

**Murray State University
COMMON SYLLABUS**

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: PHE

COURSE NUMBER: 318

CREDIT HOURS: 2

I. TITLE:

Coaching Track and Field I

II. COURSE DESCRIPTION AND PREREQUISITE(S):

The basic fundamentals of track and field will be presented and demonstrated. Laboratory experience will be provided.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Society of Health and Physical Educators (SHAPE) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. start a track program in a high school, club, or college;
- B. present basic skills to teach track and field events (SHAPE# 3, 4, 5,6) ;
- C. learn how to teach progressive skill development for track and field events (SHAPE# 6);
- D. analyze students' track and field performances SHAPE# 8);
- E. learn the track and field rules SHAPE# 5, 6);
- F. learn how to manage track and field competitions (SHAPE # 7, 8); and
- G. develop training programs for the novice and intermediate competitors (SHAPE # 6, 7, 8).

IV. CONTENT OUTLINE:

- A. Coaching Foundation
 1. Developing a Coaching Philosophy
 2. Communicating Your Approach
 3. Motivating Track and Field Athletes
 4. Building a Track and Field Program
- B. Coaching Plan
 1. Planning for the Season
 2. Preparing for Practices
- C. Coaching Events
 1. Sprints and Sprint Relays
 2. Hurdle Events
 3. Middle Distance and Distance Events
 4. High Jump
 5. Pole Vault
 6. Long Jump and Triple Jump
 7. Throwing Events

- D. Coaching Meets
1. Mental Training for Teams
 2. Preparing for Meets

V. INSTRUCTIONAL ACTIVITIES:

Coaching Philosophy

-Establish your own personal philosophy of coaching in one page. Explain how and why you would choose this style and why you ultimately think it would be successful.

Weekly Posts-

-Each post should be no more than one page double spaced showing that you have read and understand the material.

Training Plan-

-Pick a microcycle (one week) in your training during the year and turn it in. Make sure it makes sense for the time of the year and what event you are coaching (you can pick the event). Be detailed with each session and unit so your athlete doesn't have to ask questions like how much, how many, or how long. Please state at the top of the training schedule what event, the age of the athlete, what microcycle you chose, and how many weeks are in your whole training plan for the athlete. An example microcycle is posted.

Instructional Video-

-Each person will be assigned a specific event to film a 3-5 minute tutorial describing, coaching, and demonstrating the event. When putting together the film act like you are presenting it to someone that has no idea about track and field. Be as detailed as you can and assume the viewer knows nothing.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Each student will, in collaboration with the instructor, select, prepare and perform various coaching/managerial contingency assessments at various sporting events.

VII. TEXT(S) AND RESOURCES:

Guthrie, M. (2003). *Coaching track and field successfully*. Champaign, IL: Human Kinetics.

NCAA Track and Field Rules Book which can be found on line at naaa.org.

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Assignments	Points	Total Points
Coaching Philosophy	40	40
Weekly Posts	10	60
Instructional Video	100	100
Training Plan	50	50

TOTAL CLASS POINTS 250

B. Grading Scale

90 – 100 = A

80 – 89	= B
70 – 79	= C
60 – 69	= D
59 – 0	= E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.

Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).