

**COURSE TITLE:**           **SPORTS CAMPS 2026 #3**

**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.

**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**

## **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.

### **C. INTEGRATION PAPER**

Assignment #1: (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 2026 #3**

- 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](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.