Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 4623
   3. Effective Term: Su 2012

4. Course Title: Exercise and Sports Psychology
   Abbreviated Title (30 characters or less): Exercise and Sports Psychology

5. Requested Action:
   - Add a Course
   - Revise a Course

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type: Lecture
   Weekly or Per Term?: Weekly
   Credit Hours: 3
   Anticipated Enrollment: 35
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   None

9. Restrictions:
   List specific restriction in space above.

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Role of psychological factors in sport, exercise and physical activity

11. May Count Either:
    KINE 4620 or KINE 4623
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    | Program Type | Program Title       | Requirement or Elective? |
    |--------------|---------------------|--------------------------|
    | major        | HESB, FCPB option   | required                 |
    | major        | HEPB & PAHB         | elective                 |

13. Overlapping or Duplication of Other Units’ Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:
Distance education version of KINE 4620 (required by two Kinesiology majors) and serves as an elective for two Kinesiology majors. This distance course is being created to allow more students to take the course per year. We anticipate inadequate classroom space to accommodate number of students required to take the course in upcoming semesters.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
Expenses for teaching the course will be covered with the revenue from the tuition. No other resources are required at this time.

(Indicate whether existing resources such as library materials, classroom/labatory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
Upon completion of the course objectives, the student will be able to:
A. Understand how psychological factors influence involvement and performance in sport, exercise, and physical education settings.
B. Understand how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.
C. Acquire skills and knowledge about sport and exercise psychology that you can apply as a coach, teacher, athletic trainer, or exercise leader.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
For distance education students the following technologies will support the distance learning delivery. Specifically 1) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University e-mail system and the Canvas course site (discussion and chat features); the instructor will be available for office hours each week and students may contact the instructor via telephone, e-mail, Canvas chat features, or Skype; 2) students will engage in each week's content (Narrated Power Point presentation, reading material and assignments asynchronously; discussion among class members will take place primarily on the Canvas discussion boards; 3) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over Blackboard and allow for personalized support from the instructor via e-mail.

Week 1 - Course overview, administration of course requirements, topics for semester discussion.
Readings: Weinburg and Gould Chapters 1 and 3
Activities: Lectures for introduction and motivation in sport
Due: Quiz for chapter 1 and 3 (10 points)

Week 2 - Stress, Anxiety and Arousal regulation
Readings: Weinburg and Gould Chapters 4 and 12; Arousal regulation activity
Activities: Lectures for stress, anxiety and arousal regulation.
Due: Quiz for chapters 4 and 12 (15 points)

Week 3 - Feedback, Reinforcement and Intrinsic Motivation
Readings: Weinburg and Gould Chapter 6
Activities: Lectures for Feedback, Reinforcement and Intrinsic Motivation; reinforcement activity
Due: Quiz for chapter 6 (15 points)

Week 4 - Self-confidence and imagery
Readings: Weinburg and Gould Chapters 13 and 14
Activities: Lectures for Self-confidence and imagery; Imagery activity
Due: Quiz for chapter 13 and 14 (10 points); Discussion 1 is due (25 points)

Week 5 - Goal-setting
Readings: Weinburg and Gould Chapters 13 and 14
Activities: Lectures for Self-confidence and imagery
Due: Quiz for chapter 15 (10 points); Assignment 1 is due (25 or 50 points)

Week 6 - Concentration and Leadership
Readings: Weinburg and Gould Chapters 16 and 9
Activities: Lectures for concentration and leadership
Due: Quiz for chapter 13 and 14 (10 points)

Week 7 - Communication
Readings: Weinburg and Gould Chapter 10
Activities: Lectures for Communication
Due: Quiz for chapter 13 and 14 (10 points); Assignment 2 is due (25 or 50 points)

Week 8 - Competition and Cooperation
Readings: Weinburg and Gould Chapter 5
Activities: Lectures for Competition and Cooperation; Team game activity
Due: Quiz for chapter 5 (10 points);

Week 9 - Group Cohesion, Group and Team Dynamics
Readings: Weinburg and Gould Chapter 21
Activities: Lectures for Group Cohesion and Group/Team Dynamics
Due: Quiz for chapter 13 and 14 (10 points); Discussion 3 is due (25 points)

Week 10 - Burnout in Sport
Readings: Weinburg and Gould Chapter 21
Activities: Lecture for Burnout; Burnout assessment activity
Due: Quiz for chapter 21 (10 points); Assignment 3 is due (25 or 50 points)

Week 11 - Addictive and Unhealthy Behaviors
Readings: Weinburg and Gould Chapter 20
Activities: Lecture for Addictive and Unhealthy Behaviors
Due: Quiz for chapter 20 (10 points)

Week 12 - Aggression in Sport
Readings: Weinburg and Gould Chapter 23
Activities: Lecture for Aggression
Due: Quiz for chapter 23 (10 points); Discussion 4 is due (25 points)

Week 13 - Character Development and Sportspersonship
Readings: Weinburg and Gould Chapter 24
Activities: Lectures for Character Development and Sportspersonship
Due: Quiz for chapter 24 (10 points); Assignment 4 due (25 or 50 points)

Week 14 - Career transition among Athletes
Readings: None
Activities: Lectures for Career transition among Athletes
Due: Quiz for chapter career transition among athletes (10 points)

Week 15 - Implementing psychological skills into sport training
Readings: Review chapter notes for chapters 3, 12, 6, 9 and 24
Activities: Lectures for implementing psychological skills into sport training

Week 16 - Final Exam
Activities: Submit psychological skills training on discussion board; peer review of classmates psychological skills training.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

1. Quizzes (150 points) will be conducted online via Canvas. Quizzes will be open for one week based on the syllabus outline. Each quiz is timed based on the number of questions (1.5 minutes per question). Notes and books may be used to answer the quiz questions, however, students cannot work together. To prevent this, quiz questions are randomly selected from a data based. A majority of the quiz questions are generated from the texts, powerpoint narrations and course activities.

2. Assignments (100 points) will be a mixture of observations, writing and discussing. Students can choose from 10 assignment options. Each assignment option is worth 25 or 50 points. Students will submit a maximum of 100 points for assignments (i.e. 4 @ 25 points, 2 @ 25 points and 1 @ 50 points; or 2 @ 50 points)

3. Discussions (100 points) - A total of 4 online discussions will occur over the semester and each one is worth 25 points. For each discussion the student will have to post an discussion and reply to one classmates discussion.

4. Psychological Skills Training program (50 points) - Each student will submit a psychological skills training program as their final exam. The
19. Rubric and Grading Scale:

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Assignments</td>
<td>100</td>
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<tr>
<td>Discussion</td>
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<td>Psychological Skills Training</td>
<td>50</td>
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<tr>
<td>Total Possible points</td>
<td>400</td>
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The grade scale is a typical 10 point scale. Points are described below:

- A = 400 – 360
- B = 359.9 – 320
- C = 319.9 – 280
- D = 279.9 – 240
- F = Below 239.9

20. Justification for Graduate Credit: N/A

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, and in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/T).
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 4623

3. Effective Term: Su 2012

4. Course Title:
   Exercise and Sports Psychology
   Abbreviated Title (30 characters or less): Exercise and Sports Psychology

5. On-Campus Pre/Corequisites:
   Prerequisite(s): None
   Corequisite(s): None
   Pre/Corequisite(s): None
   DE Adjustment: None

6. Affected Program(s):
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)
   
<table>
<thead>
<tr>
<th>Program Type</th>
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7. Justification for DE Delivery:
   A distance version is needed in anticipation of limited classroom space and in an effort to accommodate students off-campus.
   (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g., accreditation, as part of a proposed distance education program, expansion of opportunity for working professionals/students, etc.)

8. Access to Resources:
   Students will have access to course content & learning materials via Canvas, Learning Resource Centers, Auburn Libraries online and other related resources.
   (Indicate how distance education students will be provided access to all necessary academic resources, such as library materials, study materials, etc.)

9. Course Content Delivery:
   Content will be delivered using Canvas modules and discussion boards.
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. Course Interaction:
    Students will interact using Canvas discussion tools. Office hours will be conducted using the Canvas chat features, office telephone and/or Skype.
    (Provide specific information regarding the adjustments that will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)