

<b>COURSE TITLE:</b>	<b>BASKETBALL: Principles for Developing Today's Student/Athlete</b>	<b>WA CLOCK HRS:</b>	<b>30</b>
		<b>OREGON PDUs:</b>	<b>30</b>
		<b>PENNSYLVANIA ACT 48:</b>	<b>30</b>
<b>NO. OF CREDITS:</b>	<b>3 QUARTER CREDITS</b> <b>[semester equivalent = 2.00 credits]</b>		
<b>INSTRUCTOR:</b>	<b>Eric Low</b> <b>ericlow11@hotmail.com</b>		

#### **COURSE DESCRIPTION:**

For many students, education goes beyond the classroom and traditional school day and extends into the world of sports. Sports teach important life skills such as leadership and teamwork. In this course, we will be examining 3 areas of the fundamentals of BASKETBALL: program philosophy, motivation, and leadership as it relates to the overall development of today's student/athlete and community. Participants will be able to study these fundamental areas through online articles, videos, and books from some of the most insightful coaches in America. Designed for K-12 coaches and teachers, this course is also open to all non-teaching coaches alike, at any level.

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

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Have an understanding of program philosophy and development.

Have an understanding of developing motivation for today's student/athlete through basketball.

Have an understanding of developing leadership for today's student/athlete through basketball.

Have reviewed a variety of philosophies on: program development, motivation, and leadership by outstanding coaches in America.

Be able to compare and contrast these different philosophies.

Be able to develop one's own philosophies in these 3 areas.

#### **COURSE REQUIREMENTS:**

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

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

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#### **HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants 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.

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#### **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%
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### **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**

See Assignment #6 for list of text options, then select and read one.

None. All reading is online.

#### **MATERIALS FEE**

None.

### **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

#### **A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

#### **Assignment #1:**

In the online response box, please explain your:

- a) interest and/or background in coaching basketball
- b) current philosophy on program building in basketball.
- c) approach to motivating today's youth through basketball.
- d) methods to build leadership in today's youth through basketball.

Your response should be 4-6 paragraphs

#### **Assignment #2: COURSE FORUM**

In today's coaching world there are many philosophies on what makes a successful program. In this assignment you will view videos by some of the most successful coaches that have coached the game. Each coach has a different philosophy for success that has contributed to their outstanding achievements. Take notes as you watch each video, and then in the online response box provide a 1-3 paragraph summary of the main points of their coaching philosophy, showing what they share in common as well as what elements of their thinking is distinct. Feel free to respond to any other postings from educators who are also taking this course.

John Wooden, coaching philosophy by legendary college basketball coach at UCLA.

<http://www.coachlikeapro.com/john-wooden.html>

Bobby Knight, coaching philosophy by legendary college basketball coach

<https://www.youtube.com/embed/uetZY6JLtfU?autoplay=1&controls=1&showinfo=0>

Phil Jackson, NBA coach for Chicago and Los Angeles

<http://www.youtube.com/watch?v=TdKQXJySuZw&feature=Playlist&p=A5273A72EAAAC1F8&index=10>

<https://www.youtube.com/embed/TdKQXJySuZw?autohide=1&controls=1&showinfo=0>

Mike Krzyzewski, Duke University. You will need to fast forward to the 8th minute of this lengthy video.

[http://www.youtube.com/watch?v=XLI35v\\_8ppg](http://www.youtube.com/watch?v=XLI35v_8ppg)

[https://www.youtube.com/embed/XLI35v\\_8ppg?autohide=1&controls=1&showinfo=0](https://www.youtube.com/embed/XLI35v_8ppg?autohide=1&controls=1&showinfo=0)

### **Assignment #3:**

In this assignment you will read several articles on coaching philosophy. Take notes while you are reading and be prepared to put your responses to the prompts in the online response space provided:

Read the following online article on the 14 key points in developing a coaching philosophy, and describe how this philosophy is similar or different from your own in the space below.

<https://www.coachesclipboard.net/BasketballCoachingPhilosophy.html>

Next read the following article on the philosophy of motion offense in basketball. In the box provided, explain the functionality of this offense in your coaching philosophy.

<https://www.breakthroughbasketball.com/offense/motion-offenses.html>

Read the following article by Roy Williams (University of North Carolina) on transition offense. In the box provided, describe the possibilities that this offense might have for your program. What works? What doesn't?

<https://coachingtoolbox.net/blog/roy-williams-on-transition-offense>

### **Assignment #4: COURSE FORUM**

In this assignment you will read and observe a articles and videos on motivation. Take notes while you are reading and be prepared to put your responses to the prompts in the online response box provided:

Motivation in sports is one of the biggest hurdles coaches and athletes face. Read the following article on motivation provided by Sports Science. In the box provided, discuss the similarities of this philosophy with your own philosophy.

<http://www.faqs.org/sports-science/Je-Mo/Motivational-Techniques.html>

One of the greatest tools for motivation is the power of personal stories via speeches. The following youtube speech is Jim Valvano's ESPY speech form 1993. Watch the video and in the box provided explain the most important message conveyed in this speech.

<https://www.youtube.com/embed/HuoVM9nm42E?autohide=1&controls=1&showinfo=0>

Dr. Jorge Valverde offers a different insight into sports motivation, read the following article and in the box provided, explain what Valverde's argument is and how it is different from the other view points represented so far in this course.

<http://www.bmentallytough.com/articles/inner-motivation.html>

D) Feel free to respond to any other postings from educators who are also taking this course.

### **Assignment #5:**

In this assignment you will read and observe a few articles and videos on leadership. Take notes while you are reading and be prepared to put your responses to the prompts in the online response space provided:

The Game of Life is a book that examines sports as a building block for life. Read Chapter 9: "Leadership" on the Google books link below; then discuss 3-4 key points that you could use from this article.

<http://books.google.com/books?id=NxrR-LfDcnMC&pg=PA182&dq=leadership+in+sports&lr>

One of the traditional methods for building motivation and leadership in sports is by giving a common goal and purpose for the team. Watch the following inspirational video and describe the benefit of using a method like this for your program.

<http://www.youtube.com/watch?v=YUbvaSrHgqY>

<https://www.youtube.com/embed/YUbvaSrHgqY?autoplay=1&controls=1&showinfo=0>

**Assignment #6:**

Select one (1) of the books listed below as your required text, Read this book and take notes as you read. In the online response box, provide a one page summary of the key points you took away from this text.

**REQUIRED TEXTBOOK OPTIONS:**

Choose & Read one of the following (see bibliography for description).

Leading With the Heart: Coach K's Successful Strategies for Basketball, Business, and Life by Mike Krzyzewski

Coach Wooden's Pyramid of Success: Building Blocks for a Better Life by John Wooden

Basketball Coach's Bible: A Comprehensive and Systematic Guide to Coaching by Sidney Goldstein.

Basketball: Multiple Offense and Defense by Dean Smith

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

They Call Me Coach, by John Wooden

OR

Another book of your own choosing, with my prior approval.

**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 do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

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**Assignment #7:**

B. LEARNING APPLICATION

(Required for 400 and 500 Level)

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.

**Choose and complete one of the following:**

**Option A)**

Create a 2-3 page practice plan or program plan in which you use the information from the required text. Attach this file in the response box.

**OR**

**Option B)**

Create a video or PowerPoint that utilizes the information from the required text. Attach this file in the response box.

#### **Assignment #8:**

**In addition to the 400 level assignments, complete one of the following:**

##### **Option A)**

Design a PowerPoint presentation on what you have learned from the information in this course that you could present to your coaching staff, athletic director, parents, or at a coaching clinic.

**OR**

##### **Option B)**

Interview other coaches and summarize their perspectives on: philosophy, motivation, and leadership through the sport of basketball for developing today's student/athlete. Then compare and contrast your findings from the work in this class to that of the coaches you have interviewed.

**OR**

##### **Option C)**

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

#### **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)**

Write a 400-500 word Integration Paper answering these 5 questions:

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?

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#### **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**

##### **BASKETBALL: Principles for Developing Today's Student/Athlete**

BASKETBALL

BIBLIOGRAPHY

BOOKS

Brown, Bruce. Teaching Character Through Sport. 2003. Coaches Choice Books. Cost: \$14 used on Amazon.com. Brown covers many inspirational messages and character building strategies through the medium of sports.

Brown, Bruce. 1997. 1001 Motivational Messages and Quotes for Athletes and Coaches. Coaches Choice. Cost: \$15 used on

Amazon.com. Brown covers many inspirational messages and character building strategies through the medium of sports.

Westering, Frosty. 2001. Make the Big Time Where You Are. Big Five Productions. Cost: \$14 used on Amazon.com. Frosty covers many motivational and inspirational strategies to motivate people of all walks of life.

Wooden, John. 2003. They Call Me Coach. ISBN: 978-0071424912. Cost: \$15 used on Amazon.com. Coach Wooden discusses his personal and basketball coaching life.

## ONLINE WEB RESOURCES

<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.

## YouTube VIDEO RESOURCES

<http://www.coachlikeapro.com/john-wooden.html>

John Wooden, coaching philosophy by legendary college basketball coach at UCLA.

<http://www.youtube.com/watch?v=TdKQXJySuZw&feature=Playlist&p=A5273A72EAAAC1F8&index=10>

Phil Jackson, NBA coach for Chicago and Los Angeles provides philosophy on basketball at the NBA level.

[http://www.youtube.com/watch?v=XLI35v\\_8ppg](http://www.youtube.com/watch?v=XLI35v_8ppg)

Mike Krzyzewski, Duke University, provides philosophy on coaching and leadership.