Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 2513

3. Effective Term: Fall 2014

4. Course Title:
   Abbreviated Title (30 characters or less):
   Sport Optimization 2

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

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture</td>
<td>Weekly</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td>Weekly</td>
<td>1</td>
<td>40</td>
</tr>
</tbody>
</table>

Total Credit Hours: 3

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

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   P: KINE 2503 Sport Optimization 1

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Concepts associated with the assessment and interpretation of sport performance for the purpose of optimization.

11. May Count Either: or
    (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)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Various</td>
<td>Elective</td>
</tr>
<tr>
<td>Minor</td>
<td>Sport Coaching Minor</td>
<td>Elective</td>
</tr>
</tbody>
</table>

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:

Provide students interested in optimizing sport performance opportunities to: assess and compare past physiological, behavioral, biomechanical, and neurological assessments (through advanced scientific technologies), independently interpret assessments findings, and begin to understand recommendations for intervention, based on the assessment findings.

(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 and the laboratory assessments 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/laboratory 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. Exhibit an strong understanding of the human systems associated with sport optimization (physiological, behavioral, biomechanical, and neurological).
B. Compare baseline assessments with current assessments.
C. Interpret assessment findings for the purpose of sport optimization.
D. Exhibit a basic understanding of the different types of interventions based on assessment results.

(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 this hybrid distance education course, the following technologies will support the distance learning delivery. Specifically 1) timely and appropriate interactions between teacher and students will occur through the LMS site, as well as the Auburn University e-mail system, and through face-to-face interactions (during individual assessments); the instructor will be available for office hours each week and students may contact the instructor via telephone, e-mail, LMS features, or Skype; 2) students will engage in each week's content (reading material and assignments asynchronously; 3) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over LMS and allow for personalized support from the instructor via e-mail.

Week 1 & 2 - Review optimization terminology, factors associated with sport optimization within the human body, and past assessment results and findings.
Readings: Complete Module 1 (Review Optimization terms; factors within sport optimization; and baseline assessment results and findings)
Due: Quiz for Module 1
Week 3-5 - Laboratory: Sport Optimization Assessment 1 - Biomechanical Assessments
Activities: Read and review Biomechanical Assessment Objectives and Content for Module 2; Schedule and perform Biomechanical Assessments; Compare findings with baseline assessment and Interpret assessment findings.
Due: Quiz for Module 2
Week 6-8 - Laboratory: Sport Optimization Assessment 2 - Physiological Assessments
Activities: Read review Physiological Assessment Objectives and Content for Module 3, Schedule and perform Physiological Assessments; Compare findings with baseline assessment and Interpret assessment findings.
Due: Quiz for Module 3
Week 9-11 - Laboratory: Sport Optimization Assessment 3 - Cognitive & Neurological Assessments
Activities: Read and review Cognitive & Neurological Assessment Objectives and Content for Module 4; Schedule and Complete Cognitive & Neurological Assessments; Compare findings with baseline assessment
and Interpret assessment findings.
Due: Quiz for Module 4
Week 12-13 - Laboratory: Sport Optimization Assessment 4 - Behavioral Assessments
Activities: Read and review Behavioral Assessment Objectives and Content for Module 5; Schedule and perform Behavioral & Neurological Assessments; Compare findings with baseline assessment and Interpret assessment findings.
Due: Quiz for Module 5
Week 14-15 - Laboratory: Sport Optimization Assessment 5 - Nutrition and Sport Performance
Activities: Read and review Assessment Objectives and Content for Module 6; Schedule and perform Assessment/Logs for Sports Nutrition; Compare findings with baseline assessment and Interpret assessment findings.
Due: Quiz for Module 6
Week 15 - Review of Assessment Portfolio
Readings: Review Modules 1-6
Activities: Reviewing all assessments with instructor
Week 16 - Complete on-line (on canvas) evaluation of assessments and future recommendations to improve optimization.

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

18. Assignments / Projects:

1. Module 1-6 Quizzes (90 points; 15 points each) will be conducted online via LMS site. Quizzes will be open for the duration of the module (2 or 3 weeks). Each quiz is timed based on the number of questions. Some of the questions will be based on their own individual laboratory assessment results. Quizzes will not be proctored since many answers will be based on individual laboratory assessment results.
2. Final Evaluation of Experiences (15 points) - Students will complete an on-line summary evaluation of their assessments.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Graded Assignments
6 announced Quizzes (15 points each) = 90 points
Final Evaluation of Experiences = 10 points
Laboratory Assessments, comparisons with baseline & Interpretations (5; 20 points each) = 100
Total possible points = 200
Grading Scale
A = 200 – 180
B = 179 – 160
C = 159 – 140
D = 139 – 120
F = Below 120

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

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, but 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, 1229 Haley Center, 944-2096 (VITT).
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: Education
   Department: Curriculum and Teaching (CTCH)

2. Course Prefix and Number: CTCT 4923
   3. Effective Term: Fall 2012

4. Course Title: Internship
   Abbreviated Title (30 characters or less): Internship

5. On-Campus Pre/Corequisites:
   (Indicate any applicable pre/corequisites for the on-campus version of the course. Use the space provided below to indicate how they will be adjusted to accommodate DE students.)
   Prerequisite(s): N/A
   Corequisite(s): N/A
   Pre/Corequisite(s): N/A
   DE Adjustment: N/A

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>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>BS Agriscience Education</td>
<td>Requirement</td>
</tr>
<tr>
<td>Major</td>
<td>BS Business/Marketing Education</td>
<td>Requirement</td>
</tr>
</tbody>
</table>

7. Justification for DE Delivery:
   (Include a concise, yet adequate rationale for accreditation, as part of a proposed distance education program; expansion or opportunity for working professionals/students, etc.)
   This course will be the distance education version of the existing CTCT 4920 course. Providing the course in distance format supports the university’s strategic plan of extending outreach impact across the state.

8. Access to Resources:
   (Indicate how distance education students will be given access to all necessary academic resources, such as library materials, laboratory facilities, and learning centers.)
   Distance Education students will have access to course materials through Canvas, e-mail, and the internet.

9. Course Content Delivery:
   (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.)
   Course content and requirements can be accessed in Canvas and by e-mail. Students will submit assignments by e-mail and in TK20.

10. Course Interaction:
    (Provide specific information regarding the adjustments in communication and interaction between the student and instructor and peers via -- if applicable -- any time that the student would have interacted if not required to be on-campus.)
    Students will interact through Canvas discussion tools. Students will have access to the instructor via e-mail and phone as necessary in lieu of utilizing on-campus office hours. The university supervisor will visit the intern at least one time and the intern will send videos of three teaching activities for the supervisor to evaluate.