

SPM 3025 – Diversity and Inclusion in Sport Organizations

Instructor: Dr. Christine Wegner

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Class Days: MWF 12:50pm - 1:40pm

Office Hours: Thursdays 10am-12pm and by appointment.

(The best way to contact me outside of office hours is through email.)

Department Chair: Dr. Yong Jae Ko

Course Description: This course examines the role and impact that ethnicity, racism, gender, and other diversity topics have had on sport. The course provides students an opportunity to develop an understanding and appreciation for diversity and inclusion in sport.

Course Description: This course introduces students to strategies to promote diversity and inclusion in sport organizations. Students will examine the increased diversity in people based on race, ethnicity, gender, age, physical and mental ability, class, and sexual orientation, among others. Students will learn inclusive strategies from sport managers and organizations across the globe.

Course Objectives: Upon completion of this course, students will be able to:

- Describe the terms diversity, inclusion, and equity.
- Describe diversity in sport and sport organizations based on race, ethnicity, gender, age, physical and mental ability, class, and sexual orientation, among others.
- Explain the importance of diversity and inclusivity in sport organizations.
- Describe inclusivity in sport organizations.
- Evaluate your personal biases about diverse populations.
- Recommend inclusive strategies to foster diversity in sport settings.

Required Text: Cunningham, G. (2019). Diversity and Inclusion in Sport Organizations: A Multilevel Perspective. (4th Edition). New York: Routledge.

All other materials will be provided via Canvas.

Instructional Methods: The instructional methods for this course consist of lectures, readings, and discussions to provide students with a variety of learning methods.

Evaluation of Grades: Students will be assessed based on the assignments below:

Assignments	Points	%
Exam I	100	21%
Exam II	100	21%
Assignments A-D	116	25%
Diversity & Inclusive Handbook	105	22%
Attendance (10 x 5 pts)	50	11%
Total Points	471	100%

Grading Policy:

A	92.5-100	4.0	B+	86.5-89.4	3.33	C+	76.5-79.4	2.33	D+	66.5-69.4	1.33	E	59 & below	0.0
A-	89.5-92.4	3.67	B	83.5-86.4	3.0	C	73.5-76.4	2.0	D	63.5-66.4	1.0			
			B-	79.5-83.4	2.67	C-	69.5-73.4	1.67	D-	59.5-63.4	0.67			

Grading Rubric:

- A & A- Outstanding: The project far surpasses the assignment requirements, well organized, analytical rather than descriptive, and excellent grammar.
- B+, B, & B- Very Good: Project exceeds the minimal requirements of the assignment, organized, descriptive rather than analytical, and good grammar.
- C+, C, & C- Average: Project may not meet all criteria of the assignment, organization is below average, paper is far too descriptive, and poor grammar.
- D+, D, & D- Below Average: Project barely meets minimum criteria.
- E Fail: Project does not meet the minimum criteria.

Exams I and II (2 x 100 pts = 200 points):

- Two exams are administered based on the lectures, discussions, readings, and supplemental materials.
- Exams are multiple choice, true/false, fill in the blank, and/or short answer questions.
- You will not need scantrons for this course.
- Make-up exams are NOT permitted unless absences are in accordance with UF's Make-Up Policy.

Assignments (221 points):

- All assignments will be submitted via Canvas.
- All assignments must be typed and follow APA guidelines unless otherwise noted. Refer to the policy section of the syllabus.
- Assignment due dates are posted in the course schedule.

Attendance (10 x 5 pts. = 50 points):

- Random attendance is taken ten times during the semester.
- Attendance points are earned if the student is present in class and signs the attendance sheet.
- *If you are absent from class, arrive late, or leave early without signing the attendance sheet, zero points are earned.*
- If you are absent from class, please obtain missed information from a classmate. Requirements for class attendance are consistent with University policy:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Course Policies

1. Professional Behavior: Topics discussed in this class might make you feel uncomfortable; however, this is not the goal. The goal is to explore diversity to learn how to promote inclusivity in sport organizations. Professional behavior is expected from all students. This includes respect and consideration for the instructor and other students. Use respectful language through written and verbal communication and make relevant points about the course content. Avoid using all caps in emails.

2. Excused Absences: Students are considered excused from class for the following reasons: documented illness, serious family emergency, certain curricular requirements, military obligations, severe weather conditions or observance of religious holidays, as noted by the UF:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Please obtain missed information from a classmate.

3. Unexcused Absences: Unexcused absences include but are not limited to outside extracurricular activities, work, family or personal vacations, or choosing not to participate.

5. Assignments: Word Files Only

- All written assignments will be submitted via Canvas
- **Late or emailed assignments are not accepted** unless in accordance with the UF's Make-Up Policy.
- Assignments must follow **APA guidelines** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) and use appropriate grammar, spelling, punctuation, and sentence structure; otherwise, points are deducted.
- Hand-written assignments are not accepted.
- All assignments must be **TYPED and double spaced**, using 12-point font, Times New Roman typeface, and 1-inch margins.
- Include your first and last name and date in the upper right corner of the first page of the assignment.
- Center the title immediately after the information in the upper right corner and above the first line of text.
- Include citations, if necessary.
- Refer to the Course Schedule and/or Canvas for assignment due dates.
- Please proofread all assignments.
- Plagiarism is not tolerated in this course.

6. Grades:

- Grades are dependent on the student's performance measured by, but not limited to, exams, assignments, in-class activities, and attendance.
- Final grades are based on the accumulation of points the student earns throughout the semester.
- Total points are converted to letter grades using the grading scale located at the beginning of the syllabus and I do round up grades ending in .5. No other rounding occurs.
- The grading scale is strictly enforced and unchangeable.
- The professor will NOT change grades at the end of the semester because the student is unhappy with their academic performance.
- Grades are posted on the Canvas site.

7. DRC Accommodations:

- It is important to me that I accommodate students with disabilities.
- If you are aware of your disability or might be concerned you have a disability, register with the Disability Resource Center (DRC) (352-392-8565, <https://www.dso.ufl.edu/drc>) in the Dean of Students Office.
- Please meet with me to discuss your accommodations, during the first two weeks of the semester to ensure I fully understand your needs.
- It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

8. Honor Code: University of Florida students are required to abide by the Honor Code pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida. The following

pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*" It is assumed all students will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams, etc.). As part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code: (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>). You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor. **Violations of the Honor Code at the University of Florida will not be tolerated.** Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, refer to <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>."

Any violation of the Academic Honor Code will result in a zero (0) for the assignment, and the student will be reported to the Dean of Students Office. There are no exceptions to this policy.

9. Course Evaluations: Students can provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

10. Student Privacy: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

11. Campus Resources:

- **U Matter, We Care:** The U Matter, We Care initiative is committed to creating a culture of care by encouraging members of the UF community to look out for one another and to reach out for help. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. If you or a friend needs help, please call 352-1575 or send an email to umatter@ufl.edu. Please remember that asking for help is a sign of strength. In case of emergency, call 911.
- **Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

12. Academic Resources:

- **E-learning technical support:** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- **Career Resource Center:** Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.
- **Library Support:** <http://cms.ulib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.
- **Writing Studio:** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.
- **Student Complaints Campus:** https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- **On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>.

13. Changing Name Display in Canvas

- It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

14. Technology

- **Laptops and other electronic devices may be used only to interact with course content.**
- All electronic devices must be turned off (not on vibrate) and put away so these devices are NOT visible during class.

15. Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given that some of the material discussed in class may be sensitive or difficult, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Tentative Course Schedule

Wks.	Dates	Readings	Assignments
#1	Mon 8/23	Introduction and Creating Trust in our Spaces I	
	Wed 8/25	Creating Trust in our Spaces II	
	Fri 8/27	Creating Trust in our Spaces III/Syllabus Review	
#2	Mon 8/30	Chapter 2. Theoretical Tenets of Diversity & Inclusion	
	Wed 9/1	Chapter 2. Theoretical Tenets of Diversity & Inclusion	
	Fri 9/3	Life Learning Lab (LLL)/Incubator Introduction	
#3	Mon 9/6	LABOR DAY - NO CLASS	
	Wed 9/8	Chapter 3. Bias	Due: Assignment A
	Fri 9/10	LLL/Incubator	
#4	Mon 9/13	Chapter 4. A Framework to Understand Diversity Forms	
	Wed 9/15	Chapter 4. A Framework to Understand Diversity Forms	
	Fri 9/17	LLL/Incubator	
#5	Mon 9/20	Chapter 5. Race	Due: Assignment B
	Mon 9/22	Chapter 5. Race	
	Fri 9/24	LLL/Incubator	
#6	Mon 9/27	Chapter 6. Gender	
	Wed 9/29	Chapter 6. Gender and Intersectionality	
	Fri 10/1	LLL/Incubator	
#7	Mon 10/4	Chapter 11. Sexual Orientation, Gender Identity, and Gender Expression	
	Wed 10/6	Chapter 11. Sexual Orientation, Gender Identity, and Gender Expression	
	Fri 10/8	HOMECOMING - NO CLASS	
#8	Mon 10/11	Exam I Review Chapters 1, 2, 3, 4, 5, 6, & 11	
	Wed 10/13	Exam I: Chapters 1, 2, 3, 4, 5, 6, & 11	Exam I
	Fri 10/15	In-class diversity assignment	

#9	Mon 10/18	Chapter 8. Disability	
	Wed 10/20	Chapter 8. Disability	
	Fri 10/22	LLL/Incubator	
#10	Mon 10/25	Chapter 7 and 9. Weight and Age	
	Wed 10/27	Chapter 7 and 9. Weight and Age	
	Fri 10/29	LLL/Incubator	
#11	Mon 11/1	Chapter 10. Religion: Guest Lecturer	
	Wed 11/3	Chapter 10. Religion: Guest Lecturer	
	Fri 11/5	LLL/Incubator	
#12	Mon 11/8	Chapter 12. Social Class	
	Wed 11/10	Chapter 12. Social Class	
	Fri 11/12	LLL/Incubator	
#13	Mon 11/15	Chapter 13. Strategies for Inclusion	
	Wed 11/17	Chapter 13. Strategies for Inclusion	
	Fri 11/19	LLL/Incubator	Due: Assignment C
#14	Mon 11/22	Chapter 14. Diversity Training/Article Presentations	Due: Assignment D
	Wed 11/24	HOLIDAY BREAK – NO CLASS	
	Fri 11/26	HOLIDAY BREAK – NO CLASS	
#15	Mon 11/29	Chapter 15. Change and Inclusion Through Sport	
	Wed 12/1	Chapter 15. Change and Inclusion Through Sport	
	Fri 12/3	Handbook and Incubator Presentations	Due: Diversity & Inclusivity Handbook
#16	Mon 12/6	Exam Review Chapters 8-15	
	Wed 12/8	Exam II Chapters 7, 8, 9, 10, 12, 13, 14, 15	EXAM II

This course schedule is tentative and might change based on the pace of the lectures and student needs.

Changes to the syllabus will be announced through Canvas. The instructor bears no responsibility of announcing the changes to each individual student.

Assignment A: I'm Not Biased (24 points)

Before we discuss diversity in sport organizations, it is important to examine your own personal biases. This will help you to identify your conscious and/or unconscious beliefs, attitudes, and behaviors about the way you perceive others.

1. Go to the Project Implicit website: <https://implicit.harvard.edu/implicit/>
2. Under the title that reads “Project Implicit Social Attitudes” select the United States and click Go!
3. At the end of the Preliminary Information page, click on I wish to proceed.
4. Take the RACE test and select two of the following tests: religion, sexuality, gender-career, age, skin tone, Arab-Muslim, Disability, weight, or Asian.
5. Record your results for each of the three tests (or take a screen shot).
6. Note: Your results will be kept confidential.

I'm Not Biased Grading Rubric

Criteria					Total Points
Complete the Race Project Implicit test and two (2) additional Implicit tests.	24 points Completed three Project Implicit tests.	16 points Completed two Project Implicit tests.	8 points Completed one Project Implicit tests.	0 points Did not complete any Project Implicit tests.	24 points

Assignment B: Am I Biased? Reflection Paper (30 points)

Having personal biases does not make you a bad person but using those personal biases to hurt others makes it a problem. Identifying your biases is the first step in changing them. Reflect upon the biases you discovered from taking the three Project Implicit tests and write no more than two pages double spaced with an introduction, body, and conclusion based on the questions below:

- a. What did you learn about your biases or perceptions of other people or groups?
- b. Why does it matter that you understand your biases?

Note: this paper may be written using the 1st person.

Am I Biased? Reflection Paper Grading Rubric

Criteria	10 points	5 points	1 points	Total Points
Describe two things you learned about your biases of others after taking three Project Implicit tests.	Clearly described two things learned about their own biases.	Somewhat describes two things learned about their own biases.	Poorly describes two things learned about their biases.	
Describe why understanding your own biases are important to understand.	Clearly described the importance of understanding their own biases.	Somewhat described the importance of understanding their own biases.	Poorly described the importance of understanding their own biases.	

Paper is 2-pages double spaced in APA format.	Paper is 2-pages double spaced in APA format.	Paper is over or under 2-pages double spaced in APA format.	Paper is less than one page double spaced in APA format.	
			Total Points	30/ ____ points

Assignment C: Diversity and Inclusion in Sport Organizations Article Review (42 points)

Select one article online that discusses 1) why and how a sport organization of your choosing fosters diversity and inclusivity in the workplace or 2) what is the sport organization doing for diversity and inclusion in the product or service it provides consumers. Use the format below to complete the paper following APA guidelines.

1. Paragraph one:

- Discuss the purpose of the assignment and description of the sport organization you selected that fosters diversity and inclusivity in the work place.

2. Paragraph two:

- Discuss two tactics the sport organization uses to foster diversity and discuss whether or not you feel these methods are effective at fostering diversity and discuss two tactics the sport organization implements to provide an inclusive work environment.
- If the article does not discuss two tactics to foster diversity and 2 tactics to establish an inclusive work setting, select another article that does.

3. Paragraph three:

- Discuss one tactic you would recommend to improve diversity and one tactic to improve the inclusivity in the sport organization.

4. Paragraph four:

- Discuss your conclusion.

Attach a copy of the article to your paper that includes the author's name, title of the article, publication date, and magazine title. This might require copying the front cover of the magazine.

Grading Rubric:

Criteria	7	4	1	Points
Subject Knowledge	Subject knowledge is clearly evident.	Subject knowledge is clearly evident.	Subject knowledge is not evident.	
Organization & Format	The sequence of information is well organized and follows APA format.	The sequence of information is somewhat organized follows APA format.	The sequence of information is not organized and does not follow APA format.	
Purpose & Company Fostering Diversity and Inclusivity	Clear purpose and clear description of how the company fosters diversity and inclusivity.	Somewhat clear purpose and somewhat clear description of how the company fosters diversity and inclusivity.	Unclear purpose and unclear description of how the company fosters diversity and inclusivity.	
Tactics to Foster Diversity and Inclusivity	Clear description of tactics used to foster diversity and inclusivity.	Somewhat clear description of tactics used to foster diversity and inclusivity.	Unclear description of tactics used to foster diversity and inclusivity.	

Recommended Tactic	Recommendation was clear.	Recommendation was somewhat clear.	Recommendation was unclear.	
Format	Followed APA guidelines.	Somewhat followed APA guidelines.	Did not follow APA guidelines.	
		Total Points:		42/____

Assignment D: Diversity and Inclusion in Sport Organizations Article Review Presentation (20 points)

Present a five-minute presentation discussing the ways the sport organization you selected in Assignment C fosters diversity and inclusivity in the workplace and provide one tactic the company could use to improve their existing inclusivity strategy.

Criteria	5	3	1	Points
Knowledge	Subject knowledge is clearly evident.	Subject knowledge is clearly evident.	Subject knowledge is not evident.	
Organization	The sequence of information is clear.	The sequence of information is somewhat clear.	The sequence of information is not clear.	
Presentation	Clearly well-rehearsed.	Somewhat rehearsed.	Poorly rehearsed.	
Eye Contact	Clearly consistent.	Somewhat consistent.	Poorly consistent.	
			Total Points:	20/____

Assignment: Diversity and Inclusion Handbook for a Sport Organization* (105 points)

Each student will create a Diversity and Inclusion Handbook for a sport organization that can be implemented at the actual company. The handbook will include a cover page (do not include a page number on the cover page) and six separate pages using the headings below.

The handbook will include the following:

1. Cover page:
 - Design a professional cover that includes the company name, logo, and design (this could be a picture).
2. Purpose:
 - Explain the purpose of the handbook and its importance to the company.
3. About Equality and Diversity:
 - Create a paragraph discussing and defining Equality, Diversity, and Inclusion.
 - Discuss 9 forms of diversity and define each.
4. Hiring Strategies:
 - Describe 5 tactics the company can implement to hire diverse employees. Explain the importance of each tactic and describe how you will ensure these tactics are implemented.
5. Strategies for Promoting Diversity and Inclusion in the Workplace:
 - Describe 5 tactics the company can implement to promote diversity and 5 tactics to promote inclusivity in the work place. Explain the importance of each diversity and inclusivity tactics and describe how you will ensure these tactics are implemented.
6. Strategies for Managing Diverse Teams:

- Describe 5 tactics the company can implement to help leaders manage diverse teams. Explain the importance of each tactic and describe how you will ensure these tactics are implemented.

7. References:

- Please include 5 references.

Grading Rubric:

Criteria	15 points	10 points	5 points	Total Points
Cover page and Purpose of the Handbook	Unique cover page and purpose clearly reflects the direction of the handbook.	Somewhat unique cover page and purpose reflects the direction of the handbook.	Cover page is not unique and the purpose is unclear.	
About Equality & Diversity	Nine forms of diversity are clearly defined and clearly discussed.	Nine forms of diversity are defined and discussed.	Nine forms of diversity are not defined and not discussed.	
Hiring Strategies	Five hiring tactics are clearly discussed, explaining the importance and implementation of the tactics.	Five hiring tactics are somewhat discussed, explaining the importance and implementation of the tactics.	Five hiring tactics are poorly discussed, explaining the importance and implementation of the tactics.	
Strategies for Promoting Diversity in the Workplace	Five promotion tactics about diversity in the workplace are clearly discussed, explaining the importance and implementation of the tactics.	Five promotion tactics about diversity in the workplace are discussed, explaining the importance and implementation of the tactics.	Five promotion tactics about diversity in the workplace are poorly discussed, explaining the importance and implementation of the tactics.	
Strategies for Promoting Inclusivity in the Workplace	Five promotion tactics about inclusivity in the workplace are clearly discussed, explaining the importance and implementation of the tactics.	Five promotion tactics about inclusivity in the workplace are discussed, explaining the importance and implementation of the tactics.	Five promotion tactics about inclusivity in the workplace are poorly discussed, explaining the importance and implementation of the tactics.	
Strategies for Managing Diverse Teams	Five tactics to manage diverse teams are clearly discussed, explaining the importance and implementation of the tactics.	Five tactics to manage diverse teams are discussed, explaining the importance and implementation of the tactics.	Five tactics to manage diverse teams are poorly discussed, explaining the importance and implementation of the tactics.	
References	Five references are used following APA format.	Five references are used following APA format with minor errors.	Five references are used following APA format with major errors.	
Design	All design elements are clearly consistent and clearly professional in appearance.	All design elements are somewhat consistent and somewhat	All design elements are not consistent and not professional in appearance.	

		professional in appearance.		
			Total Points:	105/_____

*This assignment can be substituted with participation in the DEI Student Incubator