

Independent Study Course Syllabus

Course Number: ATH 905

Course Title: Coaching: Building Character Through Sport

☐ Online ☒ Distance Learning

Instructor: Dennis Janzen, Ph.D.

Phone number: 559-287-8389

Email: djanzen@fresno.edu

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 effects of athletic competition on the moral reasoning processes of the athlete he/she is entrusted to work with. The activities of this course are designed to better acquaint and refine within the coaching professional those elements and understandings of sport relative to its effect on character development through interactions with other successful coaches through the interview process, readings, personal reflection, and guided evaluation through practical experiences with current student-athletes. This course offers the athletic coach and/or scholar the opportunity to learn and apply correct psychological principles relative to the development of personal character within the competitive sport context. The assignments contained in this course are closely aligned to National Content Standards in Physical Education for grades Kindergarten through 12th grade.

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.

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

Course Materials

Before beginning the course, you are to purchase the 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.

The following pdf reading is included on the course website and is to be used for the final project: “Character and Coaching: Building Virtue in Athletic Programs”, by Yeager, Buxton, Baltzell, and Bzdell.

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)

Getting Help:

If you need help logging on to the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu.

Course Requirements

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

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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.

1. **ANALYSIS-REACTION PAPERS** - Select 5 reading assignments from text sources relative to each course 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 literature.
 - a) 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 the topic of character education and formation.

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. **THE SUCCESSFUL INTEGRATION OF CHARACTER AND SPORTSMANSHIP DEVELOPMENT WITH THE EQUALLY IMPORTANT EMPHASIS ON SKILL AND TACTICAL DEVELOPMENT IS FOUNDATIONAL TO THE SUCCESSFUL COACH.** 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.
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 character development in sport. 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 coaches' 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 developing and/or exhibiting an environment conducive to the development of character through athletics.

Develop a list of 10 questions related to character building or morality issues in sport in terms of the coach's role in developing these characteristics within their individual athletes and the team as a whole. Ask the coach each of these 10 questions 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.

"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

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

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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 the potential role of sport within the greater social context as these elements relate to the formation of moral character for the participant.
2. The learner will identify and analyze crucial factors involving the elements of character formation and sportsmanship as they relate to the implementation of practical strategies for character development.

3. The learner will identify and analyze the relationship between performance and character & sportsmanship relative to the possibilities of enhanced athletic success for both the participant and the team.
4. The learner will identify and analyze the topic of moral reasoning, character formation and sportsmanship as discussed from the positions of desire for group success, group motive, and group performance. These will be investigated both in theory and through practical interaction and observations within a real athletic context.
5. The learner will develop an understanding that utilizes sound character formation principles as useful vehicles not only for the purpose of improving athletic performances but also both general and sport-specific participant behavior.

Schedule of Topics and Assignments

This course is comprised of the following possible activities in the order presented below:

1. **ANALYSIS-REACTION PAPERS** - Select 5 reading assignments from text sources relative to each course area.

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

2. **JOURNAL** - Maintenance of a journal for 10 days of observing team practices, competitions, and/or other direct team experiences and interactions.

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

Bruce Brown – Proactive Coaching LLC

3. **PHILOSOPHY OF COACHING** - The successful integration of character and sportsmanship development with the equally important emphasis on skill and tactical development is foundational to the successful coach.

4. **COACH INTERVIEW** - Interview a coach who has been coaching at least 5 years.

"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

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)	Assignments used to ensure that students have the opportunity to learn content?	Method of assessment of learning
1	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Final Application Paper	Based on: <ol style="list-style-type: none">1. Written review, reaction, and reflection to assigned readings that discuss the moral issues in sport.2. Responses to interview questions from experienced coaches on the moral issues in sport3. Synthesis of moral issues in sport.
2	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Final Application Paper	Based on: <ol style="list-style-type: none">1. Written review, reaction, and reflection to assigned readings that discuss character through sport.2. Responses to interview questions from experienced coaches on character in sport3. Synthesis of character in sport
3	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Final Application Paper	Based on: <ol style="list-style-type: none">1. Written review, reaction, and reflection to assigned readings that discuss the relationship between performance and character in sport.2. Responses to interview questions from experienced coaches on the performance-character relationship in sport3. Synthesis of sportsmanship in sport.
4	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Final Application Paper	Based on: <ol style="list-style-type: none">1. Written review, reaction, and reflection to assigned readings that discuss the group dynamics in sport.2. Responses to interview questions from experienced coaches on the group dynamics in sport

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		3. Synthesis of group dynamics in sport.
5	Analysis-Reaction papers (5); 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Final Application Paper	Based on: <ol style="list-style-type: none"> 1. Written review, reaction, and reflection to assigned readings that discuss the participant behavior in sport. 2. Responses to interview questions from experienced coaches on participant behavior 3. Synthesis of participant

Grading Policies and Rubrics

325 total points possible

325 – 290 = A

289 – 260 = B or Credit Grade

Below 260 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 (5 x 25 pts. ea.) | 125 points |
| 2. 10-day Journal | 50 points |
| 3. Philosophy of Coaching - Character | 50 points |
| 4. Successful Coach Interview | 50 points |
| 5. Final Application Project - Character Plan | 100 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:				

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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. Summary Paper – Character Plan	20	40	60	80	100
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. 	Comments:				

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|--|--|
| <ul style="list-style-type: none"> • 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. | |
|--|--|

A score of **25 (Analysis-Reaction Paper); 50 (10 Day Journal, Philosophy of Coaching, Coaches Interview); 100 (Summary Paper)** 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); 80 (Summary Paper)** 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); 60 (Summary Paper)** 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); 40 (Summary Paper)** 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); 20 (Summary Paper)** 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.

Once you have completed the course, you may either mail all completed assignments to the following address:

**Dr. Dennis Janzen
Fresno Pacific University
5478 Night Heron Drive
Blaine, WA. 98230**

**Or email all of your completed work once everything is completed to:
djanzen@fresno.edu (PREFERRED)**

References/ Resources

Websites – Character Education

These carefully selected web pages contain very useful material to assist your efforts in educating for character. There is a lot in this list that you can use as the basis for class discussions, writing assignments and student activities. We have not attempted to sort them according to the virtues they teach because they all teach many virtues.

The Random Acts of Kindness Foundation

www.actsofkindness.org

This website is just packed with great stuff for propagating basic human kindness. Their own description is way too modest, but here it is: "Want to encourage kindness on campus? Access our free Teacher's Guide, lesson plans, activity ideas, teachers' experiences, and other materials to help you successfully incorporate kindness into your school." A real gem.

Wise Skills Resources - Free Lessons

<http://www.wiseskills.com/freeresources/samplepages.html>

These free sample lessons serve up a generous variety of interconnected activities and experiences to help your students develop good character. Written by a former teacher.

Character Counts! - Free Lesson Plans

<http://charactercounts.org/lesson-plans/index.html>

These free lesson plans support the Six Pillars of Character® and are created by teachers.

Do Something

<http://www.dosomething.org/>

If you want your kids to be passive and docile, don't let them near this website. It'll fill their little heads with ideas about making the world a better place, and empower them to do something about it.

The Ethics Connection at the Markkula Center for Applied Ethics

<http://www.scu.edu/ethics/practicing/focusareas/education/>

Ethical dilemmas for young people written as dialogs. Lots to think about, talk about, write about. Also, they have a very useful framework for ethical decision making, which is at:

<http://www.scu.edu/ethics/practicing/decision/>

In fact, check out the whole website - it's loaded with goodies.

Fair-Play Code for Athletes, Coaches, and Parents

<http://www.stalbertringette.com/FairPlay.htm>

Build character through sports with this code of behavior for student athletes and the people who influence them the most.

Moral Dilemmas - Right vs Right

<http://www.gloablethics.org/resources/dilemmas.htm>

A whole collection of juicy ethical dilemmas for your students to gnaw on.

Suggested Additional Readings

Alberts, C. (2003). *Coaching issues and dilemmas: Character building through sport participation*. Reston, VA: NASPE Publications.

Arnold, P. (2001). Sport, moral development, and the role of the teacher: Implications for research and moral education. *Quest*, 53, 135-150.

Beller, J., & Stoll, S. (1995). Moral reasoning of high school student athletes and general students: An empirical study versus personal testimony. *Pediatric Exercise Science*, 7, 352-363.

Beller, J., Stoll, S., & Calmeiro, L. (2004, September). The RSBH Value-Judgment Inventory: Analysis of the Portuguese version. Poster presentation at the Association for the Advancement of Applied Sport Psychology Conference. Minneapolis, MN.

Bredemeier, B. (1995). Divergence in children's moral reasoning about issues in Daily life & sport specific contexts. *International Journal of Sport Psychology*, 26, 453-463.

Bredemeier, B. (1995). Moral reasoning and the perceived legitimacy of Intentionally injurious sport acts. *Journal of Sport Psychology*, 7, 110-124.

Bredemeier, B., & Shields, D. (1984a). Divergence in moral reasoning about sport and life. *Sociology of Sport Journal*, 1, 348-357.

- Bredemeier, B., & Shields, D. (1985). Values and violence in sport. *Psychology Today*, 19, 22-32.
- Bredemeier, B., & Shields, D. (1995). *Character development and physical activity*. Champaign, IL: Human Kinetics.
- Coakley, J. (1978). *Sport in society*. St Louis, MO: C.V. Mosby Co.
- Dunn, J. G., & Dunn, J. C. (1999). Goal orientations, perceptions of aggression, and sportspersonship in elite male youth ice hockey players. *The Sport Psychologist*, 13, 183-200.
- Emerson. (n.d.).
- Eitzen, D., & Sage, G. (2003). *Sociology of North American Sports*. Boston, MA: McGraw Hill.
- Fraleigh, W. (1994). Right action in sport—Ethics for contestants. Champaign, IL: Human Kinetics.
- Hellison, D. (2003). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.
- Krause, J., & Priest, R. (1993). Sport value choices of U.S. Military cadets—A longitudinal study of the class of 1993. Unpublished manuscript, Office of Institutional Research, U.S. Military Academy. West Point, NY.
- Krzyzewski, M. (2001). *Five point play*. New York, NY: Warner Books.
- Likona, T. (1991). *Educating for character*. New York, NY: Bantam.
- McNamme, M., & Parry, S. (Eds.). (1998). *Ethics and sport*. London: E & Fn Sports.
- Michener, J. (1976). *Sports in America*. New York, NY: Fawcett Crest.
- Morgan, W., Meier, K., & Schneider, A. (Eds.). (2001). *Ethics in sports*. Champaign, IL: *Human Kinetics*.
- Rudd, A., & Stoll, S. (2004). What type of character do athletes possess? An empirical examination of college athletes versus college non-athletes with the RSBH Value Judgment Inventory. *The Sport Journal*, 7 (2), 1-10.
- Shea, E. (1996). *Ethical decisions in sport*. Springfield, IL: Thomas Books.

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:

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| 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. |

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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.

Other Courses Offered by this Instructor

<http://ce.fresno.edu/cpd/dennis-janzen/>

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