

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number KINE 503 or Degree Plan(s) KINE 503 Ethics in Sport and Recreation
 State the requested change and reason. A memo may be attached if more space is necessary.

See new course application.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AVAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	-	I	I	I
2.	Description (not affecting content)	A	A	A	I	-	I	I	I
3.	Course term(s)	A	I	A	I	-	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	-	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	-	A	A	I
6.	Course number within the hundred	A	A	I	I	-	I	I	I
7.	Course number beyond the hundred	A	A	A	A	-	A	A	I
8.	Prerequisites	A	A	A	I	-	I	I	I
9.	Course fee(s)	A	-	A	-	-	-	A	I
10.	From U to G or G to U	A	A	A	A	-	A	A	I
11.	Cross-list course	A	A	A	A	-	A	A	I
12.	Department of record	A	A	A	A	-	A	A	I
13.	Close a course	A	A	A	A	-	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	-	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or AUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 Signature	1/19/23 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	2-28-23 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	2-28-23 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	KINE 503
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Odies Wright
2	Course Instructor	Odies Wright
3	Course Title	Ethics in Sport and Recreation Management
4	Course Abbreviation for Banner if title is more than 30 characters	Ethics in SRM
5	College	Education and Human Services
6	Department or School	Kinesiology and Nutrition
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	10
17	Catalog Description (50 words or less)	This course explores ethical issues in sport. The course provides a theoretical overview of ethics, justice, and moral development and requires students to evaluate their own morals, values, and principles.\
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2024
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree	☒ No ☐ Yes

	plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	If yes, provide rationale: N/A
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u> </u> No <u> X </u> Yes If yes, provide course ID, term, and enrollment: KINE 540 Spring 2023, Summer 2023
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
This is a new graduate class that is required for students acquiring the M.S. in Strength, Conditioning, and Human Performance.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
- C. **This course will examine and analyze the philosophy and ethics of strength and conditioning as students look at how values are communicated, and how to facilitate positive social and emotional growth. Students will write a personal statement of their ethical philosophy of strength and conditioning as they work through ethical dilemmas in sport.**

III. Course Design

- A. Audience and Course Goal
 1. Describe the intended audience, including prerequisite skills.
This course is intended for graduate students interested in ethics in sport and recreation settings and it's application in various dilemmas.
 2. State the overarching course goal(s) in performance terms.
Students should have a working knowledge of ethical theory and how to make an ethical judgment using the text's seven stages.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Describe ethics and morals and discuss their role and application within the sport industry	Written assignments, ethical dilemma analysis, personal ethical philosophy
2	Apply the theoretical and foundational concepts that support ethical and moral reasoning	Ethical dilemma analysis
3	Compare the similarities and differences of various ethical theories	Written assignments, case studies, Exams
4	Identify, analyze, and debate specific issues relative to ethical dilemmas commonly encountered within the competitive sport context	Case Studies, Ethics interview
5	Identify several instances of discrimination, stereotyping, and harassment;	Discussions, Case Studies
6	Develop informed and measured responses to discrimination, stereotyping, and harassment;	Ethical dilemma analysis, exams
7	Demonstrate effective written and verbal communication such as critical thinking, deductive reasoning, and decision-making	Written assignments, ethical dilemma analysis, personal ethical philosophy

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. Champion Jr, W. T., Karcher, L., & Ruddel, L. S. (2020). Sports ethics for sports management professionals (2nd ed.). Sudbury, MA: Jones & Barlett Learning.
- C. full publication information; label **Graduate**.
- D. Champion Jr, W. T., Karcher, L., & Ruddel, L. S. (2020). Sports ethics for sports management professionals (2nd ed.). Sudbury, MA: Jones & Barlett Learning.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

KINE 503.01 (3 Hours) Ethics in Sport
Spring 2024
Online

Odies L. Wright, Ph.D., Associate Professor

Office: MSRW 259

Phone: 325-674-2724; Fax 325-674-2788

E-mail: wrighto@acu.edu

Office Hours: M 9:00-11:00 a.m.; Tues. 9:00-11:00 a.m.; Thursday 8:00-11:00 a.m.

Each student will meet with me during the semester (academic progress, and student inquiries)

ACU Mission

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Education and Human Services Mission

The mission of the College of Education and Human Services is to equip leaders for global ministry through exemplary practice and service in education and human services.

Department of Kinesiology and Nutrition Mission

The mission of this department is to prepare students to serve and lead through the development of healthful lifestyles.

Christian Perspective

"Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought with a price. Therefore honor God with your body." (1 Corinthians 6:19-20)
A variety of information will be used to consistently remind students that believing Jesus, and not just our beliefs about Jesus, is basic to choosing what is consistently good for the soul, mind, and body.

Course Content

Catalog Description: The course examines moral and ethical issues pertaining to sport and recreation. Students experience the ethical decision-making process through opportunities for critical analysis by drawing upon their philosophical bases.

Intended Audience: This course is intended for graduate students in the M.S. in Strength, Conditioning, and Human Performance

Some topics covered include Commercialization of College Sports, Violence in Sports, Gender Discrimination and Title IX, Ethical Considerations of Race in Sport.

Teaching and Learning Methods and Format of Class Sessions

The course focuses writing, lecture, small group and partner work, video, presentations, question and answer, library work and discussion. Students are expected to have read assigned material before each week begins. Methods of decision making, based on theories of ethical practice, will be discussed from the perspective of a Christian administrator.

Text

Champion Jr, W. T., Karcher, L., & Ruddel, L. S. (2020). Sports ethics for sports management professionals (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.

Competencies

	Student Learning Outcome	Measurement
1	Describe ethics and morals and discuss their role and application within the sport industry	Written assignments, ethical dilemma analysis, personal ethical philosophy
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Grading

The semester grade will be based on:

100 points	Quizzes (4)
200 points	Exams
150 points	Ethical dilemma analysis
150 points	Ethics Interview
150 points	Case Study (group presentations)
50 points	Peer evaluation
100 points	Personal Ethics Philosophy
100 points	Written assignments

Quizzes (100 points)

- There will be four quizzes for this course. Each quiz will cover three chapters. There are no make-ups for failing to take the quiz online without acceptable reason outlined in this document.

Exams (200 points)

- There will be two exams for this course. The mid-term exam will be given after covering the first six chapters of the text. The second exam will be the final exam, which will include all covered topics throughout the semester. Exams will consist of multiple-choice items, short essay questions, and fill in the blanks. Students who need special accommodations, should contact the instructor in advance.

Ethical dilemma analysis (150 points)

- Students will identify an ethical dilemma in sport (to be approved by the instructor in advance). Students will be required to research the dilemma, provide context of similar past ethical dilemmas and write arguments supporting both sides.

Ethics Interview (150 points)

- Students will identify a sport management professional working in the sport industry. The student will interview the individual about an ethical issue the individual or his/her organization faced. A reflection paper will summarize the dilemma, the response, and provide the student's reaction.

Case Study (150 points-Group presentation)

- Beginning week 4, we will be covering specific topics on sport ethics each week. Each week, on a day determined by the class, will be our case study day. Assigned groups will be responsible for presenting and leading a short (15 minute) discussion about a current event pertaining to the week's topic. Groups will present an examination of the case that explains the event and connect it to the concepts discussed online. Following the presentation, groups will lead the class discussion with prepared questions. Each student will present at least once throughout the semester, and the presentation schedule and groups will be arranged by the professor.

Personal ethical philosophy

- After learning about the different ethical theories and decision-making models, as well as discussing values, morals and principles, students will be expected to write their own personal philosophy of ethics. They will also write about the state of ethics in the industry segment they are interested in pursuing as a career.

The course grading scale and standards follow.

A: 900-1000	Excellent: mastery of full range of material, showing deep level of comprehension; writing is perfect or nearly so in grammar, spelling, usage, and editing.
B: 800-899	Good: shows comprehension of only the most crucial aspects of the material; very few errors in grammar, spelling, usage, and/or editing.
C: 700-799	Needing work: competent in most areas, but with significant lapses; multiple errors in grammar, spelling, usage, and/or editing.
D: 600-699	Poor: Some effort demonstrated; flaws in thinking; major errors in grammar, spelling, usage, and/or editing.
F: <600	Failing to demonstrate adequate effort for mastery of the material.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments. Plagiarism results in an F for the course.

A Peaceful Learning Environment as Related to Title IX: Harassment of any nature occurring on the premises of Abilene Christian University will not be tolerated. Should a student be subjected to any form of harassment, the matter may be reported to the Anti-Harassment Co-Coordinator, Mrs. Wendy Jones at 325-674-2359 or email her at wendy.jones@acu.edu

Bias Education and Response Team (BERT)

We understand that we live in a complex and changing world, and because of that, understanding and valuing others is essential. However, bias incidents affect our ability to work with, instruct and learn from each other. For more information about the reporting process of bias incidents, see [this page](#).

SOAR (Student Opportunities, Advocacy, and Resources)

SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR referral, see [this page](#).

Course Policies

Attendance

Come to Zoom class when arranged. Call 674-2724 when you miss zoom class and leave a message with your name, phone number, and date of absence. **One (1) is allowed.** Each **unexcused absence after the one (1) that is allowed**, will result in a **15 point deduction** from the student's assignment grade.

Participation

Students are expected to participate in activities of the class, which include, but not limited to:

Active Learning activities

Debates

Case Studies

Discussions

Failure to participate will reduce your Grade by 5 points or more (Teacher discretion) for each event. Students who refuse to participate will be asked to leave the Zoom class.

Late Work

Late papers, regardless of the reason, will not be accepted. All make-up tests, if allowed, will be available for one week in the Kinesiology Office after the absence. If you miss the make-up, you will receive a grade of zero. Make-up tests will be allowed if the student has a **documented excused absence**. Generally, students will not be allowed to take more than one (1) make-up test and must take the make-up test during the assigned timeline.

KINE 503 Spring Calendar 2024

Week 1 January-15	Week 2 January-22
1) Read Ch. 1 Ethical Concepts in Sport 2) Select two of the references and write a summary of that article and submit to Canvas	1) Ch. 2 Sportsmanship 2) Select two of the references and write a summary of that article and submit to Canvas
Week 3 January-29	Week 4 February-5
1) Read Ch. 3 Gambling in Sport and Society 2) Select two of the references and write a summary of that article and submit to Canvas	1) Quiz #1 Ch. 1, 2, 3 2) Read Ch. 4 Ethical Issues 3) Quiz #4 4) Group Case Study #1
Week 5 February-12	Week 6 February-19
1) Read Ch. 5 Ethical Considerations... 2) 3) Group Case Study #2	1) Read Ch. 6 Violence in Sports 2) 3) Group Case Study #3
Week 7 February-26	Week 8 March-4
1) Quiz #2 Ch. 4,5,6 2) Read Ch. 7 The Ethics of Drug Use/Testing 3) Ethical dilemma analysis 4) Group Case Study #4	1) Read Ch. 8 Ethical Consideration of Race 2) Group Case Study #5 3) Mid-Term Exam
Week 9 March-11	Week 10 March-18
SPRING BREAK	1) Read Ch. 9 Ethical Duties of Agents 2) Select two references and write summary 3) Directions for Ethical dilemma analysis 4) Due: Interview Plan
Week 11 March-25	Week 12 April-1
1) Read Ch. 10 Gender Discrimination, Title IX 2) Select two references and write summary 3) Quiz #3 Ch. 7,8,9	1) Read Ch. 11 Ethical Considerations - Media
Week 13 April-8	Week 14 April-15
1) Read Ch. 12 Commercialization of College Sports 2) Due: Ethics Interview	1) Quiz #4 Ch. 10, 11, 12 2) Due: Ethical dilemma analysis 3)
Week 15 April-22	Week 16 April 29
Personal Ethics Philosophy due	Final Exam ch. 1-12

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 2, 2023
TO: Dr. Odies Wright
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for KINE 503 – Ethics in Sport and Recreation Management

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Melinda Isbell (mgil2a@acu.edu) if additional resources are needed for the course. Thank you for letting us examine the course proposal.