



College of Education

Education Studies and Human Relations

education.uiowa.edu/eshr

ESHR: Sports, Society, and Inclusion Informal Concentration Area (ICA)

People engage in sports and recreational activities for enjoyment, community, and health reasons. Supporting these active individuals as they strive for their goals requires knowledge about learning, development, instruction, and motivation while applying strong communication and interpersonal skills. The cluster of courses in the *Sports, Society, and Inclusion ICA* will help to prepare students for careers in the broad fields and industries surrounding sports, which include administration, coaching, consulting, and advocacy. They will also train students to understand the social and political elements that shape participation in sport and exclusion from it. In doing so, they will help train students to become advocates for equity and inclusion in sport and the vocation connected to it.

The *Sports, Society, & Inclusion ICA* is well-paired with other ESHR ICAs such as the *Cognition, Learning and Development ICA* and *Experiential Informal Learning*. Students often choose another major, minor, or certificate to pair with ESHR; see suggestions for pairing with the *Sports, Society, and Inclusion ICA*.

Major, Minor, Certificate Suggestions

Majors/Minors

[Exercise Science](#)

[Health Promotion](#)

[Health Studies](#)

[Sport and Recreation Management](#)

[Therapeutic Recreation](#)

[Iowa Law's 3 + 3 Program](#)

Certificates

[Event Management](#)

[Disability Studies](#)

[Interscholastic Athletics/Activities](#)

[Administration](#)

[Leadership Studies](#)

[Writing](#)

Career opportunities for ESHR students with a Sports, Society, and Inclusion background focus on understanding and supporting people who engage in sports. Careers may include life, academic, and athletic coaching, non-profits, and consulting. Students with this focus in ESHR may be well-positioned for graduate work in higher education, counseling, and law school.

Course suggestions

(Students are encouraged to take one or two courses from each skill/content area.)

Learning, Cognition, Instruction

EDTL:3715 Experiential Teaching and Learning

Introduction to practice of experiential learning and teaching; students create and lead experiential activities in formal and informal learning environments; exploration of factors that impact the value of an experience and assess impact; integration of multiple disciplines and perspectives in a collaborative manner; skills for processing and guiding reflection to determine outcomes of experiences; work collaboratively to design, plan, execute, and determine outcomes of an experience for a target population.

EDTL:4093 Teaching and Learning w/ Global Perspective

Examination of conceptualizations and themes, along with theories, strategies, and resources that can inform teaching and learning for global competence education in all disciplines; teaching for prejudice reduction and education for informed and responsible global citizenship; creation of a standards-based curriculum project; designed for practicing teachers.

EDTL:4900 Foundations of Special Education

Students with disabilities, gifted and talented; strategies for effective treatment, collaboration between regular and special education teachers; remediation of academic, behavioral, and social problems.

EPLS:4250 Education in Black America

Introduction to various educational policies and events germane to the history of African American education from 1900 through the mid-1980s; read works and watch documentaries that examine those policies, concepts, strategies, and events surrounding Black education; analyze and synthesize this information through small and large class discussions, reading responses, quizzes, a debate, a book review, a short essay, and related presentation. GE: Historical Perspectives. Same as AFAM:4250.

PSQF:3115 Sports and Performance Psychology

Introduction to theory, research, and practice of sport and performance psychology. Applied techniques to address athlete mental health and to enhance athlete performance. Overview of history, values, and cultural factors that influence the psychosocial well-being of student athletes; identify resources to help athletes manage psychosocial stressors that can contribute to distress and impaired mental health. Gain an understanding of the unique challenges that student athletes face; develop awareness, ethical reasoning, and analysis skills.

Systemic/External Influences on Learning

PSQF:4136 Home/School/Community Partnership

Issues related to collaboration among families, educators, and community members in implementing school programs.

Human Development

PSQF:4106 Child Development

Theories and research findings about typical course of child development, differences in development. Requirements: junior standing.

PSQF:4133 The Adolescent and Young Adult

Psychological and social aspects of adolescence and young adulthood; emphasis on theory, research, and practical applications.

Leadership

CSED:4111 Building Leadership and Success at Work

Strategies to achieve employer expectations of effective leadership, communication, motivation, teamwork, and conflict management; students gain knowledge of self and how to best respond in various workplace situations.

CSED:4140 Foundations of Leadership

Preparation to become effective employees and leaders; emphasis on leadership roles in clinical and other human service or health care settings; how leadership transcends job title associated with high work performance; experiential activities that illustrate key didactic concepts and didactic lecture review, written assignments, experiential assignment, in-depth discussions illustrating key concepts.

EPLS:4020 Engaging in Civic Dialogue

Students learn the skills and practices that will develop the resilience necessary to engage in challenging civic dialogues about organizational, community, and/or societal change. Students develop leadership skills, cultivate personal stamina, and reflect on how they can be part of a civic society through taking daily actions that engage across differences.

EPLS:4200 Athletic Administration in Educational Settings

Explores engaging difference as major issues for coaches, sports managers, physical activity professionals, and athletic administration staff in their workplaces; defines, discusses, and analyzes the complexity of the athletic organizational environment to help future leaders implement successful practices inclusive of all persons.

Internship Experiences

While not a part of the 30 credits that contribute to the ESHR major, we encourage students interested in this concentration area to include several internship and practicum experiences in their coursework as they earn their BA. Please visit with the ESHR advisor about how to find and register for these opportunities that may help to customize your experiential informal learning background.

Faculty Liaison

[Sherry Watt](#), Professor, Higher Education and Student Affairs

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