

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
 (Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** KSS 4326
2. **Title (may not exceed 30 characters, including spaces):** Psychosocial Aspects of Sport
3. **Long title, if any (may not exceed 100 characters, including spaces):** Psychosocial Aspects of Sport
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2013
7. **Course description:** This course will analyze current trends in sport and physical activity organizations from a psychological and sociological perspective. Topics will be addressed from each perspective and emphasis will be placed on understanding issues from both an individual as well as an organizational perspective.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
Not Applicable
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
Not Applicable
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
KSS 1500
KSS 2440
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: A grade of "C" or better in KSS 1500 and KSS 2440
 - c. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. **Repeat status:** Course may not be repeated.
 Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or

minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
KSS Majors.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
Non-KSS Majors

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

Not Applicable

10. **Grading methods** (check all that apply): Standard letter CR/NC Audit ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

N/A The grade for this course will not count in a student's grade point average.

N/A The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

N/A The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

N/A Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

Outline the influence of select psychological variables on physical activity and athletic performance.
Analyze how individual and organizational issues interact to influence participation in sport.
Evaluate current trends and the role of power at all levels of sport.
Evaluate the development of sport expertise and socialization through various factors.
Integrate psychological and sociological theories in the analysis of relevant issues (i.e., aggression/violence, youth sport, motivation, performance enhancing drug use) in sport.

Develop an awareness of how sport participation impacts the lives of individuals.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

This is not a general education course.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

This is not a graduate level course.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Exams (60%)	Assignments (30%)	Student Engagement (10%)
Outline the influence of select psychological variables on physical activity and athletic performance.	X		X
Analyze how individual and organizational issues interact to influence participation in sport.	X	X	X
Evaluate current trends and the role of power at all levels of sport.	X		X
Evaluate the development of sport expertise and socialization through various factors.	X		X

Integrate psychological and sociological theories in the analysis of relevant issues (i.e., aggression/violence, youth sport, motivation, performance enhancing drug use) in sport.	X	X	X
Develop an awareness of how sport participation impacts the lives of individuals.	X	X	X

3. Explain how the instructor will determine students’ grades for the course:

METHOD OF EVALUATION:	Exams:	60%	A = 90.0%-100.0%
	Assignments:	30%	B = 80.0%-89.9%
	Student Engagement:	<u>10%</u>	C = 70.0%-79.9%
		100%	D = 60.0%-69.9%
			F ≤ 59.9%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. **Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:** The EIU-approved online learning management system will be used to provide a sound virtual learning environment for students enrolled in an online section of this course. The online learning management systems communication tools will be used to promote synchronous and/or asynchronous discussion and analysis of key course topics by students. ‘Quiz and survey’ tools will be used to assess student learning and depth of content knowledge. Assignment ‘dropbox’ tools will be used to manage submission of learning activities, such as case studies, writing samples, and creative projects. Online versions of the EIU-approved assessment rubrics will be used to assess student performance. ‘Grade book’ tools will be used to assist with grade finalization and confidential grade posting.
- b. **Describe how the integrity of student work will be assured:** The integrity of student work with the assessment process will be assured by utilizing the online learning management systems assessment settings such as randomization of test questions from a question database, using short answer & essay questions to test for depth of content knowledge, limiting student views of each question to 1, and limiting the amount of time for each assessment to be completed. The integrity of student writing will be assured through the use of the EIU-approved anti-plagiarism software such as ‘[Turnitin](#)’. This software will help assure original authorship of writing samples submitted by students.

- c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Regular interaction between student and instructor will be maintained through the use of EIU e-mail, the online learning management systems ‘mail’ tool, and web-based conferencing technologies. Student-to-student interaction during weekly synchronous and/or asynchronous threaded discussions centered on course content will be supported through the use of the online learning management systems ‘discussion’ tools.

- 5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
 - a. **course objectives;**
 - b. **projects that require application and analysis of the course content; and**
 - c. **separate methods of evaluation for undergraduate and graduate students.**

Not Applicable

- 6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

Not Applicable

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Fall/Spring Outline

<u>Week One</u>	<u>Course Introduction</u> Understanding the Coach-Athlete Relationship
<u>Week Two</u>	<u>Relationships in Sport</u> Interpersonal Communication and Conflict in the Coach Athlete Relationship
<u>Week Three</u>	<u>Relationships in Sport</u> Coach/Parent/Athlete Relationship Youth Peer Relationships in Sport
<u>Week Four</u>	<u>Socialization into Sport</u> Socialization and Professionalization of Youth Sport Influence of Social Support on Athletes
<u>Week Five</u>	<u>Motivational Climate in Sport</u> Coach-Created Motivational Climate
<u>Week Six</u>	<u>Motivational Climate in Sport</u> Parent-Created Motivational Climate Peer-Created Motivational Climate
<u>Week Seven</u>	<u>Group Dynamics</u> Team Cohesion and Nature of Group Composition

<u>Week Eight</u>	<u>Group Leadership</u> Coach Leadership Group/Athlete leadership
<u>Week Nine</u>	<u>Social Issues in Sport Participation</u> Morality in Sport Performance Enhancing Drugs
<u>Week Ten</u>	<u>Social Issues in Sport Participation</u> Violence/ Aggression in Sport
<u>Week Eleven</u>	<u>Social Issues in Sport Participation</u> Sport Deviance
<u>Week Twelve</u>	<u>Social Issues in Sport Participation</u> Gender in Sport/Title IX
<u>Week Thirteen</u>	<u>Social Issues in Sport Participation</u> Race in Sport
<u>Week Fourteen</u>	<u>The Role of the Media in Sport</u> Media and Power
<u>Week Fifteen</u>	<u>Globalization of Sport</u> Global Sport Culture

PART IV: PURPOSE AND NEED

- 1. Explain the department’s rationale for developing and proposing the course.**
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
 - b. If the course or some sections of the course may be technology delivered, explain why.**

This Psychosocial Aspects of Sport course fills a void for undergraduate sport management majors in an area of sociology and psychology. The Commission on Sport Management Accreditation (COSMA) established in July of 2008 by the North American Society of Sport Management (NASSM) has established “sociological, psychological, and international foundations of sport” as one of seven Common Professional Components (CPC) an undergraduate sport management curriculum must address to be considered for accreditation. The sociological and psychological requirement is filled as a result of this course. The Kinesiology and Sports Studies Department currently offers this Psychosocial Aspects of Sport course. However, the department recognizes the changing landscape of academia and notes the importance of providing on-line learning opportunities that allow for non-traditional or summer students to gain the benefits of such a course in order to best prepare themselves for academic and career success. Therefore, an online version of the course is proposed to accommodate enrolled students who either live off campus or work during traditional hours when on-campus course sections are typically offered.

- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This course provides an analysis of the main psychosocial aspects of sport.

- 3. If the course is similar to an existing course or courses, justify its development and offering.**

No EIU course exists that serves as an analysis of the main psychosocial aspects of sport.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course is a required course for Sport Management majors.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

Not Applicable

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Tyler Masters or any other qualified KSS faculty member. Online sections may be taught by faculty who have met the technology delivered policy of CAA.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Not Applicable

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

No additional cost beyond textbook rental.

3. Text and supplementary materials to be used (Include publication dates):

Jowett, S., & Lavalley, D. (2007). *Social Psychology in Sport*. Champaign, IL: Human Kinetics.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: January 18, 2013

Date approved by the college curriculum committee:

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
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<http://www.eiu.edu/~careers/>

581-2412

**Disability
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581-6583