

KINES 301 Course Outline as of Fall 2021**CATALOG INFORMATION**

Dept and Nbr: KINES 301 Title: SA SUCCESS II
 Full Title: Student-Athlete Success II
 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 being offered as an open-entry/open- exit course designed to assist the student-athlete in acquiring basic study skills and work habits to gain success in the classroom. Memory and visualization techniques, and earning styles will be included. 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 301 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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classroom. Memory and visualization techniques, and learning styles will be included. 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)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment: In order to take the KINES 301 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.

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:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

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. Identify college support services and resources offered by the college.
2. Integrate high performance habits in the classroom and on the athletic field.
3. Analyze and apply various student success strategies.
4. Identify and understand the various recovery modalities.
5. Identify and evaluate the best learning and information processing styles.
6. Review Individual Student Education Plan (iSep).

Objectives:

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

1. Identify college support services and resources offered by the college.
2. Utilize tutoring services when necessary.
3. Integrate high performance habits for personal, academic, athletic and career success.
4. Analyze and apply various student success strategies in regards to reading strategies, citing sources and effective communication.
5. Identify and understand various recovery modalities, when they are best used and develop a weekly plan to increase performance on the field and in the classroom.
6. Identify and evaluate the best learning and information processing styles for each subject.
7. Review Individual Student Education Plan (iSep) every semester with an athletic counselor

and revise if necessary, for either Certificate completion, graduation, or transfer.

Topics and Scope:

I. Student-Athlete Success Strategies

A. Peer coach collaboration

1. Reading strategies
2. Citing sources
3. Creating an ideal study environment
4. Effective communication
5. Personal responsibility for your success

B. Healthy lifestyle

1. Overtraining
2. Dealing with burnout (physiological, emotional & physical)
3. Ergogenic aids and supplements
4. Recovery modalities and how to implement them
 - a. recovery pyramid
 - b. active vs passive
 - c. protocols

C. High performance habits

1. Attention as the currency of performance
2. Memory and visualization techniques
3. Be where your feet are
4. Self-awareness
5. Emotional intelligence

D. Learning and information processing styles

1. Observe, Orient, Decide, Act (OODA) Loop
2. Integration with high performance habits

E. Individual Study and tutoring in specific subjects

1. Math
2. English
3. Other subjects
4. Support service appointments as needed

II. College Support 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 Counselor to Schedule Classes for Next Semester and Review Education Plan

Assignment:

Problem-solving Assignments:

1. Reading from online resources, articles and assigned materials (1-2 articles per week)
2. Weekly assignments centered on developing successful habits and strategies to help

- student-athletes on and off the field
- 3. Self-evaluation and self-critique assignments (3-4)
- 4. Culminating project
- 5. Mid-semester evaluation and adjustments
- 6. Class participation

Writing Assignments:

- 1. Short answer responses (2-3)
- 2. Article responses: (2-3)
- 3. Guest speaker responses (3-4)

Class Participation

- 1. Group Projects (1-2)
- 2. Peer Critiques based on self-evaluation assignments (4-5)
- 3. Class Presentation (1-2)

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.

Writing assignments	Writing 15 - 25%
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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%
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%
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Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%
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Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation	Other Category 50 - 60%
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Representative Textbooks and Materials:

- A Student Athlete's Guide to College Success-Peak Performance in Class and Life. 3rd ed. Petrie, Trent and Hankes, Douglas and Denson, Eric. Cengage L. 2010 (classic)
- Instructor prepared materials

