

KINES 300 Course Outline as of Fall 2021**CATALOG INFORMATION**

Dept and Nbr: KINES 300 Title: SA SUCCESS I
 Full Title: Student-Athlete Success I
 Last Reviewed: 2/22/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	0.50	Lab Scheduled	3.00	6	Lab Scheduled	52.50
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 52.50

Title 5 Category: AA Degree Non-Applicable

Grading: P/NP Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

This lab course is an open-entry/open-exit course designed to assist student-athletes in acquiring basic study skills and work habits to gain success in the classroom. In addition, the student-athlete will learn and apply time and stress management techniques, note taking techniques, and test taking techniques. Students must complete 26.25 hours of work to earn 0.5 unit of credit per semester. Grades are Pass/No Pass.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:**

In order to take the KINES 300 class, each student must be listed as a student athlete, by the head coach, on the official team roster. Student should contact instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.

Schedule of Classes Information:

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in acquiring basic study skills and work habits to gain success in the classroom. In addition, the student-athlete will learn and apply time and stress management techniques, note taking techniques, and test taking techniques. Students must complete 26.25 hours of work to earn 0.5 unit of credit per semester. Grades are Pass/No Pass. (P/NP Only)

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required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Apply student-athlete success strategies to improve their ability and success in the classroom.
2. Identify college support services and resources offered by the college.
3. Evaluate Individual Student Education Plan (iSep).
4. Apply a healthy lifestyle and high performance habits to be successful on the field.

Objectives:

Students will be able to:

1. Apply student-athlete success strategies in time management.
2. Apply student-athlete success strategies in test taking, study skills and online learning strategies.
3. Effectively understand how to use the library and the resources offered by the library.
4. Identify college support services and resources offered by the college and when necessary utilize tutoring services.
5. Review Individual Student Education Plan (iSep) every semester with an athletic counselor and revise, if necessary, for either Certificate completion, graduation, or transfer.
6. Apply healthy lifestyle and high performance habits to their daily lives as a student and

athlete.

Topics and Scope:

I. Student-Athlete Success Strategies

A. Peer coach collaboration

1. Time management
2. Effectively using the library
3. Study and test-taking skills
4. Understanding your syllabus
5. Using Canvas and online learning strategies
6. Procrastination and attention

B. Healthy lifestyle

1. Effective nutrition for performance (pre/post game nutrition, nutrition for recovery, eat to compete)
2. Mental health and emotional well-being
3. Understanding stress
4. Sleep hygiene and the importance of sleep (developing an effective sleep routine, effect of sleep on performance)

C. High performance habits, mindset and attitude

1. Understanding the importance of mindset and attitude on performance
2. Growth mindset
3. Motivation vs Discipline

D. Goal setting

1. How to set goals and why they are important
2. Athletic, academic and personal
3. Process- vs outcome-based goals
4. Understanding the importance of the process

E. Becoming an effective student at SRJC

1. Understanding the importance of education in our lives
2. The process of becoming an effective student
3. Academic Game Plan Calendar-Short term, long term and weekly calendar
4. Developing an effective and balanced schedule

F. Making the Transition from High School to College

1. On the field
2. In the classroom
3. Socially

G. Individual study and tutoring in specific subjects; Support service appointments as needed

1. Math
2. English
3. Other subjects

II. College Services

A. Financial Aid & Scholarships

B. Tutorial Center

C. Food Pantry & Student Resource Center

D. Welcome & Connect Center

E. Extended Opportunities and Services (EOPS)

F. Library

G. Disability Resources Department (DRD)

H. Admissions and Records

I. Transfer Center

J. Career Center

III. Meet with Athletic Counselor to Review iSEP Education Plan and Schedule Classes for Next Semester

- A. Certificate completion
- B. Graduation
- C. Transfer

Assignment:

Problem-solving Assignments:

1. Reading from online resources, articles and instructor assigned materials (approximately 1-2 articles per week)
2. Weekly assignments centered on developing successful strategies and habits for student athletes for both on and off the field (1-3 per week)
3. Time Management worksheets on long term, short term and day to planning and management of time
4. Group Project(s) (1-2)
5. Self-evaluation and self-critique assignments (4-5)
6. Culminating project

Writing Assignments:

1. Short answer responses:
 - A. Dealing with the transition to college
 - B. Describe the relationship between goals, self-responsibility and self-efficacy
 - C. Discuss ways in which students procrastinate and develop solutions
 - D. Describe the difference between motivation and discipline

Class Participation:

1. Peer critiques based on self-evaluation assignments (3-5)

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Short answer responses

Writing
15 - 25%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Problem-solving assignments

Problem solving
25 - 25%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and Participation

Other Category
50 - 60%

Representative Textbooks and Materials:

The Student Athlete's Guide to College Success. Hart, Algerian and Brooks, Erik. Greenwood. 2016 (classic)

Instructor prepared materials