CREDIT COURSE OUTLINE

I. COVER PAGE

(1) PE 39A	(2) THEORY OF TRACK AND FIELD	(3) 1
Number	Title	Units

(4)	Lecture / Lab Hours:			
	Total Course Hours			
		Total Lec hours:		1.00
		Total Lab hours:		1.00
		Total Contact hours:		36.00
	Lec will generate 0 hour(s) outside work.			
	Lab will generate 0 hour(s) outside work.			
(5)	Grading Basis:	Grading Scale Only		
		Pass/No Pass option		X
		Pass/No Pass only		
(6)	Advisories: Eligibility for English 126			
(7)	Pre-requisites(requires C grade or better):			
	Corequisites:			

(8)Classification:			
		Degree applicable:	X
		Non-degree applicable:	
		Basic skills:	
(9)RC	Fulfills AS/AA degree requirement: (area)		
		Physical Education	
	General education category:		
	Major:		
	Certificate of:		
	Certificate in:	COACHING	
(10)CSU		Baccalaureate:	X
(11)Repeatable: (A course may be repeated three times)			3

(12) Catalog Description:
This course is designed to improve student's knowledge of competitive track and field skills, event strategy, officiating and related topics in preparation for the intercollegiate track and field season. Students in this course must perform and compete at the intercollegiate level.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

I. use proper and safe practice drills
II. demonstrate proper tecniques related to specific events
III. illustrate a basic knowledge of event-specific drills and their application on the track.
IV. apply of proper decorum policies as determined by the Commission on Athletics and head track and field coach

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

I. evaluate and critique his/her own skill levels in preparation for intercollegiate track and field
II. plan, implement, and practice appropriate track and field drills that promote improved levels of performance during the intercollegiate track and field season.

IV. COURSE OUTLINE:

Lecture Content:

A. Introduction
1. Grading/evaluation process
2. Appropriate practice attire
3. Team policies / forms
4. Commission on Athletics policies / forms

B. Student Athlete Retention Program
1. Notebook
2. Purpose
3. Study table

C. Introduction of training program
1. Track & Field procedures

2. Care and use of equipment
3. Demonstration of event-specific drills

D. Final evaluation of the student's continued participation in the course to be determined by head track and field coach.

Lab Content:

I. Instruction in:
   1. short distance track events
   2. long distance track events
   3. field events

II. Participation in training sessions
   1. short distance events
   2. long distance events
   3. field events

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

II. Other Readings
   1. Recommended - *Reedley College Player Policy Handbook 2010 (updated annually)*

___ Global or international materials or concepts are appropriately included in this course
_X_ Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Topics include tolerance and problem-solving within the team concept. Team-building through "forming, storming, norming and performing" stages recognizes multiracial/multicultural differences as potential challenges to purposeful team function. Through directed discussion, head coach will acknowledge the individual differences of those that make up the track & field team and how to cooperatively work as a successful unit towards a common goal.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing Check either 1 or 2 below			
	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
X	***2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.***		
	a) essay exam(s)		d) written homework
	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:

B. Problem Solving Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems	X	f) other (specify): video evaluations

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:
1. warm-up/stretch routine by each event
2. practice starts
3. practice throws
4. practice jumps

D. Objective examinations including:			
X	a) multiple choice		d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:
Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.
50% Participation 40% Skills Tests 10% Objective Tests

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126) (as outcomes for English 262) _____ Using phonetic, structural, contextual, and dictionary skills to attack and understand words. __X__ Applying word analysis skills to reading in context. __X__ Using adequate basic functional vocabulary skills. __X__ Using textbook study skills and outlining skills. _____ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	Student must be able to read and comprehend instructor handouts and various weight room informational placards. Student must be able to understand basic terminology associated with concepts of physical fitness, proper identification of weight room equipment, and muscles. Student must be able to adequately learn from reading assignments and apply knowledge gained to active participation in weight room.

Check the appropriate spaces.
_____ Eligibility for Math 101 is advisory for the target course.
__X__ Eligibility for English 126 is advisory for the target course.
_____ Eligibility for English 125 is advisory for the target course.
If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites