DATE: 11/4/15
APPLICANT: Sharleen Nakamoto Levine
E-MAIL: snnl@hawaii.edu  PHONE: 808-781-7312 (cell)

COURSE ALPHA and NUMBER:  WS 230
COURSE TITLE:  Gender and Sport
ESTIMATED NUMBER OF SECTIONS:
   Fall: 1  Spring: 1

APPLICATION IS FOR:
   ☒ New Course  ☐ Existing Course
   ☐ Certification
   ☐ Re-designation. Date of previous certification or renewal:
   ☐ Renewal. Date of certification or previous renewal:

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
   ☐ DA (Arts)  ☐ DP (Physical Sciences)
   ☐ DB (Biological Sciences)  ☒ DS (Social Sciences)
   ☐ DH (Humanities)  ☐ DY (Laboratory)
   ☐ DL (Literature and Language)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI):  I’m in the process of applying for a HAP designation (tied to the instructor not the course).

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
What percentage of the CONTENT of this course focuses on this diversification area? 66%
What percentage of CLASS MEETINGS focuses on this diversification area? 66%

Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area’s hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

<table>
<thead>
<tr>
<th>DS.1 uses the terminology of theories, structures, or processes in the social or psychological sciences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLOs that align with the hallmark:</strong></td>
</tr>
<tr>
<td>1. Explain key theories of gender and sport.</td>
</tr>
<tr>
<td>3. Demonstrate an understanding of the intersection of gender, race and ethnicity, class, and other categories of difference, in sports.</td>
</tr>
</tbody>
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**Explanatory Note:** The SLOs listed above align with the hallmark because…
explaining key theories of gender and sport, including how gender intersects with other categories of difference in society, involves using terminology of theories, structures, or processes in the social or psychological sciences.

<table>
<thead>
<tr>
<th>DS.2 involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes.</th>
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<tbody>
<tr>
<td><strong>SLOs that align with the hallmark:</strong></td>
</tr>
<tr>
<td>2. Identify historical developments in gender roles in sport participation.</td>
</tr>
<tr>
<td>4. Analyze how access and upward mobility in sport participation from childhood to adulthood is defined by individuals and institutional structures.</td>
</tr>
</tbody>
</table>

**Explanatory Note:** The SLOs listed above align with the hallmark because…
they involve examining real-life consequences/effects/evidence over time related to theories of gender and sport, and analyzing them at different structural levels (individual and institutional).

<table>
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<tr>
<th>DS.3 demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLOs that align with the hallmark:</strong></td>
</tr>
<tr>
<td>4. Analyze how access and upward mobility in sport participation from childhood to adulthood is defined by individuals and institutional structures.</td>
</tr>
<tr>
<td>5. Compare and contrast media representations in sport, and their impact.</td>
</tr>
<tr>
<td>6. Effectively use writing and/or oral communication to argue and/or respond.</td>
</tr>
</tbody>
</table>

**Explanatory Note:** The SLOs listed above align with the hallmark because…
they involve demonstrating, in oral or written form, knowledge of research relating to sport participation and media representations in sport, that is guided by qualitative and/or quantitative social science methods (e.g. interviews, observations, surveys, experiments, and correlations).
2. Assessment tools and strategies. Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

a) SLO #1: Explain key theories of gender and sport.
   Assessment tools: embedded question in exam; journal writing (respond to a reading about a key theory of gender and sport).

SLO #2: Identify historical developments in gender roles in sport participation.
Assessment tools: research paper; timeline represented textually and/or visually.

SLO #3: Demonstrate an understanding of the intersection of gender, race and ethnicity, class, and other categories of difference, in sports.
Assessment tools: journal writing (e.g. explain what intersecting categories of difference are identified in a reading and how they are analyzed to be significant); research project (e.g. explain what intersecting categories of difference pertain to the research subject, and in what ways).

SLO #4: Analyze how access and upward mobility in sport participation from childhood to adulthood is defined by individuals and institutional structures.
Assessment tools: research project (e.g. biographical project that analyzes how sport participation is defined by individuals and institutional structures); journal writing (e.g. explain how a film offers this kind of analysis relating to a particular sport/sports star).

SLO #5: Analyze media representations of feminine and masculine bodies in sport, and their impact.
Assessment tools: structured observation worksheet (e.g. asks students to list in two columns qualities that they observe in popular magazine covers of feminine or masculine bodies in sport, and to explain below each list what they think the impact could be); journal writing (immediately after viewing some type of media related to this subject).

SLO #6: Effectively use writing and/or oral communication to argue and/or respond.
Assessment tools: journal writing, research project, embedded question in exam or formal writing assignment (e.g. write a letter to respond to a current gender issue/controversy in sport).

b) An assessment inventory report explaining how at least one of the SLOs were evaluated and aligns with the PLOs will be submitted to the chair of Humanities and Social Sciences for each semester that the course is taught.

c) If multiple sections of WS 230 are taught (this is not expected any time soon, since another women’s studies course--WS 151--is already being taught as a WI and non-WI course and will probably continue to attract more students as a 100 level class), the instructors will collaborate to determine a common assessment and how to evaluate and share the results.
Complete the following for Renewal applications, only

3. **Assessment results.** Provide a summary of aggregated assessment results, for each course-specific SLO, collected throughout the certification period.

   

4. **Utilization of assessment results.** Explain how assessment results have been used to modify or improve the course throughout the certification period. The narrative should include recommendations discussed among all instructors teaching the courses.

   

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DIVERSIFICATION BOARD DECISION:

☐ Approved
   Renewal Due: ________________

☐ Not approved
   Reasons:

   

Diversification Board Chair Signature: ________________________________
Date: ______________

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Diversification Application Evaluation Checklist

Cover Page
€ Applicant and course information completed
€ New courses. Copy of the Curriculum Action Proposal for new courses and a Course Outline form
€ Existing Courses (Renewals or Existing Courses seeking certification). Copy of course syllabus with:
  € Course description
  € Articulation statement
  € Course-specific SLOs
  € Course calendar showing topics and number of meetings dedicated to each topic
€ Course CONTENT meets the 2/3 requirement?
€ Course MEETINGS meet the 2/3 requirement?

Applications for Certification and Renewal

Question #1: Hallmarks and SLOs
€ Hallmark # D__. 1
  € States hallmark and the SLO(s) that align with the hallmark.
  € Explains how the SLO(s) align with the hallmark.
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  € Explains how the SLO(s) align with the hallmark.

Question #2: Assessment tools and strategy
€ Discusses which assessment tools will be (was) used to assess which SLO(s).
€ Plan for how often assessment will occur (occurred).
€ For courses with multiple sections, includes explanation of assessment across sections and instructors.

Applications for Renewal, Only

Question #3: Assessment
€ For each SLO, described aggregated results across instructors and sections.
€ Assessment done throughout certification period.

Question #4: Utilization of assessment results
€ Narrative covers entire certification period.
€ Includes discussion of how results were used to improve or modify the course.
€ Discussion occurred among all instructors teaching the course.

Comments: ____________________________________________________________
______________________________________________________________________
______________________________________________________________________
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______________________________________________________________________