

Independent Study Online Course Syllabus

Course Number: ATH 922

Course Title: Principles in Sport Leadership

☒ Online ☐ Distance Learning

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Units: 3
Grade Level: K-16 and professional level

Course Description

In any profession or endeavor, the attitude and overall culture of a team is a direct reflection of its leadership. In the sports realm, there are many different leadership approaches that have been considered effective. This online course will provide an overview of these approaches based on a comprehensive review of the literature related to sport leadership. The primary goals of this course are to help current and aspiring sport leaders gain a better understanding of effective leadership, to provide the necessary tools in developing effective leaders, and to provide networking opportunities for individuals who share similar goals and aspirations across various domains. The leadership principles may be beneficial to individuals in a variety of settings. This online course offers coaches, administrators, players, and scholars the opportunity to learn and apply leadership principles within various contexts.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Technology Requirements:

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments,

quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Course Materials

The website www.elitesportleader.com will be used in conjunction with this course for informational and networking purposes. Students will be required to work in the Moodle environment. For those students who do not have access to a Moodle site on a school or district server, free options are provided.

Text book: “You Haven’t Taught Until They Have Learned: John Wooden’s Teaching Principles and Practices” by Swen Nater & Ronald Gallimore (2005, 2010)

You will be required to purchase this book on your own. You may use either the first or second edition. Direct links to purchasing sites are posted on the homepage.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

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National Standards

The assignments contained in this course are closely aligned to National Content Standards in Physical Education.

“Standards are an enduring commitment, not a passing fancy.” - California State Board of Education

National Association for Sports and Physical Education (NASPE) (www.aahperd.org/naspe)

The content standards listed by the National Association for Sports and Physical Education (NASPE) are addressed throughout this course. Specific standards are identified with various assignments presented and posted online. NASPE appointed the Outcomes Committee to answer the question, “What should students know and be able to do?” Listed at the end of syllabus are specific objectives in developing quality sport leaders based NASPE standards for Physical Education Teacher Education (PETE) and National Standards for Sport Coaches. See standards list at end.

Primary Learning Outcomes

By the end of this course, the sports leader and/or scholar will be able to:

After you complete this course, you should be able to:

- 1) Apply research-based concepts associated with sport leadership
NASPE Standard 18
- 2) Summarize and critique peer-reviewed journal articles in the area of sport leadership
PETE Standard 1
- 3) Identify and analyze various components of sport leadership
NASPE Standard 40
- 4) Develop a leadership philosophy and apply principles learned from prominent sport leaders
NASPE Standard 1
- 5) Develop a leadership portfolio enhancing personal and professional development
NASPE Standard 1
- 6) Interact and connect with others who share similar goals and aspirations
NASPE Standard 24
- 7) Create a power point presentation choosing a specific leadership component
NASPE Standard 31

8) Apply teaching techniques from John Wooden and other prominent sport leaders
NASPE Standard 29

9) Develop a learning plan helping build trust with athletes or coaching staff
PETE Standard 3

10) Enhance technological skills by completing a number of computer-based tasks
PETE Standard 1

Course Requirements

- **Leadership Portfolio:** Throughout the course, students will construct their own personal leadership portfolio based on a compilation of their assignments, background, experiences, goals, and accomplishments. The portfolio can serve as a professional building block. Through this assignment, students will have a better understanding of themselves and their leadership styles/philosophies; while adding an important self-marketing tool in pursuit of coaching, teaching, and administrative positions.
- **Readings/Summary & Critique Papers:** Readings will be assigned pertaining to specific leadership themes based on research related to sport leadership. Students will also have to find or locate credible articles on their own. There will be written summaries and analysis describing different elements of the readings. Students will also be required to compare and contrast different elements within the readings and find real-world application that pertains to their specific goals. At various times, the written responses will be posted using a discussion board to create networking opportunities and promote team building.
- **Interactive Questions/Responses:** Forum questions and responsive papers will be posted periodically. The written responses will encompass critical thinking and self-reflection. For example, students will give feedback in response to book or peer-reviewed article readings as well as general questions. Students will have a chance to network with others throughout the course in a variety of ways. This provides an interactive component for the students.
- **Online Worksheets, Papers, and Quizzes:** Worksheets, tests, and quizzes will be administered online to assess and monitor progress throughout the course.
- **Student Contributions:** Students will have the opportunity to contribute to the information base by recommending and submitting books, articles, videos, etc... relevant to the material. They will be credited with a variety of opportunities to earn points.
- **Leadership Skills:** Students walk away from this online course with a vision statement, better understanding their core beliefs, values, principles, philosophy, style, and delivery. They will also have a chance to apply some of the principles learned. This online course

should serve as a 'platform' or 'springboard' for current and potential leaders within the sport circle or across the domain.

- **Power Point Presentation:** Students will be required to complete a 10-slide Power Point presentation based on researching a specific topic of choice. The choices for topics are the leadership themes listed on the 'Elite Sport Leadership Central' website.

Requirements for Written Assignments

- 1.) Must write papers using complete sentences, structured paragraphs, and appropriate transitions
- 2.) Must answer questions thoroughly in an organized manner
- 3.) Must meet word count or page requirements
- 4.) Must double space all papers
- 5.) Must list all references and cite all direct quotations/information obtained from sources
- 6.) Must only submit peer-reviewed articles
- 7.) Must use APA format for all written assignments/papers unless specified otherwise

Schedule of Topics and Assignments

Introduction/Orientation

Assignment: Orientation Assignment (5 points)

First Paragraph: Tell me a little about yourself and your teaching situation and explain what you hope to learn from this course. Include your personal goals. How you intend on attaining them? What specific areas you need to work on?

Second paragraph: Explore the Elite Sport Leadership Central website (www.elitesportleader.com). What specific areas on the website that caught your attention? Why? What are the 10 leadership themes listed on the module one?

Topic 1: Have a Vision

Assignment 1: Vision Statement (5 points)

Using the 'Have a Vision' section of the website as a resource, create a vision statement that aligns with your goals and aspirations. Complete assignment in a short paragraph response. Examples are provided.

Assignment 2: Interview (15 points)

Conduct a brief interview with someone occupying a leadership position within the college or professional sport realm. The person can be a head coach (current or former), an assistant coach (current or former), athletic director (current or former), or a school administrator (current or former). This can include any level of college or professional coaching (junior college, Division I, etc...). The interview can be done face-to-face, by phone, or by computer.

Ask five questions of your choice relating to their experiences as leaders in their respective positions. Be sure to address vision and goals. Must apply to your goals.

Topic 2: Be Yourself

Assignment 1: Article summary (20 points)

Complete a 2-page article summary highlighting main points on:

Voight, M. (2006). Applying Sport Psychology Philosophies, Principles, and Practices on the Gridiron: An interview with Pete Carroll. *International Journal of Sport Science & Coaching*, 1 (4), 1 – 13.

The article is attached on module three along with example summaries.

Assignment 2: Personal Philosophy Paper (15 points)

Write a two-page paper (double spaced) describing your 'personal philosophy'. Include your vision statement and goals. The goal for this assignment is to allow you to develop your initial philosophy as a coach, administrator, or educator. This document will hopefully change as you move through your career; it may become more sophisticated, more profound, or it may change completely. In this sense, your philosophy assignment will provide another opportunity to see how you develop throughout your career.

The paper should reflect your beliefs about sports, teaching, coaching, etc... An in-depth description of the assignment details along with examples are posted on module three.

Topic 3: Be Committed

Assignment 1: John Wooden's 'Pyramid of Success' Paper (10 points)

Read book chapters 1 and 2. Write a 1-to-2 page (double spaced) description of John Wooden's '*Pyramid of Success*'. Elaborate on areas that specifically interested you within the pyramid. Refer to module four for more details.

Assignment 2: Resume (10 points)

Create a resume based on your goals and tailored toward a specific job you intend on applying for (Ex: Athletic Director, Physical Education Professor, College Basketball Coach). Refer to the 'Resume Tips' link on the main section of the module. Watch this brief video below on 'Building a Resume' to get some additional ideas. Examples listed on module four.

Topic 4: Be Open

Assignment 1: Forum Questions Response (5 points)

Write 1-page response further elaborating on the two questions posted in the forum titled "Leadership Approaches: Contextual and Situational Factors."

Assignment 2: Video Clip Analysis (10 points)

Watch all five video clips in the 'Be Open' section of Elite Sport Leadership Central (www.elitesportleader.com). Choose 1 clip and give a 1-page paper response describing how taking a situational approach helped lead to success for that particular leader.

Topic 5: Be a Communicator**Assignment 1: Summary (20 points)**

Write a 3-page (double spaced) summary highlighting key points/ideas. Describe John Wooden's teaching approach, communication style, and emphasize the importance of communication in being an effective leader.

Quiz 1: Review Quiz #1 (10 points)

The quiz will be based on a review of the first five topics.

Topic 6: Be a Teacher**Assignment 1: Note Taking Assignment (5 points)**

Read book chapters 3 and 4. Type a one-page response highlighting three interesting points you learned from the readings pertaining to John Wooden's *Pedagogical Approach* to teaching/coaching. Essentially, you are taking notes, writing down three main teaching points, followed by bullets describing each point. You may organize the assignment however you want. There are no specific guidelines. This is a chance to practice your note taking skills, which will be required for scouts and coaches, while making both practice and in-game observations.

Assignment 2: Teaching Video Clip/Website Registration (5 points)

Find an effective sport related teaching video clip on the web (youtube, google videos, etc...). Register on Elite Sport Leadership Central using the register/contact form. Make sure you indicate 'yes' on registration form. Send link/web address of the effective teaching video as part of the registration message. For the subject, write 'teaching video/your name'. Once registered, post a comment on the video of your choice. Mention why you like the video.

Topic 7: Be Passionate**Assignment 1: Passionate Leadership Paper (10 points)**

Watch the Jimmy Valvano 'Never give up' video clip. This video amongst others is in the 'Be Passionate' video clips section on the Elite Sport Leadership Website. Write a 2-page paper defining and describing the term 'passion' in relationship to leadership. Use a couple specific examples of prominent sport leaders who would be characterized as passionate in their approach.

Assignment 2: Article Critique (20 points)

Read "Passion in Sport: On the Quality of the Coach-Athlete Relationship". There is an article summary found in the Coaching Science Section of the theme 'Be Passionate'. Write a

2-page critique address the following points. There is a link on module 8 explaining in detail the criteria and how to write an article critique.

Topic 8: Build Togetherness

Assignment 1: Peer-Reviewed Research Article/Response (10 points)

Submit a Peer-reviewed research article on team cohesion. Post a listing of your article using comment boxes on the home page of Elite Sport Leadership Central. In a page response, mention 3 or 4 key points from the article. Make sure responses are clear and concise.

Assignment 2: Impact Quote Submission and Discussion Assignment (5 points)

Find a quote illustrating the importance of teamwork related to sports. Make sure your quote is not already listed on the 'Impact Quotes' page under the 'Build Togetherness' theme. Post your quote using a comment box. Also, post your quote in the forum. Discuss quotes with classmates in forum.

Topic 9: Be Decisive

Assignment 1: Observational Assignment (10 points)

Read book chapters 7 and 8. Attend a high school, college, or professional sport practice. Write a page of notes/ideas based on your observations. This is a real-world application assignment and gives you a chance to observe someone in your respective field. Write a brief response afterward containing your thoughts on what you liked and/or disliked in terms of the approach. Guidelines are specified in module.

Assignment 2: Cover Letter (10 points)

Write a 1-page cover letter (single spaced) for a specific job you wish to obtain in the future. This cover letter should align with your resume, goals, vision statement, etc... There are examples of cover letters listed below.

Topic 10: Build Trust

Quiz 2: Review Quiz #2 (10 points)

The quiz will be based on a review of the last five topics.

Assignment: Learning Plan (20 points)

Create a lesson/learning plan describing how you would apply the two principles of 'Build togetherness' and 'Build Trust'. How do you plan to implement these leadership principles?

Final Assignment 1: Power point Presentation (30 points)

Complete a 10-slide Power Point presentation. Each slide should be a separate leadership theme. On each slide, use bullet points expanding on each theme. (Only 3 bullet points per slide; example Power Point will be posted)

Final Assignment 2: Completed Leadership Portfolio (30 points)

Take all accumulated assignments/papers and organize in each theme folder you created.

This should include: your vision statement, your resume and cover letter, your lesson practice plan, your article summaries and book notes, and additional papers.

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignments.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of leadership portfolios.
- Student demonstrated their understanding and exposure to many different leadership perspectives and approaches within several sport contexts.
- Student demonstrated their understanding and integrating of leadership principles through completion of assignments and involvement in discussion groups.
- Student included the use of Critical Thinking Skills and made connections to their state content and/or professional teaching standards, or how they might use the strategies, techniques, or course content in their curriculum in the future.
- Students interacted with their classmates in helping each other better understand the essence of what makes an effective sport leader.

Grading Policies and Rubrics

This course is an option letter grade or pass/fail course. Each component of the course will be evaluated based on standards established separately for each component. The student will achieve minimum mastery levels for each component from which a grade or "pass" will be assigned. To receive a "pass" grade for the entire course, all components must be mastered at the "pass" level. To achieve a grade of "pass" for any component, a minimum of 80% must be attained.

100 total points possible

100 – 90 = A

89 – 80 = B or Credit Grade

Below 80 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading: Point Values

- | | |
|---------------------------------------|------------|
| • Various Assignments/Participation | 135 points |
| • Written Summaries & Analysis Papers | 55 points |

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Date of Revision 5/28/15

To register for courses go to <http://ce.fresno.edu/cpd> and log in

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|----------------------------|-----------|
| • Power Point Presentation | 30 points |
| • Leadership Portfolio | 30 points |
| • Quizzes | 20 points |
| • Learning Plan | 20 points |

Total = 290 points

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

Instructor/Student Contact

Students will remain connected through email, discussion board, and comment boxes on Elite Sport Leadership Central (www.elitesportleader.com) webpage. The students will register for the website and be able to network and ask questions. The instructor will regularly answer emails or respond to comments.

Instructor email: mjlasota@fresno.edu

References/ Resources

Mandatory Readings

- 1.) You Haven't Taught Until They Have Learned: John Wooden's Teaching Principles and Practices (by Swen Nater & Ronald Gallimore, 2010) 180 page book
- 2.) Voight, M. (2006). Applying Sport Psychology Philosophies, Principles, and Practices on the Gridiron: An interview with Pete Carroll. International Journal of Sport Science & Coaching, 1 (4), 1 – 13
- 3.) Lafreniere, M. A., Jowett, S., Vallerand, R. J., Donahue, E. G., & Lorimer, R. (2008). Passion in Sport: On the quality of the coach-athlete relationship. Journal of Sport and Exercise Psychology, 30 (5), 541 - 560.
- 4.) Information will be regularly obtained from 'Elite Sport Leadership Central' (www.elitesportleader.com)

NBPTS Standards (Teacher Conduct)

National Board for Professional Teaching Standards (NBPTS) (www.nbpts.org)

Five Core Propositions for teachers were developed by the NBPTS.

- Teachers know the subjects they teach and how to teach those subjects to students. Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective

wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

- Teachers are responsible for managing and monitoring student learning. Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.
- Teachers think systematically about their practice and learn from experiences. Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students - curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.
- Teachers are members of learning communities. Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Here is a list of the NASPE and NBPTS standards

Coaching Competencies and Sample Standards

Quality Coaches, Quality Sports: National Standards for Sport Coaches, 2nd Edition

Coaches, coaching educators, administrators, athletes, and the public use the national standards for sport coaches for direction regarding the skills and knowledge that coaches should possess.

- Provide quality training that will have a positive impact on coaches' performance
- Establish benchmarks for hiring quality coaches
- Provide a performance guide for individual professional growth and skill development.

Eight Domains of Coaching Competencies

The 40 National Standards listed in the *National Standards for Sport Coaches* are identified under one of eight domains, presented with an explanation of its purpose and accompanied by benchmarks to provide concrete examples of actions and orientations that constitute coaching competence.

Domain 1: Philosophy and Ethics

Standards 1 through 4 clearly articulate the importance of an athlete-centered coaching philosophy and professional accountability for fair play by all.

[Sample Standard 1>>](#)

Standard 1: Develop and implement an athlete-centered coaching philosophy.

A well-developed coaching philosophy provides expectations for behaviors that reflect priorities and values of the coach. An appropriate coaching perspective focuses on maximizing the positive benefits of sport participation for each athlete.

Benchmarks:

- Identify and communicate reasons for entering the coaching profession.
- Develop an athlete-centered coaching philosophy that aligns with the organizational mission and goals.
- Communicate the athlete-centered coaching philosophy in verbal and written form to athletes, parents/guardians, and program staff.
- Welcome all eligible athletes and implement strategies that encourage the participation of disadvantaged and disabled athletes.
- Manage athlete behavior consistent with an athlete-centered coaching philosophy.

Domain 2: Safety and Injury Prevention

Standards 5 through 11 establish expectations for coaches to create and maintain a safe and healthy sport experience for all athletes.

[Sample Standard 8>>](#)

Standard 8: Identify physical conditions that predispose athletes to injuries.

Athletes often join teams with pre-existing conditions or previous injuries that would preclude them from certain exercises or drills. The coach should be aware of such injuries and modify drills and exercises as appropriate.

Benchmarks:

- Ensure that clearance for athletes to participate fully or partially in practices or contests is given by a parent, guardian, and/or medical professional.
- Recognize health status, body structure, and physical conditions that predispose athletes to common injuries specific to the sport.

Be aware that an athlete's lack of sleep and/or emotional state could warrant a change in practice plans.

Domain 3: Physical Conditioning

Standards 12 through 15 highlight the importance of using scientific principles in designing and implementing conditioning programs for natural performance gains. Specific attention is given to body composition and weight management issues as well as awareness of contraindicated activities and over-training concerns. The important role physical conditioning plays in preventing and recovering from injuries is also included.

[Sample Standard 13](#)>>

Standard 13: Teach and encourage proper nutrition for optimal physical and mental performance and overall good health.

The coach must understand and teach appropriate nutrition and weight management practices. Counseling athletes about healthy eating is an important part of preparing athletes for sport performance. Proper nutrition and hydration are necessary to fuel the body.

Benchmarks:

- Assist athletes in timing and selection of food options to fuel optimal energy production for practices and contests.
- Assist athletes in regulating safe levels of hydration.
- Provide accurate and timely information to athletes and parents/guardians about sound nutritional principles as part of training and preparation for competition.
- Provide accurate and timely information about body composition and healthy weight management.

Be proactive in identifying potential eating disorders and referring athletes for appropriate professional assistance.

Domain 4: Growth and Development

Standards 16 through 18 and related benchmarks clearly identify developmental considerations in designing practice and competition to enhance the physical, social, and emotional growth of athletes. Included in this area is the identification of the coach's role in creating an inclusive learning environment that leads all athletes to feel welcome and supported and to have experiences that foster leadership skills.

[Sample Standard 18>>](#)

Standard 18: Provide athletes with responsibility and leadership opportunities as they mature.

Sport provides an atmosphere for trial and error through practice and competition. Sport also allows opportunity for athletes to be challenged by additional responsibility. Through these opportunities, athletes learn how to deal with conflict, engage in problem solving, and seek positive resolutions. The coach should engage athletes in opportunities that nurture leadership and teamwork that can be learned on the field and exhibited in life.

Benchmarks:

- Teach and encourage athletes to take responsibility for their actions in adhering to team rules.
- Design practices to allow for athlete input and self-evaluation.
- Communicate to athletes their responsibility in maintaining physical and mental readiness for athletic participation and preparation for competition.
- Encourage athletes to practice leadership skills and engage in problem solving.
- Provide athletes with different tools to manage conflict.

Provide specific opportunities for athletes to mentor others.

Domain 5: Teaching and Communication

Responsibilities for creating a positive coaching style while maximizing learning and enjoyment are established in Standards 19 through 26. Emphasis is placed on individualizing instruction, empowering communication skills, and using good management techniques in designing practices. This domain also includes benchmarks that make coaches aware of their role in mitigating bullying and harassment in the sport environment.

[Sample Standard 24>>](#)

Standard 24: Teach and incorporate mental skills to enhance performance and reduce sport anxiety.

Mental skill training assists the athlete in improving athletic performance. The variety of tools available allow the athlete to manage stress and direct their focus on their performance.

Benchmarks:

- Demonstrate appropriate use of intrinsic and extrinsic rewards to enhance motivation and learning.
- Share with athletes effective stress management coping strategies.
- Utilize sound mental skills to build athlete self-confidence.
- Help athletes to develop a mental game plan that includes pre-game preparation, a contingency plan for errors during competition, and how to avoid competitive stress.

Help athletes improve concentration by learning attention control strategies.

Domain 6: Sport Skills and Tactics

Standards 27 through 29 focus on using basic sport skills and acceptance of prescribed rules in developing team and individual competitive tactics. Emphasis is placed on planning that is age appropriate, sequential, and progressive. Benchmarks highlight the coach's role in making tactical and personnel decisions during competition. Domain 6 also includes definitive expectations for scouting and game analysis.

[Sample Standard 29>>](#)

Standard 29: Use scouting methods for planning practices, game preparation, and game analysis.

Preparing the athlete and/or team appropriately for competition is the responsibility of the coach. The coach should use appropriate scouting techniques that are in line with governing organizations and sport rules. Using resources available to evaluate opponents is a competitive advantage in preparing the athlete for competition.

Benchmarks:

- Analyze opponent's personnel to organize team for competition.
- Create game plans by observation of opponent play, athlete statistical information, and previous competitive experience.
- Make adjustments in strategies for practice and competition by identifying patterns and styles of play of opponents.

Develop scouting tools for collecting and organizing information about opponents.

Domain 7: Organization and Administration

Standards 30 through 36 include risk management responsibilities as well as effective use of human and financial resources. Coaches play an important role in sharing administrative duties with any number of other stakeholders in maximizing the sport experience.

[Sample Standard 31](#)>>

Standard 31: Be involved in public relation activities for the sport program.

Public relations is the responsibility of the coach. Effective communication skills allow the coach to share the mission and values of the program and enlist support from the community. The coach must take every opportunity to be an advocate for the participants in the program.

Benchmarks:

- Organize and conduct effective informational meetings before, during, and after the season.
- Communicate policies and ongoing program activities to athletes, staff, parents/guardians, administrators, and/or the public.
- Prepare athletes to be involved with public relation activities.

Advocate the value of the sport program through positive communication with the media and others.

Domain 8: Evaluation

Standards 37 through 40 identify the ongoing evaluation responsibilities of the coach in areas such as personnel selection, on-time reflection of practice effectiveness, progress toward individual athlete goals, game management, and program evaluation. Creating a meaningful evaluation process for self-reflection and professional growth is also included in this area.

Standard 40: Utilize an objective and effective process for evaluation of self and staff.

The coach should assess the effectiveness of personnel that directly affect athlete and team performance. The evaluation should collect direct feedback from all program athletes and identify ways to improve techniques and coaching style. Self-evaluation is a critical source of information for professional growth and development.

Benchmarks:

- Collect input from athletes, parents, guardians, coaches, and other stakeholders regarding athlete satisfaction, perception of season goals, and coaching performance.
- Conduct periodic self-reflections on coaching effectiveness.
- Seek feedback from experienced coaches to evaluate practice sessions, discuss observations, and implement needed change at regular intervals.
- Use formal written evaluations to assist in selecting and retaining program personnel.

Initial PETE Standards**Standard 1: Scientific and Theoretical Knowledge**

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill-Based and Fitness-Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE's K-12 Standards

Standard 3: Planning and Implementation.

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management.

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and to inform instructional decisions.

Standard 6: Professionalism

Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be

posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.