

Cognate Proposal

New Spring Collegiate Soccer Curriculum

Tyler Perez

Curriculum, Teaching, and Learning

Personal Journey

- The Lucky
- My Battle
 - The injuries
 - 4 seasons to 6 Seasons
 - The appreciation
 - The Learning



Curriculum, Teaching, and Learning Program

- **EDUC 570** – The Reflective Educator
 - Reflect on my education and athletic career
 - Critically analyze past coaches and my current philosophy
- **PSY 358/360** – Health Psychology/Peak Performance Psychology
 - Goal Setting
 - Body Awareness: Yoga, Tia Chi, Meditation
- **EDCT 585** – Curriculum Development: Theory, Practice, and Evaluation
 - How I develop trainings
 - Critically analyze soccer curriculum

Curriculum, Teaching, and Learning Program

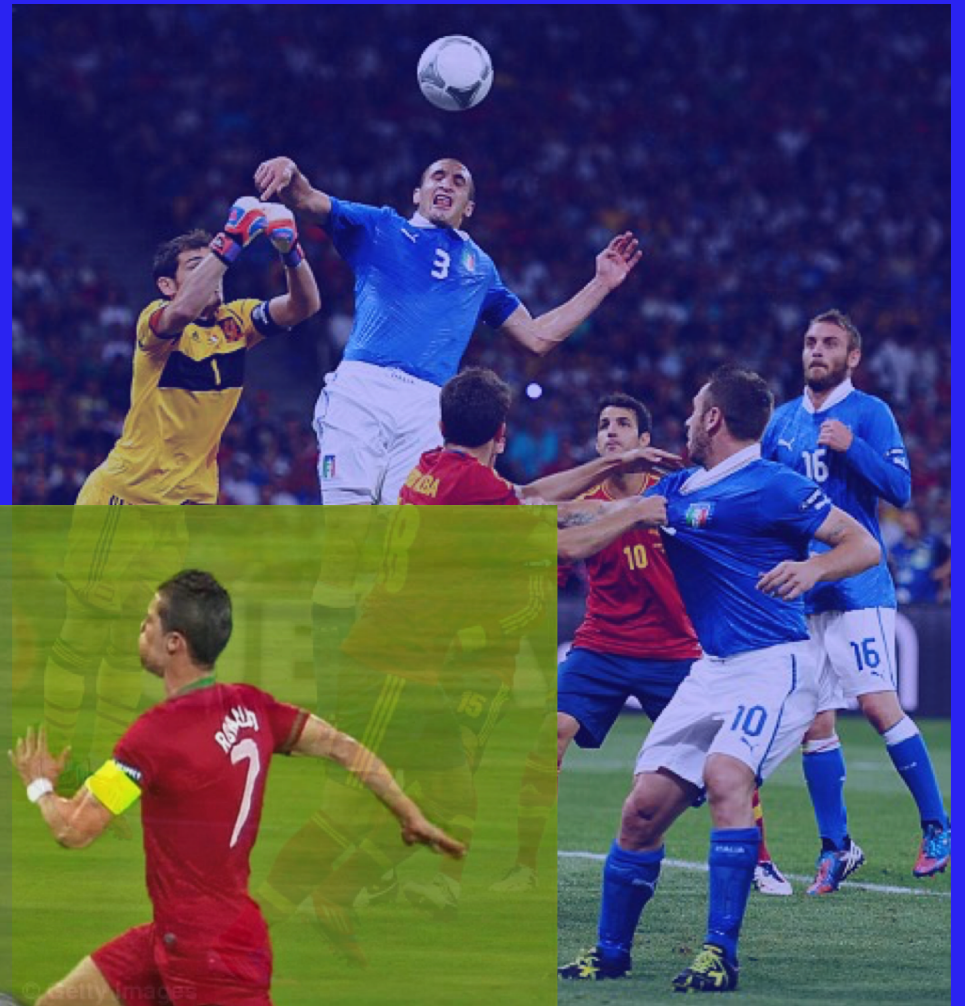
- **EDCT 586** – Teaching & Learning: Research and Application in the Classroom
 - Learning: Class vs Field
 - Research Project: Athlete Perception
- **EDUC 552** – Educational Technology Praxis
 - Importance of Technology in all levels of soccer
 - Team analysis and Individual development

Purpose

- **Injury Prevention/Overall Health**
 - Self-care and Body awareness
- **Soccer Specific Training**
 - Relate activities to the game
 - Give the meaning to the athletes

- **Knowledge of the Game**
 - Intuitive players who think and reflect
 - Mechanic vs. Creative
- **Life Readiness**
 - Create goals, organize time, balance priorities





Rationale

Anaerobic System

- “anaerobic performance can be broken down into its various components that include muscle strength, speed, power, anaerobic capacity and ‘repeated sprint ability’” (Carling, 2009)

Aerobic System

- “high level of aerobic fitness that helps to sustain the work rates associated with team play, supporting teammates, running off the ball, and chasing opponents to regain possession” (Carling, 2009)

Rationale

Strength Training

- “enhanced lower body strength has excellent transference to agility performance, vertical jump height, and the ability to accelerate” (Spiteri as cited by Swinnen, 2016)
- “stronger players have also a greater ability to maintain a high level of force production and power output toward the final stages of the game due to the positive relation between strength and muscular endurance” (Silva as cited by Swinnen, 2016)

Recovery Training

“Injuries to the 4 major muscle groups of the lower extremity – adductors, hamstrings, quadriceps, and calf – account for more than 90% of all muscle injuries in professional soccer” (Hägglund et. al., 2013)

New Spring Collegiate Soccer Curriculum

- Goal Setting
 - Self-evaluation and Reflection
 - PDP/Team goals
- Strength Training
 - Strengthen proper muscle groups (stability, mechanics, strength)
- Conditioning
 - Soccer specific training
 - Field vs Track



New Spring Collegiate Soccer Curriculum

- Field Trainings
 - Techniques and Tactical awareness
- Recovery Trainings
 - Body awareness activities
(meditation, yoga, foam rolling, etc.)
- Game Days
 - Assessment of goals and improvement



NCAA Rules

- **17.02.1 Countable Athletically Related Activities: (CARA)**

Countable athletically related activities include any required activity with an athletics purpose, involving student-athletes and at the direction of, or supervised by, any member or members of an institution's coaching staff (including strength and conditioning coaches) and must be counted within the weekly and daily limitations under Bylaws 17.1.6.1 and 17.1.6.3.

NCAA Rules

- **Out of Season/Weekly Hour Limitations - 17.1.6.3.1 (c):**

In fall championship sports, from the beginning of the institution's second term of the academic year (e.g., winter quarter, spring semester) through the day before the institution's declared start date of the nonchampionship segment, a student-athlete's participation in weight training, conditioning and/or team activities shall be limited to a maximum of eight hours per week, of which not more than two hours per week may be spent on team activities;

(Adopted: 1/15/11 effective 8/1/11, Revised: 1/17/15 effective 8/1/15, 9/12/17)

NCAA Rules

- 17.19.8 Out-of Season and Nonchampionship Segment Athletically Related Activities (b):

Nonchampionship Segment Activities. During the segment in which the NCAA championship does not occur, student-athletes may participate in any practice or competition activity as permitted by other legislation provided such activity is restricted to a period of 45-consecutive calendar days, omitting vacation and examination days officially announced or on days that the institution is closed due to inclement weather, as long as no practice or competition occurs on such days. The 45-consecutive calendar days must be within the dates set forth in Bylaws 17.19.5 and 17.19.6. It is not permissible for an institution that declares fall as its championship segment and operates on the quarter system to engage in practice and competition from the time period of seven calendar days prior to the first date of the institution's final examination period for the winter quarter until the first day of classes of the spring quarter. The days during which practice and competition are prohibited may be exempted from the period of 45-consecutive calendar days. (See Bylaws 17.1.6.2 and 17.1.6.6 for daily and weekly hour limitations and required days off .) *(Adopted: 1/14/02 effective 8/1/02, Revised: 1/13/03, 1/9/06, 1/21/17 effective 8/1/17)*

Simplified Rules

NCAA Rules:	Explanation:
CARA	Any activity that student-athletes participate in with direction from a coach.
Out of Season/Weekly Hour Limitations	Student-athletes are to only train up to a maximum of eight hours a week with only two hours spent training with a soccer ball.
Nonchampionship Season	Student-athletes can participate in any practice or athletic activity for 45 consecutive days.

NCAA Rules

- **17.1.6.3.3 Conditioning Activities:**

Conditioning drills, as permitted in Bylaws 17.1.6.3.1 and 17.1.6.3.2, that simulate game activities are permissible, provided no offensive or defensive alignments are set up and no equipment related to the sport is used.

- **17.19.8 Out-of Season and Nonchampionship Segment Athletically Related Activities (a):**

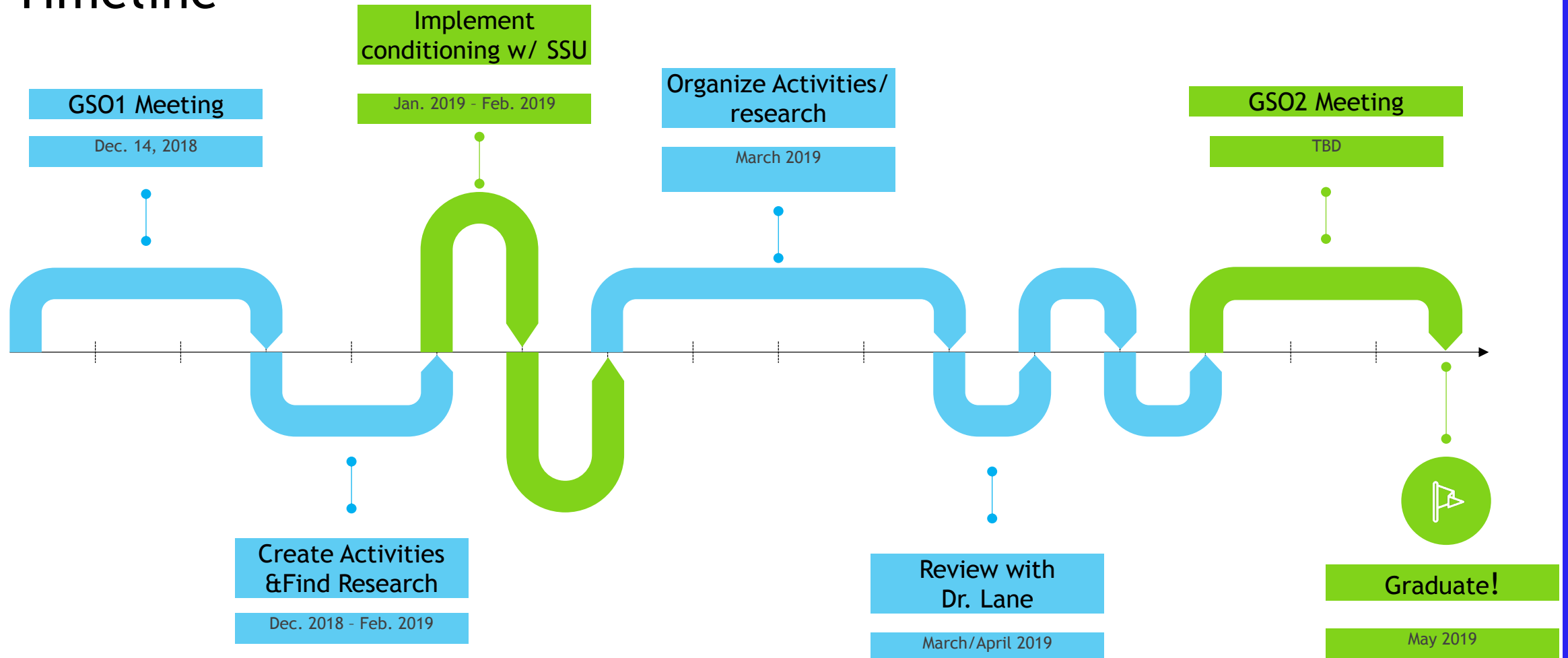
Conditioning, Weight Training and/or Team Activities. Student-athletes may participate in conditioning, weight training and/or team activities in accordance with Bylaw 17.1.6.3; and *(Revised: 9/12/17)*

Overall

- Give Student-Athletes the purpose and meanings to all activities
- Have Student-Athletes outline their goals
- Prepare for life after the game



Timeline



References

Carling, C., Williams, A. M., Thomas, R. (2009). *Performance assessment for field sports*. Oxon, UK: Routledge.

Häggglund, M., Waldén, M., & Ekstrand, J. (2013). Risk factors for lower extremity muscle injury in professional soccer: The UEFA Injury Study. *The American Journal of Sports Medicine*, 41(2), 327-35.

Swinnen, B., & ProQuest. (2016). *Strength training for soccer*.

2018-19 NCAA Division II manual. (2018). INDIANAPOLIS: NATL COLLEGIATE ATH ASSN.