

ATH 932 – Interval Training for Sports

Independent Studies Online Course Syllabus

Number of Units: 3 Graduate Semester Units

Target Grade Level: 9th through 14th grade

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Course Description

- The concept of interval training has exploded in recent years with the popularity of CrossFit™, P90X™, and other high intensity training programs. However, interval training can also compliment the student athlete preparing for regular season games and peaking at the end of the season. It is important to minimize the effects of fatigue while building and maintaining muscle mass which allows student athletes to increase strength, power, and agility. Participants will learn about the concepts and tools needed to develop safe and effective interval training programs that support national standards. Program elements and sample programs will be presented to illustrate how to create a new program or integrate components into an existing program.
- Course assignments encourage participants to integrate the course material with specific national standards for physical education. Objectives for each lesson are modeled around standards-based learning as identified by SHAPE America. Evidence of learning is tied directly to stated objectives and is assessed via analysis and application papers, training programs, testing programs, reflective evaluations and peer learning. The course is designed for teachers and coaches of 9th through 14th grade students.
- Note: Students are required to purchase the textbook separately.

Required Course Materials

- **Course Syllabus** – The course syllabus is posted on the course home page of Moodle.
- **Textbook:** Cissik, J., & Dawes, J. (2015). Maximum interval training. Champaign, IL: Human Kinetics is the course textbook. Students are expected to thoroughly read this book and will

be asked to analyze the content and apply the suggested techniques to a sport or physical education situation.

- **Note:** Students are responsible for purchasing their own textbook, reading it thoroughly, and applying what they learned to the course assignments. You can order the book directly from the publisher, Human Kinetics, <http://www.humankinetics.com/products/all-products/maximum-interval-training> or from one of several discount aggregators (for example):
 - www.isbns.net
 - www.amazon.com
 - www.google.com/products

- **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.

- **Moodle** - Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning). www.moodle.org, www.demo.moodle.org, www.docs.moodle.org

- **Grade Request** – After you have completed all your coursework, you will need to request your grade via the instructions in the Course Wrap-up: Grading and Evaluations module of Moodle.

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.

Learning Outcomes for this Course

Student Learning Outcomes in this Course Student will be able to:	SHAPE America National Standards Addressed*	Continuing Education Program Student Learning Outcomes Addressed**
1. Identify and integrate standards into many aspects of their teaching and coaching as demonstrated through their coursework.	2, 3, 4	1, 2, 3, 4, 5

2. Describe their role in shaping their student athletes to become “physically educated students”.	1, 2, 3, 4, 5	1, 2, 5
3. Understand the main theories influencing physical conditioning for sports.	2, 3, 5	2, 3, 5, 6
4. Integrate the interval training principles for physical conditioning into a student athlete-centered training program.	2, 3, 4, 5	1, 2, 3, 4, 5
5. Design interval training programs using properly calculated sets, reps, and rest intervals for their student athletes.	2, 3	1, 2, 4, 6
6. Develop interval training programs to establish a foundation for developing strength and power for their student athletes.	2, 3	1, 2, 4, 6
7. Develop interval training programs to maximize strength and explosive power for their student athletes.	2, 3	1, 2, 4, 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**

Standards to be Addressed in this Course

“Standards are an enduring commitment, not a passing fancy.”

-California State Board of Education

National Physical Education Standards by SHAPE America (www.shapeamerica.org/standards/pe/index.cfm)

The following content standards defined by SHAPE America specify what students should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

- SHAPE 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- SHAPE 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- SHAPE 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- SHAPE 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

SHAPE 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Board for Professional Teaching Standards (NBPTS) (www.nbpts.org)

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Teachers are committed to students and their learning
- Teachers know the subject they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

Common Core State Standards (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Continuing Education Program Student Learning Outcomes

- 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.

Course Topics, Assignments and Assessments

Topics, Assignments and Activities

This section describes exactly what material the participant must cover and in what sequence. Assignments and activities are integrated with the topics to show the relationship between learning and practice within a standards-based learning environment.

- **Module 1 - Analysis and Application Papers**

The Analysis and Application Papers address the various chapters and issues covered in your text. Each paper will be 3 to 4 pages and include two sections: analysis (discussing the major points presented in the chapter) and application (applying the major points to a power program). The Analysis and Application Papers are the primary mechanism by which you will provide evidence of the following: a) providing a written overview of each specific reading assignment, b) demonstrating the ability to apply the information presented via a written application to each chapter, c) integrating your experience with the course material, verifying that you have successfully completed the reading assignments.

- **Module 2 - Interval Training Program**

To develop a working understanding of the principles and applications for interval training. In addition, the coach or teacher will have the opportunity to develop an actual interval training program that he/she can use with student athletes. The coach or teacher will also be encouraged to design the interval training program to reflect any unique demands required for a specific sport.

- **Module 3 - Training Program Reflection**

Implement the Interval Training Program you designed above for at least four (4) weeks. After four (4) weeks, write a brief reflection addressing positive and negative aspects of the program. This exercise is useful for evaluating your training program and gathering ideas that will make future programs successful. By taking a little time to reflect, you should objectively see principles that worked well and those that need modifications. In either case, you will develop greater appreciation for your conditioning program.

- **Module 4 - Interval Training Workshop**

Using the textbook and the references provided, create a workshop outline/script on interval training. This assignment should be appropriate for the coach or teacher interested in presenting this information as part of a unit on conditioning or to his/her colleagues during an in-service opportunity. This assignment will help the participant develop a general teaching strategy for a lesson that can be part of a unit/workshop on fitness or physical conditioning. This assignment will allow the participant to use the information learned to design a meaningful workshop about interval training programs.

- **Module 5 - Coach's Interview**

This assignment will help you gain a deeper understanding of another coach's perspective on interval training by interviewing an active coach and focusing on his/her current training program. You will develop a list of questions related to his/her current training program and their level of interest in integrating some of the interval training principles covered in this course into his/her current training program. Using your list of questions, conduct the interview and either video or audio record the interview. You can get creative and act like you are a local sport reporter conducting a interview about his/her training program before this week's homecoming game or the start of the playoffs. Your assignment will be to collect this information and provide an analysis of your observation.

Evidence of Learning

Evidence that the student achieved the course objective includes:

- Course instructor observed evidence of understanding of course objectives as demonstrated through student's analysis and reflective writing assignments.
- Course instructor observed evidence of understanding of course objectives as demonstrated through student's presentation of an interval training program.
- Student demonstrated insightful thinking by analyzing the strengths and weaknesses of their interval training program.
- Student demonstrated their understanding of appropriate hands-on methods of teaching through their workshop teaching experience.
- Student demonstrated a deeper understanding of interval training programs by interviewing another coach and developing a reflective response.
- Student included the use of higher level thinking skills to make connections to professional coaching and teaching standards from SHAPE America.
- Student demonstrated how they might use professional coaching and teaching standards from SHAPE America in their future strategies, techniques, and course content.

Grading Policies and Rubrics for Assignments

Course participants have the option of requesting a letter grade (A-grade or B-grade) or a Credit / No Credit when submitting the online grade form. Students will submit their grade request when all coursework has been completed.

The participant's grade will be determined by the quality and number of assignments they choose to complete. Each assignment outlined in the course packet includes a rubric which clearly describes the expectations for the course assignment. The discernment between an A or a B grade is at the discretion of the instructor based on the quality of work submitted. Any assignment falling below the "B-grade" or "Credit-grade" quality (below 80%) threshold will be returned to the participant with further instructions.

Outlined below are the assignment requirements for each type of grade option.

- Five assignments - All coursework must receive “B-grade” or better for participants who are working for the “B letter grade” or “Credit” option.
- Seven assignments - All coursework must receive “A-grade” or better for participants who are working for the “A letter grade” option.

B letter grade / Credit - (All coursework must receive B-grade or better for this option)

- Complete two (2) Analysis and Application Papers
- Complete the Internal Training Program
- Complete only two (2) of the following:
 - Training Program Reflection
 - Interval Training Workshop
 - Coach’s Interview

A Letter Grade - (All coursework must receive A-grade or better for this option)

- Complete three (3) Analysis and Application Papers
- Complete the Interval Training Program
- Complete all three (3) of the following:
 - Training Program Reflection
 - Interval Training Workshop
 - Coach’s Interview

Credit Hour Chart Samples for Course Proposal (90 hours for 3 unit course; 60 for 2 unit course)

<i>Assignments: Enter specific assignments</i>			
Reading	Total Pages	Pages/Hour Rate*	Hours Subtotal
Maximum Interval Training	368	20	18.40
Journal Articles (various)	74	20	3.70
Enter Text 3			
Writing	Pages	Pages/Hour Rate*	Hours Subtotal
Analysis and Application Paper #1	4	1	4.00
Analysis and Application Paper #2	4	1	4.00
Analysis and Application Paper #3	4	1	4.00
Training Program Reflection	3	1	3.00
Discussion/Forums		Post/Hour Rate*	Hours Subtotal
Introduction/Orientation Forum	1	2	0.50
Analysis and Application Forum	1	2	0.50
Interval Training Program Forum	1	2	0.50
Final Reflection Forum	1	2	0.50
Other Assignments	Pages	Pages/Hour Rate*	Hours Subtotal
Interval Training Program	8	0.3	24.00
Interval Training Workshop	4	0.3	12.00
Coach's Interview	5	0.3	15.00
TOTAL HOURS OF ASSIGNMENTS			90.10

Course Requirements

Students will be expected to:

- Read and apply the text, Maximum Interval Training, to all assignments.
- Review the course assignments from the course packet and contact the instructor via phone or email to discuss any questions they may have about the materials or assignments.
- Complete the Analysis and Application Papers based on the Maximum Interval Training textbook.
- Create an interval training program for a student athlete based on the information in the Maximum Interval Training textbook and the course material.
- Implement the interval training program designed above for four weeks and write a brief reflection on the positive and negative aspects of the program.
- Interview an athletic coach about his/her current training program and ways he/she could enhance it with interval training principles presented in this course.
- Create a workshop outline/script on interval training using the textbook and the references provided within the course. This assignment should be appropriate for the coach or teacher interested in presenting this information as part of a unit on conditioning or to his/her colleagues during an in-service opportunity.
- Complete all assignments within the allocated timeframe – one year from enrollment date.
- Submit all typed coursework in the organized format described within the Schedule of Topics and Assignments section.
- Keep a copy of their coursework in the event something gets lost or destroyed in the mail.
- Complete the designated assignments for either the B grade / Credit or A grade option.

Discussion Forums

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

Technology Requirements

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)

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-online.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 login instructions and **enrollment key**, within one week of registration. The enrollment key is a one-time course access password – or “key” you will need to enroll in the course for the first time. This is NOT the same as the Moodle password needed to log onto Moodle each time you access the course.

Getting Help

If you need help logging on to the Moodle site, contact the Center for Online Learning help desk at Fresno Pacific University by telephone 1-559-453-3460 or by requesting a support ticket at <http://col.fresno.edu>.

Email Communication

I encourage email communication, but require that the subject line of all emails contain the course number, your last name, first name. For example: “ATH ### - Andy Herrick”. For security purposes, emails sent without any subject in the subject line will not be opened.

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>

Instructor / Student Contact

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Grading and Transcripts

- Upon completion of all course assignments and activities, students will need to submit an online request for final course grade by logging into <http://ce.fresno.edu/cpd>.
- Transcripts may be ordered online after you receive your blue official computer-generated Grade Report. Refer to the current Independent Study Policy Statement provided to you by your instructor, or on the CPD website (<http://ce.fresno.edu/cpd>) for further information.