

# **Principles, Philosophy and Organization of Athletics in Education**

**(3 Credits – 45 Hours)**

**This 45 hour course will be taught in 15 sessions. Each session is three hours in duration.**

**The course covers basic philosophy and principles as integral parts of physical education and general education; State, local and national regulations and policies related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures; general principles of school budgets, records, purchasing and use of facilities. (Note: This is not a course in “athletic administration.” In addition to first aid and CPR, this is the only course required for coaches of non-contact/non-strenuous sports: bowling, golf, archery, shuffleboard, table tennis)**

# **The Philosophy, Principles and Organization of Athletics in Education**

## **COURSE OUTLINE**

### **SESSION 1: Introduction**

#### **A. Background and experience of the instructor**

#### **B. Background and experience of coaching course candidates**

#### **C. Coaching Requirements – Reference NYSPHSAA Handbook, Commissioner’s Regulations**

1. Teacher vs. non- teacher
2. Course requirements
3. NYS requirements, SAVE requirements, and Child Abuse Requirements
4. Temporary Coaching License/Professional Coaching Certificate

#### **D. Course requirements**

1. Part 1 Course Description
2. Recommended Text
  - Martens, Rainer Successful Coaching, Third Edition, Human Kinetics, Champaign IL 2004. ISBN 0-7360-4012-9 (soft cover)
  - N.Y.S.P.H.S.A.A INC. Current Handbook, 88 Delaware Ave., Delmar, NY

**Both resources are available @ NYSPHSAA Office – 518 439 8873**
3. Course Outline

#### **E. Profile of Interscholastic Athletics**

1. Connection with Physical education and Athletics in NYS
2. Role of NYSPHSAA with Interscholastic Athletics
3. School District goals and philosophies
4. Personal philosophies of interscholastic athletics

#### **F. Opportunities for Personal and Professional Development**

1. NYSPHSAA Sport Specific Clinics
2. Workshops
3. Seminars
4. Literature and Audio Visual Resources
5. Professional Organizations and memberships
6. NYSPHSAA and other accredited websites– [www.nysphsaa.org](http://www.nysphsaa.org), [www.nfhs.org](http://www.nfhs.org)

### **SESSION 2: Athletics in Education**

#### **A. Guiding Principles of Interscholastic Athletics**

1. Regulations of the Commissioner of Education Part 135.4 (NYSPHSAA Handbook)
  - a. Provisions for athletic activities
  - b. First Aid/CPR requirements
  - c. Guidelines for sport standards (NYSPHSAA handbook)
2. NYSPHSAA Constitution
  - a. Article 1 Purpose
  - b. General Objectives

## **B. Role of Interscholastic Athletics in Education**

1. Educational Framework – [www.nysphsaa.org](http://www.nysphsaa.org) or [www.nysed.gov](http://www.nysed.gov)
2. Methods of assuring educational approaches
  - a. Coach /Player Evaluation
  - b. School district expectation for coaches
  - c. Job Description
  - d. Hiring Protocol
  - e. AD/Coach Communication
3. Desirable outcomes for athletic competition for every student-athlete
4. Using “teachable moments”

## **C. Building a coaching /teaching philosophy**

1. National Standards for Coaching ([www. naspe.org](http://www.naspe.org) )
2. Commissioners Regulations
3. NYSPHSAA Philosophy
4. District’s Mission Statement
5. Personal Philosophy

## **D. Historical Review of Athletics**

1. In New York State
2. In Local Section
3. In Local Leagues

# **SESSION 3: Organization of Interscholastic Athletics**

## **A. National Federation of State High School Associations**

1. NFHS web site – [www.nfhs.org](http://www.nfhs.org)
2. NYSPHSAA Handbook (see federation)

## **B. Commissioner of Education Regulations and NYS Education Dept**

1. Selection Classification
2. Americans with Disabilities Act (ADA)
  - a. Athletics and the Special Education Student  
LRP Publications, Horsham, PA. 1997 pp.484
  - b. NIAA “Leadership training program – Course 506
3. Title IX
4. Sexual Harassment
5. Mixed Competition
6. Bona-Fide student
7. Duration of Competition
8. Home Schooled Student
9. Charter Schools – public schools which may apply for NYSPHSAA membership, only BONA FIDE STUDENTS are eligible in charter schools.
10. Special Act Schools – public schools designated special act by SED  
Sections may classify sport by sport

## **C. NYSPHSAA Structure and Regulations**

1. Constitution
2. Administrative Staff
3. Association Officers and Sport Coordinators
4. Organization Structure and Committees
5. Eligibility Standards
6. Modified Sports – Refer to NYSPHSAA Handbook, Modified Section: Highlight Philosophy, General Eligibility Rules for Modified Programs and Modified Game Rules and Game Conditions
7. Classification of Schools
8. Sanctioning Inter-State Competition
9. Sport Standards
10. Officials Organizations and Officials’ Contract – Reference NYSPHSAA Handbook - Officiating

**D. Section Structure**

1. Geographic

**E. Individual Section Structure and Regulations**

1. NYSPHSAA and Local Section

**F. League Structure**

1. NYSPHSAA/Section/League

**SESSION 4: Risk Management**

Refer to Chapter 20 in Successful Coaching textbook

**A. Risk Management Process**

1. Identify Risks
2. Evaluate Risks
3. Select an approach to manage risk
4. Implement the approach
  - a. Avoid the risk
  - b. Accept the risk
  - c. Transfer the risk

**B. Coaches Legal Duties**

Refer to Chapter 20 in Successful Coaching textbook (pp. 470)

1. Due Process Progression
2. Four Standards of Due Process (See Addendum I)
  - a. Notification of Charges and penalties imposed
  - b. Right to Legal Representation
  - c. Established Appeal Process
  - d. Right to call or cross examine witness

**C. Certified Personnel**

1. Appoint coaches who meet NY-SED Certification Requirements

**D. Medical Requirements**

1. Pre-Participation Physical Examination

2. Health History Updated and Reviewed
3. Return to play policies and procedures – local school policies

## **SESSION 5 & 6: Model of Successful Coaching**

### **A. Managing Relationships**

1. Athletic /School Administrators
  - a. Understanding Professional Relationships
  - b. Organizational Skills
  - c. Effective Communication Skills
  - d. Accountability
2. Players
  - a. School Code of Conduct
    - i. Publish, post and sign to indicate understanding awareness for parents and athletes
    - ii. Examine various Codes to develop an ideal model
    - iii. Recommended resource: NYSPHSAA “Developing Successful Codes” Program
  - b. Accountability /Violations /Consequences
    - i. Indefinite Suspension
    - ii. Team suspensions and student rights / Due Process
    - iii. Remediation Considerations
3. Coaches
  - a. Involve team in establishing acceptable/unacceptable behavior standards
  - b. Teach and continually reinforce appropriate, respectful behavior standards toward opposing coaches, players, officials and spectators
  - c. Acceptance of Diversity
  - d. Model and demonstrate good sportsmanship behaviors
  - e. Hazing and Sexual Harassment – establish a definition, realize the difference between hazing and sexual harassment, establish a school policy for hazing and sexual harassment (see resource list for examples) See ADDENDUM 2
4. Officials
  - a. “Coach your team not the officials”
  - b. Understand the need for officials
  - c. Respect and accept their judgment
  - d. Be a role model for players and spectators
  - e. Don’t embarrass them
  - f. Review lines of communication for reporting problems with officials (Section Office/Officials’ Rep.)
5. “Parents as Partners”
  - a. Helping parents understand their role to support their child and the team
  - b. Parental guidelines establishing the parameters of acceptable behaviors during the season {practices and contests }
  - c. Appropriate time when dealing with conflict and concern
  - d. “Cool Off” Period i.e. next day, not after the contest
  - e. Schedule a meeting through Athletic Administrator
6. Spectators
  - a. Work with athletic administration to foster positive spectatorship
  - b. Plan with athletic administrator to provide proper management plan

- c. Coach should model expected behavior
  - d. Reinforce with the student body appropriate expectations for group behavior through pep rallies, physical education classes, assemblies, etc.
  - e. Encourage appropriate relationships with cheerleading squads to promote a positive and supportive environment
7. Other Coaches
- a. Head Coach is program administrator
  - b. Create meaningful roles for assistants and give them responsibilities for some aspect of the program
  - c. Help train and educate assistants
  - d. Maintain positive/respectful relationships with opposing coaches and opponents
  - e. Enjoy the competition

### **Sportsmanship a Priority for all**

School District plan is a necessity  
 NYSPHSAA Sportsmanship Guide  
 NYSPHSAA Citizenship Through Athletics  
 NYSPHSAA Good Sports Program  
 NYSPHSAA Hazing Identification and Prevention Workshop  
 Section and League Guidelines

### **Professional Development**

Continued self improvement  
 NYSPHSAA Sport Specific Clinics  
 Workshops  
 Seminars  
 Literature  
 Professional Organizations and memberships  
 NYSPHSAA and other accredited websites

## **SESSION 7, 8 & 9: Characteristics of the Effective Coach**

Use Parts 1, 2, 3 & 5 from Successful Coaching textbook as a guide.

### **A. The Coach**

1. Performance of his or her team is in large measure a reflection of the coach's personality, philosophy and attitudes
2. In order to be successful, a coach must understand himself/herself

### **B. General Categories of Coaches**

1. The Authoritarian
  - a. a strong disciplinarian
  - b. rigid about schedules
  - c. maintains a distance between coach and athletes
  - d. chooses more placid assistants
2. The Nice Guy/Gal
  - a. well liked
  - b. uses positive motivational techniques
  - c. is flexible
  - d. produces relaxed, cohesive teams

- e. is sometimes manipulated by some athletes
- 3. The Driver
  - a. emphasizes discipline and aggressiveness
  - b. frequently emphasizes or dramatizes a situation
  - c. takes things personally
  - d. attempts to motivate by example
- 4. The Laid-Back Coach
  - a. puts little pressure on himself/herself or the athletes
  - b. appears to be in control
  - c. does not take competition seriously

**IMPORTANT** – Understand your own personality and develop sound educational approaches to coaching. You are educating students through participation in your sport.

### **C. Criteria for Successful Coaching – Definition of Success**

1. Win loss record is only one factor for measuring success
2. Decisions are consistent
3. Discipline is consistent and reasonable – appropriate for the situation
4. Team rules are clear and understood by athletes and parents
5. Demonstrates a genuine interest in athletes
6. Establishes personal goals relative to professional, educational approaches
7. Emphasizes Citizenship, Character, Competence and Civility – using “Teachable Moments”
8. Understands team’s potential and sets realistic goals
9. Finds ways for every team member to feel important and gain positive outcomes
10. Establishes a positive and respectful atmosphere for all participants, fellow coaches, parents and officials

### **D. Role of the Assistant Coach**

1. Shares the philosophy and attitudes of the head coach
2. Takes part in decision-making – presents ideas to help
3. Fulfills the assigned role, supporting the head coach and program
4. Is a positive role model for the athletes

### **E. Motivation of Athletes and Teams**

1. Healthy, positive motivational techniques help to assure optimum performance
2. Know and understand each athlete – What helps each athlete to achieve?
3. Be flexible with motivational techniques – athletes want to enjoy their experience as well as obtain individual and team success
4. Identify situation specific motivational techniques
5. Always be an educator

**A Sampling of Motivational Techniques** – Class develops a list and shares after group assessment and approval.

## **SESSION 10, 11 & 12: Coaching Issues and Challenges in Modern Interscholastic Athletics**

### **A. Coaching Concerns - Part 1**

1. Parental criticism of son/daughter during competition
2. Junior Varsity teams – a training ground for Varsity competition
3. Varsity teams
  - a. The win/loss environment – teach proper response to winning & losing
  - b. Traveling with the team
  - c. The place of community support in high school athletics
  - d. Time for coaching, teaching and family
  - e. Lack of harmony among team members
  - f. Helping athletes to feel that they are a part of the team
  - g. Health and nutrition of athletes
  - h. Jealousy among athletes
  - i. Eligibility rules
  - j. Giving athletes a second chance when rules are broken, a practice missed or absence from school
  - k. Community attitudes toward team/training rules
  - l. Parent’s interference with coaching of an athlete
  - m. Working with athletes with minimal skills due to lack of effort
  - n. Working with athletes with low academic performance
  - o. Older athlete’s support/respect of younger athletes
  - p. Dedication
  - q. Attitudes
  - r. In small schools every one makes the team
  - s. Emphasis on winning
  - t. Competition between education and sports
  - u. Coaches yelling at players
  - v. Wearing of jewelry by athletes - Jewelry rule: NYSPHSAA Handbook

## **B. Coaching Concerns – Part 2**

1. Varsity Team continued
  - a. Accepting officials with varying levels of ability, reporting process – concerns with officials
  - b. The coach’s language
  - c. Alcohol and drugs
  - d. Building confidence
  - e. Personality conflicts among athletes
  - f. Plan a sportsmanship approach – refer to school’s plan and resources
  - g. Coach/player conflict
  - h. Coach’s knowledge and ability to correct and athlete’s technique
  - i. Short season – practice, conditioning, skill development
  - j. Athletes who hold a job
  - k. Coaches who put personal ambitions above team needs

## **C. Challenges for the Modern Day Athlete**

1. Commitment
2. Social conflicts
3. Peer pressure
4. Family relationships
5. Social influences
  - a. Substance abuse
  - b. Alcohol



- c. Use of steroids or other performance enhancing substances
- 6. Nutrition and diet
- 7. Placement of the college-bound student athlete

### **SESSION 13: EVALUATION OF PROGRAMS AND PERSONNEL RELATIVE TO PRE-SEASON GOALS**

- A. The individual athlete's performance**
- B. Each teams performance**
- C. The coach**
- D. Assistant coaches**
- E. District support**

### **SESSION 14: THE BUSINESS ASPECTS OF COACHING**

- A. Budgeting**
- B. Purchasing**
- C. Record Keeping**
- D. Maintenance of equipment**
- E. Collecting and reconditioning equipment**

### **SESSION 15: CHECKLIST FOR COACHES, COURSE SUMMARY AND EVALUATION**

- A. Coaching Duties (many duties are to be coordinated with the athletic director)**
  - 1. Arrangement and announcement of Pre-Participation Physical Examinations
  - 2. Athletic Codes – including rules, regulations, procedures, expectations, “failure to warn” – signature of athlete and parent
  - 3. Inventory equipment and supplies – pre and post season
  - 4. Outline responsibilities of assistant coaches and team managers
  - 5. Outline duties and Responsibilities of captains
  - 6. Publicize process for selection of teams – utilize positive methods of notifying those not selected – do not use a posted team list  
(This is very embarrassing to those not chosen)
  - 7. Pre-season press releases – include
    - a. School
    - b. Coaches
    - c. Captains and parents
    - d. Players returning
    - e. Past records and other pertinent information
    - f. Schedules, game times
  - 8. Prepare/revise playbooks and handbooks – daily and weekly practice schedules, procedures and routines, information to parents and teachers
  - 9. Plan meetings with athletic director and coaches
  - 10. Pre-season meeting: review goals, procedures, rules, regulations, expectations, sportsmanship responsibilities (parents as partners)

#### **B. During the Season**

1. Maintain inventory of equipment and supplies
2. Communications with media
3. Reports on all injuries - follow school policies and procedures
4. Prepare league reports – eligibility lists if required, selection classification reports
5. Prepare reports requested by athletic director
6. Rating of officials
7. Sportsmanship reports

### **C. End of Season**

1. Collect, inventory and store equipment, supplies and uniforms – reconditioning plan
2. Media and records releases, end of season summary reports
3. Establish equipment and supply needs for next season – prepare for ordering process
4. Reports to athletic director – records, awards, evaluations, recommendations

### **D. Public Relations**

1. Media Coverage - game broadcasting, process for reporting contest outcomes, utilize media to help your program goals – establish positive communications, limit media use for sub-varsity teams
2. Booster clubs and support groups – “Parents as Partners” – establish parameters and assign duties
3. School based
  - a. Pep Rallies
  - b. Awards programs – criteria for awards
  - c. Banquets

### **E. COURSE SUMMARY AND EVALUATIONS**

1. Instructor highlights “things a coach must remember.”  
The most important lessons to take from the course.
2. Students – comment on what they found to be most beneficial
3. Students – prepare a list of course and instructor strengths and areas that could be improved – this does not have to be signed

## ADDENDUM I

### **LEGAL DUTIES OF THE COACH**

**(Excerpt from: Sport Risk Management Program, Associates in Education)**

A great deal has been written in a variety of kinds of magazines coaches' read related to the duties of a coach. Ever since coaches have existed as a "class" they have had duties to perform.

Years ago institutions of higher learning taught prospective coaches the duties they would have to perform. Today, because of our litigious society, a new twist has been added to this term. Prudent coaches today not only know what their routine duties are in relationship to their job, but they know what their LEGAL DUTIES are. This requirement applies to ALL coaches of any sport at any level of education – regardless as to how long a person has coached or how recent the coach has graduated from a teacher training institution. As a result of litigation that has occurred over the last five years related to sport, the LEGAL DUTIES of coaches are beginning to be clearly defined.

Various writings on this topic will classify these legal duties in differing ways. For our purposes, we will define a legal duty as the responsibility of a coach to take reasonable care of athletes. Again, this may not seem to be anything new, yet the basis for that definition is new, and its basis has been determined by recent results of litigation. Coaches must provide the safest environment possible in their situation.

In order to have a successful lawsuit against a coach or school district the plaintiff must provide that all four elements of a tort are met. The four elements are:

- 1) that a duty exists
- 2) there has been a breach of that duty
- 3) the breach of duty was the direct cause of the injury
- 4) there was in fact injury or damage.

One can see that without the identification of the DUTY, the first element, the other three are meaningless. Therefore, we need to look at the various duties that the courts have through the litigation process, established as LEGAL DUTIES.

**DUTY TO INSTRUCT** This duty implies that it is paramount that the coach uses the latest methods of proper instruction, using sound progress in learning motor skills. If an injury occurs while using an improper instructional method, negligence may well be proven.

**DUTY TO WARN** It is now the responsibility of every coach to inform all athletes and their parents of the inherent risks involved in participation in the particular sport. They must describe, using a variety of methods, the catastrophic and common non-catastrophic injuries unique to the sport.

**DUTY TO SUPERVISE** Again, this element has been an important part of coaching for decades. It now must be documented daily how the coach plans to conduct general supervision of the sport, and how he/she will supervise specific drills and other components of the daily practice.

**DUTY TO PROVIDE A SAFE ENVIRONMENT** This duty has been neglected considerably in the past. Some sport facilities are rather old and many sports events are practiced and games held on or in very

inadequate facilities. Inferior equipment, particularly protective equipment, has been used without proper maintenance or repair. Student athletes have a right to safe facilities and equipment.

**DUTY TO KEEP RECORDS** Today, without courts backed up a great deal with case loads, there can be a delay of from 3 to 5 years, after a suit is filed, until a trial date is set. Paramount to a good defense is a good record of what happened during the time the accident or incident occurred. Most people cannot remember what they did on a given day four years ago. If good records are kept in a central file, a coach has fulfilled this duty.

**DUTY TO EVALUATE** This function used to be required only in physical education classes, usually for grading purposes. No longer! The courts are saying that the coach has a duty to evaluate the physical fitness, the medical condition, and the skill level of athletes. Failure to evaluate and maintain records of those evaluations, would be cause for negligence should an injury occur involving fatigue or lack of skill.

**DUTY TO FOLLOW DUE PROCESS** The rights of all students/athletes under the care of a coach, as being equally worthy human beings, are now very important. In the past, coaches were many times considered to be gods, and they felt they could do anything to kids. Many states have equal rights amendments to their state codes, protecting kids from discrimination due to sex, race, color, creed or unfair practices.

**DUTY TO TRANSPORT SAFELY** Coaches have a legal duty to see that all athletes are safely transported to and from contests and to and from practices if practices are held at sites other than the immediate school grounds.

**DUTY TO CLASSIFY** The coach has the duty to employ a recognized system of classification for participation in that particular sport that will disallow unequal and unsafe participation based upon skill level, age, maturity, sex, size and experience.

**DUTY TO FORESEE** Foresee ability is a common term found in litigation related to sport today. Basically what is being said is that a prudent coach should be able to foresee the potential danger that may occur if activity is continued in that facility, or with that equipment, or in that situation, and, should take action to prevent the activity from continuing without correcting the problem.

These are the most common duties that have arisen in the courts recently. Others may surface as litigation continues. However, if coaches are well informed concerning the aforementioned duties, and they fulfill these duties, they should be on “sound ground” should litigation arise.

## ADDENDUM 2

### **TEN RECOMMENDATIONS FOR PREVENTING SEXUAL HARASSMENT IN SCHOOLS AND ATHLETIC PROGRAMS**

1. Teachers and athletics personnel should never use sexually explicit language or tell colorful, sexually explicit jokes in the presence of students or student-athletes.
2. Teachers and athletics personnel should never display sexually suggestive, sexually explicit or pornographic pictures/materials on school property and should never show such materials to students or student-athletes under any circumstances
3. Teachers and athletics personnel should avoid engaging in excessively personal conversations, both in person and on the telephone, with students or student-athlete.
4. Teachers and athletics personnel should avoid engaging in excessively personal letters, cards, emails, or gifts to students or student-athletes.
5. Teachers and athletics personnel should avoid commenting on the physical appearance, including manner of dress and specific physical attributes of students or student-athletes.
6. Teachers and athletics personnel should avoid, to the greatest extent possible, physical contact with or touching of students or student-athletes.
7. Teachers and athletics personnel should avoid giving students or student-athletes rides home alone or in groups where eventually only one student will remain in the car alone with the teacher/athletics personnel.
8. Teachers and athletics personnel should avoid off-school property, one-on-one meetings alone with students or student/athletes, especially in the home of the student or the home of the teacher/athletic personnel.
9. Teachers and athletics personnel should never plan or take un-chaperoned overnight school or athletics trips with students or student-athletes and, even on properly chaperoned trips, exercise an especially high level of caution and propriety regarding interaction with students or student-athletes.
10. Teachers and athletics personnel should never date students or student-athletes under any circumstances. Issues of power differential, consent, appearance of impropriety and teaching credibility make such relationships untenable within any level of educational institution.

## **RESOURCE LIST**

“Educational Framework for Interscholastic Athletic Programs” New York State Education Department, Curriculum and Instruction, Room 681 EBA, Albany, NY 12234, 518-474-5922, [www.emsc.nysed.gov/ciai/physed.html](http://www.emsc.nysed.gov/ciai/physed.html)

“Hazing: Definition and Prevention”, A NYSPHSAA Workshop Outline, 88 Delaware Ave. Delmar NY 12504, 518-690-0771.

Martens, Rainer Successful Coaching, Third Edition, Human Kinetics, Champaign, IL. (Available at NYSPHSAA Office – 518-439-8873 - or refer to NYSPHSAA Scholastic Athletics Rule Book Order Form).

National Association for Sport and Physical Education, National Standards for Athletic Coaches, Kendall/Hunt Publishing Company, Dubuque, Iowa, 1995.

National Federation of State High School Associations, Coaches’ Quarterly, NFHS, PO Box 690, Indianapolis, IN 46206, 317 972 6900, [www.nfhs.org](http://www.nfhs.org)

National Interscholastic Athletics Administrators Association, “A Guide for College-Bound Student-Athletes and Their Parents”, 11th Edition, NFHS PO Box 690, Indianapolis, IN 46206, 317-972-6900, [www.nfhs.org](http://www.nfhs.org)

National Interscholastic Athletics Administrators Association, “Leadership Training Program”, Course 506, NFHS PO Box 690, Indianapolis, IN 46206, 317-972-6900, [www.NIAAA.org](http://www.NIAAA.org)

New York State Public High School Athletic Association Handbook, NYSPSHAA, 88 Delaware Ave Delmar NY, 12054, 518-439-8872 (Updated biennially – even years).

“Sexual Harassment and Hazing”, NFHS, PO Box 690, Indianapolis, IN 46206, 317-972-6900, [www.nfhs.org](http://www.nfhs.org)

Steier, William F., Successful Coaching: Strategies and Tactics, American Press, Boston, MA 1995.