Social and Behavioral Sciences
Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology
   SPMT (formerly KINE) 304
   
2. Course prefix and number: PSYC 304 (crosslisted with PSYC 304)
   
3. Texas Common Course Number: N/A
   
4. Complete course title: Psychology of Sport — Sport Psychology Management + Practice
   
5. Semester credit hours: 3
   
6. This request is for consideration in the following Foundational Component Area:
   
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   
   Current core - Yes
   (as KINE 304)

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   
   - Yes
   - No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 1 or 2

10. Number of students per semester: +/- 300 average

11. Historic annual enrollment for the last three years: 552 628 683

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

   Course Instructor

   Approvals:

   Department Head

   College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course examines the relationship of psychology to sport and exercise. Topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, and diversity issues in sport and exercise. Lectures, discussion, assignments, and exams will be designed for students to explore, analyze, communicate, and critique issues regarding sport psychology management and practice.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Lectures and course discussions via discussion boards will be designed to expose students to current issues regarding the psychology of sport in the management and practice of sport development. In addition, students will be required to listen to interviews from industry professionals personal experiences and write two reaction papers in response to the interviews. In the reaction papers, students will need to interpret how the professional experiences agree or disagree with the course information (e.g., theories/ideologies, artifacts, historical events) by providing rationale and critically articulate their position in a logical evidenced based format.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will be expected to communicate through discussions and papers. Discussions will occur through topical discussion groups. In addition, two reflection papers will be completed by each student. These papers will encourage a logical organizational pattern, proper use of sport psychology terminology and language, along with examples, statistics, and illustrations in the presentation of the purpose and perspective.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Lectures and course discussion will be designed to expose students to relevant research and statistics regarding
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

the psychology of sport for management and practice. Students via discussion boards and reaction papers will be exposed to statistics (e.g., physical activity, depression, health disparities) and how their relationship with the psychology of exercise and sport. In evaluation of students’ understanding of empirical and quantitative skills, reactions papers, discussion groups, and three course exams will be used to assess progress.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will have the opportunity to engage in readings and discussions to provoke thought and share their opinions around the psychology of sport, exercise, and physical activity for a range of populations. Students will have the opportunity to communicate, provide a critical perspective, and a personal point of view for the aforementioned issues in various organizational (e.g., K-12, high school, college, professional) and community (e.g., public, private) structures.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
KINE 304: PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY
TEXAS A&M UNIVERSITY
SUMMER 2011

CONTACT INFORMATION
Name: Akilah R. Carter-Francique, PhD
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Phone: 979-458-3941
Email: arfrancique@hlkn.tamu.edu
Office Hours: M, T, R 11:00-12:00, T 1:00-2:00

TEACHING ASSISTANT
Chanho Kang (chanhokang@hlkn.tamu.edu)
Woojun Lee (woojun0901@hlkn.tamu.edu)

COURSE ORIENTATION: The course orientation can be found on the course website (http://elearning.tamu.edu). Students should watch the orientation video before proceeding with the course.

COURSE MATERIALS
There are two products for the class:
- Course Lectures: All lectures are available at http://elearning.tamu.edu.

  - A CD ROM that contains interviews with sport industry professionals and is required to complete the writing assignments; available at the MSC Bookstore.

  - A required text. The course lectures and exam questions will predominantly come from the materials in this text.

Students can access other materials through webct (http://elearning.tamu.edu).

PREREQUISITIES
Junior or senior classification.

COURSE SCOPE AND RATIONALE
This course examines the relationship of psychology to sport and exercise. Topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, and diversity issues in sport and exercise.

COURSE OBJECTIVES
After successfully completing this course, students should be able to:
1. Discuss the foundations of sport and exercise psychology including:
   a. Physical activity epidemiology and the associated research in that area
   b. Theory and exercise psychology; and
   c. The primary models and theories of exercise behavior.
2. Outline the relationships between sport and exercise participation and individual factors, including:
   a. Personality;
   b. Self-concept and self-esteem;
   c. Stress and anxiety;
   d. Depression;
   e. Emotional well-being;
   f. Health-related quality of life;
   g. Body image; and
   h. Rehabilitation psychology.

3. Highlight the environmental influences on exercise and sport participation, including:
   a. Physical activity groups;
   b. Social influences on exercise;
   c. Environmental correlates.

4. Discuss the major issues associated with physical activity interventions:
   a. Informational, behavioral, social, and policy-related interventions

NATURE OF THE COURSE

KINE 304: Psychology of Sport and Physical Activity is a web-enhanced course. Students are expected to read the material provided in the course schedule and then listen to the lectures accessed online at [http://elearning.tamu.edu](http://elearning.tamu.edu). In addition, students are encouraged to print the PowerPoint slides associated with the lecture. Printing the slides in “handout view” will enable the student to take notes to the lecture. Students can listen to the anywhere they have Internet access (e.g., campus, home, etc.).

Correspondence related to the course is sent to your TAMU email account. Consistent with Student Rule 61.2.3 ([http://student-rules.tamu.edu/rule61](http://student-rules.tamu.edu/rule61)) students are expected to regularly check their TAMU email account for course-related communications.

COURSE POLICIES AND EXPECTATIONS

Attendance. The attendance policy for this class will be administered in accordance with Student Rule #7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Plagiarism statement: As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, [http://student-rules.tamu.edu](http://student-rules.tamu.edu), under the section “Scholastic Dishonesty.”

Aggie honor code. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment: to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the
Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Email Professionalism. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it. You can also find additional information about writing emails at the University Writing Center website: http://writingcenter.tamu.edu/2010/how-to/business/emails/.

Americans with Disabilities Act (ADA) policy statement. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at http://disability.tamu.edu.

Copyright statement: The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
POINT STRUCTURE:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Papers (5 x 20)</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>400</strong></td>
<td><strong>1.00</strong></td>
</tr>
</tbody>
</table>

GRADING STRUCTURE:
90-100% A
80-89% B
70-79% C
60-69% D
≤ 59% F

ASSIGNMENTS:

*Reaction Papers*: The Exercise Psychology Interview Series (EP IS) represents a collection of interviews with leading scholars and professionals in the sport industry concerning various sport and exercise psychology topics. This edition of the EP IS contains interviews pertaining to five topics. Students are expected to listen to the interviews and then write a reaction paper for each topic. The paper should focus on: (a) key points taken away from the interviews (30%), (b) reactions to the interviews (30%), and (c) application of what the interviewees discussed—that is, how can what they discussed be applied to the management of sport organizations (30%). Grammar accounts for the remaining ten percent (10%) of the paper's score. Each paper should be approximately 400 words. Each paper is worth 20 points. Papers should be submitted through the course website (http://elearning.tamu.edu). See the Course Schedule for a list of the specific interviews for which the students are responsible and when each paper is due. Please keep each receipt turn-it-in.com provides when you submit your paper.

*Exams*: Three exams will be held throughout the semester. Exam questions will be in a true-false and multiple choice format. Students can use their notes and books during the exam. Students should consult the course outline to determine the material covered on each exam. All exams are delivered through the course website (http://elearning.tamu.edu). Students will have 60 minutes to complete the exam, after which time responses will not be accepted. Each exam is due by 11:59 pm on the date designated on the Course Schedule. The course website does not allow exams after that time.
COURSE SCHEDULE

Chapter 1: Introduction to exercise psychology
Chapter 2: Physical activity epidemiology
Chapter 3: Theories and models of exercise behavior I
Chapter 4: Theories and models of exercise behavior II
Chapter 5: Social influences of exercise

Exam 1 Due: Thursday, January 5, 2012, 11:59 pm
Reaction Paper Due: January 5, 2012, 11:59 pm
Steve Reichman

Chapter 6: Physical activity interventions
Chapter 7: Personality and Exercise
Chapter 8: Self-concept, self-esteem, and exercise
Chapter 9: Body image and exercise
Chapter 10: Stress, stress reactivity, and exercise

Exam 2 Due: January 9, 2012, 11:59 pm
Reaction Papers Due: January 9, 2012, 11:59 pm
Tim Lightfoot
Trevor Carney

Chapter 11: Anxiety and exercise
Chapter 12: Depression and exercise
Chapter 13: Emotional well-being and exercise
Chapter 14: Cognitive function and exercise
Chapter 15: Health-related quality of life and exercise

Exam 3 Due: January 13, 2012, 11:59 pm
Reaction Papers Due: January 13, 2012, 11:59 pm
Kristin Clemens
Marlene Wong
Application for CEHD Undergraduate Curriculum Committee Action Items

In addition to this application and requisite forms from Curricular Services, a memorandum and any supporting documents with appropriate signatures should be submitted. Curricular issues require formal approval (i.e. the UCC, Faculty Senate, Provost, and President). Please indicate the type of curricular issue you are submitting for consideration:

- New course
- Deletion of a course
- Course credit change
- Contact hour change (lab and lecture)
- Course title change
- Course description change
- Course number change
- Course prefix change
- Curriculum changes which increase credit hours required to complete a degree
- New degree programs
- Prerequisite changes
- Non-substantive requests such as name changes for a program or Department or degree
- Catalog revisions
- Admission Requirements for transfer and upper-division including GPA and/or course completion

Other: Core Curriculum Renew

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 03/29/13 Submitted by: Paul Batista

Department: Health and Kinesiology Division: Sport Management

Justification for Request (Attach supporting or additional documents as necessary):

Core recertification - SPMT 304

Department Head: Richard Kreider Signature: [Signature]

To be completed by CUCC:
Date Considered: 04/2/13
Approved: [Signature]
Not Approved: [Signature]
The Undergraduate Curriculum Committee recommends approval of the following:

1. New Courses

**ASTR 320. Astrophysical Research Methods. (2-0). Credit 2.** Background and tools used by astronomical researchers in performing analyses; topics include reduction of photometric and spectroscopic data, bivariate and multivariate statistical methods and chi-squared minimization. Prerequisites: MATH 171 and MATH 172.

**ASTR 401. Stars and Extrasolar Planets. (3-0). Credit 3.** How stars are born, how internal structure changes, nuclear fuel burned and ultimate fate; extrasolar planets: detection, formation, properties and habitability. Prerequisite: ASTR 314.

**ASTR 403. Extragalactic Astronomy and Cosmology. (3-0). Credit 3.** Physical makeup of individual galaxies and large scale structure in the universe; origin and eventual fate of the universe; interpretation of observational data as it relates to baryonic matter, Dark Matter and cosmological models with Dark Energy. Prerequisite: ASTR 314.

**COSC 284. Introduction to Applied Workplace Ethics, Etiquette and Communications. (3-0). Credit 3.** For students in an experiential learning environment; required reading assignments on topics concerning workplace ethics, etiquette and communications; apply and discuss reflective writing assignments in order to prepare to meet the professional expectations of employers upon graduation. Prerequisite: Engaged in an internship, co-op or other experiential learning opportunity working a minimum of 20 hours per week.

2. Change in Courses

**SCSC 301. Soil Science.**

Course description and prerequisites

From: An introduction to the nature and properties of soils. Application of science and technology to the use of this natural resource and the roles in the environment.

Prerequisite: CHEM 101 or equivalent.

To: Evaluation of the nature and properties of soils; explanation of the various soils, their components and roles in the environment using the scientific methods and technology. Prerequisite: Junior or senior classification, or approval of instructor.

**SCSC 405. Soil and Water Microbiology.**

Course prerequisites

From: SCSC 301, junior or senior classification, or approval of instructor.

To: Junior or senior classification, or approval of instructor.

**SPMT 304. Psychology of Sport and Physical Activity.**

Course title

From: Psychology of Sport and Physical Activity.

To: Sport Psychology Management and Practice.
Course description
From: The relationship of psychology to sport; topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, women in sport, the psychology of coaching, sports law and ethics.

To: The relationship of psychology to sport and exercise; topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, and diversity issues in sport and exercise.

Cross-listing
From: PSYC 304.
To: None.