

Independent Study Course Syllabus

Course Number: ATH 904

Course Title: General Principles and Fundamentals

X Online X Distance Learning

Instructor: Dennis Janzen, Ph.D.

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Contact Website (Coaching Certificate):

<http://ce.fresno.edu/cpd/Certificates/>

Contact Website (FPU-Professional Development):

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

Contact Website...under construction (Instructor):

<http://www.eliteperformance21st.com/>

Contact Address: 5478 Night Heron Drive, Blaine, WA 98230

Moodle Tutorial:

<http://moodle.fresno.edu/moodle/mod/resource/view.php?id=9682>

Units: 3

Grade Level: K-12

Course Description

This course is designed to encourage the coach to think about the various elements of successful coaching beyond simply the skill requirements of their respective sport. In addition, the coaching profession requires the coach to function effectively as an administrator, leader, and psychologist. The ability to successfully organize, lead, motivate, relate, and evaluate is foundational to the coach within the profession. The activities of this course are designed to better acquaint and refine within the coaching individual those elements and skills beyond simply the teaching and knowledge of sport fundamentals. All course materials are included on the course website in downloadable files and websites. These include a set of selected readings plus complete descriptions of accompanying assignments and activities. Printed reading materials from ProActive Coaching LLC will need to be purchased. Most people who go into coaching have a solid foundation for the physical skills required for their particular sport. Successful coaching involves much more than this. The purpose of this course is to assist the coach in their professional development relative to the overall requirements necessary for the coaching profession.

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.

Course Materials

Before beginning the course, you are to purchase the required textbook and booklets.

Required Textbook: “Teaching Character Through Sport: Developing a Positive Coaching Legacy”, by Bruce Brown. The text is to be purchased from Pro Active Coaching LLC through its website. The web address is: www.proactivecoaching.info.

Required Booklets depending on the reading selected (Note: each is obtained through www.proactivecoaching.info).

2. Motivational Strategies for Coaches
3. Life Lessons for Athletes – Lessons athletes should learn from sport
4. Captains, Seven Ways to Lead Your Team
5. First Steps to Successful Teams –Core Covenants
6. Compete – Traits of Elite Competitors
7. The Impact of Trust
8. Playing With Confidence – For Athletes to Read and Coaches to Teach
9. Turning Around Athletic Programs

NOTE – OBTAINING NECESSARY READING MATERIALS

Ordering the required text (Teaching Character Through Sport: Developing a Positive Coaching Legacy) plus the selected readings booklets should be done through the following website:

www.proactivecoaching.info

In addition, examine the reading list located in the Analysis-Reaction Paper section of the course and determine which of the booklets you will need/want to order so you can complete the additional Analysis-Reaction paper portion of the course. Each of the booklets is also available through ProActive Coaching LLC at www.proactivecoaching.info

NOTE: The student is encouraged to obtain and read all reading selections listed even though they may not be required for completion of the course. Great coaches never stop seeking to improve and learn. I highly recommend each Pro Active Coaching booklet or text for your continued professional development and effectiveness.

Dennis Janzen, Ph.D.

Psychology of Sport; Univ. of Southern California

Four-time National Coach of the Year
Six-time National Champion

Technology Requirements: (For online and web-based courses)

In order to successfully complete the course requirements, course participants will need Internet access, be able to 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. 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-online.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 Requirements and Schedule of Topics and Assignments

In addition to the SHAPE, NSSC, and NBPTS standards mentioned in the STANDARDS-BASED INSTRUCTION section, the following assignments strongly support the California State Board of Education Physical Education Framework related to Character Development.

**Education has for its object the formation of character."
- Herbert Spencer**

The Physical Education Framework seeks to strengthen character with "a sequential, developmental, age-appropriate physical education program designed to provide students with the knowledge and ability needed to maintain an active, healthy lifestyle. The framework places a strong emphasis on maintaining a positive self-image and helps students strive to become the best that they can be through planned physical activities. In the area of social development, the framework advocates "students develop appropriate social behaviors by working independently and with others during planned activities.

This course is comprised of the following possible activities. Please complete your selected assignments in the order presented below:

1. **ANALYSIS-REACTION PAPERS** – Select reading assignments from text sources relative to each area. Each reading will focus on a specific, practical subtopic typically encountered within the athletic coaching world relative to issues of character building through sport. Each subtopic will be developed with an emphasis on real world analyses and application of current sport psychology/coaching literature.
 - a. 3 required readings from the list provided. Each selected reading will be responded to via a 2 page "Analysis-Reaction" paper. Each A-R paper will include a summary and application-based reaction to a topic related to coaching.
 - b. 7 selected readings from the list provided. Each selected reading will be responded to via a 2 page "Analysis-Reaction" paper. Each A-R paper will include a summary and application-based reaction to a topic related to coaching.

Upon completion of the readings and Analysis-Reaction papers, the student will select three exercises from the following choices:

After completion of the selected readings and corresponding Analysis-Reaction papers, the student may select and complete any two of the following activities

1. **JOURNAL** - Maintenance of a journal for 10 days of observing team practices, competitions, and/or other direct team experiences and interactions. This can be with your own team or someone else's team. Please, as a matter of protocol, be sure to seek a coaches permission prior to observing/studying his/her team if you plan to not use your own team.
 - a) Minimum daily entry length will be approximately 1 page. Please type, if possible, though not required. The student is encouraged to use a word processor in order to allow for additional editing if desired at a later date.
 - b) Journal entries must be limited to topics relevant to the specific topic of character.
 - c) Observation days need NOT be consecutive.
 - d) Reference to selected readings will be encouraged within the text of your journal entries. References, if used, must include the author's name, book/journal title,

year published, and page reference (e.g. Le Unes and Nation, Sport Psychology, p. 274, 1996). References to research studies mentioned within the selected readings must include only the mentioned researcher's name and year of study (e.g. Smith, 1986).

- e) The daily "journaling" experience will be intended to develop a more developmental, analytical, and reflective approach to the application of sound character formation principles in successful coaching.
- f) Daily journal entries will be presented within a lightly structured framework designed to help guide the student in their evaluative and reflective processes.

"Good coaches understand the game. Great coaches understand the game and their athletes and how to teach both." Bruce Brown

2. **Philosophy of Coaching** - One of the most important things which you will ever do as a coach will be to develop an effective philosophy of coaching which will serve as your primary guideline throughout your career. This philosophy will be the greatest single influence on you as you determine the direction of your program both for the short term as well as the long term. By articulating and synthesizing your philosophy in writing, this exercise will serve to help you crystallize your coaching philosophy. The writer is strongly encouraged to develop a philosophy of coaching which is compatible with their personality and ability strengths. Any profession is full of desirable role models. The coaching profession is no exception. REMEMBER - try to learn from the best, but do it within the parameters of your own personality and circumstances. Do not try to be someone you're not.

Procedure for writing your Philosophy of Coaching

You, the coach are to formulate 10 questions. Examples of question areas are below. You may formulate questions from any or all of the below areas, or formulate your own.

- The role of athletics in an educational institution.
- The purpose of athletics in general.
- The justification for the existence of organized athletics.
- Your perception of what the goals of your athletes should be in athletics.
- The degree of emphasis on winning and losing.
- Your responsibilities as a coach.
- Your personal goals as a coach.
- The relationship between you and your athletes.
- Methods of motivation and communication with athletes.
- Discipline.
- Your philosophy of playing time for each athlete.
- Your philosophy of playing time as it relates to injuries.
- Your philosophy of practice, and games.
- Steroids and other drugs.
- Player conduct in school and during athletic events.

- Your relationship with parents, boosters, other coaches of other sports, school support personnel, and administrators.
- In-season philosophies compared with off-season philosophies.

From the set of questions you have selected or formulated, write a 5 page *Philosophy of Coaching* paper expressing your own philosophy of coaching as it relates to you as a professional.

3. **COACH INTERVIEW** - Interview a coach who has been coaching at least 5 years. Attempt to locate a coach whom you feel has been successful. Analyze the coach's responses to your questions in light of the readings you have done for this course on the fundamentals of coaching. Observe the coach in action for at least 1 practice session or game. Since many coaches do not have an accurate perception of their practice or game behaviors, see if any inconsistencies exist between the coach's self-perceptions of behavior as indicated from their interview, and their observed behavior in a practice or game setting. Also, identify the coach's strengths in terms of how you perceive their philosophy of coaching.

Develop a list of 10 questions related to the fundamentals and principles of coaching. Ask the coach each of these 10 questions (as appropriate) from three different perspectives: 1) When they first were an athlete, 2) When they first started coaching, and 3) now as a more experienced coach.

Examples:

1. How important a role does the coach play in developing leadership in their athletes?
2. What techniques are the most effective in developing leadership in their athletes?
3. What techniques are the most effective in developing team cohesion in their athletes?
4. How important is team cohesion to the success of your team?
5. What are the most important characteristics of a great team leader?

Based on the coach's answers to the 10 questions you formulated for the interview, plus your own observations of the interviewed coach in action, write a 2-3 page summary of your findings and insights.

"Sport does not provide us with many answers to the issues of life, but rather provides us with one of the richest fields for asking the questions." Drew Hyland

4. **PRACTICE PLAN PREPARATION** - In the following pdf-web article there is an excellent discussion on the development of effective practice drills and plans.

‘Insights on Practice Planning and Organization’ by Agcaoili

Utilizing these guidelines, develop practice plans for any two of the three types of practice plans for a sport of your choice. These two practice plans should be designed for any two of the following three situations, respectively:

- Preseason practice (two weeks before your first regular season contest).
- Midseason practice (day before an important contest).
- Mid or post season practice (two days before a major contest).

NOTE: No practice should be longer than 2 1/2 hours long.

For EACH practice plan, include:

- The practice plan itself, written up as you would have it available to use for your own practice. (1-page maximum) It is strongly suggested that the coach develop a daily practice plan form on which he/she can write each daily plan. See example in the article.
- The general theme/objective/emphasis of the day's practice.
- An explanation of why you designed each drill/element for your practice the way you did. (1-page maximum)

5. **QUALITIES OF A COACH** - Just as most coaches find it easy to list the desirable qualities of their ideal student-athlete, an honest self-assessment of your own perceived qualities as a coach, set alongside your list of desirable qualities of a coach can be a valuable exercise from which to develop strategies of coaching improvement. Below are a set of simple exercises designed to serve as vehicles by which the coaching can begin to better understand his/herself within the context of the coaching profession. These exercises are designed to serve as catalysts for coaching staff discussions re. developing common/compatible philosophies and working relationships going into the upcoming season.

For each of the following exercises, please do the following:

Qualities of a Coach Exercise

- 1) Have yourself and/or each coach on the staff list 10 qualities of their concept of the ideal head coach and ideal assistant coach. Individually, or as a group, share (if appropriate) and discuss these lists with each other in light of your own perceptions of yourself, and each other. You may even want to develop personal and coaching staff strategies for change and personal improvement.
- 2) Write a one page reflection of your experience from this exercise.

Worst and Best Moment in Coaching Exercise

- 1) Have each coach on your staff briefly describe to the group of coaches in two minutes or less their two worst moments in coaching, and their two best moments in coaching. These descriptions are to be of very specific incidents, or situations which they actually experienced themselves. From these descriptions, begin to discuss with the coach why

he/she felt these specific incidents/situations were the worst or best of their coaching experience.

- 2) This exercise will potentially accomplish the following:
 - Insight into each coaching staff's coaching priority system and coaching goal structure (e.g. what they value in the coaching experience).
 - Improved staff cohesion through better understanding of motivations driving each coaching colleague.
 - Facilitation of dialogue by the coaching staff in terms of developing a unified, consistent coaching philosophy for the upcoming season.
- 3) Write a brief, one-page review and reflection of your experience from this exercise.

National Content / Common Core Standards

The assignments contained in this course are closely aligned to National Content Standards in Physical Education for grades Kindergarten through 12th grade.

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

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

The following content standards listed by the Society of Health and Physical Educators SHAPE are addressed throughout this course. Specific standards are identified with various assignments presented in the course materials.

SHAPE appointed the Outcomes Committee to answer the question, "What should students know and be able to do?" The Outcomes Project culminated in the development of a definition of the physically educated person. This definition included five major focus areas:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

Education has for its object the formation of character."
- Herbert Spencer

The Physical Education Framework seeks to strengthen character with "a sequential, developmental, age-appropriate physical education program designed to provide students with the knowledge and ability needed to maintain an active, healthy lifestyle. The framework places a strong emphasis on maintaining a positive self-image and helps students strive to become the

best that they can be through planned physical activities. In the area of social development, the framework advocates "students develop appropriate social behaviors by working independently and with others during planned activities.

Student Learning Objectives / Outcomes (SLO)

The athletic coach and/or scholar will engage in the following learning outcomes in a manner consistent with Standards 5 and 6 as prescribed by the SHAPE. The following prescribed domains and associated standards from the National Standards for Sport Coaches (NSSC) are also reflected in the following SLO's (NSSC Domain 1 - Standards 1-4; Domain 4 – Standards 16-18; Domain 5 – Standards 19-26):

- 1) The athletic coach and/or scholar will analyze and apply correct principles of team and practice organization within the competitive sport context.
- 2) The learner will identify and analyze crucial factors involving a sound psychological approach to the study of teaching in sport.
- 3) The learner will identify and analyze the elements of effective leadership relative to the success for the participant.
- 4) The learner will identify and analyze the impact in terms of lifestyle unique to the coach, his/her family, and significant others.
- 5) The learner will develop an understanding of desirable qualities of a successful head coach and assistant coach.
- 6) The athletic coach and/or scholar will analyze and identify the complex ethical considerations relative to the coaching profession.

Evidence of Learning

This section describes what the instructor will be looking for in the student's work to determine whether or not they achieved the course objectives.

Number of the Student Learning Outcome (SLO)	What assignments will be used to ensure that students have the opportunity to learn this?	How will you assess how well your students learned this?
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1	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Practice Plan Preparation;	Based on: <ol style="list-style-type: none"> 1. Written review, reaction, and reflection to assigned readings that discuss the formation of sound practice planning in sport. 2. Responses to interview questions from experienced coaches on preparing sound team/individual practice plans 3. Synthesis of coaching issues in sport.
2	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Qualities of a Coach	Based on: <ol style="list-style-type: none"> 1. Written review, reaction, and reflection to assigned readings that discuss teaching the technical and tactical essentials in sport. 2. Responses to interview questions from experienced coaches teaching the technical and tactical essentials in sport. <p>Synthesis of teaching the technical and tactical essentials in sport.</p>
3	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Qualities of a Coach	Based on: <ol style="list-style-type: none"> 1. Written review, reaction, and reflection to assigned readings that discuss the relationship between performance and leadership in sport. 2. Responses to interview questions from experienced coaches on the performance-leadership relationship in sport 3. Synthesis of leadership development in sport.
4	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Qualities of a Coach	Based on: <ol style="list-style-type: none"> 1. Written review, reaction, and reflection to assigned readings that discuss the demands on family for the coaches family. 2. Responses to interview questions from experienced coaches on the typical lifestyle issues facing coaches in sport 3. Synthesis of coach lifestyle issues in sport.
5	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Qualities of a Coach; Practice Plan Preparation	Based on: <ol style="list-style-type: none"> 1. Written review, reaction, and reflection to assigned readings that discuss the qualities of great coaches in sport. 2. Responses to interview questions from experienced coaches on the qualities of great coaches 3. Synthesis of the qualities of great coaches

6	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Qualities of a Coach	Based on: 1. written review, reaction, and reflection to assigned readings that discuss ethical behavior in sport. 2. Responses to interview questions from experienced coaches on ethical behavior 3. Synthesis of ethical issues in sport.
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Grading Policies and Rubrics

350 total points possible

350 – 315 = A

314 – 280 = B or Credit Grade

Below 280 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.

Major Assignments

1. Analysis-Reaction Papers (10 x 25 pts. ea.)	250 points
2. 10 day Journal	50 points
3. Philosophy of Coaching - General	50 points
4. Successful Coach Interview	50 points
5. Practice Plan Preparation	50 points
6. Qualities of a Coach	50 points

Rubric for Evaluating Assignments

1. Analysis-Reaction Paper	5	10	15	20	25
<ul style="list-style-type: none"> • Provided a complete and thorough review of the important elements of the reading selection. • Personal position is identifiable, reasonable, and sound. • Review showed strong understanding of attitudes, values, and beliefs expressed in the article. • Synthesis of information demonstrates critical thinking. 	Comments:				

2. 10 Day Journal	10	20	30	40	50
Presentation represents a high-quality graduate level work. <ul style="list-style-type: none"> • Observations are recorded and relevant to the topic. • Followed required format of presentation. • Position is one chosen/researched from a sound perspective that integrates the topic of moral and character formation. 	Comments:				
3. Philosophy of Coaching – Character Paper	10	20	30	40	50
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> • Writer’s voice is distinctive while being appropriate to task and audience. • Followed required format of presentation. • Each required section was adequately presented and developed. • Content provided practical examples that give the reader a clear sense of your position. • Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. 	Comments:				
4. Coaches Interview	10	20	30	40	50
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> • Writer’s voice is distinctive while being appropriate to task and audience. • Followed required format of presentation. • Each required section was adequately presented and developed. • Content provided practical examples that give the reader a clear sense of your position. • Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. 	Comments:				

5. Practice Plan Preparation	10	20	30	40	50
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> • Writer's voice is distinctive while being appropriate to task and audience. • Followed required format of presentation. • Each required section was adequately presented and developed. • Content provided practical examples that give the reader a clear sense of your position. • Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. 	Comments:				

6. Qualities of a Coach	10	20	30	40	50
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> • Writer's voice is distinctive while being appropriate to task and audience. • Followed required format of presentation. • Each required section was adequately presented and developed. • Content provided practical examples that give the reader a clear sense of your position. • Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. 	Comments:				

A score of **25 (Analysis-Reaction Paper); 50 (10 Day Journal, Philosophy of Coaching, Coaches Interview, Practice Plan Preparation, Qualities of a Coach)** indicates my work is distinguished: all elements thoroughly detailed, clearly explained, and coherently presented.

A score of **20 (Analysis-Reaction Paper); 40 (10 Day Journal, Philosophy of Coaching, Coaches Interview, Practice Plan Preparation, Qualities of a Coach)** indicates my work is proficient: all elements detailed, explained, and presented; few formatting errors present.

A score of **15 (Analysis-Reaction Paper); 30 (10 Day Journal, Philosophy of Coaching, Coaches Interview, Practice Plan Preparation, Qualities of a Coach)** indicates my work is adequate: elements somewhat vague or not completely explained; some formatting errors present.

A score of **10 (Analysis-Reaction Paper); 20 (10 Day Journal, Philosophy of Coaching, Coaches Interview, Practice Plan Preparation, Qualities of a Coach)** indicates my work is limited: missing key elements; numerous errors distracted from paper's clarity and content.

A score of **5 (Analysis-Reaction Paper); 10 (10 Day Journal, Philosophy of Coaching, Coaches Interview, Practice Plan Preparation, Qualities of a Coach)** indicates my work is inadequate: I did not complete the task as assigned; errors block paper's understanding.

Instructor/Student Contact - Distance Learning Courses:

1. Student makes contact with the instructor upon receipt of all course materials.
2. Student is to contact the instructor at any time during the course to answer questions or to

- discuss any point found interesting relative to the specific assignments.
3. Student is to contact the instructor upon completion of the Coaches Interview and prior to beginning the Summary Paper – Character Plan to answer questions or to discuss any point found interesting relative to the specific assignments.
 4. All assignments are sent to the instructor upon completion of the course.

These contacts are designed to offer an opportunity for the student and instructor to discuss aspects of the course content. Contact can be via email, posted on a web discussion board (if included in the course), or phone.

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. The instructions for submitting the online grading form are as follows:

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.

References/ Resources

Websites – Coach Education

These carefully selected web pages contain very useful material to assist your efforts in learning more about becoming an effective coach. There is a lot in this list that you can use as the basis for class discussions, writing assignments and student activities. It is suggested that the serious student of coaching Google some of the great coaches and study attributes.

[Basketball DVDs | ChampionshipProductions.com](http://www.championshipproductions.com/)
www.championshipproductions.com/

[Search Basketball Coaching DVDs - Top Rated Basketball DVDs](#)

[Baseball Instructional Videos | Amazon.com](http://www.amazon.com/)
www.amazon.com/

[Using Video in Athletics Coaching](http://computing.vassar.edu/academic/facultyfocus/mccowan.html)
computing.vassar.edu/academic/facultyfocus/mccowan.html

Using **Video** in **Athletics Coaching**. Taught by: James McCowan. Course :: Technology :: Student Response :: Challenges :: New Directions :: More Resources ...

[Athletics Australia - Coaching resources
www.athletics.com.au/coaches/2474](http://www.athletics.com.au/coaches/2474)

intosport.com
www.intosport.com/

It's free to use and will appeal to anyone that plays **sport**, is interested in **sport** or wants ... High quality sports **coaching video** guides ranging from Skills & Drills to ...

[Speed Training Videos - Strength and Conditioning - Athletics...](http://www.central.edu/Athletics/Strength%20and%20conditioning)
www.central.edu > Athletics > Strength & conditioning

[Athletics Athletics Home Coaching Skills Athletics Coach Athletics ...
www.sportplan.com/drills/Athletics/index.jsp](http://www.sportplan.com/drills/Athletics/index.jsp)

[Track and Field Athletics Coaching
www.teachpe.com/track_and_field/](http://www.teachpe.com/track_and_field/)

Athletics Coaching home page. ... High Jump. High Jump technique explained with free to view **coaching** tips and **videos**.

[Dig Deep Athletics Training for Speed Power and Agility - YouTube](#)
More videos for **athletics coaching videos** »

[Coaching/Science - IAAF](http://www.iaaf.org/community/links/kind=11008/links.html)
www.iaaf.org/community/links/kind=11008/links.html

50+ items – iaaf.org - The official **athletics** website. Accessible Version ...

Achilles Tendon LinksLinks and analysis of web sites containing information ...

Athletic Body Conditioning**Athletics coaching** and conditioning information and ...

Ads - [Why these ads?](#)

Searches related to **athletics coaching videos**

[instructional sports videos](#)

[videos athletic club](#)

[athletics video clips](#)

Recommended:

The John Wooden Website:

<http://www.coachwooden.com/index2.html>

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

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 *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.