

ICA M28A: INTERCOLLEGIATE TRACK AND FIELD - WOMEN

Originator

tkephart

Co-Contributor(s)**Name(s)**

Manakas, Vance (vmanakas)

Black, Adam (ablack)

College

Moorpark College

Discipline (CB01A)

ICA - Intercollegiate Athletics

Course Number (CB01B)

M28A

Course Title (CB02)

Intercollegiate Track and Field - Women

Banner/Short Title

Intercoll Track & Fld - Women

Credit Type

Credit

Start Term

Spring 2021

FormerlyKIN M136A - Intercollegiate Track-Women
PE M77 - Track - Women**Formerly**

KIN M136A and PE M77

Catalog Course Description

Develops athletic skills and techniques in Track and Field. Emphasizes team development and competitive improvement and intensity.

Additional Catalog Notes

Involves competition against other institutions and travel.

Student must be capable of competing at the intercollegiate level.

Repeatability is dependent upon CCCAA (California Community College Athletic Association) eligibility. May be taken a maximum of four (4) times for credit.

Credit Limitation: UC - Maximum credit of 4 units if combined with any or all other DANC/ICA/KIN/PE Activity courses.

Taxonomy of Programs (TOP) Code (CB03)

0835.50 - Intercollegiate Athletics

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will be required

Faculty notes on field trips; include possible destinations or other pertinent information

Various colleges across CA for track meets

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

Yes

Number of times a student may enroll in this course

4

Maximum units a student may earn in this course

16

Specify the Title 5 justification for repeatability

Intercollegiate athletics

Justification for Repeatability

Repeatability is dependent upon CCCAA (California Community College Athletic Association) eligibility.

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

157.5

Maximum Contact/In-Class Laboratory Hours

157.5

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

175

Total Maximum Contact/In-Class Hours

175

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

35.0

Maximum Outside-of-Class Hours

35.0

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

210.0

Total Maximum Student Learning Hours

210.0

Minimum Units (CB07)

4

Maximum Units (CB06)

4

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | demonstrate proper technique in all skills associated with women's track or field events. |
| 2 | demonstrate effective safety techniques and equipment use associated with intercollegiate track and field. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | demonstrate a variety of individual techniques and fundamentals required for intercollegiate participation and adhere to the CCCAA (California Community College Athletic Association) and collegiate rules for the sport. |
| 2 | develop and apply team skills necessary to successfully compete at the intercollegiate level. |
| 3 | apply and develop principles for social interaction, teamwork and leadership. |
| 4 | demonstrate and practice an appreciation for high quality character traits including, but not limited to, sportsmanship, fair play and teamwork. |
| 5 | identify and practice good health habits through proper emphasis on training techniques, injury prevention, nutrition and substance education. |
| 6 | develop and demonstrate proper throwing techniques in all field events. |
| 7 | develop and demonstrate proper start, running, and finishing techniques in all track events. |

Course Content**Lecture/Course Content**

- **(70%) - Development of individual fundamental track and field skills**
 - Sprinting techniques
 - Distance running techniques
 - Jumping techniques
 - Throwing techniques
 - Conditioning for strength, power, speed, and endurance
- **(10%) Demonstration of individual track and field skills**
 - Live demonstration during class
 - Video analysis of students and elite athletes
- **(20%) Development of the Whole Athlete**
 - Positive character and decorum
 - Goal setting
 - Teamwork/social interaction
 - Personal health habits
 - Athlete mindset
 - Injury prevention

Laboratory or Activity Content

- **(70%) - Development of individual fundamental track and field skills**
 - Sprinting techniques
 - Distance running techniques
 - Jumping techniques
 - Throwing techniques
 - Conditioning for strength, power, speed, and endurance
- **(10%) Demonstration of individual track skills**
 - Live demonstration during class
 - Video analysis of students and elite athletes
 - Skill performance at track and field meets
- **(20%) Development of the Whole Athlete**
 - Positive character and decorum
 - Goal Setting
 - Teamwork/social interaction

- Personal health habits
- Athlete mindset
- Injury prevention

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
Individual projects
Journals
Laboratory activities
Oral analysis/critiques
Performances
Participation
Portfolios
Skills demonstrations
Skill tests or practical examinations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Distance Education
Demonstrations
Field trips
Group discussions
Laboratory activities
Lecture

Describe specific examples of the methods the instructor will use:

- Demonstrate safe and effective track and field techniques.
- Provide verbal feedback to promote kinesthetic awareness and skill acquisition.

Representative Course Assignments

Writing Assignments

- Develop individual and team goals specific to intercollegiate women's track and field.
- Create a daily journal reflecting on skills practiced, injury prehab/rehab, physical health, and mental health.

Critical Thinking Assignments

- Create pre-meet goals and a plan to achieve those goals.
- Critique performance according to areas of improvement and areas of proficiency.

Reading Assignments

- Read peer-reviewed scientific journal articles regarding sport and exercise nutrition. An example could be: Read the article, "Periodized Nutrition for Athletes" and apply 3 nutritional changes to enhance health and performance.
- Read articles on resilience in sport.
- Read articles on the importance of sleep and recovery as it relates to peak performance.

Skills Demonstrations

- Demonstrate appropriate javelin throwing techniques.
- Demonstrate appropriate starting block set up.

Outside Assignments

Representative Outside Assignments

- Research several methods to improve mental skills. A sample assignment can be to choose 2-4 mental skills to apply to a daily mental skill development program and journal the effects the mental training has on one's mental health and track and field performance.
- Watch Carol Dweck's Ted Talk on Growth Mindset. A sample assignment would be: Engage in an online discussion with your classmates to compare and contrast the differences between growth and fixed mindsets and athletic performance.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Calif. State Univ., Northridge	ATHL 224	Track and Field - Women	2
CSU Bakersfield	ATHL 1433	Intercollegiate Track, Women	1
Cal Poly Pomona	TH 1951	Intercollegiate Women's Track and Field	2

Comparable Courses within the VCCCD

ICA V20 - Intercollegiate Track and Field: Women

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Allan Hancock College	PEIA 155	Intercollegiate Track, Women	3
Chabot College	ATHL TK16	Women's Intercollegiate Track and Field	3
Diablo Valley College	KNICA 221	Intercollegiate Track and Field, Women	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

E2. Physical Education

Approved

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****E Lifelong Learning and Self-Development**

Approved

Area F: Ethnic Studies**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionWooden, John, and Jay Carty. *Coach Wooden's Pyramid of Success: Building Blocks for a Better Life*. Regal, 2005.**Resource Type**

Textbook

Classic Textbook

No

DescriptionAfremow, Jim and Jim Craig. *The Champion's Mind: How Great Athletes Think, Train, and Thrive*. Rodale Books, 2015.**Resource Type**

Textbook

Classic Textbook

No

Description

Clark, Nancy. *Nancy Clark's Sports Nutrition Guidebook*. 6th ed., Human Kinetics, 2019.

Library Resources**Assignments requiring library resources**

Locate and analyze peer-reviewed articles using the Library's online databases, particularly health-related databases and Elsevier ScienceDirect.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research sports nutrition and mindset training using the library's print and online resources.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online is a temporary emergency approval ONLY

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.

Face to Face (by student request; cannot be required)	Labs will be face to face with practical (identification) quizzes and exams. Lab time will offer student-student interaction and time to ask question of the instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will provide students with the same experience as in a traditional lecture class. Online practice exams and quizzes will provide the opportunity for asynchronous review of material
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat or video conferencing technology.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. Furthermore, the instructor may lead an online lecture during a consistent time frame via Zoom or any other video conferencing tool.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Face to Face (by student request; cannot be required)	Labs will be face to face with practical (identification) quizzes and exams. Lab time will offer student-student interaction and time to ask question of the instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will provide students with the same experience as in a traditional lecture class. Online practice exams and quizzes will provide the opportunity for asynchronous review of material
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat or video conferencing technology.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. Furthermore, the instructor may lead an online lecture during a consistent time frame via Zoom or any other video conferencing tool.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Face to Face (by student request; cannot be required)	Labs will be face to face with practical (identification) quizzes and exams. Lab time will offer student-student interaction and time to ask question of the instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will provide students with the same experience as in a traditional lecture class. Online practice exams and quizzes will provide the opportunity for asynchronous review of material
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat or video conferencing technology.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. Furthermore, the instructor may lead an online lecture during a consistent time frame via Zoom or any other video conferencing tool.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

COACHING

Review and Approval Dates**Department Chair**

11/03/2020

Dean

11/03/2020

Technical Review

11/05/2020

Curriculum Committee

11/17/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/20/2020

Control Number

CCC000524572

DOE/accreditation approval date

MM/DD/YYYY