2015

CEAD 680-S2 Residency I: Professional Development

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Course Description: This first residency is designed to connect the student to the academic and scholarly work being conducted in the field of coaching education by attending the National Coaching Conference. The National Coaching Conference is an annual professional conference hosted by the United States Coaching Education Coalition (USOC, NCAA, NFHS, SHAPE America, and NSCA). This year the three-day conference is being held at West Virginia University (June 10-12). The 2015 theme is – Physical Literacy: The launching pad for lifetime athletic development and performance.

Prior to the conference students will be assigned to specific sessions to attend. Each evening the cohort will meet to discuss the day and what was learned. At the conclusion of the conference students will submit a conference reflection paper. Following the conference students will continue to investigate, research, and present information to cohort members in our online format. The goal is to use the conference theme as a jumping off point for learning and reflecting on the most up to date best practices in coaching education and to become more familiar with the National Standards for Sport Coaches.

Residency Site: West Virginia University, Morgantown, WV, June 9 – 12, 2015

Required Text: None

Additional Readings will be assigned based on presentation topics.

Citation format: Publication manual of the American Psychological Association (APA 6th Ed.)

Student Learning Outcomes (Goals of the Conference) – the students will be able:

1. To network, talk, discuss, and debate issues with colleagues, top coaches, researchers and administrators.
2. To identify and describe how the National Standards for Sport Coaches in their own programs and organizations.
3. To begin to implement best practices learned at the conference within their own coaching.
4. To initiate collaborative learning within the cohort through the development of learning modules.

Student Learning Activities – The students will:

1. Attend all assigned lectures, presentations and field sessions.
2. Attend cohort daily debriefings and be able to share their notes and information.
3. At the conclusion of the conference to write a paper (double-spaced) on the lessons learned from the conference.

4. During the conference students will be in groups of two and attend assigned sessions and will begin to investigate and research particular topics or issues.
   a. Students will then have two weeks following the conference to prepare a module for the cohort lasting one week. The remaining two weeks of the course will include facilitating that module to the rest of the cohort. The instructor will be available and provide any assistance needed for the development of the module.

**Grading Criteria**

- Conference attendance including all activities – 200 Points
- Conference reflection paper – 100 Points
- Student module development and facilitation – 400 Points
- Module participation and performance in the remaining two groups modules – 200 Points (100 points each)
- Course reflection paper – 100 Points

**Grading Scale**

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\begin{align*}
A &= 1000 - 930; \\
A- &= 929 - 900; \\
B+ &= 899 - 870; \\
B &= 869 - 830; \\
B- &= 829 - 800; \\
C+ &= 799 - 750; \\
C &= 749 - 700; \\
F &= < 699.
\end{align*}
\]

**Conference Reflection Paper (100 Points, DUE June 19)**

Your conference reflection is written independently from your group. It should be a thoughtful description of your conference experience, expectations, networking, and learning that occurred. There is no page limit (double-spaced), but should fully reflect on the impact that attending this conference had on your coaching development.

**Conference Module Development Criteria – (400 Points)** Each group should select six sessions that they only attended to create their learning module.

*Development period: June 15 – 26; Delivery period: June 29 – July 10.*

This module should include:

1. Topic and description of the theme or issues. (25 points)
2. Module learning goals (what do you want your classmates to know?) (50 points)
3. Identification of relevant literature for review or suggested for further reading. (75 points)
4. Development and presentation of student learning activities. (200 points)
   a. Activities should include a variety of learning strategies such as:
      i. Discussion board topics
      ii. Multi-media lessons
      iii. Review of relevant research
      iv. Reflective summary of lessons learned in module.
5. Identification of student learning assessment. (50 Points)
Grading Expectations

- All students are expected to participate in online discussions.
- All assignments are to be submitted electronically by the due date specified, through the assignment tab; late assignments will result in a 5% point deduction for each day until submitted.
- All papers are expected to be grammatically correct and properly cited.

Your discussion board assignment grade for each module will be evaluated based on your discussion board posts. Your posts will be evaluated on both quality and quantity, as well as on the degree to which you promote appropriate discussion with your colleagues. Individual posts will be evaluated based on the scale below. Students are also encouraged to create a thread and facilitate the discussion.

Level 1: Response is based solely on past experience and opinion (25% of total points)
Level 2: Response is based upon research from both course resources and external sources (articles, books, journals, websites, etc.) (26 – 80% of total points)
Level 3: Response combines personal analysis, external research and support, reactions to posts by other participants, and some synthesis (combining all elements into one comprehensive statement on the issue). (81 – 100% of total points)

To be considered when you create your learning modules if you choose to ask students to review an article.

Research Article Review The purpose of this assignment is to connect you to literature related to sport ethics and the text. It is designed to be a critical thinking exercise and when appropriate your reflections should be linked to the content within the module.

Research Article Review Assignment
1. Content – Write a summary of the article. (Not more than two pages)
2. Reflection & Application: What did you learn, and how would you apply or make use of this information? (Not more than two pages)

Research Article Review Format
1. Each review should be in a MS Word document, 12-font, double-spaced.
2. Should not be less than three pages nor exceed four pages.
3. The document should be saved as: your last name along with the last name of the first author, (e.g., quinn.Bäck.review.doc and submitted no later than the submission date.
4. Place your name and the full article citation on the top of the first page.