



PET 4765
Scientific Principles of Athletic Coaching
88354 003
Fall 2026

Instructor Name

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University Course Description

This course is designed to provide a broad examination of many basic issues involved in coaching. The primary point of focus is of a philosophical nature and in these discussions, students have the opportunity to clarify and form their own values in regard to the purposes of sports.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course consists of eight asynchronous modules.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Explain and gain a broad philosophical orientation to the values of sport and athletic participation (NASPE 1; CF 2)

2. Identify knowledge and physical challenges that are appropriate to the multiple needs and experiences of players (FEAP 1c, 2f,h; NASPE 3; CF 2)
3. Identify strategies that are appropriate to motivate and promote mutual respect, support and cooperation among teammates (FEAP 2a,e,f; NASPE 3, 4; CF 1)
4. Describe the process of goal-setting so that players can develop individual goals and help establish team goals (FEAP 2f, NASPE 4, CF 5)
5. Establish guidelines for monitoring, evaluating, and improving your own coaching behaviors (FEAP 5e; NASPE 4; CF 4)
6. Use technology to accomplish learning goals and apply to coaching situations. (FEAP 2g,i; NASPE 3, CF3)

Course Objectives

Students will learn about a variety of issues related to coaching. These issues include:

- Coaching styles and philosophies
- Motivating athletes
- Physiology of sports and sports performance
- Communication styles
- Establishing a safe environment for athletes

Required Texts and/or Readings and Course Materials

You will need a NEW textbook for this course – See Canvas for Direct Link.

Course Package: *Successful Coaching*, Fifth Edition. Human Kinetics Publishing.

Can be purchased at the USF Bookstore or directly through the publisher.

DO NOT PURCHASE THROUGH AMAZON OR OTHER TEXTBOOK SITES!

Supplementary (Optional) Texts and Materials

N/A

How to Succeed in this Course

What Makes a Successful Online Learner?

Two key advantages of online learning are flexibility and convenience. But online learning is a lot more challenging than it may seem.

In reality, online courses require just as much, if not more, time and energy as traditional classroom courses. It also requires specific computer skills and learning strategies in order to succeed.

To see if you're ready, see how many items of the following skills you have:

1. Persistence

Persistence is perhaps the biggest key to success in online learning. Students who succeed are those who are willing to tolerate technical problems, seek help when needed, work daily on every class, and persist through challenges.

- When you run into a challenge, keep trying and ask for help.
- Set up a manageable study schedule for yourself and stick to it. Students who succeed are those who log in and make progress every day. This is especially important after the novelty of going to school online starts to wear off!

2. Effective Time-Management Skills

You must be able to manage your time well. Most courses are not taught in real time. There are no set times for classes.

This flexibility is one of the great benefits of online learning. It can also be a drawback for a student who procrastinates, is unable to stick to a routine study schedule, or is not able to complete assignments without daily reminders from an instructor.

Effective time-management skills don't just happen. They have to be learned. Once you do, they will benefit you throughout your life. Follow the tips below to develop yours:

- Review the syllabus for each of your courses. Develop a long-term plan for completing your major assignments.
- Make a daily "To Do" list. Have fun checking things off the list as you complete them.

It takes time to develop good habits, but you'll gain satisfaction from being well-organized and accomplishing your tasks.

3. Effective and Appropriate Communication Skills

Communication skills are vital in online learning because students must seek help when they need it. Instructors are willing to help students, but they are unable to pick up on non-verbal cues, such as a look of confusion on a student's face. Follow these tips:

Use the tools provided by the school to communicate with your instructors.

Many online schools and programs provide several ways for students and/or parents to communicate with instructors and staff. These might include e-mail, discussion groups, chat room office hours, cell phones, and even text messaging. Instructors and staff want to help you to succeed in your classes and will answer your questions. It may feel awkward to talk with your instructor this way, but don't worry. If your instructor has chat room or cell phone office hours, don't be shy about using those tools to communicate with them.

Use appropriate style and language for school. When communicating with instructors and other staff, you should write in full, grammatically correct sentences and with a respectful tone. Many students are used to a very informal style of writing in chat rooms, blogs, text messages, and so forth.

Because of the distance, it's tempting for some students to say things out of anger or frustration that they would never say to an instructor in person. Online instructors are professionals. Treat them with respect and courtesy.

4. Basic Technical Skills

Online learners need basic technical skills to succeed. These include the ability to create new documents, use a word processing program, navigate the Internet, and download software.

Most online schools have new student orientation programs. These teach students how to use the school's learning management system and other online

tools, but they typically don't cover the basics.

You'll also want to check the online school's main website for their hardware and software requirements. Make sure your own computer meets those requirements.

5. Reading and Writing Skills

Reading and writing are the main ways you'll communicate in an online class. Although some hard copies of textbooks might be required, you should be comfortable reading a lot of documents on a computer screen and able to type. Some tests and quizzes have multiple choice questions, but many of your assignments will involve writing short or long answers.

If you type less than 25-30 words per minute, it may be worth completing a typing software program before beginning online classes.

6. Motivation and Independence

To be successful, an online student has to want to succeed. Online learning requires independence, internal motivation, responsibility, and a certain level of maturity.

Have you given some thought to your own personal reasons for attending school?

Are you determined and self-motivated to succeed in school?

There are many worthwhile reasons to work hard in school. You might want a greater level of personal satisfaction with your future career. Or perhaps it's personal pride in your accomplishments. Or maybe you are seeking a wider range of opportunities available to you with higher education or a higher income.

7. A Good Study Environment

Another critical component of academic success is a good study environment.

- Get some peace and quiet. You will need a quiet place to work without distractions from things like television, family, or roommates.

- Avoid games. Consider uninstalling any computer games to avoid temptation. Or keep the games on a different computer in the house.
- Turn off your cell phone. Let friends and family members know the hours that you will be "at" school.
- Beware surfing the black hole of the Internet. It is easy to lose track of the time as you wander from site to site.
- Consider ergonomics. Adjust the height of your chair, keyboard, and screen so that you are comfortable. Forearms and thighs should be level and parallel to the floor. Wrists should not be bent while typing.
- Set up good lighting and comfortable seating. Lighting in the room should be at least as bright as the computer screen to avoid eye strain.

Grading Scale

A+ = 97.5 – 100	B+ = 87.5 – 89.99	C+ = 77.5 – 79.99	D+ = 67.5 – 69.99
A = 93.5 – 97.49	B = 83.5 – 87.49	C = 73.5 – 77.49	D = 63.5 – 67.49
A- = 90 – 93.49	B- = 80 – 83.49	C- = 70 – 73.49	D- = 60 – 63.49

Grade Categories and Weights

EVALUATION	POINT VALUE
First Day Attendance	5
Coaching Philosophy Draft	20
Response to Peer Philosophies	10
Coaching Philosophy Final	30
Technology Review Assignment	20
Exam 1	25
Observations & Reflections	30
Quizzes (6 total)	60 (10 each)
Exam 2	50
TOTAL	250

Instructor Feedback Policy & Grade Dissemination

The instructor will respond to email communication within 48 hours of the date received. The instructor will provide feedback on assignments within one week of the deadline. You can access your scores using “Grades” in Canvas.

Major Topics and Course Schedule

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Tentative Schedule

Module & Week	TOPICS COVERED	READINGS	ASSIGNMENTS DUE (by Sun 11:59pm)
Module 1 Week 1	Introductions Principles of Coaching	Ch. 1 & 2	Review Module 0 First Week Attendance (due Thurs. 5pm)
Module 1 Week 2	Principles of Coaching	Ch. 1 & 2	Quiz #1
Module 2 Week 3	Coaching Styles	Ch. 3, 4 & 5	Quiz #2 Initial Coaching Philosophy
Module 3 Week 4	Principles of Behavior	Ch. 6, 7 & 8	2 Responses to Initial Coaching Philosophy
Module 3 Week 5	Principles of Behavior	Ch. 6, 7 & 8	Quiz #3
Module 4 Week 6	Principles of Teaching in Coaching	Ch. 9, 10 & 11	Coach/Team Observation
Module 4 Week 7	Principles of Teaching in Coaching	Ch. 9, 10 & 11	Exam #1
Module 5 Week 8	Planning for Teaching	Ch. 12	Technology Review Assignment
Module 5 Week 9	Planning for Teaching	Ch. 12	Quiz #4
Module 6 Week 10	Principles of Physical Training	Ch. 13, 14, & 15	
Module 6 Week 11	Principles of Physical Training	Ch. 13, 14, & 15	Quiz #5
Module 7 Week 12	Principles of Physical Training (continued)	Ch. 16 & 17	

Module 7 Week 13	Principles of Physical Training (continued)	Ch. 16 & 17	Quiz #6
Module 8 Week 14 (Thanksgiving)	Principles of Management	Ch. 18, 19 & 20	
Module 8 Week 15	Principles of Management	Ch. 18, 19 & 20	Final Coaching Philosophy Exam #2 (Sun 11:59pm)

* Note: The Schedule is subject to revision

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy: Assignments turned in late are subject to a 20% deduction each day it is late. Students may request to take a quiz after the deadline one time without penalty (life happens). Subsequent requests will result in a 20% deduction in the quiz score. Exam 1 and Exam 2 may not be opened after the deadline.

Grades of "Incomplete":

An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Final Examinations Policy: All final exams are to be scheduled in accordance with the University's final examination policy.

Extra Credit Policy:

There is no extra credit in the course.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas: *This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.*

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is

available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your

Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)