

COURSE TITLE: Sports Camps: 2025 #2

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

INSTRUCTOR: Eric Low
ericlow11@hotmail.com

WA CLOCK HRS: 30
OREGON PDUs: 30
PENNSYLVANIA ACT 48: 30

COURSE DESCRIPTION:

Are you planning to attend at least one Sports Camp this year? If so, this course is for you. It is open to coaches Nation Wide attending ANY Sports Camp. Sports camps are available for your particular sport and athlete program. Often these Sports Camps have Professional and/or College coaches lecturing. You can attend and earn three (3) continuing education quarter credits or 30 clock hours or PDUs. Attending more than one camp during the year? Then contact the instructor directly.

This course is open to coaches Nationwide, who will be attending ANY Sports Camp throughout the year. There are many National as well as local Sports Camps available to coaches that focus on a variety of aspects related to the development of their particular sport and athletes.

Often these Sports Camps have Professional and/or College coaches lecturing on particular topics related to their sport. Participants will have the opportunity to attend these lecture sessions and earn three (3) continuing education quarter credits or 30 clock hours/PDUs for attending a Sports Camp of their choice.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- An understanding of sports program philosophy and development.
- An understanding of methods for developing motivation in today's student-athlete.
- An understanding of methods of developing leadership in today's student-athlete.
- Reviewed a variety of philosophies on program development, motivation, and leadership by outstanding coaches in America.
- Know how to compare and contrast these different philosophies.
- Know how to develop their own philosophies.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION**REQUIRED TEXT**

Choose one (1) of these books:

Teaching Character Through Sport by Bruce Brown

1001 Motivational Messages and Quotes for Athletes and Coaches by Bruce Brown

The Role Of Parents In Athletics by Bruce Brown

Or another book you select.

None. All reading is online.

MATERIALS FEE

Text cost varies based on book selection.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**A. INFORMATION ACQUISITION****Assignment #1: Goal & Motivation**

Contact the instructor before or after registration at Ericlow11@hotmail.com or 360.219.7986 regarding the Sports Camp you will be attending.

Write a 1-2 page description of your goals and motivation.

Send to instructor: Ericlow11@hotmail.com Subject line to read 'Camp #2- Assignment #1 - 2025'

Assignment #2: Details about Camp

Provide the instructor with the specific details of the camp. Send 1-2 pages to the instructor. Be sure to include the following details: location, dates and times of the camp, activities you chose, and why.

Send to instructor: Ericlow11@hotmail.com Subject line to read 'Camp #1: Assignment #2 - 2025'

Assignment #3: Reflections

Attend the key sessions of the camp. Write 1-2 page reflection on your experience. This may include what was new or surprising to you. Indicate ideas for implementing what you learned.

Send to instructor: Ericlow11@hotmail.com Subject line to read 'Camp #2: Assignment #3; 2025'

Assignment #4: Read a Book

Choose and read **one** of the following books. (Most can be found on Amazon.com.)

Write a 3-4 page commentary relating the material to what you learned at Sports Camp, already knew or another perspective valuable to your coaching.

- *Teaching Character Through Sport*, by Bruce Brown
- *1001 Motivational Messages and Quotes for Athletes and Coaches*, by Bruce Brown

- *The Role Of Parents In Athletics*, by Bruce Brown

OR

Another book of your own choosing, with the instructor's prior approval.

Send to instructor: Ericlow11@hotmail.com **Subject line to read 'Camp #2: Assignment #4 - 2025'**

Assignment #5: 2 Options

Complete **two (2) of the five** following options:

- A 2-3 page reflection on what was most valuable to your students at the camp.
- A brief summary of each session you attended and your plan for implementation.
- Game tape or instructional tape of 2-3 of the sessions involved.
- Practice plans for the camp.

OR

Another choice of your own design, with the instructor's prior approval.

Send to instructor: Ericlow11@hotmail.com **Subject line to read 'Camp #2: Assignment #5 - 2025'**

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #6: Lesson Development

Assignment #6-A:

Create a 3-4 page practice plan or program plan in which you use the information from the text you selected.

- Implement your plan with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library here. (www.hol.edu/lesson-plan-library)
- Download a copy of THI's Lesson Plan Template: <https://www.hol.edu/about/lesson-template/>
- Send your modified lesson and your commentary via email to your instructor.

Send to instructor: Ericlow11@hotmail.com **Subject line to read 'Camp#2: Assignment #6-A - 2025'**

OR

Assignment #6-B:

Use this option if you do not have a classroom available.

- Create a 3-4 page practice plan or program plan in which you use the information from the text you selected. (Do not implement it.)
- Share what you've learned with other teachers taking our courses by contributing your Lesson to The Heritage Institute Lesson Library here. (www.hol.edu/lesson-plan-library)
- Download a copy of THI's Lesson Plan Template: <https://www.hol.edu/about/lesson-template/>
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog *What Works: Teaching at its Best*, www.hol.edu/blog, prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Renee Leon, renee@hol.edu THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your modified lesson and your article along with your article via email to your instructor.

Send to instructor: Ericlow11@hotmail.com Subject line to read 'Camp #2: Assignment #6-B - 2025'

Assignment #7: PowerPoint Presentation

Design a 10-minute PowerPoint presentation describing what you have learned from this course that you could present to your coaching staff, athletic director, parents, or at a sports camp.

Send to instructor: Ericlow11@hotmail.com. Subject line to read 'Camp #2 - Assignment #7 - 2025'

Assignment #8: (500 Level ONLY)

In addition to the 400-level assignments, complete **one (1)** of the following assignment options:

Option A)

Interview three (3) other coaches and summarize their perspective on philosophy, motivation, and leadership through their sport for developing today's student/athlete. Then reflect on your findings from the work in this class versus that of the coaches you have interviewed in 2-3 pages.

Send to instructor: Ericlow11@hotmail.com Subject line to read 'Camp #2 Assignment #8-A - 2025'

OR

Option B)

Develop an alternative assignment with the instructor's prior approval.

Send to instructor: Ericlow11@hotmail.com Subject line to read 'Camp #2 Assignment 8-B - 2025'

C. INTEGRATION PAPER

Assignment #9: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments.)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Eric Low, M.A. has been a teacher and coach in the state of Washington since 1992. He has lived, taught, and studied in Southwest Washington since 1995. Eric has a Master's degree in history from Eastern Washington University with an emphasis in America's West and has been an active researcher of Washington State history for 20+ years. Eric currently teaches history at Winlock High School and serves as a Lead Teacher for ESD 112s "Constitutional Connections" American History grant, a 3 year program that has worked to utilize and develop Social Studies Common Core and CBAs in the classroom.

BIBLIOGRAPHY

Sports Camps: 2025 #2

- Brown, Bruce. Teaching Character Through Sport. 2003. Coaches Choice Books. Brown covers many inspirational messages and character building strategies through the medium of sports.
- Brown, Bruce. 1001 Motivational Messages and Quotes for Athletes and Coaches. Coaches Choice Books. Brown covers many inspirational messages and character building strategies through the medium of sports.
- Westering, Frosty. Make the Big Time Where You Are. Big Five Productions. 2001. Westering covers many motivational and inspirational strategies to motivate people of all walks of life.
- Wooden, John. They Call Me Coach. 2003. Coach Wooden discusses his personal and basketball coaching life.

ONLINE WEB RESOURCES

- http://www.guidetocoachingsports.com/getting_started2.html. This web article discusses the developing roles of young athletes and examines the different roles that parents have in this development.
- <http://www.faqs.org/sports-science/Je-Mo/Motivational-Techniques.html>. This web article is another great example on using motivation techniques through sports to develop today's student/athlete.