

A - New Course Proposal V. 7.2022 : Entry # 3642**DEAN Decision**

Approved

Date

03/02/2026

Is this course intracollegiate or intercollegiate?

Intracollegiate

DEAN Comments

SOLs should also align with specific DIS (First Year Seminar) expectations (ie: comfort and facility with university resources and expectations)

SCHOOL EPC Decision

Approved

Date

03/10/2026

GEC Decision

Approved

Date

04/10/2026

APIRC Decision

Approved

Date

04/17/2026

Begin Form**Today's Date**

02/17/2026

Your Name:

Daniel Krenzer

Your Email:dkrenzer@highpoint.edu**Are you a Department Chair?**

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No

Department Chair Name

Kirsten Li-Barber

Email address of your Department Chairklibarbe@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

Spring 2027

Information for the Registrar**Choose the department designator from the list below.**

DIS

Proposed Course Number?

1000

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Psychology of the Student-Athlete

Write the catalog description of your proposed course:

What is it like to be a student-athlete? What are the stressors and demands of being a student who is also an athlete? Beyond athletic performance, this course will explore the mental health considerations, policies, academic stressors, and social demands on the student-athlete. In this class, we will come to understand scientific readings and other related documents related to the student-athlete experience. We will supplement these activities by hearing from current and past student athletes to learn from their experience, to help understand how they managed sport and school and what led them to be successful.

How many credit hours will this course be?

4

A - New Course Proposal V. 7.2022 : Entry # 3642**How will the course be graded?**

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Alternate years

Does your course have any prerequisites?

No

Any other comments for the Registrar at this time?

This proposal received Provost approval for late submission on 02/28/2026.

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Intellectual Discovery [DIS]

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

Surveys and feedback from current and prospective students reveal that there is an appetite for exposure to Psychology relating to sports and to explore the experience of the student-athlete. In support of student interests, there are over 400 Division 1 and 800 Club level athletes on the HPU campus. Over 20% of the student body has a connection to sport, making student-athletes a

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large portion of the overall student population. Incoming Freshmen are often assigned DIS courses as part of a Learning Community and/or are assigned a DIS by their Success Coach. As a result, students arrive in these classes unaware of the course topic and content and, in turn, are often unmotivated or unprepared to engage in material. Considering the pervasiveness of athletics on campus, the Psychology Department intends to retain students in DIS courses and introduce them to the Social Sciences, namely Psychology through an accessible manner; the student-athlete. Per the WHBS mission statement: "The Behavioral Sciences model and encourages intellectual curiosity, critical reflection and ethical deliberation", these dynamics are mirrored in The Psychology of the Student-Athlete. Students are introduced to the process and skills required for scholarly analysis and apply intellectual, analytical, and writing abilities to "real-world" scenarios in the context of a student involved in sports.

List all student learning outcomes for this course.

Gen Ed

1. Teamwork: Demonstrate the ability to operate in a constructive team environment.
2. Integrative Learning: Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems.
3. Discuss, debate, and reflect on complex dynamics and issues faced by the student-athlete; to include time management stress, emotional distress, sense of identity after injury, social pressures, and policy considerations (Title IX, and eligibility) to strengthen communication skills, critical thinking, and emotional intelligence.
4. Evaluate the authority of related literature and the credibility of sources.

Specific Course Learning Objectives

5. Produce evidence-based explanations and analyses of the social-emotional experience of the student-athlete.
6. Present research findings on an issue related to the student-athlete.

List any units or content areas that will be required for all sections of this course.

The following parameters must be adhered to when teaching the course, but instructors have the freedom to choose specific topics based on things like their area of expertise or new research projects, the availability of new primary source material or new scholarship published on a given topic.

These are the parameters:

Time Management, Stress and other emotional experiences of the student-athlete, goal setting, Title IX, self-identity- especially after an injury, burnout, preparing for life after sport.

Instructors are not required to use the same assignments, and the content will change depending on who teaches the course. Thus, instructors have the liberty to choose the content, varieties of sports covered, specific topics/events; psychological or educational theories; etc. to focus on when they teach the course as long as it relates to the student-athlete experience. This flexibility is necessary and beneficial; for instance, new scholarship could reveal a previously under-studied social-emotional dynamic of the student-athlete or educational considerations unique to the student's experience. Instructors are welcome to incorporate other activities, literature, and researchers if deemed relevant to understanding the connections between school and athletes.

List any assignments, tests, or other assessments that will be required for all sections of this course.

There are no assessment methods required for all sections of this course.

It is expected that changes to assessment methods are necessary to discourage academic dishonesty, to respond to advancements of AI in the classroom. Further, an instructor may find it appropriate to adapt approaches based on student

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feedback and the instructor's style of teaching, along with evaluation of how well the learning outcomes were achieved in any given semester.

An instructor may find it valuable to refer to previous editions of the syllabus to review potential tasks, assessment methods, and learning objectives as they plan future offerings of the course.

List any readings or other materials that will be required for all sections of this course.

There are no required readings or other materials for this course. Instructors have the liberty to choose readings coinciding with the student-athlete experience; specific psychological theories and applications.

List any course policies that will be required for all sections of this course.

There are no required policies for this course. The instructor must adhere to High Point University; Psychology Department; Witcher School of Humanities and Behavioral Sciences; and other relevant policies, but any other policies are at the instructor's discretion based on constructive student feedback / evaluation and the instructor's experience. Sample syllabus will have examples of possible course policies.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

N/A

Sample Syllabus

- [Sample-Syllabus-Psychology-of-the-Student-Athlete-DIS1000.pdf](#)