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:

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

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Philosophy</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Weekly Posts</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>Instructional Video</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Training Plan</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

**TOTAL CLASS POINTS**  
250

B. Grading Scale
90 – 100 = A
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 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, 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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

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).