FRESNO PACIFIC
U N I V E R S I T Y

Coaching Volleyball

Independent Study Online Course Syllabus

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Course Description

Coaching is teaching, and all successful coaches have a solid understanding of their sport. They are masters at teaching the technical and tactical components of their sport. This course covers the tactical and technical skills necessary for the successful teaching and coaching of competitive volleyball. You will also learn how to effectively design practice, in-season, off-season plans, and game plans in ways to optimize learning. The course is suitable for high school coaches, serious club coaches, college and university undergraduate students, and advanced coaches at the youth level. This online course is hosted as part of Human Kinetics Coach Education (HKCE) Program and meets the coaching education requirements for most state high school associations, colleges and universities. The HKCE program is supported by USA Volleyball and the American Volleyball Coaches Association. Most national governing bodies currently use, require, or recommend coach education in whole or in part to meet coaching education requirements for their organizations. This course satisfies the SHAPE America national standards for sport coaches (NSSC) requirements.

Note: Additional resources are obtained from coaching and education organizations including Gold Medal Squared, The Art of Coaching Volleyball, Volleyball Toolbox, and many others.

IMPORTANT NOTE: Enrollment in this course is a two-part process: a) Register for this course through Fresno Pacific University (FPU), so you receive continuing education university credits, b) Register for this course through Human Kinetics, so you have access the online course material and textbook. Your fees to FPU do NOT include the Human Kinetics Coach Education (HKCE) online course material and textbook. Refer to the Human Kinetics Coach Education website for information/register: https://coacheducation.humankinetics.com/collections/178.

Required Textbook, and Course Materials (Must be acquired separately)

Human Kinetics Coach Education (HKCE) Course Access:
Miller, Bob, (2005) The Volleyball Handbook E-book. Champaign, IL, Human Kinetics. ISBN-13: 978-0-7360-5610-6

Selected PDF's: Martens, R. (2012). Successful Coaching (4th ed.). Champaign, IL, Human Kinetics. ISBN-13: 978-1450400510 (Provided in the course materials)

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 learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
https://moodle.org // https://moodle.org/demo // https://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 for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)
(http://www.nbpts.org/standards-five-core-propositions/)
First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.
- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject 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

National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches (NSSC) (http://www.shapeamerica.org/standards/coaching)
- NSSC 1: Set Vision, Goals and Standards for Sport Program
- NSSC 2: Engage in and Support Ethical Practices
- NSSC 3: Build Relationships
- NSSC 4: Develop a Safe Sport Environment
- NSSC 5: Create a Positive and Inclusive Sport Environment
- NSSC 6: Conduct Practices and Prepare for Competition
- NSSC 7: Strive for Continuous Improvement

Society of Health and Physical Educators (SHAPE) America's National Standards & Grade Level Outcomes for K-12 Physical Education (http://www.shapeamerica.org/standards/pe/)
- 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 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- 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.

Continuing Education Program Student Learning Outcome

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

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. The learner will develop an understanding of effective teaching, learning, and player evaluation principles specific to competitive volleyball coaching.	NSSC 1-7	1,2,3,6
2. The learner will develop an applied understanding of technical and tactical offensive skills and systems.	NSSC 1,6,7	1,2,3,6
3. The learner will develop an applied understanding of technical and tactical defensive skills and systems.	NSSC 1,6,7	1,2,3,6
4. The learner will identify and analyze crucial factors involving sound psychology and pedagogy for effective coaching/teaching and practice planning in competitive volleyball.	NSSC 1,4,5,6	1-6
5. The learner will identify and analyze the elements of effective leadership and communication styles and techniques relative to the roles of the competitive volleyball coach.	NSSC 1-7	1-5

6. The learner will develop and refine their philosophy of coaching relative to successful coaching of competitive volleyball.	NSSC 1-7	1-6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes Topics,**

Assignments, and Activities

Note: Notice that the module titles correspond to the textbook (Successful Coaching) "Part" sections and the workbook (Coaching Principles) order of sections is different. Follow the order as prescribed in your Human Kinetics Coach Education (HKCE) course.

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	• Introduction video • Course Syllabus	

Module 1 – Effective Teaching and Evaluation: Technical and Tactical Skills	• Introduce Yourself Forum
	• Read and Complete HKCE Coaching Volleyball Principles Assignments for:
	  o Teaching Sport Skills
	  o Evaluating Technical and Tactical Skills
	• Review the SHAPE (NSSC Coaching Standards)
	• 1.1 Analysis-Reaction Paper – "TrainUgly – Learning"
	• 1.2 Reflective Forum
		25 pts
		
		20 pts
		15 pts

Module 2 – Technical Offensive Skills: Serve, Pass, Set, Attacking	• Read and Complete HKCE Coaching Volleyball Principles Assignments for: o Technical Offensive Skills • 2.1 Applied Activity: Offensive Skill Analysis – Choose a Skill • 2.2 Reflection Forum	 100 pts 15 pts
Module 3 – Technical Defensive Skills: Individual Defense, Blocking,	• Read and Complete HKCE Coaching Volleyball Principles Assignments for: o Technical Defensive Skills • 3.1 Applied Activity: Defensive Skill Analysis – Choose a Skill • 3.2 Reflection Forum	 100 pts 15 pts

Module 4 – Tactical Skills: Offensive Systems, Defensive Systems, Transitioning to Score	• Read and Complete HKCE Coaching Volleyball Principles Assignments for:
	  o Offensive Tactical Skills and Systems
	  o Defensive Tactical Skills and Systems
	• 4.1 Successful Volleyball Coach Interview
	• 4.2 Reflection Forum
		
		100 pts
		15 pts

Module 5 – Practice Plan Preparation: Season Planning, Daily Practice	• Read and Complete HKCE Coaching Volleyball Principles Assignments for: o Practice Planning • 5.1 Practice Plan Preparation • 5.2 Reflection Forum	 100 pts 15 pts

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 6 – Coaching in Competition: Pre-Match, In-Match, Post-Match	• Read and Complete HKCE Coaching Volleyball Principles Assignments for: o Coaching in Competition: Before, During, and After the Match • 6.1 Philosophy of Coaching – General and Volleyball • 6.2 Reflection Forum • 6.3 Social Media Post (Optional)	100 pts 15 pts 20 pts
Module 7 – Course Wrap-Up	• 7.1 Take and Post HKCE Final Exam • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	50 pts
	TOTAL POINTS	**705 pts**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies
- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- Students must earn a minimum of 80% to received credit for the assignment.
- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling short of a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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 Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course/assignment requirements, significant evidence of subject mastery – excellent demonstration of graduate level professional development scholarship.
B	80-89%	Very good	Adequately meets the criteria for all course/assignment requirements - demonstrates subject competency and very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements
- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Reflection Forum Requirements
- **Superior:** Response was greater than 350 words (approx. 1 page/3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was about 300 words (approx.½ to 1 page in length/2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than 300 words (approx. ½ page in length/1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous reflective forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments after they are submitted. The instructor can field any assignment questions and learn what has been most beneficial to the student at any time – convenient to the student.

Reflective Forums

Participation is an important expectation of this course and all online courses. Online postings 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 reflection question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

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

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. Moodle is easy to learn and has a friendly user interface. To learn more about Moodle, go to https://docs.moodle.org/33/en/Student_FAQ. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - https://col.fresno.edu/student.

Moodle Site Login and Passwords: 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 communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email them at 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 https://col.fresno.edu/contact/request-services. Please identify that you are with the "School = Continuing Education".

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

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 https://www.fresno.edu/students/registrars-office/academic-catalogs.

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.