

# Curriculum Proposal Cover Sheet

14-28

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: <del>13-197</del>	
LSC Action-Date: AP-9/25/14	UWUCC Action-Date: AP-10/21/14	Senate Action Date: App 11/4/14

## Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Ron Trenney & David Lorenzi	Email Address Trenney@iup.edu and Dlorenzi@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 7-6918

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: \_\_\_\_\_

Proposed course prefix, number and full title, if changing: HPED 225 Social Issues in Sport

Received

**2. Liberal Studies Course Designations, as appropriate**

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

SEP 29 2014

Liberal Studies

Received

MAR 31 2014

Liberal Studies

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

Received

**4. Program Proposals**

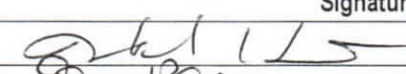





Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

OCT 22

Liberal Studies

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		09/09/2013
Department Chairperson(s)		9/6/13
College Curriculum Committee Chair		11/20/13
College Dean		3.31.14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		10/22/14

## Part II.

### 1. New Syllabus of Record

#### Catalog Description

HPED 225 Social Issues in Sport

3 class hours

0 lab hours

3 credits

3c-0l-3cr

Prerequisites: None

Sport is a topic that permeates virtually all aspects of society. Investigates sport from historical, philosophical and social perspectives. Various social theories will be used to examine the interaction of sport and society through exploration of issues related to business, deviance, disability, gender, media, social class, politics, and race as they pertain to sport.

#### **Ila. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)**

##### **Objective 1:**

Identify and define various cultural concepts as they relate to sport. These issues include, but are not limited to, the business of sport deviance in sport disability and sport, gender and sport, and race and sport.

##### **Expected Student Learning Outcomes 1 and 3**

Informed and Responsible Learners

##### **Rationale:**

Assignments will require students to demonstrate knowledge related to various contemporary cross-cultural and disciplinary issues related to sport. Assignments will also require students to have a working knowledge of the historical and philosophical significance which led to societal changes in sport (e.g. the passage of Title IX legislation and its effect on both female and male sports programming and participation).

##### **Objective 2:**

Analysis of social issues in sport through various theoretical perspectives.

##### **Expected Student Learning Outcome 2:**

Empowered Learners

##### **Rationale:**

Assignments will require students to review current literature, analyze case studies, and synthesize research relating to specific social issues in sport (e.g. race discrimination, gender bias, media influence, etc.). Students will demonstrate skills in problem solving, critical thinking, exploration of reliable information, synthesis, and a commitment to intellectual honesty as they pertain to analysis of social theory and social issues prevalent in sport.

##### **Objective 3:**

Analyze social issues in sport as they relate to different sport classifications (professional, amateur, collegiate, youth, etc.).

##### **Expected Student Learning Outcome 1:**

Informed Learner

## **Rationale:**

Assignments will require students to identify specific social issues (ie, drugs in sport, gender inequality, etc.) and examine each as it relates to a particular sport classification or group. Further investigation will consist of a compare and contrast analysis between various sport classifications.

### **III. Course Outline**

- A. Introduction (3 hours)
  - 1. Course and Assignments
  - 2. Social Theories – Why We Study Them
  - 3. Sport – Why We Study It
  
- B. The Effect of Sport on Society (6 hours)
  - 1. Trends in Sport Participation
    - a. Participants versus Spectators
    - b. Trends in Marketing
  - 2. Business of Sport
    - a. Sport and the Economy
    - b. Collegiate Sports
    - c. Professional Sports
    - d. Recreational Sports
  - 3. Interaction Between Media and Sport
    - a. Evolution of Sport Media
    - b. How Sport Affects the Media
    - c. Ideology of Sport Through the Media
  
- Exam 1 (1 hour)
  
- C. The Institution of Sport (3 hours)
  - 1. Youth Sport
    - a. Evolution of Youth Sport
    - b. Current Status of Youth Sport
    - c. Contemporary Issues in Youth Sport
  - 2. Interscholastic and Intercollegiate Sport
    - a. Interscholastic Sport
    - b. Collegiate Sport
  - 3. International/Olympic Sport
    - a. Globalization of Modern Sport
    - b. Nationalism versus Economics
    - c. Using Sport for Better World Understanding
  
- D. The Culture of Sport (10 hours)
  - 1. Sporting Behavior
    - a. Development of Moral Values
    - b. Moral Values Applied to Sport
    - c. Strategies for Good Sporting Behavior
  - 2. Social Class and Sport
    - a. Social Class and Sport Activity
    - b. Control of Amateur and Professional Sport
    - c. Class Mobility in Sport
  - 3. Religion and Sport

- a. Historical Overview of Religion and Sport
- b. Use of Religion in Sport by Athletes
- c. Organizations Using Sport to Promote Religion
- d. Conflict Between Religion and Sport
- 4. Politics and Sport
  - a. Government and Sport
  - b. Nationalism and Sport
  - c. Sport in Promoting Social Values
  - d. Politics within Sport
- 5. Deviance and Sport
  - a. Violence in Sport
  - b. Drug Use in Sport
  - c. Hazing in Sport
  - d. Gambling in Sport

Exam 2 (1 hour)

E. Special Populations (9 hours)

- 1. Race and Ethnicity in Sport
  - a. Historical Racial Discrimination in Sport
  - b. Using Sport to Promote Equality
  - c. Minorities as Sport Leaders
- 2. Gender and Sport
  - a. Women in Sport Pre Title IX
  - b. Women in Sport Post Title IX
  - c. Global Status of Women in Sport
- 3. Disability and Sport
  - a. Americans with Disabilities Act
  - b. Sport Participation for Individuals with Mental Disabilities
  - c. Sport Participation for Individuals with Physical Disabilities
  - d. Issues Related to Sport Participation for Individuals with Disabilities
- 4. Sport Participation for Older Athletes
  - a. Performance Sport for Older Adults
  - b. Participation Sport for Older Adults

Exam 3 (1 hour)

F. Social Change through Sport (8 hours)

- 1. Development through Sport
  - a. Benefits of Sport and Physical Activity
  - b. International Outreach Through Sport
  - c. Peace Initiatives Through Sport
  - d. Potential Funding Sources for Sport Development Programs
- 2. Future Trends in Sport (
  - a. Social Trends
  - b. Effects of Social Changes
  - c. Conflict Between Performance Sport and Spectator Sport

Exam 4 (Final Exam during final exam week) (2 hours)

#### **IV. Evaluation Methods**

**Those evaluation methods listed below will assess all objectives presented in the course syllabus.**

1. 60% - Examinations - exams will consist of multiple choice, true/false, and short answer style questions.
2. 20% - Short Essays – students will be required to write 4-5 page essays based on information presented throughout the semester. They will be asked to synthesize their personal knowledge and beliefs with didactic information presented in class.
3. 10% - Article Summaries – students will be assigned outside readings in addition to the required textbook assignments. These readings will be selected to supplement information that is presented in the textbook. For each unit, students will select a specific reading and write a review which will be 1-2 pages in length and include both a summary of the information presented and a personal reaction.
4. 10% - Video Reactions – students will be required to view one online video clip per unit related to specific course topics. The videos selected will be contemporary and designed to supplement information that is presented in the textbook. Each video reaction will be 1-2 pages in length and include both a summary and a personal reaction.

#### **V. Grading Scale**

Grading Scale: A 90%-100%, B 80%-89%, C 70%-79%, D 60%-69%, F 59% and below

#### **VI. Undergraduate Course Attendance Policy**

The IUP undergraduate attendance policy will be followed.

#### **VII. Required Textbook**

Woods, R. B. (2011). *Social issues in sport* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

#### **Supplemental Resources**

Branta, C. F. (2010). Sport specialization: Developmental and learning issues. *Journal of Physical Education, Recreation, and Dance*, 81(8), 19-28.

Coakley, J. (2008). *Sport and society: Issues and controversies* (10<sup>th</sup> ed.). New York, NY: McGraw Hill.

DaCosta, L. (2006). A never-ending story: The philosophical controversy over olympism. *Journal of the Philosophy of Sport*, 33(2), 157-173.

Dworkin, S. L., & Messner, M. A. (2002). Gender relations in sport. *Sociological Perspectives*, 45(4), 347-352.

Goldberg, R. (2008). *Taking sides: Clashing views on controversial issues*. New York, NY: McGraw Hill

Harris, J. (2007). Gender issues in sport. *International Review for the Sociology of Sport*, 42(2), 217-221.

Huang, C., & Brittain, I. (2006). Negotiating identities through disability sport. *Sociology of Sport Journal*, 23(4), 352-375.

Molnar, G., & Kelly, J. (2013). *Sport, exercise and social theory*. New York, NY: Routledge.

Powell, S. (2008). *Souled out? How blacks are winning and losing in sport*. Champaign, IL: Human Kinetics.

Rowe, D. C. (2003). *Sport culture and the media: The unruly trinity*. Champaign, IL: Human Kinetics.

Sacks, D. N., Petscher, Y., Stanley, C.T., & Tenenbaum, G. (2003). Aggression and violence in sport: Moving beyond the debate. *International Journal of Sport and Exercise Psychology*, 1(2), 167-179.

Sterkenburg, J.V., Knoppers, A., & De Leeuw, S. (2010). Race, ethnicity, and content analysis of the sports media: A critical reflection. *Media Culture Society*, 32(5), 819-839.

### **VIII. Special Resource Requirements**

None

### **IX. Bibliography**

DePauw, K. P., & Gavron, S. J. (2005). *Disability sport (2<sup>nd</sup> Ed.)*. Champaign, IL: Human Kinetics.

Harris, J. (2007). Gender issues in sport. *International Review for the Sociology of Sport*, 42(2), 217-221.

Margolis, J. (1999). *Violence in sports: Victory at what price?* Berkley Heights, NJ: Enslow.

Molnar, G., & Kelly, J. (2013). *Sport, exercise and social theory*. New York, NY: Routledge.

McDonald, M. (2005). Mapping whiteness and sport: Introduction to the special issue. *Sociology of Sport Journal*, 22(3), 245-256.

Morgan, W. J. (2007). *Ethics in sport (2<sup>nd</sup> ed.)*. Champaign, IL: Human Kinetics.

Powell, S. (2008). *Souled out? How blacks are winning and losing in sports*. Champaign, IL: Human Kinetics.

Rowe, D. C. (2003). *Sport, culture, and the media: The unruly trinity (2<sup>nd</sup> ed.)*. New York, NY: McGraw-Hill.

Sacks, D. N., Petscher, Y., Stanley, C. T., & Tenenbaum, G. (2003). Aggression and violence in sport: Moving beyond the debate. *International Journal of Sport and Exercise Psychology*, 1(2), 167-179.

Sage, G. (1998). *Power and ideology in American sport (2<sup>nd</sup> Ed.)*. Champaign, IL: Human Kinetics.

Vernacchia, R. A. (1990). Ethical issues of drug use in sport. R. Tricker, D. Cooks (ed.), *Athletes at risk: Drugs and sport*. Dubuque, IA: Brown and Benchmark.

Woods, R.B. (2007). *Social issues in sport*. Champaign, IL: Human Kinetics.

## **2 Course Analysis Questionnaire**

### **Section A: Details of the Course**

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

**This course will serve as a liberal studies elective course as well as provide additional options as a free elective course for all undergraduate students.**

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

**No changes will be necessary.**

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

**No this is a new course offering however it is patterned after a course recently removed from the university curriculum due to changes in the Liberal Studies requirements.**

**Similar content had been approved and taught previously as an LBST 499 course entitled Sport: A Microcosm of Society, a course that affectively synthesized both social science and sport science theories. HPED 225 is patterned after this course with necessary modifications to address all liberal studies elective requirements.**

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

**This course is intended undergraduate study only.**

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

**This course is not to be taken for variable credit.**

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

**Similar courses are offered at the following institutions, among others:**

**University of Utah, ESS 2600, Perspective on Sport and American Society  
Course taught in Exercise and Sport Science Department  
Course meets university's Social and Behavioral Sciences requirement  
West Chester University, KIN 246, Sport, Culture and Society  
Course taught in the Kinesiology Department  
Course meets university's Interdisciplinary Course requirement**



Ohio University, REC 6170, Leisure and Sport in Society  
REC 2010, Recreation and Leisure in Society  
Course taught in Recreation and Sport Pedagogy Department  
Course meets university's Social Science elective course requirement  
University of Florida, SPM 3012, Sport and Society  
Bucknell University, FOUN 097, Sport and Society  
Lincoln University, RECN 338, Sport and Society  
Lock Haven University, SPRT 323, Sport and Society  
University of Idaho CORE 169, Sports and American Society  
West Virginia University, SEP 271, Sport in American Society  
Kutztown University, SPT 270, Sport and Society

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No

### **Section B: Interdisciplinary Implications**

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

**At this time this course will be taught by professors in the Department of Health and Physical Education who have taught this content on numerous occasions throughout the past 5 years. The Department of Health and Physical Education sees no reason why this course could not be taught by faculty members from other departments should they submit and have approved a similar course proposal.**

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

**Although other courses are currently offered as Liberal Studies or Social Science electives and address such issues as Racial and Ethnic Minorities, Sociology of Deviance, and Sociology of Gender, none specifically address the interaction of sport on society or societal issues on sport.**

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

**At this time the course will not be cross-listed, however if another similar course is proposed and approved it is reasonable that this course may be cross linked as is the case with courses such as Financial Wellness (FCSE 143, FIN 143, ECON 143) and Computer Literacy (COSC 101, BTED 101, IFMG 101).**

## **Section C: Implementation**

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

**Due to recent changes in liberal study requirements current workload assignments will be shifted in order to offer this course on a consistent basis.**

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- Space – **Current classroom space is adequate for this course.**
- Equipment – **No additional equipment is required to teach the course.**
- Laboratory Supplies and other Consumable Goods – **None needed.**
- Library Materials – **Current library holdings are adequate.**
- Travel Funds – **No travel funds required.**

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

**No grant funds are required for this course.**

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

**As workload allows, it is our intention to offer at least one section of this course each semester as well as during both winter and summer terms.**

C5 How many sections of this course do you anticipate offering in any single semester?

**As workload permits with one – two sections anticipated each year.**

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

**Each section of this class will accommodate 35 to 45 students when offered in a classroom format and 25 to 30 students when offered as a distance education/online course.**

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

**No**

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

**NA**

## **Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

**As mentioned above the content of this course will be similar to that taught as a previously offered course which has been removed from the university curriculum (LBST 499 course entitled Sport: A Microcosm of Society). Changes in course content and delivery have been made to address new Liberal Studies guidelines.**

### **Part III. Letters of Support or Acknowledgement.**

**Please see e-mail below from Criminology Department Chair. Additional requests were made to other departments which teach courses in the Social Science category and we have been informed that they are under review by various faculty committees.**

Elaine,

I have reviewed your proposal for HPED 225 and think it would be very good and appropriate addition to the Liberal Studies Social Science offerings. Sport is a major part of our culture and also is a topic of great interest to many of our students. Also, the course proposal is consistent with the liberal studies course requirements. The Department of Criminology offers its full support for the addition of HPED to the Liberal Studies Social Science list of offerings.

If you need anything else from us, do not hesitate to let me know.

Randy

Randy Martin, Chair  
Department of Criminology  
Indiana University of Pennsylvania

On Tue, 5 Nov 2013 08:24:05 -0500

"Ron Trenney" <[trenney@iup.edu](mailto:trenney@iup.edu)> wrote:

> Dear Randy,

>

>The HPE Department is proposing a new course entitled, HPED 225 Social Issues in Sport, to be  
>considered for approval as a course selection in the Liberal Studies Social Science category. I am  
>writing to you because your department also offers a course in this Liberal Studies Social Science  
>category and, as per the undergraduate curriculum Course Analysis Questionnaire Part III, I am writing  
>to ask if you would be willing to offer your support for our course proposal.

>

>Please find below the course title and description for your review and attached a copy of the  
>proposed syllabus:

>

> HPED 225 Social Issues in Sport

>

>Sport is a topic that permeates virtually all aspects of society. This course will investigate sport from  
>historical, philosophical and social perspectives. Various social theories will be used to examine the  
>interaction of sport and society through exploration of issues related to business, deviance, disability,  
>gender, media, social class, politics, and race as they pertain to sport.

>

>If you would be willing to offer your support for our course proposal, I ask that you please respond to  
>this e-mail at your earliest convenience. Or, if you have any questions, please do not hesitate to  
>contact us.

>

> We thank you for your consideration in this matter.

>

> Elaine Blair

> HPE Department Chairperson



Indiana University of Pennsylvania  
[www.iup.edu](http://www.iup.edu)

Department of Psychology  
Uhler Hall  
1020 Oakland Avenue  
Indiana, Pennsylvania 15705-1064

P 724-357-2426  
F 724-357-2214  
[www.iup.edu/psychology](http://www.iup.edu/psychology)

December 3, 2013

Dr. Elaine A. Blair  
Chair  
Department of Health and Physical Education  
Zink Hall, Room 225

Dear Dr. Blair:

Thank you for giving my colleagues and me the opportunity to review your proposed syllabus of record for HPED 255 Social Issues in Sport. I reviewed it carefully, and also asked Drs. Krys Kaniasty, Anson Long, and Maureen McHugh to review it and to provide comments. All three are social psychologists and teach social psychology at the undergraduate (PSYC 330) and doctoral (PSYC 858) levels. They are therefore most qualified to provide information regarding the interrelationships between your course proposal and our course offerings.

All three of our social psychologists agree that there is very little overlap between your proposed course and our existing courses. It was noted that a large part of social and cultural life in the contemporary world is happening around sporting events, and understanding the social dynamics of sports is important. The topics and texts seem appropriate for a 200 level course. It was also pointed out that social psychological theories and sociological theories can be valuable adjuncts to the course as they relate to sport (e.g., conflict theory, feminist theory, critical theory).

My colleagues and I support your course proposal. It complements our course offerings and is likely to be of interest to our students.

Sincerely,

Raymond Pavloski, Ph.D.  
Professor and Chair  
Psychology Department  
101 Uhler Hall  
Indiana University of Pennsylvania  
Indiana, PA 15705

cc: Dr. Ron Trenney  
Dr. Dave Lorenzi

## **Sample Assignment**

### **Research Paper Assignment**

Each student will be required to select a topic to research from an approved list provided by the instructor (please see list in detailed paper requirements). Students will be required to research their selected topic and provide a comprehensive report supported by a minimum of 5 resources, i.e. journal articles, texts, Internet resources, etc. The information should be analyzed, synthesized, and presented logically (using required headings) in its final format. General content of this paper will include a review of the topic selected, the topic's interaction and relationship to society as well as examples of past "sport figures" or situations that relate to this topic i.e. Jesse Owens and racism, Billy Jean King and gender, 2006-2007 congressional hearings and drugs, 2008 Summer Olympics and human rights issues. (50 points)

**Assignment:** This assignment requires you to research a specific aspect of sport and society. Please select a topic from the following list:

- Business of Sport
- Media and Sport
- Race, Ethnicity, and Sport
- Women and Sport
- Social Class and Sport
- Special Populations (Disability) Sport
- Religion and Sport
- Politics and Sport
- Deviance and Sport

### **Paper should begin with a title page that identifies:**

- Topic Addressed
- Student's Name
- Course Title
- Date Paper was submitted

### **Four specific areas (with headings for each) include:**

- An introduction outlining the scope/significance of the issue
- Societal ramifications associated with the issue
- Specific examples related to the issue (individuals, incidents, court cases, etc.)
- A conclusion that summarizes the main components of paper and re-visits the concepts presented in the introduction.

\*Please be sure that each of these areas outlined above have a separate heading/section in your paper

Your paper must be a minimum of 4 pages and maximum of 6 pages (excluding the title page and bibliography) in length. It is to include a minimum of 5 different reference citations (books, journals, Internet websites, etc.). Below each citation a brief abstract is required. This abstract (short paragraph) should explain how and why this reference was used (what content or information was obtained for the paper) and should also justify the quality of the information provided (credentials of authors and/or organization).

**Be sure to cite your references in the body of the text and include a bibliography at the end of your paper containing full reference citations.**

**Format:** This research paper should be neatly typed utilizing a Times New Roman 12-point font, 1 ½ spaced with one-inch margins. The only heading accepted will have your name and assignment title on a single line at the very bottom of the last page under your bibliography. Be sure to both spell check and proof read your paper before submitting.

**Value:** 50 points

**HPED 225 Social Issues in Sport  
Research Paper Rubric**

	<b>Unacceptable (2 points and below)</b>	<b>Acceptable (3 points – 4 points)</b>	<b>Target (5 points)</b>
<b>Cover Sheet</b>	No cover sheet or cover sheet does not contain the required information.	Cover sheet contains 2-3 required items (topic, name, course title, date.).	Cover sheet includes all required information (topic, name, course title, date).
	<b>Unacceptable (4 points and below)</b>	<b>Acceptable (5 points – 7 points)</b>	<b>Target (8 points – 10 points)</b>
<b>Introduction and Conclusion</b>	Research paper is lacking a clear introduction and conclusion and/or an introduction and conclusion are not present in the paper.	Research paper contains an introduction, but does not provide reasons for the selection of the topic. Research paper contains a conclusion but does not fully summarize the main points of the paper.	Research paper contains a clear introduction outlining reasons for the selection of the topic and sets the scene for the rest of the paper. Research paper contains a clear conclusion summarizing the main points of the paper.
	<b>Unacceptable (7 points and below)</b>	<b>Acceptable (8 points – 11 points)</b>	<b>Target (12 points – 15 points)</b>
<b>Required Topic Areas</b>	Few of the required topic areas addressed and overall lacking adequate detail.	Most of the required topic areas are addressed, some lacking sufficient detail.	All required topic areas are addressed with sufficient detail.
	<b>Unacceptable (4 points and below)</b>	<b>Acceptable (5 points – 7 points)</b>	<b>Target (8 points – 10 points)</b>
<b>Integration Of References</b>	No references included in the body of the paper. APA style not used in reference list.	1-2 references are included (book, journal, website) and referenced in the paper. Use of APA style not consistent or accurate.	A minimum of three or more references are included (book, journal, website) and properly referenced in the paper and reference list using APA style.
	<b>Unacceptable (2 points and below)</b>	<b>Acceptable (3 points – 4 points)</b>	<b>Target (5 points)</b>
<b>Spelling And Grammar</b>	3 or more spelling and/or grammatical errors in paper.	1-2 spelling and/or grammatical errors in paper.	No spelling or grammatical errors present in paper.
	<b>Unacceptable (3 points and below)</b>	<b>Acceptable (3 points – 4 points)</b>	<b>Target (5 points)</b>
<b>Format And Organization</b>	Paper not organized and not formatted correctly as required (headings, margins, font size, spacing).	Paper organized, but lacking some of the requirements (headings, margins, font size, spacing).	Overall, paper well-organized and formatted properly (required headings, margins, font size, spacing).



## **Liberal Studies Course Approval General Information**

-1 Although this course is being proposed by two faculty members it may be assigned to others in the department taking into consideration workload and faculty expertise. As outlined in Article 24 of the CBA, workload assignments will be made by the "department chairperson giving prior consideration to members of the department who have the qualifications and experience to do the work planned". Criteria used in defining "a qualified faculty member" includes but is not limited to: degree in subject area, previous teaching experience in subject area, knowledge in the subject area garnered over time in the profession, development of curricula in subject area, evidence of research/scholarly activity in subject area and appropriate, national/state certifications or licensure.

-2 As outlined in the syllabus of record, this course lends itself to include the perspectives and contributions of ethnic and racial minorities as well as gender issues. Specific content areas to be presented in the course include women in sport, special populations and sport, social class in sport and race, ethnicity and sport. For each of these topics a historical review will be presented along with contemporary issues currently of relevance related to the perspectives and contributions of these groups.

-3 Course requirements will include additional resources outside of the text book. For each unit students will be asked to read journal articles, review contemporary literature and video segments related to the topics being presented and write reflections on each. Examples of some additional resources include "Outside the Line" segments from ESPN, historic documentaries on such topics as Title IX, as it relates to sport equality for women and non-text book works such as *How Blacks are Winning and Losing in Sport* by Powell, *Sport Culture and the Media: The Unruly Trinity* by Rowe.

-4 This course is designed to introduce students to a broad range of societal issues affecting sport and then examine each topic further as it relates to society as a whole.

### **Justification/Rationale for Information Literacy Designation:**

Students will review and analyze a number of written and audiovisual works from a variety of diverse sources. These sources include, but are not limited to, contemporary periodicals, professional journals, course text, as well as both practical and academic web related resources. Students will also gain knowledge related to the identification, evaluation (relevance, quality, validity and significance) and proper use of information/professional resources as they relate to social issues and sport. Furthermore, students will write reactions to and analysis of the various sources explored and evaluated.