

COLLEGE OF SAN MATEO

COURSE OUTLINE

COURSE TITLE ADVANCED TRACK & FIELD DEPT./NUMBER TEAM 165
 UNITS OF CREDIT 1-3 LEC. HOURS/WEEK _____ COURSE LENGTH 2-6
 DEGREE APPLICABLE X LAB. HOURS/WEEK _____
 NON-DEGREE APPLICABLE _____ OTHER HOURS/WEEK _____

1. CATALOG DESCRIPTION

Co-Ed. Designed to increase conditioning through weight training, with emphasis on individual needs in specific track events. Running and instruction in all aspects of track and field are included. Designed for athletes planning to participate in Varsity Track & Field in the spring semester.

2. CLASS SCHEDULE DESCRIPTION (125 characters)

Fall conditioning for track athletes. Prepares track athletes for running and field events for spring competition. Var. Units, open entry.

3. PREREQUISITES AND COMPETENCY LEVELS REQUIRED (Title 5 Plan, p. 19)

Participation in High School or College Track or Cross Country program, or permission of instructor.

4. COURSE OBJECTIVES (Must include objective(s) which involve "critical thinking," Title 5 Plan, p. 20.)

See attached sheet

5. RECOMMENDED TEXT MATERIALS

None

6. SUPPLIES NEEDED

Various track and field equipment

7. SCOPE OF THE COURSE (Attach topical outline)

See attached sheet

8. EVALUATION (Include examinations, skills demonstrations, writing assignments, and other measures of ability to apply critical analysis. Include standards of evaluation where appropriate. Examples to be on file in Division Office.)

Attendance, attitude, performance tests.

PREPARED BY:

TITLE 5 COURSE OUTLINE DIRECTIONS

1. Catalog description can be found in the current CSM catalog, as well as course length, units, hours, lecture, lab, etc. Changes in these variables are not likely, but if your revision requires such changes, let us know on the form and we will initiate the Committee approval process.
2. Class schedule description can be found in the current or the appropriate class schedule. It may not need to be revised, but should be made consistent with any changes you make in other sections of this form. It should include any new pre-requisites you require. You may wish to return to this section after completing the rest of the form.
3. Prerequisite and competency level required can be found in the catalog or the existing course outline. Use the existing prerequisite(s) if you deem them appropriate. Do not make unnecessary changes as this may exclude worthy students and affect enrollments. Courses in a sequence (English, math, foreign language, etc.) will likely retain their current prerequisites (e.g., French 110 prerequisite to French 120), as will those courses which already have math/English prerequisites (e.g., Math 110 or better as a prerequisite to Chemistry 192). Other subject matter areas (e.g., visual arts; physical education) may have no course prerequisites. The primary area bearing consideration will be behavioral and social sciences which may wish to require eligibility for English 800 as a prerequisite, or any other subject felt to require basic math/English skills for entry into the first course in the field. In such cases, the department may wish to consider whether the ultimate increase in student retention will offset loss in students screened out by the prerequisites.
4. Course objectives should reflect critical thinking skills and behavioral outcomes, some of a universal nature, others subject area specific. In updating the old course outline, please refer to the enclosed model and the following definition of "ability to think critically": evaluate; analyze; criticize; recognize concepts and themes; speculate on the impact of; describe implications of; develop; describe practical applications of X theory; recognize and apply principles of; test for assumptions and implications of; classify and compare; pose problems and alternative solutions; identify central issues and problems related to; deduce valid conclusions; and justify a position.
5. Recommended texts and materials should reflect up to date publications and current educational thought and research.
6. Supplies Needed designate if appropriate.
7. Scope of course requires the listing of specific topics. The table of contents of the required textbook often provides a good basis for a course outline and can be used as a guide.
8. Evaluation refers to measurement of the extent to which the student has met the course's objectives. Enclose the required documents specified on the form. Some performance oriented courses are exempt from written midterm evaluations of student performance (e.g., performing and visual arts; physical education). If you feel your courses should be exempt, indicate why, and the Committee will consider these exceptions for approval. Note that all courses employing written criteria must incorporate essay assignments either as required papers or as essay examinations. Exclusive use of multiple choice or fill-in-the-blanks as a sole measurement of student performance is now forbidden by the revised Title 5 regulations.

OBJECTIVES

ADVANCED TRACK AND FIELD TEAM 165

GENERAL:

1. To enhance and develop skills in all track and field events during the Fall in preparation for the competitive Spring season.
2. To establish a coach-student/athlete relationship for better guidance in athletic/academic requirements in preparation in intercollegiate athletics.

SPECIFIC:

1. Develop and enhance skill and developmental drills in the following events:
 - a. 100 meter dash
 - b. 200 meter dash
 - c. 400 meter dash
 - d. 800 meter run
 - e. 1500 meter run
 - f. 3000 meter run
 - g. 3000 meter steeple chase
 - h. 5000 meter run
 - i. 10,000 meter run
 - j. 100 meter hurdles
 - k. 110 meter high hurdles
 - l. ~~400 meter intermediate~~ 400 meter low hurdles
 - n. 4 X 100 meter relay
 - o. 4 X 400 meter relay
 - p. High Jump
 - q. Pole Vault
 - r. Long Jump
 - s. Triple Jump
 - t. Shot Put
 - u. Discus Throw
 - v. Javelin Throw
 - w. Hammer Throw
 - x. Decathlon
 - y. Heptathlon
2. Testing in the above events through a series of time trials.

COURSE OUTLINE
ADVANCED TRACK AND FIELD TEAM 165

1. ORIENTATION
 - a. locker room procedures
 - b. uniform and equipments requirements
 - c. safety procedures
 - d. class structure and roll call procedures
 - e. rainy day procedures
 - f. grading
2. Standard Daily Warm Up Procedures
 - a. jog 800 meters slowly
 - b. individual and partner static stretching
 - c. running drills
 - slow high knee drill
 - medium high knee drill
 - fast high knee drill
 - d. strength drills
 - skipping for height
 - skipping for distance
 - e. power-strength drills
 - repeat hill runs
 - bleacher repeats(on cement steps)
 - plymetrics and box drills
3. General workout structure
 - a. endurance runs
 - b. interval training
 - c. practice starts
 - d. specific drills for individual track events.
4. Competitive time trials in all events.