Taft College Distance Learning and Education Committee
AGENDA

Monday, October 16, 2023
12:10 pm – 1:00 pm
S-11

Call to Order

Public Commentary

Action Items
1. Approval of September 18, 2023, Minutes   **ACTION**
2. 2023/24 DLE Faculty co-chair   **ACTION**
3. Review/Evaluate the Committee Charter   **ACTION**

Information Items
4. DE Updates   **INFORMATION**

Old Business

New Business
5. Distance Learning Approval Forms   **ACTION**
   a. KINE: Introduction to Sports Management
   b. KINE: Sports in Society
   c. KINE: Women in Sports
   d. KINE: Sports and Exercise Psychology

Discussion Items
6. POCR Update   **DISCUSSION**

Other

Adjournment

Next Meeting: November 13, S-11 12:10-1:00

Title: Distance Learning and Education Committee Charter

NAME OF COMMITTEE:

Distance Learning and Education Committee

PURPOSE:

The purpose of the Distance Learning and Education Committee is to develop policy recommendations and promote practices that contribute to the quality and growth of distance education (DE) at Taft College.

SPECIFIC RESPONSIBILITIES:

1. Develop and recommend DE policies/procedures for adoption;
2. Develop DE course evaluation process/criteria;
3. Evaluate DE resources;
4. Stay current on state/federal regulations;
5. Assist in Program Review;
6. Determine Best Practices;
7. Determine Professional Development needs;
8. Promote the inclusion of accessibility practices within online coursework;
9. Monitor statewide committees and initiatives related to DE;
10. Distribute information and make recommendations on current initiatives related to DE; and
11. Review submitted Distance Learning Approval Forms (addendum to course outline of record) and make recommendation to the Curriculum Committee if course is appropriate for DE.

MEMBERSHIP REPRESENTATION:

In adherence to Standard II-A of the ACCJC Guide to Evaluating Distance Education and Correspondence Education (2013)*, this Committee is an advisory committee made up of faculty and staff personnel who have expertise with distance education.

- Director, Distance Education - co-chair (non-voting)
- Faculty – co-chair
- ~~Distance Learning Coordinator~~
- **Integrated Technology Support Technician**
- DSPS faculty member
- Minimum of 3 faculty members
- Counselor
- ~~Senior Research Assistant~~ **Educational Equity Data Specialist**
- Vice President of Instruction **or Designee** (non-voting)

Revised: 9/20/21

- Student Representative appointed by ASO

MEMBERSHIP AND MEETING POLICIES:

- Quorum is a simple majority of active, assigned members.
- The Committee shall follow Robert's Rules of Order.
- The Committee shall follow the Brown Act.
- It is the responsibility of each member of the Distance Learning and Education Committee to attend each meeting and adhere to the College Code of Conduct.

MEETING SCHEDULING, AGENDAS, AND MINUTES:

The Committee shall meet at least once a month to accomplish its goals and responsibilities. The Committee will determine the day and time of the monthly meeting. Agendas and minutes will be recorded.

RELATIONSHIP WITH OTHER COMMITTEES:

The Distance Learning and Education Committee is a subcommittee of the Academic Senate. The Distance Learning and Education Committee may also make recommendations to other committees regarding distance education related issues as needed.

SELF-EVALUATION:

The Distance Learning and Education Committee shall:
• Review/evaluate their performance at the end of each academic year.
• Review/evaluate the Committee Charter at the beginning of each academic year.

*See pages 10 and 22 of the ACCJC Guide to Evaluating Distance Education and Correspondence Education (2013).

Revised: 9/20/21

Taft College Distance Learning Approval Form
Addendum to the Course Outline of Record

Course #:

Course Title: Introduction to Sport Management

Submitted by: Mallori Rossi

Date of First Submission: September 5, 2023

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

    ☐   Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

    ☒ No – It is a new course

    ☐   Other (please explain):

2. This course is appropriate for (select all that apply):

    ☒ Online

    ☒ Hybrid (class meetings will be held partially in person and partially online)

    ☒ Offline (exclusively for incarcerated students)

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3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the IR Accreditation page for Substantive Change or ask the division chair and/or the DE Director to determine.

☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

☒ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

☐ This course will push the percentage of Distance Learning courses offered in the program over 50%
☐ A Substantive Change has been submitted to ACCJC.
☐ A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.
☐ Educational materials
☐ Field trips
☐ Labs
☐ Models
☐ Presentations
☐ Requirements to attend a live performance
☐ Requirements to present in front of live audience
☐ Other:

☒ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

5. In accordance with Title 5, AP 5145 and AP 3725 instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of Title 5 Section 55206, AP 5145, AP 3725 and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of Title 5 Section 55204 Instructor Contact, AP 4105, and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the "virtual equivalent" to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor,
      b. the timeliness of response to student-initiated contact,

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c.   the course policy regarding student-initiated contact (where to post questions, assignments, etc.),

d.   important dates, such as assignment and assessment deadlines,

e.   instructor contact information which includes virtual or in-person office hours, and

f.   the student-to-student contact requirements for the course.

Required:

II.   Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

III.   Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

IV.   Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in AP 4105:

a. Orientation materials	g. Face-to-face formal meetings	m. Personalized feedback for student work
b. Weekly announcements in the CMS	h. Feedback for student work	n. Voicemail and telephone
c. Threaded discussion boards	i. Podcasts	o. Interactive mobile technologies
d. Email contact (within or outside the CMS)	j. Instructor-prepared e-lectures or publisher-created e-lectures or materials	p. Videoconferencing
e. Participation in online group collaboration projects	k. Virtual Office hours	q. Live orientation or review sessions
f. Face-to-face informal meetings	l. Screencasts	r. Others as appropriate

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TAFTCOLLEGE

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Revised 3-8-21

TAFTCOLLEGE

Prepared by:	**M. Rossi**
Reviewed by:	**B. Ferguson**
Reviewed by:	**K. Bandy**
Text Update:	**Fall 2022**
Date Reviewed:	**Fall 2022**
C & G Ed approval:	
Board approved:	
Semester effective:	

Kinesiology (KINE)   Introduction to Sport Management (3 Units) CSU

Advisory: Eligibility for English 1500 strongly recommended.

Hours and Units Calculations: 48 hours Lecture + 96 Outside-of-class Hours (144 Total Student Learning Hours) = 3 Units

Catalog Description: The purpose of this course is to provide students with the foundations and principles on which sport management operates. In addition, this course will offer students an overview of the structure of the sport industry, and basic fundamental knowledge and skills necessary for successful sport management. Students will examine the history and development of the profession, discover and evaluate a variety of career opportunities, discuss organizational and managerial strategies, and analyze current trends in sport and recreation management.

Type of Class/Course: Degree Credit

Text: Pedersen, Paul M., Lucie Thibault. *Contemporary Sport Management,* 7th ed., Human Kinetics, 2022.

Additional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. **Demonstrate knowledge of management theories and functions related to planning, organizing, staffing, leading, and evaluating a sport organization**
2. **Articulate how marketing and financial techniques can be applied to solve sport business problems**
3. **Understand how the changes of sport can be impacted by the trends of society.**
4. **Explain key components of the expanding field of sport event management.**
5. **Differentiate the career levels of professional, collegiate, and recreational industries.**

Course Scope and Content:

Unit I: Introduction to Sport Management

  A. **Managing sport**
  B. **Developing a professional perspective**
  C. **Management concepts and practices in sport organizations**
  D. **Managing and leading in sport organizations**
  E. **Sociological aspects of sport management**
  F. **Sport Management research**

Unit II: Sport Management Sites

  A. **Managing sport participation across the life spcan**
  B. **Interscholastic athletics**
  C. **Intercollegiate athletics**
  D. **Professional sport**
  E. **Sport Management and Marketing agencies**
  F. **International Sport Management**

Unit III: Business as it Relates to Sport Management

  A. **Developing a sport marketing plan**
  B. **The Sport Analytics Process**
  C. **Financial situations of US collegiate sport and professional sport**
  D. **Economics of sport**
  E. **Overview of facility management**
  F. **Media relations**

Unit IV: Leadership as it Relates to Sport Management

  A. **Theoretical framework of sport communication**
  B. **Strategic Sport Communication Model**
  C. **Influences on the sport consumer**
  D. **Legal considerations in sport management**
  E. **Community relations**
  F. **Future challenges**

Learning Activities Required Outside of Class:
The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:
  1. **Studying**
  2. **Answering questions**
  3. **Required reading**

4. **Written work**
5. **Observing or participating in an activity related to the course content**

Methods of Instruction:
1. **Lecture**
2. **Class discussion**
3. **Audio-Visual Aids**
4. **Use of the texts online study guide and supplemental material**
5. **Assigned reading from text**
6. **Discussion and presentations with professionals in the field**

Methods of Evaluation:
1. **Exams and quizzes**
2. **Development of a personal portfolio that describes pathways and requirements for their selected career**
3. **Homework assignments**
4. **Research Projects**

Supplemental Data:

TOP Code:	**127000: Kinesiology**
SAM Priority Code:	**E: Non-Occupational**
Distance Education:	**Not Applicable**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**

Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**Yes**
Eligible for Pass/No Pass:	**Yes**
Taft College General Education:	**NONE**
Discipline:	**Kinesiology, or Health Education, or Physical Education, or Recreation Administration**

Taft College Distance Learning Approval Form
Addendum to the Course Outline of Record

Course #:

Course Title: Sport and Exercise Psychology

Submitted by: Mallori Rossi

Date of First Submission: September 5, 2023

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

   ☐ Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

   ☒ No – It is a new course

   ☐ Other (please explain):

2. This course is appropriate for (select all that apply):

   ☒ Online

   ☒ Hybrid (class meetings will be held partially in person and partially online)

   ☒ Offline (exclusively for incarcerated students)

Revised 3-8-21

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the IR Accreditation page for Substantive Change or ask the division chair and/or the DE Director to determine.

☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

☒ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

☐ This course will push the percentage of Distance Learning courses offered in the program over 50%
    ☐ A Substantive Change has been submitted to ACCJC.
    ☐ A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.
    ☐ Educational materials
    ☐ Field trips
    ☐ Labs
    ☐ Models
    ☐ Presentations
    ☐ Requirements to attend a live performance
    ☐ Requirements to present in front of live audience
    ☐ Other:

☒ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

5. In accordance with Title 5, AP 5145 and AP 3725 instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

    ☒ I/We have read the full text of Title 5 Section 55206, AP 5145, AP 3725 and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

    ADA and 508 Compliance Requirements:
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    Recommended:

    I. Syllabus includes a communication policy that explains or states the following:
        a. the frequency of all contact initiated by the instructor,
        b. the timeliness of response to student-initiated contact,

      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),

      d. important dates, such as assignment and assessment deadlines,

      e. instructor contact information which includes virtual or in-person office hours, and

      f. the student-to-student contact requirements for the course.

<u>Required</u>:

II.   Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

III.   Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

IV.   Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in AP 4105:

a. Orientation materials	g. Face-to-face formal meetings	m. Personalized feedback for student work
b. Weekly announcements in the CMS	h. Feedback for student work	n. Voicemail and telephone
c. Threaded discussion boards	i. Podcasts	o. Interactive mobile technologies
d. Email contact (within or outside the CMS)	j. Instructor-prepared e-lectures or publisher-created e-lectures or materials	p. Videoconferencing
e. Participation in online group collaboration projects	k. Virtual Office hours	q. Live orientation or review sessions
f. Face-to-face informal meetings	l. Screencasts	r. Others as appropriate

Revised 3-8-21

TAFTCOLLEGE

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Revised 3-8-21

TAFTCOLLEGE

Prepared by:	**M. Rossi**
Reviewed by:	**B. Ferguson**
Reviewed by:	**K. Bandy**
Text Update:	**Fall 2022**
Date Reviewed:	**Fall 2022**
C & G Ed approval:	
Board approved:	
Semester effective:	

Kinesiology (KINE) Sport and Exercise Psychology (3 Units) CSU

Advisory: Eligibility for English 1500 strongly recommended.

Hours and Units Calculations: 48 hours Lecture + 96 Outside-of-class Hours (144 Total Student Learning Hours) = 3 Units

Catalog Description: This course will explore current and historical concepts as well as psychological theories related to sport and exercise behavior. The course will examine techniques of sport and exercise psychology, including motivation, anxiety, group dynamics, and physical activity adherence, to analyze the role that these concepts have in the achievement of optimal performance. Students will learn how to integrate sport and exercise psychology knowledge into their personal and professional lives.

Type of Class/Course: Degree Credit

Text: Weinberg, Robert S., and Daniel Gould. *Foundations of Sport and Exercise Psychology,* 7th ed., Human Kinetics, 2019.

Additional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. **Develop an understanding of how psychological factors influence involvement and performance in sport and physical activity settings,**
2. **Develop on understanding of how participation in sport and physical activity may impact the psychological and outcomes of those who chose to participate.**
3. **Identify how the use of sport and exercise concepts, theories, and techniques can improve the physiological well-being of self and society.**
4. **Apply the appropriate tools and techniques to build motivation, self-confidence and self-image to enhance goal achievement in sport and exercise.**
5. **Develop the ability to think critically about issues in sport and physical activity.**

Course Scope and Content:

Unit I: Introduction to Sport and Exercise Psychology

    A. **Reviewing history of sport and exercise psychology**
    B. **Understanding present and future trends within the field**
    C. **Career opportunities within sport and exercise psychology**
    D. **Personality and sport**
    E. **Motivation**
    F. **Arousal, stress, and anxiety**

Unit II: Understanding Sport and Exercise Environments

    A. **Competition and cooperation**
    B. **Feedback, reinforcement, intrinsic motivation**
    C. **Diversity and Inclusion**
    D. **Team dynamics and cohesion**
    E. **Components of effective sport leadership**
    F. **Improving communication and delivering constructive criticism**

Unit III: Improving Performance with Psychological Training Skills

    A. **Arousal Regulation**
    B. **Imagery**
    C. **Self-confidence**
    D. **Goal Setting**
    E. **Concentration**
    F. **Managing aggression**

Unit IV: Enhancing Health and Well Being

    A. **Exercise and psychological well-being**
    B. **Exercise behavior and adherence**
    C. **Psychological reactions to athletic injuries**
    D. **Addictive and unhealthy behaviors**
    E. **Burnout and overtraining**
    F. **Character development and sporting behavior**

Learning Activities Required Outside of Class:
The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:
    1. **Studying**

2. **Answering questions**
3. **Required reading**
4. **Written work**
5. **Observing or participating in an activity related to the course content**

Methods of Instruction:
1. **Lecture**
2. **Class discussion**
3. **Audio-Visual Aids**
4. **Use of the texts online study guide and supplemental material**
5. **Assigned reading from text**
6. **Discussion and presentations with professionals in the field**

Methods of Evaluation:
1. **Exams and quizzes**
2. **Development of a personal portfolio that describes pathways and requirements for their selected career**
3. **Homework assignments**
4. **Research Projects**

Supplemental Data:

TOP Code:	**127000: Kinesiology**
SAM Priority Code:	**E: Non-Occupational**
Distance Education:	**Not Applicable**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**

Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**Yes**
Eligible for Pass/No Pass:	**Yes**
Taft College General Education:	**NONE**
Discipline:	**Kinesiology, or Health Education, or Physical Education**

Taft College Distance Learning Approval Form
Addendum to the Course Outline of Record

Course #:

Course Title: Sport in Society

Submitted by: Mallori Rossi

Date of First Submission: September 5, 2023

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

   ☐ Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

   ☒ No – It is a new course

   ☐ Other (please explain):

2. This course is appropriate for (select all that apply):

   ☒ Online

   ☒ Hybrid (class meetings will be held partially in person and partially online)

   ☒ Offline (exclusively for incarcerated students)

Revised 3-8-21

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   ☐ Labs
   ☐ Models
   ☐ Presentations
   ☐ Requirements to attend a live performance
   ☐ Requirements to present in front of live audience
   ☐ Other:

☒ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Revised 3-8-21

5. In accordance with Title 5, AP 5145 and AP 3725 instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

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Recommended:

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   a. the frequency of all contact initiated by the instructor,
   b. the timeliness of response to student-initiated contact,

c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),

d. important dates, such as assignment and assessment deadlines,

e. instructor contact information which includes virtual or in-person office hours, and

f. the student-to-student contact requirements for the course.

Required:

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III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

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c. Threaded discussion boards	i. Podcasts	o. Interactive mobile technologies
d. Email contact (within or outside the CMS)	j. Instructor-prepared e-lectures or publisher-created e-lectures or materials	p. Videoconferencing
e. Participation in online group collaboration projects	k. Virtual Office hours	q. Live orientation or review sessions
f. Face-to-face informal meetings	l. Screencasts	r. Others as appropriate

Revised 3-8-21

TAFTCOLLEGE

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Revised 3-8-21

TAFTCOLLEGE

Prepared by:	**M. Rossi**
Reviewed by:	**B. Ferguson**
Reviewed by:	**K. Bandy**
Text Update:	**Fall 2022**
Date Reviewed:	**Fall 2022**
C & G Ed approval:	
Board approved:	
Semester effective:	

Kinesiology (KINE)   Sport in Society (3 Units) CSU: UC

Advisory: Eligibility for English 1500 strongly recommended.

Hours and Units Calculations: 48 hours Lecture + 96 Outside-of-class Hours (144 Total Student Learning Hours) = 3 Units

Catalog Description: Students examine the history of sports and its significance in economics and politics, and the role of race, ethnicity, culture and gender in sport and society. Students also examine specific issues, such as the emergence of professional and collegiate sports in the United States, questions of ethics, commercialization, the relationship between sports and media, the internationalization of sports, and the Olympic movement. Students will also examine youth sport and the current status of youth sport in the United States.

Type of Class/Course: Degree Credit

Text: Woods, Ronald B., Nalani B. Butler, *Social Issues in Sport*, 4th ed., Human Kinetics, 2021.

Additional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. **Define and discuss social theories and the development of sport in society past and present.**
2. **Evaluate and analyze the role of race, ethnicity, culture and gender in sport and society.**
3. **Explain the role of politics and sport and how government and globalization influence sports.**
4. **Analyze the role of media and its influence on sport.**
5. **Identify ethical issues related to sports and explore the effects of unethical activities upon sports and society.**

Course Scope and Content:

Unit I: Studying Sports in Society

A. **Sport and how we study it**
B. **Impact of sport participants and sport spectators**
C. **Trends in sport participation**
D. **Sport and the Economy**
E. **Interplay of how sport and media are connected**

Unit II: Sport as an Institution

A. **Youth sport and development through sport**
B. **Coaching and leadership in sport**
C. **Interscholastic and intercollegiate sport**
D. **International sport and the modern Olympic Games**
E. **Globalization of modern sport**

Unit III: Sport, Society, and Culture

A. **Race, Ethnicity, and Sport**
B. **Gender and Sport**
C. **Social Class and Sport**
D. **Special Populations and sport**
E. **Religion and Sport**

Unit IV: Trends in Sport

A. **Sporting behavior, ethics, and moral behavior**
B. **Government politics and sport**
C. **Deviance, doping and violence in sport**
D. **Effects of social changes**
E. **Future trends in sport**

Learning Activities Required Outside of Class:
The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:
1. **Studying**
2. **Answering questions**
3. **Required reading**
4. **Written work**
5. **Observing or participating in an activity related to the course content**

Methods of Instruction:
1. **Lecture**
2. **Class discussion**

3. **Audio-Visual Aids**
4. **Use of the texts online study guide and supplemental material**
5. **Assigned reading from text**
6. **Discussion and presentations with professionals in the field**

Methods of Evaluation:
1. **Exams and quizzes**
2. **Film analysis examining the role of sport and the athlete on social changes**
3. **Homework assignments**
4. **Research Projects**

Supplemental Data:

TOP Code:	**127000: Kinesiology**
SAM Priority Code:	**E: Non-Occupational**
Distance Education:	**Not Applicable**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**

Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**Yes**
Eligible for Pass/No Pass:	**Yes**
Taft College General Education:	**NONE**
Discipline:	**Kinesiology, or Health Education, or Physical Education**

TAFTCOLLEGE

Taft College Distance Learning Approval Form
Addendum to the Course Outline of Record

Course #:

Course Title: Women in Sport

Submitted by: Mallori Rossi

Date of First Submission: September 5, 2023

Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

   ☐ Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

   ☒ No – It is a new course

   ☐ Other (please explain):

2. This course is appropriate for (select all that apply):

   ☒ Online

   ☒ Hybrid (class meetings will be held partially in person and partially online)

   ☒ Offline (exclusively for incarcerated students)

Revised 3-8-21

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the IR Accreditation page for Substantive Change or ask the division chair and/or the DE Director to determine.

☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

☒ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

☐ This course will push the percentage of Distance Learning courses offered in the program over 50%
　　☐ A Substantive Change has been submitted to ACCJC.
　　☐ A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.
　　☐ Educational materials
　　☐ Field trips
　　☐ Labs
　　☐ Models
　　☐ Presentations
　　☐ Requirements to attend a live performance
　　☐ Requirements to present in front of live audience
　　☐ Other:

☒ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Revised 3-8-21

5. In accordance with Title 5, AP 5145 and AP 3725 instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of Title 5 Section 55206, AP 5145, AP 3725 and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of Title 5 Section 55204 Instructor Contact, AP 4105, and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the "virtual equivalent" to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor,
      b. the timeliness of response to student-initiated contact,

<ol type="a" start="3">
the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
important dates, such as assignment and assessment deadlines,
instructor contact information which includes virtual or in-person office hours, and
the student-to-student contact requirements for the course.

<u>Required</u>:

<ol type="I" start="2">
Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in AP 4105:

a. Orientation materials	g. Face-to-face formal meetings	m. Personalized feedback for student work
b. Weekly announcements in the CMS	h. Feedback for student work	n. Voicemail and telephone
c. Threaded discussion boards	i. Podcasts	o. Interactive mobile technologies
d. Email contact (within or outside the CMS)	j. Instructor-prepared e-lectures or publisher-created e-lectures or materials	p. Videoconferencing
e. Participation in online group collaboration projects	k. Virtual Office hours	q. Live orientation or review sessions
f. Face-to-face informal meetings	l. Screencasts	r. Others as appropriate

Revised 3-8-21

TAFTCOLLEGE

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Revised 3-8-21

TAFTCOLLEGE

Kinesiology (KINE) Women in Sport (3 Units) CSU: UC

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended.

Hours and Units Calculations: 48 hours Lecture + 96 Outside-of-class Hours (144 Total Student Learning Hours) = 3 Units

Catalog Description: This course examines the chronological history, analysis and interpretation of people, events, and issues that affect women in sports in past and present society. Physiological, sociological, and psychological aspects of female athletes as related to sports will be covered. Students will gain an understanding of the significant impact women have had on the sports world and how their significance will determine the future of women in sports. Topics will include: the history of women in sport, structural constraints facing women in sport, race and ethnicity, health benefits and risks for women in participating in sport, the role of the media, the sporting body, Title IX, and career opportunities for women.

Type of Class/Course: Degree Credit

Text: Staurowsky, Ellen J., *Women and Sport: Continuing a Journey of Liberation and Celebration*, Human Kinetics, 2016.

Additional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. Demonstrate an understanding of the Title IX legislation as it relates to girls and women in sports,
2. Develop an understanding of the history and impact of women in sports,
3. Critically analyze the physiological, sociological, and psychological issues of women in sports,
4. Critically analyze how social construction influences the role of women in sports,
5. Develop ideas about the possible future for women in sports as related to career opportunities.

Course Scope and Content:

Unit I: Women's Sport Through the Lens of History

    A. History of Title IX
    B. Growth in athletic programs since Title IX
    C. Women's sport in the 21st Century

Unit II: The Benefits and Risks of Participating in Sport and Physical Activity

    A. Physical health benefits of female sport participation
    B. Female athletes, mental toughness and depression
    C. Female Athlete Triad: Disordered Eating, Amenorrhea and bone health
    D. Physiology of the female athlete
    E. Training implications for female athletes

Unit III: Experience of Female Athletes

    A. Female Athletes of Color
    B. Gender identity
    C. Women's sport and aging
    D. Women with disabilities in sport
    E. Women, sport, and sexual violence

Unit IV: Women in the Sport Industry

    A. Challenges for women in sports media
    B. Female leaders in corporate sport
    C. Female leaders in high school and college sport workplaces
    D. Merchandising and marketing of female athletes

Learning Activities Required Outside of Class:
The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:
1. Studying
2. Answering questions
3. Required reading
4. Written work
5. Observing or participating in an activity related to the course content

Methods of Instruction:
1. Lecture
2. Class discussion

3. Audio-Visual Aids
4. Use of the texts online study guide and supplemental material
5. Assigned reading from text
6. Discussion and presentations with professionals in the field

Methods of Evaluation:
1. Exams and quizzes
2. Development of a sport comparison paper based on the observations made while attending a women's and men's sporting event.
3. Homework assignments
4. Research Projects

Supplemental Data:

TOP Code:	127000: Kinesiology
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course

Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE