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
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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.