • Refer athletes to appropriate professional services when the signs of poor psychological adjustment to injury exist (Level 5) 	<p align="center">(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: PHYSICAL CONDITIONING

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 3 Physical Conditioning</p> <p>Standard 12 - Design programs of training, conditioning and recovery that properly utilize exercise physiology and biomechanical principles.</p> <ul style="list-style-type: none"> • Present conditioning as a prerequisite for athletes to perform at their best, not as punishment (Level 1) • Know the components of physical fitness and prescribe appropriate levels of each in relation to age and sport specific demands (Level 1) • Consider the influence of body composition in planning for appropriate practice and conditioning (Level 3) • Create sport specific warm-up and cool down activities that accomplish physical and psychological readiness prior to instruction (Level 1) • Plan a variety of conditioning programs that demonstrate knowledge of physiological responses to physical activity and athletic performance through all phases of the sport season (Level 3) • 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 3 Physical Conditioning</p> <p>Standard 12 - Design programs of training, conditioning and recovery that properly utilize exercise physiology and biomechanical principles. (CONTINUED)</p> <ul style="list-style-type: none"> • Utilize sound biomechanical principles in the development of training programs that maximize the structural advantages of each athlete (Level 3) • Monitor athletes to allow for adequate recovery time to avoid over-training and maximize windows of optimal training (Level 5) • Identify and use time efficient cross-training conditioning activities that maximize development of more than one system at a time (Level 5) • Avoid training/conditioning activities that are potentially harmful or contraindicated for athletes (Level 3) 	(Score 3,2,1,0)			

DOMAIN: PHYSICAL CONDITIONING

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 3 Physical Conditioning</p> <p>Standard 13 - Teach and encourage proper nutrition for optimal physical and mental performance, and overall good health.</p> <ul style="list-style-type: none"> • Assist athletes in timing and selection of food options to fuel optimal energy production for practices and contests (Level 3) • Assist athletes in regulating safe levels of hydration (Level 1) • Provide accurate and timely information to athletes and parents/guardians about sound nutritional principles as part of training and preparation for competition (Level 3) • Provide accurate and timely information about body composition and healthy weight management (Level 3) • Be proactive in identifying potential eating disorders and referring athletes for appropriate professional assistance (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: PHYSICAL CONDITIONING

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 3 Physical Conditioning</p> <p>Standard 14 – Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements.</p> <ul style="list-style-type: none"> • Obtain current, research-based information related to supplements and their potential impact on performance and health (Level 3) • Provide parents/guardians, athletes and staff with information on drugs, supplements and the effects of prescribed medications on athletic performance, weight and health (Level 3) • Intervene and/or refer athletes to appropriate experts when significant changes in body composition, physical appearance, personality and uncharacteristic behaviors that may be drug-related are observed (Level 3) • Make clear to all athletes the established, negative consequences of using a banned substance, alcohol, tobacco, and other drugs as they relate to team rules, program policies, the law, and overall health (Level 1) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS (Score 3,2,1,0)	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 3 Physical Conditioning</p> <p>Standard 14 – Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements. (CONTINUED)</p> <ul style="list-style-type: none"> Identify and acknowledge the social, emotional and psychological pressures that make athletes susceptible to drug/supplement use and teach alternate strategies to mediate these factors (Level 5) 				

DOMAIN: PHYSICAL CONDITIONING

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 3 Physical Conditioning</p> <p>Standard 15 – Plan conditioning programs to help athletes return to full participation following injury.</p> <ul style="list-style-type: none"> • Require written permission from a qualified medical professional prior to allowing an injured athlete to engage in physical conditioning (Level 1) • Maintain regular communication with the physicians and parents/guardians of injured athletes about relevant demands of the sport in preparing conditioning programs following injury (Level 3) • Ensure that athletes follow direction of medical personnel in the rehabilitation of an injury and are allowed sufficient time to fully recover before returning to play (Level 3) 	<p align="center">(Score 3,2,1,0)</p> <p align="center">Standard Score</p>	<p align="center">Comments:</p>	<p align="center">Comments:</p>	<p align="center">Comments:</p>

DOMAIN: GROWTH AND DEVELOPMENT

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5 Growth and Development</p> <p>Standard 17 – Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.</p> <ul style="list-style-type: none"> • Acknowledge the social-emotional issues that may affect athletes of different ages (Level 1) • Help athletes develop motivational and cognitive readiness by providing positive verbal and non-verbal performance feedback and clarifying causes of success and failure (Level 1) • Support a balanced lifestyle, allowing time for athletes to participate in a variety of activities outside of sport (Level 3) • Emphasize life-long enjoyment of physical activity as a goal of sport participation (Level 3) • Assist athletes in coping with the complexity of managing sport participation and life stressors (Level 5) • Provide activities that help athletes recognize their physical and emotional limits (Level 5) • Evaluate athlete training and progress in light of risks for over training or over-use injuries (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: GROWTH AND DEVELOPMENT

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 4 Growth and Development</p> <p>Standard 18 - Provide athletes with responsibility and leadership opportunities as they mature.</p> <ul style="list-style-type: none"> • Teach and encourage athletes to take responsibility for their actions in adhering to team rules (Level 1) • Design practices to allow for athlete input and self-evaluation (Level 3) • Communicate to athletes their responsibility in maintaining physical and mental readiness for athletic participation and preparation for competition (Level 3) • Encourage athletes to practice leadership skills and engage in problem solving (Level 3) • Provide athletes with different tools to manage conflict (Level 3) • Provide specific opportunities for athletes to mentor others (Level 5) 	<p align="center">(Score 3,2,1,0)</p> <hr/> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: TEACHING AND COMMUNICATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5 Teaching and Communication</p> <p>Standard 19 - Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.</p> <ul style="list-style-type: none"> • Treat each athlete as an individual (Level 1) • Implement activities that foster team cohesion (Level 1) • Show acceptance of athletes of all abilities by reacting positively when mistakes are made (Level 1) • Offer corrective instruction and give encouragement consistent with expectations for athlete success (Level 1) • Implement behavioral management and positive discipline strategies that are appropriate for the athletes (Level 3) • Promote opportunity within sport by encouraging appropriate and equal participation regardless of race, ethnicity, gender, and socio-economic status (Level 1) 	<p align="center">(Score 3,2,1,0)</p> <p align="center">Standard Score:</p>	<p align="center">Comments:</p>	<p align="center">Comments:</p>	<p align="center">Comments:</p>

DOMAIN: TEACHING AND COMMUNICATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5 Teaching and Communication</p> <p>Standard 20 - Develop and monitor goals for the athletes and program.</p> <ul style="list-style-type: none"> • Set goals for each practice and competition (Level 1) • Facilitate the goal setting process by providing opportunities for athletes and program staff to participate in setting realistic, performance-based goals (Level 3) • Utilize pre- and post-assessment of skills to determine and adjust appropriate individual goals (Level 3) • Review and modify goals with athletes and staff throughout the season to be sure goals remain realistic and challenging (Level 3) • Facilitate a mastery goal orientation for each athlete, focusing on effort and self-determination (Level 5) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: TEACHING AND COMMUNICATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5: Teaching and Communication</p> <p>Standard 22: Plan and implement daily practice activities that maximize time on task and available resources.</p> <ul style="list-style-type: none"> • Secure sufficient staffing to maximize athlete supervision and instruction (Level 1) • Organize equipment and space to allow for easy regrouping of athletes and transition to next activity (Level 1) • Reduce wait time by adequately preparing drills and having sufficient equipment ready for use (Level 1) • Provide staff and athletes with a clear indication of what is planned for the practice, the objectives, and possible sequence of activities (Level 3) • Provide athletes with written descriptions and diagrams of new drills or team tactics prior to instruction (Level 5) • Group athletes according to learning objectives and consideration of safety, motivation and team morale (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: TEACHING AND COMMUNICATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5 Teaching and Communication</p> <p>Standard 23 - Utilize appropriate instructional strategies to facilitate athlete development and performance.</p> <ul style="list-style-type: none"> • Design teaching progressions for developing sport-specific skills based on best practices in teaching and learning principles (Level 1) • Design instructional processes that include verbal, visual and tactical cues that address different learning styles (Level 1) • Utilize a variety of instructional methods encouraging learning through problem-solving activities and games-based learning (Level 1) • Plan the order of practice activities to provide sufficient practice time for skill acquisition and retention (Level 3) • Utilize peer/athlete demonstration to heighten athlete confidence and sense of control in the learning process (Level 3) • Use appropriate technology to analyze performance in both practice and competition (Level 5) • Consider motivational issues associated with correcting errors and selecting techniques for re-teaching (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: TEACHING AND COMMUNICATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5 Teaching and Communication</p> <p>Standard 24 – Teach and incorporate mental skills to enhance performance and reduce sport anxiety.</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of intrinsic and extrinsic rewards to enhance motivation and learning (Level 1) • Share with athletes effective stress management coping strategies (Level 3) • Utilize sound mental skills to build athlete self-confidence (Level 3) • Help athletes to develop a mental game plan that includes pre-game preparation, contingency plan for errors during competition, and competitive stress (Level 3) • Help athletes improve concentration by learning attention control strategies (Level 5) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: TEACHING AND COMMUNICATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5 Teaching and Communication</p> <p>Standard 25 – Use effective communication skills to enhance individual learning, group success and enjoyment in the sport experience.</p> <ul style="list-style-type: none"> • Use terminology of the specific sport necessary to communicate intended outcomes and activities with athletes and coaches (Level 1) • Communicate high achievement expectations to athletes by providing positive feedback and instructive comments relative to athlete performance (Level 1) • Establish an orderly environment to gain the athlete’s attention prior to giving instruction. Check for athlete understanding and comprehension before moving on (Level 1) • Provide feedback on individual and team performance, linking individual contribution to overall team goals (Level 3) • Use professional and age appropriate language at all times. Use non-sexist and inclusive language (Level 1) 	<p>(Score 3,2,1,0)</p> <p>Standard Score</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5 Teaching and Communication</p> <p>Standard 25 – Use effective communication skills to enhance individual learning, group success and enjoyment in the sport experience. (CONTINUED)</p> <ul style="list-style-type: none"> • Pace instructional cues to allow athletes time to process information and respond with questions (Level 3) • Avoid over-communicating both in practice and in game situations (Level 3) 	(Score 3,2,1,0)			

DOMAIN: TEACHING AND COMMUNICATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 5 Teaching and Communication Standard 26 - Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.</p> <ul style="list-style-type: none"> • Identify and implement positive motivational strategies (Level 1) • Recognize individual athletes' unique motivational needs and challenges (Level 1) • Prevent burnout by designing interventions that are based on understanding of motivation and over-training principles (Level 3) • Create a learning environment that focuses on both effort and achievement (Level 1) • Provide accurate and supportive feedback on the causes of success or failure (Level 3) • Never use physical activity or peer pressure as a means of disciplining athlete behavior (Level 1) • Build confidence in the team and individual by reinforcing past success and other sources of self-efficacy (Level 3) 	<p align="center">(Score 3,2,1,0)</p> <p>Standard:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: SPORT SKILLS AND TACTICS

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 6 Sport Skills and Tactics</p> <p>Standard 27 - Know the skills, elements of skill combinations and techniques associated with the sport being coached.</p> <ul style="list-style-type: none"> • Identify and facilitate accurate demonstration of cognitive, affective and physical skills essential to the specific sport (Level 1) • Identify and provide feedback on performance of basic techniques (Level 1) • Incorporate individual tactics that are safe, consistent with sport rules, and stated program goals (Level 1) • Analyze and adjust skills and tactics based on success and areas needing improvement throughout the season (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: SPORT SKILLS AND TACTICS

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 6 Sport Skills and Tactics</p> <p>Standard 28 - Identify, develop and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.</p> <ul style="list-style-type: none"> • Incorporate competitive strategies and team tactics that are consistent with sport rules and coaching philosophy (Level 1) • Design situation-specific tactics that compliment the abilities of the athletes and unique characteristics of the competitive situation (Level 3) • Involve athletes in selecting competitive strategies and facilitate effective strategic decision-making by athletes (Level 3) • Assign positions, events and develop line-ups, orders and rotations that reflect the capabilities and readiness of the athletes (Level 3) • Make decisions that will allow for adjustments during competition (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: ORGANIZATION AND ADMINISTRATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 7 Organization and Administration</p> <p>Standard 30: Demonstrate efficiency in contest management.</p> <ul style="list-style-type: none"> • Make use of sport organization resources in creating a fair and safe competitive environment (Level 1) • Ensure athletes have appropriate transportation (Level 1) • Provide adequate locker room supervision (Level 1) • Take an active role in fostering positive spectator behavior (Level 1) • Implement a plan that prepares the facility for competition (Level 3) • Create a positive environment that supports officials (Level 1) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: ORGANIZATION AND ADMINISTRATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 7 Organization and Administration</p> <p>Standard 31 - Be involved in public relation activities for the sport program.</p> <ul style="list-style-type: none"> • Organize and conduct effective informational meetings before, during and after the season (Level 1) • Communicate policies and ongoing program activities to athletes, staff, parents/guardians, administrators, and/or the public (Level 3) • Prepare athletes to be involved with public relation activities (Level 3) • Advocate the value of the sport program through positive communication with the media and others (Level 5) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: ORGANIZATION AND ADMINISTRATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 7 Organization and Administration</p> <p>Standard 32 - Manage human resources for the program.</p> <ul style="list-style-type: none"> • Use multiple methods to communicate regularly with all participants (Level 1) • Conduct appropriate screening, training, and supervision for all assistants, managers, captains, and other program personnel (Level 3) • Prepare job descriptions and performance objectives for coaching assistants, managers, team captains, and volunteers (Level 3) • Be sure all appropriate registration requirements of staff are kept current (Level 1) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: ORGANIZATION AND ADMINISTRATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 7 Organization and Administration</p> <p>Standard 33 – Manage fiscal resources for the program.</p> <ul style="list-style-type: none"> • Follow procedures in utilizing program funds in a fiscally responsible manner (Level 1) • Purchase and distribute items that are related to the operation of the sport program in a prudent and equitable manner (Level 1) • Demonstrate an ability to maintain accurate and complete financial records (Level 3) • Provide clear guidelines for booster clubs and other sources of external support for the program (Level 3) • Participate in appropriate fund raising activities that are in line with governing body regulations (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: ORGANIZATION AND ADMINISTRATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 7 Organization and Administration</p> <p>Standard 34 - Facilitate planning, implementation, and documentation of the emergency action plan.</p> <ul style="list-style-type: none"> • Establish procedures for identifying and correcting unsafe conditions, including stopping, modifying, or moving activity (Level 1) • Design and maintain a written record of an emergency action plan for all venues (Level 1) • Familiarize coaching assistants, athletes and parents/guardians of location and use of safety equipment (Level 3) • Teach appropriate sport-specific safety procedures to minimize the risk of injuries (Level 1) • Complete necessary forms that document each medical emergency (Level 1) • Work for the formulation of rules that influence the safe and healthy participation of all athletes (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: ORGANIZATION AND ADMINISTRATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 7 Organization and Administration</p> <p>Standard 35 - Manage all information, documents and records for the program.</p> <ul style="list-style-type: none"> • Maintain records of regular facility inspections, repairs and requests for maintenance (Level 3) • Organize and maintain appropriate records of all practice plans and trainings in the event of legal challenges (Level 3) • Prepare and maintain physical examination records, emergency procedures and injury report forms (Level 3) • Have medical history/information available, including parent contact information during each practice/competition (Level 1) • Prepare and maintain administrative forms for parent/guardian meetings, athlete eligibility, program evaluation, facility scheduling, travel and budgeting (Level 3) 	<p>(Score 3,2,1,0)</p> <p align="center">Standard Score</p>	<p align="center">Comments:</p>	<p align="center">Comments:</p>	<p align="center">Comments:</p>

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS (Score 3,2,1,0)	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 7 Organization and Administration</p> <p>Standard 35 - Manage all information, documents and records for the program. (CONTINUED)</p> <ul style="list-style-type: none"> • Disseminate safety procedures with specific definitions of safe environmental conditions including procedures for stopping the activity (Level 1) • Establish, verify, and maintain waivers and participation agreements (Level 3) 				

DOMAIN: ORGANIZATION AND ADMINISTRATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 7 Organization and Administration Standard 36 - Fulfill all legal responsibilities and risk management procedures associated with coaching.</p> <ul style="list-style-type: none"> • Follow established transportation policies of the program (Level 1) • Ensure that all athletes have appropriate insurance coverage for participation in the program (Level 1) • Establish and demonstrate regular review of a formal risk management plan with administrators and medical providers (Level 3) • Recognize that full participation of all athletes may require reasonable accommodations in accordance with the American With Disabilities Act, and conforming to Title IX or other legislative actions (Level 3) • Communicate to coaching assistants, parent/guardians and athletes the inherent risks associated with sport. Maintain records of informed consent for athletes (Level 1) • Provide appropriate supervision for athletes (Level 1) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: EVALUATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS (Score 3,2,1,0)	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 8 Evaluation</p> <p>Standard 37 – Implement effective evaluation techniques for team performance in relation to established goals</p> <ul style="list-style-type: none"> • Develop a repertoire of appropriate evaluation techniques to use throughout the season (Level 3) • Follow an established sequence for evaluation that involves the identification of objectives, data collection, analysis of data and recommend change when necessary (Level 5) • Evaluate practices relative to established goals on the level of competition, individual progress, use of time and team and/or individual statistics (Level 1) 	Standard Score	Comments:	Comments:	Comments:

DOMAIN: EVALUATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS (Score 3,2,1,0)	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 8 Evaluation</p> <p>Standard 38 - Use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals.</p> <ul style="list-style-type: none"> • Use multiple authentic assessment techniques in practice and games to measure success (Level 1) • Use data to assist the athlete in improving performance in ways that respect and motivate the athlete (Level 3) • Monitor how well the team members interact with each other or with the coaching staff to improve team cohesion and effort (Level 1) • Incorporate evaluation techniques into daily practice plans that provide feedback regarding athlete attitudes toward instructional techniques and level of athlete self-efficacy (Level 5) 	Standard Score	Comments:	Comments:	Comments:

DOMAIN: EVALUATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS (Score 3,2,1,0)	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 8 Evaluation</p> <p>Standard 39 - Utilize an effective and objective process for evaluation of athletes in order to assign roles or positions and establish individual goals.</p> <ul style="list-style-type: none"> • Establish objective and relevant criteria for the selection/assignment of athletes in contests and/or on teams (Level 1) • Seek athlete input and encourage athlete self-evaluation techniques to measure individual progress and performance (Level 3) • Provide athletes with evaluations of personal achievement and discuss the results with each athlete at regular intervals (Level 3) • Implement diplomatic, sensitive ways in which to communicate athlete evaluation results (Level 1) 	<p>Standard Score</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

DOMAIN: EVALUATION

DOMAIN AND STANDARD	COURSES MEET THE FOLLOWING STANDARDS & BENCHMARKS	COURSE OBJECTIVES ALIGN WITH THE FOLLOWING STANDARDS & BENCHMARKS	LEARNING EXPERIENCES ARE DOCUMENTED FOR THE FOLLOWING STANDARDS & BENCHMARKS	ASSESSMENT IS DOCUMENTED FOR THE FOLLOWING STANDARDS AND BENCHMARKS
<p>Domain 8 Evaluation</p> <p>Standard 40 - Utilize an objective and effective process for evaluation of self and staff.</p> <ul style="list-style-type: none"> • Collect input from athletes, parents, guardians, coaches and other stakeholders regarding athlete satisfaction, perception of season goals and coaching performance (Level 3) • Conduct periodic self-reflections on coaching effectiveness (Level 1) • Seek feedback from experienced coaches to evaluate practice sessions, discuss observations and implement needed change at regular intervals (Level 1) • Use formal written evaluations to assist in selecting and retaining program personnel (Level 3) • Be diplomatic when providing feedback on personnel evaluations or hiring decisions (Level 3) 	<p>(Score 3,2,1,0)</p> <p>Standard Score:</p>	<p>Comments:</p>	<p>Comments:</p>	<p>Comments:</p>

NCACE Reader Summary Report and Approval Recommendations

Program Submitting Folio: _____

Date of Review: _____ Level of Accreditation Sought: _____

Overall Folio Preparation

Comments:

Guidelines NOT met

List:

Perceived Program Strengths

List:

Perceived Program Weaknesses

List:

Recommendation Regarding Accreditation Status

Program is:

_____ Approved

_____ Not Approved

_____ Conditional

Provide special direction for the preparation of a rejoinder

List:

Sample Reader Rubrics

Reader Rubric for Matrix A: Organizational Overview

Program Submitting Folio Multi Sport Organization

Date of Review 2/1/06 Level of Accreditation Requested 3

Name of Reviewer Rex Reader

Guideline 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)

Score 3

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have mission statement, program description and program objectives.	Program SHOULD have organizational chart, institutional purposes, principles, intended audience, responsibilities in program administration, instruction, or other administrative functions are provided in written form.	DESIRED elements: all plus clearly documented structure and function of the coaching education program, bylaws, or policy impacting scope of coaching education.
<u>Comments:</u>	<u>Comments:</u>	<u>Comments:</u> Meets full expectation for level III. Mission Statement, program description, organizational chart, program objectives and intended audience clearly delineated. Also, administrator responsibilities are specifically stated in writing.

Guideline 2: The sponsoring organization provides systematic oversight of all aspects of the coaching education program.

Score 2

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: participant reviews of classroom experiences, approved practicum experiences, and evidence of instructor training.	Program SHOULD have: evidence of systematic procedures to update and maintain communication about the program operations; recruitment plan for faculty and students; budget process for educational resources; scheduled curriculum reviews.	DESIRED elements: all plus a clear policy and procedure manual indicating administrative jurisdiction over the general coaching education environment.
<u>Comments:</u>	<u>Comments:</u> Satisfactory. Recertification	<u>Comments:</u>

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	of instructors is evident but the exact procedure is not specified. More detailed explanation for systematic procedures could be presented.	
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Guideline 3: The sponsoring organization maintains complete and systematic records for all program activities including instructor qualification, names of participants entering program, names of coaches completing program, detailed course agendas, course rosters, and records of participant achievement.

Score 2

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have record of: number of participants enrolled in current programs; list of instructors.	Program SHOULD have: record of instructors and qualifications; numbers of coaches completing program; course syllabi or detailed program agenda of current program.	DESIRED elements: all plus materials that reflect the number of years the organization has been involved in coaching education; continuity of faculty and administration; letters of endorsement or patterns of utilization from sport organization, record of participant achievement beyond the educational setting.
<u>Comments:</u>	<u>Comments:</u> Instructor information is present but number of coaches completing the program and record of participant achievement beyond the educational setting is not documented.	<u>Comments:</u>

Average Score 2.33

Matrix A – In compliance: Yes X (2.0 or above) No (below 2.0)

To assist the applicant in the interpretation of deficiencies, when a score of “1” is given, one or more letters will follow the “1” indicating the specific reason(s) for that judgment. An (*) beside the number or letter indicates that the reviewer has written specific comments in reference to the evidence provided for that standard. Letters indicate the following:

- A Program description and/or documentation does not provide a clear **coherent link** with the NCACE guideline.
- B. Taken together, the program description and documentation are **not sufficient in breath** and/or depth to achieve the NCACE standard (comprehensiveness).
- C. The **documentation provided was not sufficient** to substantiate the program description.

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Reader Rubric for Matrix B: Personnel

Program Submitting Folio Multi Sport Organization

Date of Review 2/1/06 Level of Accreditation Requested 3

Name of Reviewer Rex Reader

Guideline 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.

Score 2

Conditional – 1	Satisfactory – 2	Excellent – 3
Program Director MUST: submit abbreviated vita or coaching education experience of director.	Program Director SHOULD: demonstrate knowledge and experience in the professional development of staff; completed educational training commensurate with level of accreditation being sought; previous administrative experience with coach education.	DESIRED elements: Director is recognized as a leader in identified sport area; previous responsibility for coaching education or sport administration; elected office in professional sport/educational association; advanced administrative resume.
<u>Comments:</u>	<u>Comments:</u> Director has considerable documented administrative experience and was a coach. No evidence that the Director completed a coaching education training program.	<u>Comments:</u>

Guideline 5: Instructional staff demonstrates expertise commensurate with the level of coaching education, coaching skills, and knowledge benchmarks that they are expected to deliver.

Score 2

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: provide a list of current instructors indicating the extent of coaching education certification in specific area; have participated in workshop or clinic on course management; academic	Program SHOULD have: domain-specific knowledge commensurate with level of educational program.	DESIRED elements: demonstration of professional involvement in teaching/coaching responsibilities, or on-going participation in faculty development workshops, clinics, etc.

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training.		
<u>Comments:</u>	<u>Comments:</u> Demonstration that instructors are appropriately trained. More information needed regarding certification and recertification in specific areas.	<u>Comments:</u>

Guideline 6: Instructors demonstrate effective teaching skills and effective delivery of content which recognizes individual characteristics and learning styles of prospective coaches.

Score 1

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: instructors trained in more than one instructional delivery system across content areas.	Program SHOULD have: instructors able to use multiple instructional styles for same content area; use of instructional methods such as student interaction, lecture, discussion, peer teaching.	DESIRED elements: demonstrate how instructors are trained to use a wide variety of instructional methods to deliver content (such as demonstration/evaluation, micro-teaching, videotape critique, case studies, small group activities, etc.).
<u>Comments:</u> No documented evidence of training in the use of various instructional methods to back program description. Teacher observation forms are good but no evidence of varied delivery systems. More detail regarding the evaluation of effectiveness of content delivery is needed.	<u>Comments:</u>	<u>Comments:</u>

Guideline 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*.

Score 2

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: data provided will indicate instructor/student ratio considered in program delivery.	Program SHOULD have: appropriate plan for instructional delivery for smaller class size and environment. Organizations should indicate how the	DESIRED elements: include documentation that supports interactive learning experience regardless of group size (such as, small group work with trained facilitators, follow-ups

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	interactive nature of instruction is maintained.	with knowledgeable mentors, computer or instructional technology, workbooks or outside assignments).
<u>Comments:</u>	<u>Comments:</u> Program has a plan to maintain low instructor/student ratio (registration held to 30 and instructors added). Additional information regarding modifications in activities based on student numbers would be helpful.	<u>Comments:</u>

Guideline 8: All instructional staff are knowledgeable and articulate about the domains, standards, and benchmarks listed in the *NSSC*.

Score 1

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: Instructor Orientation on the <i>NSSC</i> is documented.	Program SHOULD have: Instructor Orientation on the <i>NSSC</i> that explains the accreditation process for NCACE. Instructors are able to identify their instructional role in the total educational program.	DESIRED: The nature and extent of the Instructor Orientation is detailed and documented.
<u>Comments:</u> Evidence that instructors are given information regarding National Standards but no evidence they understand or are able to identify their role in the total educational program.	<u>Comments:</u>	<u>Comments:</u>

Average Score 1.6

Matrix B – In compliance: Yes _____ (2.0 or above) No X (below 2.0)

To assist the applicant in the interpretation of deficiencies, when a score of “1” is given, one or more letters will follow the “1” indicating the specific reason(s) for that judgment. An (*) beside the number or letter indicates that the reviewer has written specific comments in reference to the evidence provided for that standard. Letters indicate the following:

A Program description and/or documentation does not provide a clear **coherent link** with the NCACE guideline.

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- D. Taken together, the program description and documentation are **not sufficient in breath** and/or depth to achieve the NCACE standard (comprehensiveness).
- E. The **documentation provided was not sufficient** to substantiate the program description.

Reader Rubric for Matrix C: Operational Procedures

Program Submitting Folio Multi Sport Organization

Date of Review 2/1/06 Level of Accreditation Requested 3

Name of Reviewer Rex Reader

Guideline 9: The program's content and implementation reflect the organization's mission and objectives related to coaching education. Score 1

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: Stated organization mission as part of instructional goals.	Program SHOULD have: Course outlines, related course materials, and instructional delivery should demonstrate consistency with <i>NSSC</i> commensurate with level of accreditation being sought.	DESIRED: Promotional, advertising, and admission materials provided to the participants indicate level of coaching education accreditation being sought.
<u>Comments:</u> Documentation state that the program reflects the mission and objectives, but does not articulate specifically how the content aligns with the objectives for Level 3.	<u>Comments:</u>	<u>Comments:</u>

Guideline 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. Score 2

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: programmatic reviews that include program participant evaluations.	Program SHOULD have: evidence of conducting and utilizing instructional reviews as part of program evaluation, including personnel, materials, program costs.	DESIRED elements: outside evidence that program is relevant to coaching education, observation data, testimonials, outside critiques by knowledgeable professionals, and data generated by constituency
<u>Comments:</u>	<u>Comments:</u> Solid evidence of systematic review as part of program evaluation. Unclear how remediation of poor	<u>Comments:</u>

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	performance is implemented and monitored.	
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Guideline 11: The program content, course requirements, evaluation, qualifications for certification and/or fees for enrollment and materials are provided to participants and potential participants. Score 3

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: description of qualifications for certification and fees provided to participants in writing; brochures, catalogs, or other promotional material.	Program SHOULD have: description of student outcomes and program content is disseminated.	DESIRED elements: description of student expectations relative to time, needed resources, cost and prerequisite skills.
<u>Comments:</u>	<u>Comments:</u>	<u>Comments:</u> Excellent. Support documentation provides descriptions of content, time expectations, evaluation criteria and resources.

Guideline 12: Completion of the program is contingent on successful demonstrations of the participant's achievement of coaching education program objectives verified by reliable and valid assessment. Score 3

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: systematic form of student assessment that can be accurately replicated.	Program SHOULD have: Standard for evaluation should also indicate what is necessary for successful completion of that program component (such as, grade, performance level, number of hours, etc.).	DESIRED elements: Formal assessment is linked to stated course objectives. Evaluation procedures are described in detail within the detailed course outline. Assessment procedures are submitted for periodic review and revision if necessary.
<u>Comments:</u>	<u>Comments:</u>	<u>Comments:</u> Documentation is very complete concerning assessment and standard of acceptable performance. Evaluation exists and is linked to course objectives. Little evidence of periodic analysis (reliability and validity).

Guideline 13: Appropriate practical experiences are included as an integral part of program content and delivery commensurate with the level of coaching education provided. Score 2

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: in-class role playing and or case studies as part of content delivery.	Program SHOULD have: students given opportunity to provide demonstration of course concepts. Practical experiences include micro-teaching.	DESIRED elements: Supervised coaching experiences extend beyond the classroom; opportunity is given for mentoring and evaluation in a field-based setting during practice or competition.
<u>Comments:</u>	<u>Comments:</u> Program description of practical experiences is sufficient for Level 3. However, documentation does not show support for evaluation of students. Attachment 29 is a small group teaching exercise but does not discuss field hours.	<u>Comments:</u>

Guideline 14: Coaching education providers will establish appropriate entry qualifications for participants and exercise a commitment to diversity. Score 1

Conditional – 1	Satisfactory – 2	Excellent – 3
Program MUST have: Stated entry level qualifications. Statement of non-discrimination is provided in mission statement or other organizational materials.	Program SHOULD have: Inclusive curriculum and materials.	DESIRED elements: Recruiting of diverse populations may be demonstrated through organizational policies, hiring of instructors, targeted marketing and advertising, or formalized networking.
<u>Comments:</u> Basically states that “it’s in the Handbook”. Entry level qualifications discussed but not documented. Also clear-cut strategies for recruiting, screening and identifying under-represented populations not documented.	<u>Comments:</u>	<u>Comments:</u>

Average Score 2

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Matrix C – In compliance: Yes X (2.0 or above) No _____ (below 2.0)

To assist the applicant in the interpretation of deficiencies, when a score of “1” is given, one or more letters will follow the “1” indicating the specific reason(s) for that judgment. An (*) beside the number or letter indicates that the reviewer has written specific comments in reference to the evidence provided for that standard. Letters indicate the following:

- A Program description and/or documentation does not provide a clear **coherent link** with the NCACE guideline.
- B. Taken together, the program description and documentation are **not sufficient in breath** and/or depth to achieve the NCACE standard (comprehensiveness).
- C. The **documentation provided was not sufficient** to substantiate the program description.

Sample Reader Report

NCACE Reader Summary Report and Approval Recommendations

Program Submitting Folio: Coaching Education Program

Date of Review: 2/10/2006 Level of Accreditation Sought: 3

Overall Folio Preparation

Comments:

The folio presentation was well organized and allowed for easy access to the relevant documentation. The curriculum is pertinent and current and will most likely have a positive impact on sport programs in the program's professional base. Materials substantiate a well thought out coaching education program with a clear mission and purpose that aligns well with the goals of NCACE.

Guidelines NOT met

List:

None

Perceived Program Strengths

List:

Guideline 1
Guideline 4
Guideline 7
Guideline 13

Perceived Program Weaknesses

List:

Guideline 6
Guideline 10

Recommendation Regarding Accreditation Status

Program is:

Approved

Not Approved

Conditional

Provide special direction for the preparation of a rejoinder

List:

Guideline 8:

Score: 2

Comments: The orientation regarding NSSC standards and benchmarks provides the most basic coverage of this guideline. However, the frequency of the orientation is not clear from the documentation nor is it evident that instructors are familiar with the accreditation process.

Average Score: 2.2

Matrix B – In Compliance: YES (2.0 or above) No (below 2.0)

Guideline 13:

Score: 3

Comments: Program provides excellent experience in hands-on elements of coaching. Participants have opportunities for observations, peer teaching, and actual supervised field experiences. The mentor relationship that is built into the program is a real strength.

Guideline 14:

Score: 2

Comments: Documentation indicates that a solid screening program is in place. Appendix F includes an affirmative action and a non-discrimination policy statement. Materials reflect an effort to attract underrepresented populations, but no specific recruitment plan appears to be in place.

Average Score: 2.0

✓ Matrix A – In Compliance: YES X (2.0 or above) No _____ (below 2.0)
C

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Folio Readers Report for Matrix D

Program Submitting Folio Coaching Education Program

Date of Review 2/01/06 Level Requested 3

Name of Reader Nancy Nameless

Domain Review

Domain 1: Philosophy and Ethics Average Score 2.5

Comments: Strong emphasis on athlete-centered philosophy and modeling ethical behavior in sport. Coaching candidates have the opportunity to examine a variety of coaching philosophies and to develop their own during the course. The use of case studies to illustrate and debate ethical behavior in sports is very effective.

Domain 2: Safety and Injury Prevention Average Score 2.1

Comments: Good coverage of injury prevention and management with the unit on emergency response. Facility and environmental issues are addressed in course materials, but there is a lack of documentation for dealing with protective equipment (standard 6). Coach candidates would benefit from practice sessions on fitting and maintaining protective equipment. Checklists for facility inspections would also be useful.

Domain 3: Physical Conditioning Average Score 2.3

Comments: Strong theoretical support for principles of physical conditioning, nutrition, and hydration. Assignments and learning experiences support student mastery in these areas. Greater emphasis on performance enhancing drugs and supplements (standard 14) is needed at this level.

Domain 4: Growth and Development Average Score 2.0

Comments: Two self-study units and slightly over one hour of course time does not appear sufficient to cover the breadth of standard 16. There is, however, excellent preparation for facilitating a positive sport experience through the use of video-taped scenes, which are analyzed and discussed (standard 17).

Domain 5: Teaching and Communication Average Score 2.5

Comments: Course materials and assessments related to pedagogical skills are excellent. There is a strong emphasis on managing groups as well as opportunities to practice. Time on task activities is very effective. Coach candidates plan progressions and participate in small group

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critiques, which should provide a deeper understanding in this important area. While there is adequate coverage of psychological preparation, the learning experiences and assessments are weak for this level of accreditation.

Domain 6: Sport Skills and Tactics

Average Score 2.7

Comments: This domain is clearly a strength within the coaching education program. Mentored experience provides an excellent opportunity to develop mastery in sport skills and tactics.

Domain 7: Organization and Administration

Average Score 2.1

Comments: The material related to legal duties are the strongest in this domain (standards 34 and 36). Scenarios are used to provide good learning experiences in these areas. Standards 33 and 35 (record keeping) and contest management area adequately covered for this level of accreditation. However, standard 32 (human resources) is insufficiently covered or documented to meet the intent of this standard. Personnel management is important at this level and should receive more attention.

Domain 8: Evaluation

Average Score 2.3

Comments: Coach candidates clearly have opportunities to develop strategies to evaluate individual athletes and team performance through video, worksheets, and small group activities. However, there is insufficient content or learning experiences on the evaluation of coaching staff.

Record the score for each standard:

Standard	Score	Standard	Score	Standard	Score	Standard	Score
1	3	11	2	21	3	31	2
2	2	12	3	22	3	32	1
3	2	13	3	23	3	33	2
4	3	14	1	24	2	34	3
5	2	15	2	25	3	35	2
6	1	16	1	26	2	36	3
7	2	17	3	27	3	37	2
8	3	18	2	28	3	38	3
9	3	19	2	29	2	39	3
10	2	20	2	30	2	40	1

Matrix D is in Compliance

yes (all domains score 2.0 or above)

no (one or more domains are below 2.0)

Guideline #16: Sufficient Instructional Time

Score 2

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Comments:

Instructional time is well documented in specific course outlines. The mentoring experience provides excellent supervision of coach candidates in a practical setting. Time spent in classroom and field experience seems reasonable for candidate success at level 3.

Program Content is in Compliance

Yes (all domains have an average score of 2.0 or above and Guideline 2 is scored "2" or higher.)

No (one or more domains do not meet minimal average score of 2 and/or Guideline 2 does not receive a score of 2 or higher.)

Perceived Program Content Strengths:

The program is strong in pedagogical content and sport skills tactics. The mentored field experience is a very effective way to provide guidance to coaching candidates. This folio is also strong in the area of philosophy and ethics. In particular, coaching candidates must articulate their own philosophy before completing the course. This is a very important element in the development of coaches.

Perceived Program Content Weakness:

This program would be strengthened by a greater emphasis on growth and development as well as human resources and staff evaluation. While protective equipment is only one standard within Domain 2, it is a very critical one and should not be overlooked. Finally, in today's culture, coaches need to be educated about the ramifications of using performance enhancing drugs or supplements. The trend is for younger and younger athletes to use these substances at even greater risks than adults, given their developmental issues. Coaching education programs need to highlight this area in order to better inform and protect athletes.

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INTERIM GUIDELINES FOR ON-LINE COACHING EDUCATION PROGRAMS

The following material is from Section Five of the Guidelines for Accreditation of Coaching Education and Instructions for the Preparation of Folios. The current guidelines focus on the face-to-face coaching education programs; however, concerns have been raised regarding the applicability for on-line coaching education programs. The following table includes the current 16 guidelines that programs need to fulfill for accreditation along with interim guidelines for on-line coaching education programs. The main guideline is provided first and in brackets is the interpretation provided in our manual. Areas highlighted in blue indicate changes to a guideline for on-line programs. Some of these guidelines were adapted from a draft document identifying interim guidelines for online coaching education programs developed in 2011 (i.e., Guidelines 5, 7, 8, 13). Other guidelines the Folio Review Coordinator recommended for alteration to accommodate on-line programs (i.e., Guidelines 2, 3, 6, 14). The NCACE Board of Directors approved these documents in May, 2014.

<i>ORGANIZATIONAL OVERVIEW</i>	
Current Guideline (Traditional Face-to-Face Programs)	Guideline for On-line Program
<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). [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.] <i>(Does not apply to domain-specific folios.)</i></p>	<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). [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.] <i>(Does not apply to domain-specific folios.)</i></p>

ORGANIZATIONAL OVERVIEW *con't.*

Current Guideline (Traditional Face-to-Face Programs)	Guideline for On-line Program
<p>2. The sponsoring organization provides systematic oversight of all aspects of the coaching education program. [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>2. The sponsoring organization provides systematic oversight of all aspects of the coaching education program. [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 instructional staff and program participants, budget process for educational resources, participant reviews of educational experiences).]</p>
<p>3. The sponsoring organization maintains complete and systematic records for all program activities including instructor qualification, number of students entering and completing programs, course syllabi, course rosters, and records of participant achievement. [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>	<p>3. The sponsoring organization maintains complete and systematic records for all program activities including coaching education developer qualification, number of participants entering and completing program, records of participant achievement in the program, outline of course content, activities participants will engage in and how participants will be evaluated. [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 course developers 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>

PERSONNEL

Current Guideline (Traditional Face-to-Face Programs)	Guideline for On-line Program
<p>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.]</p>	<p>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.]</p>
<p>5. Instructional staff demonstrates 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.).]</p>	<p>5. Coaching education program staff involved with the development and implementation of the on-line coaching education course will demonstrate expertise commensurate with the level of coaching education, coaching skills, and knowledge reflected in the standards and benchmarks. [Provide a list of current staff indicating the extent of: 1) active involvement in development, implementation, and 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.).]</p>
<p>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 <i>may</i> include student interaction, lecture, discussion, peer demonstration/evaluation, micro-teaching, videotape critique, case studies, small group activities, etc.]</p>	<p>6. On-line program demonstrate effective teaching skills and effective delivery of content, which recognizes individual characteristics and learning styles of prospective coaches. [Demonstrate how the on-line program uses a wide variety of instructional methods to deliver content. Methods <i>may</i> include student interaction, lecture, blogging, discussion boards, role playing, micro-teaching, videotape critique, case studies, small group activities, etc.]</p>

PERSONNEL con't.

Current Guideline (Traditional Face-to-Face Programs)	Guideline for On-line Program
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 (e.g., active learning strategies, discussion, case studies, demonstration, etc.). 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).]	7. The on-line program 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> . [Include documentation that supports interactive learning experience (e.g., reflective writing activities, role-playing activities with responses, simulations, knowledge testing, etc.) as well as individual attention and student support (e.g., frequently asked questions, additional resources, downloadable workbooks or e-books, email or online support).]
8. All instructional staff is 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.]	8. All coaching education program staff , involved with the development and implementation of the on-line coaching education course , is knowledgeable and articulate about the domains, standards, and competencies listed in the <i>NSSC</i> . [Program descriptions should indicate how coaching education program staff is oriented to the domains, standards, and benchmarks listed in the <i>NSSC</i> . The nature and extent of staff orientation should be detailed and documented.]

OPERATIONAL PROCEDURES

Current Guideline (Traditional Face-to-Face Programs)	Guideline for On-line Program
<p>9. The program’s content and implementation reflect the organization’s mission and objectives related to coaching education. [Course outlines, related course materials, and instructional delivery should demonstrate consistency with promotional, advertising, and admission materials provided to the participants.] (Does not apply to domain-specific folios.)</p>	<p>9. The program’s content and implementation reflect the organization’s mission and objectives related to coaching education. [Course outlines, related course materials, and instructional delivery should demonstrate consistency with promotional, advertising, and admission materials provided to the participants.] (Does not apply to domain-specific folios.)</p>
<p>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.]</p>	<p>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.]</p>
<p>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.]</p>	<p>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.]</p>
<p>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 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).]</p>	<p>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 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, test completion).]</p>

OPERATIONAL PROCEDURES con't.

Current Guideline (Traditional Face-to-Face Programs)	Guideline for On-line Program
<p>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.]</p>	<p>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 video-based scenarios that are followed by multiple-choice questions that help coaches role-play through the experience, role-playing discussion board based on scenarios, participants submit videos of their demonstrations or micro-teaching for peer editing, and/or video observation of coaches in a field-based setting during practice or competition evaluated by program participants.]</p>
<p>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.]</p>	<p>14. Coaching education providers will exercise a commitment to diversity by making consistent efforts to ensure program is accessible to under-represented populations. [Criteria for program participation allows for access by all persons pursuing coaching education; Marketing and advertising is inclusive, program is available to individuals with disabilities, etc.]</p>

CONTENT

Current Guideline (Traditional Face-to-Face Programs)	Guideline for On-line Program
<p>15. The content of programs submitted for the purposes of review for accreditation shall include the knowledge and skills as stated in the <i>NSSC</i>:</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>15. The content of programs submitted for the purposes of review for accreditation shall include the knowledge and skills as stated in the <i>NSSC</i>:</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. [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.]</p>	<p>16. The coaching education program provides sufficient instructional time to master the competencies at the relevant coaching level. [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.]</p>