

ATH 926 – Coaching Cross Country

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3
Target Audience: 6th - 12th grade teachers
Course Access: ce-connect.fresno.edu

Course Description

The Coaching Cross Country course is designed to enhance the knowledge base of the student in several areas related to teaching and coaching cross country at the middle school level and above. Students will gain knowledge about nutrition and will also learn the basics of preparing training programs for distance runners. The student will also learn strategies used in racing and training. The student will be able to develop his/her own philosophy regarding the implementation of overseeing a cross country program. Course objectives are modeled after standards-based learning objectives for teachers and for coaches as outlined by the Society of Health and Physical Education (SHAPE America), and the National Board for Professional Teaching Standards (NBPTS). The required textbook is available new and used through Amazon.com.

Required Texts and Course Materials

Textbooks and Readings Newton, Joe, Coaching Cross Country Successfully, Human Kinetics, Champaign, IL, 1998. ISBN 0-88011-701-X. Available new and/or used from Amazon.com and other online book sellers.

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the book directly from the publisher or from one of several discount aggregators (for example): <http://books.nettop20.com>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
www.moodle.org // www.demo.moodle.org // www.docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

Society of Health and Physical Educators (SHAPE America) www.shapeamerica.org.

Physical Education Standards:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. The SHAPE America national content standards define what a student should know and be able to do as a result of a quality physical education program. The Coaching Cross Country course will address the following national standards for physical education as stated by SHAPE America:

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction..

Sport Coaching Standards and Benchmarks:

The SHAPE America National Coaching Standards and Benchmarks are intended to provide direction for administrators, coaches, athletes, and the public regarding the skills and knowledge that coaches should possess. The overriding premise in the development of this document is that its contents be used to ensure the enjoyment, safety, and positive skill development of America's athletes.

Domain 1: Philosophy and Ethics:

- Standard 1-Develop and implement an athlete-centered coaching philosophy.
- Standard 4-Demonstrate ethical conduct in all facets of the sport program.

Domain 2: Safety and Injury Prevention:

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

Domain 3: Physical Conditioning:

- Standard 12- Design programs of training and conditioning that properly incorporates the mechanics of movement and sound physiological principles.
- Standard 13- Demonstrate knowledge of proper nutrition and educate athletes about the effects of nutrition upon health and physical performance.

Domain 5: Teaching and Communication:

- Standard 20- Develop and monitor goals for the athletes and program.
- Standard 22- Plan and implement daily practice activities that maximize time on task and available resources.
- Standard 26- Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

Domain 6: Sport Skills and Tactics:

- Standard 27- Know the skills, elements of skill combinations, and techniques associated with the sport being coached.

Domain 7: Organization and Administration:

- Standard 30- Demonstrate efficiency in contest management.
- Standard 32- Manage human resources for the program.

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

Scholastic coaches are teachers who understand that athletics is a means to empower young people to function successfully in the world.

The National Board for Professional Teaching Standards has established high and rigorous standards for what accomplished teachers should know and be able to do. These standards are organized under Five Core Propositions and represent a professional consensus of the aspects of practice that distinguish accomplished teachers. This Coaching Cross Country class addresses many of the NBPTS physical education standards incorporated into the Five Core Propositions as outlined below.

[Proposition 1: Teachers are committed to students and their learning.](#)

[Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.](#)

[Proposition 3: Teachers are responsible for managing and monitoring student learning.](#)

[Proposition 4: Teachers think systematically about their practice and learn from experience.](#)

[Proposition 5: Teachers are members of learning communities.](#)

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.

Student Learning Outcomes (SLOs) for This Course

The basic principles of endurance training and running biomechanics will be studied by the student. Participants will perform a detailed study of the training methods and racing strategies for cross country competition. The student will articulate their coaching philosophy and will create a detailed training program for an athlete competing in one season of cross country. Course objectives are modeled after standards based learning objectives as outlined by the Society of Health and Physical Educators (SHAPE America) www.shapeamerica.org

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Identify and incorporate national standards into their cross country coaching.	SHAPE 2, 4 Coaching Domain 7 NBPTS Prop 5	CE 5
2. Become an assistant cross country coach at a high school.	SHAPE 2, 5 Coaching Domains 1, 2, 3, 5, 6, 7 NBPTS Prop 2	CE 1, 2, 3, 4
3. Become a head cross country coach at a junior high or elementary school.	SHAPE 2, 5 Coaching Domains 1, 2, 3, 5, 6, 7 NBPTS Prop 2	CE 1, 2, 3, 4
4. Incorporate sound physiological principles into their coaching.	SHAPE 2, 5 Coaching Domain 2, 5 NBPTS Prop 2, 4, 6	CE 2, 6
5. Educate student athletes regarding how proper nutrition affects athletic performance.	SHAPE 2, 4 Coaching Domain 1,2,3,5 NBPTS Prop 1, 2, 3	CE, 1, 2, 6

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
Module 1 – Textbook Workbook	Module 1 – <ul style="list-style-type: none"> Textbook reading Assignment 1.1 	75 pts	21 hrs 10 hrs
Module 2 – Meet Management Project	Module 2 – <ul style="list-style-type: none"> Assignment 2.1 Forum 	50 pts	10 hrs 1 hr

Module Title	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Activity
Module 3 – 12-Week Training Program	Module 3 – <ul style="list-style-type: none"> • Assignment 3.1 • Forum 	50 pts	10 hrs 1 hr
Module 4 – Coach Interview	Module 4 – <ul style="list-style-type: none"> • Assignment 4.1 • Forum 	25 pts	10 hrs 1 hr
Module 5 – Teaching/Coaching Philosophy	Module 5 – <ul style="list-style-type: none"> • Assignment 5.1 • Forum 	25 pts	10 hrs 1 hr
Module 6 – Athlete Diet Plan	Module 6 – <ul style="list-style-type: none"> • Assignment 6.1 • Forum 	25 pts	10 hrs 1 hr
Module 7 – Instruction Observation	Module 7 – <ul style="list-style-type: none"> • Assignment 7.1 • Forum 	25 pts	10 hrs 1 hr
Module 8 – Cross Country or Distance Runner Biography	Module 8 – <ul style="list-style-type: none"> • Reading • Assignment 8.1 • Forum 	25 pts	15 hrs 4 hrs 1 hr
Module 9 – Annotated Resources	Module 9 – <ul style="list-style-type: none"> • Assignment 9.1 • Forum 	25 pts	12 hrs 1 hr
	TOTAL POINTS / HOURS	325 points	130 hours

Grading Policies and Rubrics for Assignments

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to receive credit for the assignment.
- A = 90-100% and B= 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
 - 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 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.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1" margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, correctly followed APA formatting, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was less than 1 page in length (less than 3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed some of the assignment directions, minor APA formatting issues, proper grammar and no spelling errors. Language is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was only ½ page in length (1-2 paragraphs). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow many of the assignment directions or submitted response late, many APA formatting errors, many grammatical and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

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.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If 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: (https://docs.moodle.org/30/en/Student_FAQ). 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 <https://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. or email prof.dev@fresno.edu.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm 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 “School = Continuing Education”.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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 at <http://ce.fresno.edu/cpd/policies/>

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <http://registrar.fpu.edu/catalog>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.

Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.

Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

Service: Students will *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.