Course Syllabus

**EDMA 258**

**Coaching Track and Field and Cross Country**

**With Integrity, Inclusiveness, and Passion**

Drake University

**Instructor:** Kirk Schmaltz

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**Course Description:** This self-paced course for middle and high school coaches will allow you to analyze your strengths and weaknesses, and learn techniques to make you the best coach you can be, while building healthy relationships with your athletes. *Coaching Track and Field and Cross Country with Integrity, Inclusiveness, and Passion* is designed for you, the coach who would like to grow in your knowledge of the many different events that make up track & field and cross country. No matter if you are a novice coach or a coach with more experience, you will benefit from the practical information provided in this course.

The course will be delivered online using the Blackboard Learning Management System and broken down into several components of study/analysis.

1. Required texts:

Ehrmann, Joe with Ehrmann, Paula and Jordan, Gregory (2011) *InSideOut*

*Coaching; How Sports Can Transform Lives*. New York, NY: Simon and

Schuster Publishing Inc.

ISBN: 978-1-4391-8298-7 (**Required**)

Guthrie, Mark (2003) *Coaching Track and Field Successfully*. Champaign, IL

Human Kinetics, Inc.

ISBN-10: 0-7360-4274-1 ISBN-13: 978-0-7360-4274-1 (**Required**)

2022 NFHS Track & Field / Cross Country Official Rules Book (**Required**)

Available at: <https://www.amazon.com/Country-Official-National-Federation-Paperback/dp/B07YBM7V12>

1. Various video elements
2. Reflections on your current practices.
3. Activities and assignments that support you in applying and extending your new knowledge.
4. Two virtual meetings with your instructor - one at midterm, one at the end of the course.

**Learning Objectives:**

As a result of participating in course readings, viewings, activities, and assignments students will.

1. Reflect on and develop your personal coaching philosophy that is based on your

core values.

1. Develop a practice plan based on the latest best practices.
2. Acquire knowledge and drills to coach at least 3 events in track and field.
3. Develop a handbook for your track and field and/or cross country program that

includes coaching philosophy, team rules, schedule, equipment care, etc.

1. Successfully interpret and apply the rules of track & field and cross country to at

least one specific scenario at the high school level.

**Course Expectations:**

Complete all course work. The assignments of this course have been designed specifically for your acquisition of knowledge and ability to serve as a coach in track & field and/or cross country. It will allow you to develop skills to build healthy relationships with athletes, coaches, parents, teachers, administrators, and community members.

**Turn in all assignments using Blackboard.** During Module (4) and toward the end of Module (8), reach out to schedule your virtual meeting with your instructor.

**Our goal is to have everything for this course by two weeks before the end of the semester, including all of your assignments as well as the Final Instructor Meeting. As a result, all of your assignments will be submitted for grading two weeks prior to thatand then you will reach out to your instructor at that time so that you can have your Final Meeting completed no later than two weeks prior to the end of the semester.**

**ASK** for help if you are unclear about any of the assignments or requirements!!

**Course Content and Activities**:

**Module 1:** Introduction to Coaching Track & Field and Cross Country.

Activities/Assignments to be submitted for grading:

* Module 1 Reflection Journal 10
* Describe the main responsibilities of the head coach 10
* Construct your coaching matrix with the responsibilities of each 30

member of the coaching staff.

**Module 2:** Care and Prevention of Injuries, Nutrition, Rest and Recovery

Activities/Assignments to be submitted for grading:

* Module 2 Reflection Journal 10
* Describe where rest and recovery fits into your training program 20
* Interview a nutritionist or research the effect of nutrition on

athletic performance and write up 5 nutrition recommendations

for your athletes 20

* Develop an athletic injury guide for use with your team 10

**Module 3:** Weight Training and Conditioning

Activities/Assignments to be submitted for grading:

* Module 3 Reflection Journal 10
* Develop a general weight training program for a track and field or 20

a cross country program

* Describe the importance of proper technique for lifting for the health 20

and welfare of the athletes.

**Module 4:**

**Either:** Sprints and Sprint Relays

Activities/Assignments to be submitted for grading:

* Module 4 Reflection Journal 10
* Develop a guide that describes the method of passing the baton 10

(Visual or Blind) you would use in the sprint relays and when to use

it in the sprint relays. Support your decision with the latest best

practices.

* Describe the proper techniques of the start and the use 10

of starting blocks.

* Write a weekly practice plan for the sprinting events. 10
* Mid-term Instructor Meeting 10

**OR:** Middle Distance, Distance and/or Cross Country Races

Activities/Assignments to be submitted for grading:

* Module 4 Reflection Journal 10
* Describe the differences between aerobic and anaerobic 10

workouts and provide examples of each you might use

* Write a weekly practice plan for distance running 10
* Create a recruiting poster for cross country that lists the 10

advantages of running cross country

* Mid-term Instructor Meeting 10

**Module 5:**

**EITHER:** Hurdles

Activities/Assignments to be submitted for grading:

* Module 5 Reflection Journal 10
* Develop a plan of drills for the development of a high hurdler. 20
* Write a weekly practice plan for a high school high hurdler. 10
* Write a practice plan for a high school intermediate hurdler. 10

**OR:** Vertical Jumps:

Activities/Assignments to be submitted for grading:

* Module 5 Reflection Journal 10
* Describe the use of the “J” approach in the high jump 15
* Describe the characteristics of an athlete who wants to be a 10

pole vaulter

* Submit a practice plan for one week for the pole vault or the 15

high jump

**Module 6:**

**EITHER:** Horizontal Jumps:

Activities/Assignments to be submitted for grading:

* Module 6 Reflection Journal 10
* Describe the importance of the approach in the long jump 15
* Describe the athletic characteristics of a triple jumper 10
* Submit a practice plan for one week of the long or triple jump. 15

**OR:** The Throws

Activities/Assignments to be submitted for grading:

* Module 6 Reflection Journal 10
* Describe the drill progression of the shot put or discus 15
* Describe the athletic characteristics of a shot put or discus thrower 10
* Submit a practice plan for one week for the shot put or discus 15

**Module 7:** Rules for Track & Field and Cross Country

Activities/Assignments to be submitted for grading:

* Module 7 Reflection Journal 10
* Complete open book rules test (25 T/F questions) 25
* Apply your interpretation of a track & field or cross country rule to a 20

situation, justify your interpretation with the rule/rules from

NFHSAA Rulebook.

**Module 8:** Final Project. (Your Coaching Philosophy, Team Handbook

and Practice Plan)

Activities/Assignments to be submitted for grading:

* Module 8 Reflection Journal 10
* Describe your coaching philosophy using your core values 15
* Submit a handbook for track & field or cross country 20
* Submit a season long practice plan for one event in track & field. 15
* Final Instructor Meeting 10

**Evaluation Criteria:**

Please review rubrics located in the Blackboard course related to each assignment to help guide your responses.

Be sure to:

* Respond with insight, clarity and precision (cite specific text/video examples).
* Respond in relevant illustrative detail (include specific, observable examples).
* Write competently at the graduation level (word-processed, proofread document, APA Format).

There will be 8 modules in this course worth a total of 435 points. Your final letter grade will be determined by the following percentages:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59% and lower

Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Michelle Laughlin coordinates accommodations. Jean Hansen may assist as well. Their contact information is listed below:

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| --- | --- |
| Michelle Laughlin  Director of Student Disability Services  (515) 271-1835  [michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu) | Jean Hansen  School of Education  Sr. Online Instructional Designer  (515) 271-3906  [jean.hansen@drake.edu](mailto:jean.hansen@drake.edu) |

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.

## Statement of Plagiarism:

Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the APA Publication manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. In other words, do not submit work for this course that you have done for other courses.