

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 4327
2. **Title (may not exceed 30 characters, including spaces):** Ethics in Sport
3. **Long title, if any (may not exceed 100 characters, including spaces):**
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 offers an introduction to ethics within the sporting context. The values promoted within sport will be examined along with common ethical dilemmas faced by those involved in sport. The course will cover issues ranging from fair play to sportsmanship to Title IX and drug use for performance enhancement.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
There are no equivalent courses
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
 - 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 2761
 - 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 2761.
 - 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): N/A
 - 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]

This course is writing intensive.

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:

The grade for this course will not count in a student’s grade point average.

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:

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).

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:

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.

Apply ethical theories to sport	Critical Thinking
Analyze issues of sportsmanship, cheating, fair play, and competition	Critical Thinking

Analyze the ethical issues in doping and drug use for performance enhancement	Critical Thinking
Evaluate potential ethical dilemmas facing sport participants and sport managers	Critical Thinking Effective Writing Effective Speaking Responsible Citizenship
Apply moral reasoning concepts to resolution of ethical dilemmas facing sport participants and sport managers	Critical Thinking Responsible Citizenship
Analyze ethical dilemmas related to technology in sport	Critical Thinking Skills
Develop a personal philosophy of ethics	Critical Thinking Skills

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**

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

	Unit Tests (20%)	Group Projects (30%)	Persuasive Essay (35%)	Final Exam (15%)
Apply ethical theories to sport	X	X	X	X
Analyze issues of cheating, fair play, sportsmanship, and competition	X	X		X
Analyze the ethical issues in doping and drug use for performance enhancement	X	X		X
Evaluate potential ethical dilemmas facing sport participants and sport managers	X	X	X	X
Apply moral reasoning concepts to ethical dilemmas facing sport participants and sport managers	X		X	X
Analyze ethical dilemmas related to technology in sport	X	X		X
Develop a personal philosophy of ethics		X	X	X

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

<i>Evaluation Criteria:</i>		<i>Grading Scale:</i>	
Unit Tests	(20%)	90-100%	A
Group Projects	(30%)	80-89%	B
Persuasive Essay	(35%)	70-79%	C
Final Exam	(15%)	60-69%	D
	100%	< 60%	F

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 course management system's 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 writing assignments, and group 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 course management system's 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. 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 system's 'mail' tool, the 'chat' function of the course management system, 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 course management system's '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.

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 *.)

This course is 'writing-intensive'. Several writing assignments and writing activities are required throughout the semester, and they all lead towards the completion of a major essay paper. These

assignments and activities, which focus on the implementation of mechanics of persuasive writing such as a hook, thesis, template/layout, caveat/definitions, argumentation, and conclusion, are spread out over the semester and serve the purposes of strengthening writing skills and deepening understanding of a particular sport ethics topic that the student chooses with instructor guidance. The student receives feedback and comments from the instructor upon submission of each mechanical element of the essay and after the first draft is submitted. A final draft is due at the conclusion of the semester. Each of these writing assignments and activities combine to be worth 35% of the student’s overall grade.

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.

Week 1	Introduction to Course; Philosophical Concepts; Ethical Concepts
Week 2	Topic: Ethical Theories Teleology, Deontology, Virtue Ethics
Week 3	Topic: Professional Ethics and Corporate Social Responsibility Professional Ethics; Corporate Social Responsibility; Workshop: EIU Athletics Department
Week 4	Topic: Tit-for-Tat The Prisoner’s Dilemma; Tit-for-Tat Reasoning Methods; Tit-for-Tat in Sport
Week 5	Topic: Meaning in Sport Benefits of Competition in Sport; Harms of Competition in Sport
Week 6	Topic: Sportsmanship and Fairness Keating’s Conception of Sportsmanship; Feezell’s Conception of Sportsmanship; Fairness in Sport Behavior
Week 7	Topic: In-game Ethical Dilemmas Running up the Score; Rules Violations; Strategic/Professional Fouling
Week 8	Topic: Ethics by Groups Participant Ethics; Parent Ethics; Fan Ethics
Week 9	Topic: Performance-Enhancing Drugs and Performance-Enhancing Technology in Sport Justifying the Ban on Drugs; Arguing Against the Ban on Drugs; Genetic and Technological Enhancement in Sport
Week 10	Topic: Gender Equity in Sport History of Gender Participation in Sport; Gender Equality vs. Gender Blindness; Title IX
Week 11	Topic: Big-time Athletics on College Campuses History of College Sport Scandals; Reform Groups; Benefits and Harms of Big-Time Athletics on Campus
Week 12	Topic: The Commercialization of Sport History of Sports Media; Current Sports Media Issues; What is sport about?
Week 13	Topic: Final Group Project Sports Ethics Topic Debates
Week 14	Topic: Diversity in Sport History of Racial Participation in Sport; Current trends in Racial Participation; Civil Rights Issues
Week 15	Topic: Sports and Moral Education; Sports and Character Development Conclusion/Wrap-Up

PART IV: PURPOSE AND NEED

- 1. Explain the department’s rationale for developing and proposing the course.**

Ethics in Sport has been identified by the Commission on Sport Management Accreditation, COSMA, as one of six Common Professional Component (CPC) topical areas for undergraduate sport management degree programs. Without this class, we would be deficient in this CPC area.

- 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.**
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.**
Course content applies and expands upon knowledge from previous sport management courses such as KSS 2761, which provides an overview of sport management content. Further, COSMA suggests that Ethics in Sport be required for juniors and seniors completing a course of study in sport management.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
No EIU course exists that provides a domain-specific focus on ethical issues and the application of ethical theories to sport-related issues.
 - 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. N/A**
 - 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):**

This class enhances the overall quality of the sport management concentration. In addition, this course brings the sport management concentration in line with the CPC topical areas that COSMA requires. Program accreditation for the sport management concentration is the overall objective. This course is required for KSS majors with the sport management concentration. Offering an occasional online section of the course will satisfy increasing demands from students for online courses and allow for enhanced off-campus outreach of the KSS department's academic programs.

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
This course will continue to be required for a KSS major with a sport management concentration.
- 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.

PART V: IMPLEMENTATION

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

Dr. Chad Carlson or other qualified KSS sport management faculty. 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.

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):

Simon, Robert L. (2010). *Fair Play: The Ethics of Sport*, 3rd edition. Westview Press: Philadelphia.

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).

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