

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: PED 240 - Diversity and Cultural Issues in Sport and Athletics.

Date: 10/10/14

PED 240 explores the progression and history of diversity and cultural issues that have evolved in sport and athletics. The integration of public education and the cultural changes that have occurred in American society relating to access and availability of opportunities in sport will be examined. Students will be challenged to explore their values and research noted experts in the field including Dr. Harry Edwards.

Course/Program Team: Thomas Burge, Shannon Cameron, Bernard Johnson, and Vicky Bullet

Expected Learning Outcomes: Student will be able to:

- Explore ethical issues in sport.
- Evaluate attitudes of individuals and groups who participate in sport.
- Analyze the evolution of the culture of sport including participants, spectators, and society at large.
- Consider the positive and negative aspects of sport in our culture.
- Explore a current topic related to ethics in sport.

Assessment (How do or will students demonstrate achievement of each outcome?)

- Students will defend a position concerning an ethical issue in sport through an oral presentation to their peers.
- Students will evaluate societal reaction to various issues in sport and athletics such as violence, drugs, sportsmanship, cheating, and gambling.
- Students will create a group presentation on a chosen topic related to ethics and moral issues in sport and athletics.
- Students will use mathematical computations and data analysis to conduct a local survey and present statistical analysis regarding attitudinal response towards sport and athletics in our culture.
- Present a 1000-word essay using MLA format on an current ethical issue in sport and athletics.

Validation (What methods have you used or will you use to validate your assessment?)

- Collect data as to the percentage of students who are successful in meeting those standards at a 70 percent proficiency.
- Evaluate and use scoring rubric for oral and visual presentations and its accuracy at the conclusion of each semester

- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.
- Collaborate with a member of the STEM Division to share our data as to students' readiness to compute the various formulas used in the HPELS Division.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- We anticipate the data will show a high rate of student success in both skill and writing proficiency.
- Data collection will begin at the conclusion of the Spring 2012 semester and be ongoing.

Follow-up (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

Budget Justification (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors