

**Package**  
**(Literature Review, Recommendations and Documents)**

Ali Prost and Haydn Chlan

John Byl

RECL 3P45

April 5, 2010

## **Recommendations**

As defined by Webster's dictionary (2010), gender equity is the fairness of treatment by gender that is considered equivalent in terms of individual's rights, benefits, obligations and opportunities. In our review of literature regarding gender equality in intercollegiate athletics, it was found that male athletics are considered to be more competitive and winning-driven where as female sports are a lot are less competitive. It was also found that stereotypical language was evident when depicting the types of people participating in sports, which creates concerns of how gender is represented. In terms of differential media coverage and gender ideology, it was shown that male sports on campus typically receive more media coverage than women sports, which are usually ignored or left out. The information gathered from both academic articles and university documents assisted in the development of our recommendations for improvements regarding this issue. The following paper will touch on a variety of suggestions to ensure gender equality in campus sports. Participation in both men's and women's sport should be equally recognized by all media outlets on campus. Non-sexist language should be implemented in athletics to reduce gender inequality and lastly, introduce and promote more co-ed intramural options in a wider variety of sports on campus to promote equality between the two sexes to show that women and men have the ability to play with each other. These particular recommendations were chosen because ideally, as future recreation professionals we would like to ensure that both males and females who are participating in both intramural and varsity sports on campus, are seen as completely equal.

The first recommendation for improvement in our area of study is to ensure that there is equal media coverage for both male and female sports because recreation

participation needs to be recognized equally by the student body. On campus it is often found that men's athletics are covered more by media outlets which include university television and radio stations and the campus newspaper often leaving out the success in women's sports. In today's society both on and off campus, university aged students, especially those who write for the campus newspaper, have always been exposed to an environment dominated primarily by male sports. It is very unlikely for people to hear updates in the media about women's professional sports, and because of that it reflects in the media coverage of both varsity and intramural sports that occur on campus.

According to Huffman, Tuggle and Rosengard (2004), because people do not have the knowledge about women's athletics, this might be the primary factor leading majority of college students and the general population away from having any interest in women's sports. The lack of attention from campus media can be considered a reflection of why the student body believes that women's sporting events are not worthy of the coverage or attendance. With this being said, it is evident that schools really need to ensure that equal media coverage for both sex sports is necessary to maintain equality. As an aspiring recreation professional I believe that no matter what gender is participating in sport on campus, both are worthy of appropriate coverage to make others aware of their achievements. I think the department as a whole needs to develop incentives to further promote attendance at both women's and men's sporting events evenly because both are just as important. Along with the subject of media coverage, it is important to gear equal marketing techniques towards both sex sports. For example on campus at Brock University, I have noticed that tickets are often being sold solely for men's sporting events but not for women's. To increase the social capital around school the recreation department should try and really increase sales for women's sporting events, because this

will ultimately get people participating more either by gaining interest in the sport and trying out or just supporting the student athletes whether they be male or female.

Ultimately, campus recreation departments can be considered the stepping stones to really improving and enhancing equal media coverage in college or university athletics.

The second step in ensuring gender equity is implementing equal gender appropriate language in college sports, for example sexist terminology. The unfortunate truth is that sexist language does exist in college sports but it is often ignored or down played as part of the game. The sexist language is usually directed towards the players and comes from the fans or coaches. The sexist comments for the most part tend to put women down and make them seem weaker or less adequate than men in term of athletic abilities. These comments then become a link in reinforcing negative gender stereotyping. “Sexist names as those that “isolate or stereotype some aspect of an individual’s nature or the nature of the group of individuals based on their sex”. (Pelak, 190) When the fans yell out sexist statements during the game, this is referred to as heckling. The fans are trying to distract the players and throw them off their game. When a coach uses sexist language or comments, he/she is usually yelling at their players trying to get them to play better. However, is the coach motivating the players to improve their game or are they or are they re-enforcing negative gender stereotyping? I have been involved with sports throughout my life and have participated in sports while in college and university. I have done some co-ed sports and have witnessed the use of sexist terminology during a game. Three sexist terms that I have frequently over heard while participating in co-ed sports are: “playing like a bunch of girls”, “man up” and “man on man” defence. “Playing like a bunch of girls” is meant as an intentional insult to male players. The comment’s aim is to make the men realize that they are not playing well and

that they have step to up their game. However, the real message is the calibre of the women's play is lower in quality than the men's. There may be a secondary message implying that men want to win whereas women's focus is more on co-operative/social play. "Man up" is in reference to how an individual deals with an injury received while playing a game. If a male participant is out or complaining for long periods of time about an injury, teammates or other players may say to him, "Just man up! It's not that bad." This comment implies women are weaker than men. It also shows that a man is "soft" if he shows pain after getting injured. The message is saying men are stronger and tolerate more pain than women when pain threshold is an individual tolerance rather than gender based. The term "man on man" defence makes it seem that only men are playing sports. The term "man on man" defence should be eliminated and replaced with player on player defence. This way it becomes gender neutral.

The third recommendation in ensuring gender equity is having a wider variety of co-ed intramural sport options to promote equality among sexes. This will show that males and females can play with each other fairly. When it comes to intramural sports, the women's activities usually take a back seat to the men's activities based on popularity and participation. However, there are more males who choose to participate in co-ed intramural college/university sports. Accordingly, a bigger slice of allotted funds are directed male dominated co-ed sports. This is not based on gender but on participation. Women's sports draws a smaller viewing audience perhaps because it is seen as less entertaining than men's sports. Some people think it is not as fast paced or action packed. This is not the case. Women's sports tend to be less physical but this creates the need for more skill level. The ideal situation is when men and women can play and compete in co-ed intramurals together. I have participated in co-ed intramurals and have

seen some of the benefits it can offer the participants. The main benefits are: giving girls with a high level of skill in sports the competition they need/crave. When a woman is very good at a sport sometimes there are not sufficient women's leagues available to provide the level of competition that the woman is seeking. Providing co-ed intramurals gives women a chance to play with men/women which may make the sporting environment more challenging but still ensuring safety. Colleges and universities should make all the sports offered co-ed. I have noticed many universities offer gender specific sports but only a few sports are available in co-ed. If more sports were offered in co-ed, perhaps there would be an increase in participation among the student body. Co-ed intramurals takes the pressure off the participants and lets them enjoy the game. The participants are still able to get a certain amount of competition while participating in co-ed intramurals. The fear of injury is greatly decreased, especially for men. Co-ed intramurals are non contact which allows the participants to enjoy the game and not worry about injuries. Ultimately in co-d athletics the emphasis is primarily on building skills, having fun and making new friends on campus.

In conclusion, these recommendations were picked because as future recreation professionals it is important to ensure that both men and women participating in campus athletics, whether they are varsity or intramurals, are seen as equal and are treated in the same manner. This can be changed through equal media marketing coverage for both male and female sports, implementation of equal gender appropriate language in sport, and lastly, introducing a wider variety of co-ed intramural sport options for the student body. Campus recreation departments have the opportunity to change the way men and women's athletics re viewed on campus and can ultimately increase positive participation.

### References

- Huffman, S., Tuggle, C.A., & Rosengard, D.S. (2004). How Campus media cover sports: the gender-equity issue, one generation later. *Mass Communication & Society*, 7(4), 475-489.
- Pelak, C. (2008). The Relationship Between Sexist Naming. *Sociology of Education* 81, 189-210.

## **APPENDIX A**

### *Literature Review*

In the fourth edition of *Recreational Sport Management* sport is described as “a competitive physical activity, utilizing specialized equipment and facilities, with unique dimensions of time and space, in which the quest for records is of high significance” (Mull, Bayless & Jamieson, p. 7). According to Collins dictionary, gender is a noun defined as “a state of being male or female, sex” (p. 177). In the following articles, each author depicts a different aspect of gender’s impact on intercollegiate athletics.

In Pan and Baker’s article regarding intercollegiate sports, the study was used to determine unique attributes that are inherent when selecting college sports and their connection as perceived by university students (Pan & Baker, p. 69). It was ultimately shown that female university students professed the attributes in the areas ‘Enthusiastic Commitment’, ‘Sociopsychological Fulfillment’, and ‘Social Learning’ to be strongly evident in football, and men’s basketball. ‘Recreational Incentives’ were perceived to be strongly present in men’s baseball. These results show that females perceived these 3 sporting events to attract the most possible attendance (p.76-78). Female respondent’s to this study also considered women’s gymnastics to be as popular that can be compared to the ‘major sports’ of football, baseball and basketball. On the other side of the spectrum, males were similar to females in that they believe the same attribute factors are apparent in men’s football, basketball and baseball. Overall, this article demonstrates that only few popular sports are participated in and attended by spectators which means more promotion of less-major sports needs to be implemented and the perception of how all sports are viewed on campus, including male and female dominated sports (p.78-80).

Nathlie Koivula states that body-related and social aspects are stronger participation motives for females and competition are more valued by males. Physical health and enjoyment was rated as the most important reason why university students participate in varsity or intramural sports and socializing was rated by many to be the least important motives for participation (p. 371-372). This article's information is very similar to a study performed by Gill & Dzewaltowski which shows that the strongest difference between male and female athletes is that males are more competitive, winning-oriented and outcome oriented. The females in the study scored higher on the overall performance orientation of a sport, goal-orientation and mastery within a sport. It is interesting to see how women athletes generally think that playing your best and mastering the sport is a lot more beneficial, whereas men athletes feel the need to win and be extremely competitive. The next article which is written by Anderson, Cheslock and Ehrenberg (2006) discusses the passage of Title IX, which is a prohibition of discrimination by gender in any kind of federally ran educational activity, for example university campus. In contrast to the last two previous articles this passage could be an effective way to prevent gender equality in sport, and ultimately make it an even playing field. The study result of this passage shows that female athletes participation rose almost 30% in 2002, from 15% in 1972. It is all about how schools and federally ran education institutes can help reduce gender equality on campus, which includes marketing, participation, and spectatorship of sporting teams and events.

Next found, was an article that focuses on oppression and privilege in physical education. The article is a chapter four from *Physical Education, Curriculum and Culture: Critical Issues in the Contemporary Crisis* Edited by David Kirk and Richard Tinning. The article discusses concerns for how gender is represented and constructed in

educational programs in North America. The main part of the article that will be used is the section referring to the types of people in physical education. There the “super” jock, the “women” jock, the ordinary jock and the non jock. The article goes into more detail about each category. The article also talks about ways to make the current physical education system better. Gender Perceptions of Sexual Harassment in Sport written by Naomi Fejgin and Ronit Hanegby. This article focuses on the sexual harassment that happens at different sport levels. The article talks about how sexual harassment is not something new but how it is a new study. It states who the victims tend to be which for the most part is females getting harassed by male coaches. This happens because there is power. However this is not always the case males can be victims of sexual harassment too. It states how men and women sometimes have different perceptions of what is and what is not sexual harassment and this leads into problems. The article has surveys which show the magnitude of sexual harassment that occurs.

Next, Differential Media coverage of Men’s and women’s intercollegiate Basketball: Reflection of Gender Ideology was written by Elaine M. Blinde, Susan L. Greendorfer and Rebecca J. Shanker focuses on how male sports get more attention than female sports. The article uses media coverage of men’s and women’s basketball to represent gender ideology in our society. Male sports get more coverage in all aspects of the media. The last article which was called, Orthodox Masculinity, Gender Segregation, and Sport written by Eric Anderson focuses on how women are often left out or ignored from various recreation activities. When they are remembered they are separated from male activities, which is not always the best thing because there is a lack of recognition evident. This ultimately leads into problems within recreation.

In conclusion, these articles all touch on difference aspect of gender and sport among intercollegiate athletes; however they all have similar views of how women are perceived in sport, and how men are perceived. This gives recreation professionals a better understanding of the issue and gives them the opportunity to make a change on campus and make each gender equal in sport.

### References

- Anderson, D.L., Cheslock, J.J., & Ehrenberg, R.G. (2006). Gender equity in intercollegiate athletics: determinants of title IX compliance. *The Journal of Higher Education*, 77(2), 225-250.
- Anderson, E. (2008). "I used to think women were weak": Orthodox masculinity, gender segregation, and sport. *Sociological Forum*, 23(2), 257-280.
- Blinde, E.M., Greendorfer, S.L., & Shanker, R.J. (1991). Differential media coverage of men's and women's intercollegiate basketball: reflection of gender ideology . *Journal of Sport and Social Issues*, 15(2).
- Fejgin, N., & Hanegby, R. (2001). Gender and cultural bias in perceptions of sexual harrassment in sport. *International Review of the Sociology of Sport*, 36(4).
- Gill, D.L. & Dzewaltowski, D.A. (1988). Competitive orientations among intercollegiate athletes: Is winning the only thing? *The Sport Psychologist*, 2, 212-221.
- Kirk, D., & Tinning, R. (1990). *Physical education, curriculum, and culture: critical issues in the contemporary crisis*. Great Britain: Burgess Science Press
- Koivula, N. (1999). Sport participation: differences in motivation and actual participation due to gender typing. *Journal of Sport Behaviour*, 22(3), 360-380.

Mull, R.F., Bayless, K.G., & Jamieson, L.M. (Ed.). (2005). *Recreational sport management*. Human Kinetics.

Pan, D.W., & Baker, J.A.W. (1999). Mapping of intercollegiate sports relative to selected attributes as determined by a product differentiation strategy. *Journal of Sport Behaviour*, 22(1), 69-82.

## **APPENDIX B**

### Dalhousie Co-Ed Ice Hockey

\* The Open Recreational hockey league is open to both male and female participants.  
Teams may be comprised of all male, all female or a mix of male and female.  
There aren't any rules on male to female ratios for participants.

#### *Rule 1*

##### **The Game**

→ Each game shall consist of 2 periods of 20 minutes running time. The clock shall be stopped in the final 2 minutes of the second period if there is a two or less goal differential in score. The clock will only be stopped for injuries requiring outside assistance.

→ Each team will be allowed 1-30 second time out per game.

The teams will not be allowed on the ice surface until the Zamboni doors are completely shut.

→ Each game will have a warm-up. The length of the warm-up will be set by the Intramural staff and will be determined by the time available before the beginning of the game.

→ All scheduled games will start 10 minutes after the scheduled start time.

→ If for any reason a delay of game occurs the Intramural Staff will shorten the game to accommodate the schedule.

→ No more than 2 Coaches are permitted on the bench.

#### *Rule 2*

##### **Equipment**

→ Team jerseys must be of matching color and clearly marked with numbers. A \$150 refundable deposit is required to ensure teams wear their uniforms. Teams not adhering to this will be charged \$15 of their deposit per incident. Teams are able to purchase a set of 15 numbered jerseys from the Campus Recreation department at the time of registration for \$150 + tax.

→ All players are responsible for providing their own equipment.

9/8/2008

→ All players must wear helmets with certified face mask/full shield attached with chin straps fastened.

- Full regulation hockey equipment must be worn.
- If a player is not wearing the required equipment, officials may issue a 3-minute penalty for delay of game, and the player must address the improper equipment before re-entering the game.
- Every team must designate a captain and an assistant for the duration of the scheduled game.

### *Rule 3*

#### **Rosters**

- Teams must have their roster set prior to playing their first game. This includes the proper information to be submitted on a proper Intramural registration form.
- Players may only play on 1 team and in 1 league during the Intramural season.
- All players must bring their Dalhousie ID cards to the Arena and sign up to play their scheduled game with the Intramural Staff.
- For playoff purposes all players must play in 50% of the scheduled games to be eligible to play during the playoff schedule.

#### **Eligibility**

- Please refer to section A of the Dalhousie Intramural Policy Manual.

### *Rule 4*

#### **Substitutions**

- Unlimited substitutions shall be permitted provided the player coming off the ice is at the bench and out of play before the substitute enters the game.
- Substitutions shall be permitted during a live puck (on the fly) and after a stoppage in play.

### *Rule 5*

#### **Officials and Linesmen**

- Officials shall administer each game according to Canadian Hockey Rules and also by the Intramural rules set out by the Campus Recreation program.
- Linesmen shall report to the official at the first stoppage of play any infraction of the rules which incurs a double minor penalty for spearing, butt-ending, head butting, or any situations involving grabbing of hair, facial protector, helmet or chin strap.

9/8/2008

- The Campus Recreation Department has zero tolerance for abuse of officials and will have all authority and final decisions to assess the appropriate penalty for any confrontations.

### *Rule 6*

#### **Forfeits**

- A team must have 9 players (including a goalie), to start a game.
- Failure to have 9 players present 5 minutes after the scheduled starting time shall result in forfeiture of the game, providing the opposition meets the necessary requirements for starting a game.
- If forfeiture occurs both teams may use the ice for 45 minutes or the time remaining to play a competitive game of hockey and must leave the ice surface upon the discretion of the Intramural staff at the facility.

**Facility shut down**

→ If forfeiture occurs during the last scheduled game of the evening, the facility will be officially shut down and the teams will not be allowed to use the ice time.

*Rule 7***Personal Injury**

→ Any player injured must notify the Intramural Staff and the Intramural Supervisor so that the proper paperwork can be completed.

→ The clock will only be stopped for injuries requiring outside assistance.

→ Any player who is bleeding shall be removed from the game immediately. The clock shall be stopped and will resume once the player that is bleeding has been removed from the contest. If the bleeding has stopped or been covered completely, and has been cleaned from all surfaces, the player may return to the game and the contest shall resume. The Sport Supervisor will have the authority to decide if the player shall return to the game.

→ Intramural Sport is a volunteer activity in which players participate at their own risk. Participants should understand that they are responsible for any and all cost arising from injury or property damages a result of participation.

*Rule 8***Protest**

→ Please refer to section F.1 of the Dalhousie Intramural Policy Manual.

→ Only rule misinterpretations and player eligibility are valid grounds for protests.

→ Protest must be reported to an official and time keeper at the time of the incident.

9/8/2008

*Rule 9***Penalties**

The Intramural Hockey League shall be governed by the rules of the Canadian Hockey Association (CHA) and the rules set up by the Campus Recreation Office.

→ Running time penalties: Minor 3 minutes

Major 7 minutes

Misconduct 10 minutes

→ Stopped time penalties: Minor 2 minutes

Major 5 minutes

→ Rules infractions listed hereupon shall be penalized by a **3 minute running time penalty.**

- Failure to wear proper equipment

- Hooking

- Tripping

- Interference

- Ineligible player

- Slashing

- Roughing

- Elbowing

- Holding

- High sticking
- Bench penalty
- Unsportsmanlike conduct
- Body checking
- Throwing equipment
- Charging

→ Rules infractions listed hereupon shall be penalized by a **7 minute running time penalty (Double Minor)**.

- Spearing
- Butt ending
- Kneeing
- Cross checking
- Head-butting

→ Rule infractions listed hereupon shall be penalized by a **misconduct penalty (10 minute running time)**, any player committing the infraction may be **suspended for up to two games** and must meet with the Campus Recreation Coordinator before participating in any future Ice Hockey contests.

- No player shall verbally abuse an official or intramural sports staff member.
- Checking from behind
- Intent to injure

9/8/2008

→ Any players involved in any altercations where physical contact (**fighting**) between two players takes place shall be penalized by a **match penalty and a 7 minute running time penalty** which will be served by a substitute player.

**\*\*Fighting includes: - A punch thrown at an opponent**

- **Attempting to strike or wrestle an opponent**
- **Dropping of gloves**
- **3rd man in**

→ The player or players involved in these altercations will be **suspended for a minimum of 1 game** or an amount decided upon by the Campus Recreation Coordinator.

→ If a major penalty occurs in the last 15 minutes of a game, it will result in expulsion from the game and a suspension decided upon by the Campus Recreation Coordinator.

→ Any player receiving **(3) three 3 minute minor penalties** will automatically receive a **game misconduct and a (1) one game suspension**.

→ Second infraction of any of the above combination (6 or 10 minute penalties) shall result in a **6 minute penalty + game misconduct +suspended for the next game (minimum)**.

→ A four month suspension from participation in any IM activity may be given for the following reasons:

- Second offence of a game misconduct
- Participation in IM activities while under suspension
- Deliberate intent to injure
- For any gross misconduct

→ An indefinite suspension will be given for:

- Striking an official and/or convenor
- Found guilty of having alcoholic beverages at the game location

- Found guilty of stealing equipment and/or defacing the facility
- The on-ice officials will have the final authority in all rule interpretations during a game.

## **APPENDIX C**

### Waterloo University

#### **Slo Pitch: Rules**

##### Part A: CR Governing Rules

1. Campus Recreation Intramural Leagues are guided by the Spirit of Competition (S.O.C.). Every participant, player, captain and league staff will all have an active part in upholding the S.O.C.
2. Campus Recreation Slo-Pitch is governed by the policies and rules put forth by Campus Recreation in conjunction with rules listed here, as well as the policies as outlined in the Spirit of Competition.
3. Referees, team captains, and players are all responsible for the good order and conduct of the game.
4. The referee's judgement is final for all decisions regarding game play.

##### Part B: Team Captain

1. The team captain must be familiar with the Spirit of Competition guidelines and Eligibility rules, and inform players of all rules and conduct expectations.
2. Each team must identify their team captain at the beginning of each game. If the captain is not present, the team will nominate a player to be acting captain for that game. This person will take on all duties and responsibilities as the actual captain. This person will be identified as the acting captains on the score sheet.
3. It is the team captain's duty to know his/her duties and responsibilities before the game begins.
4. ONLY THE CAPTAIN should be speaking with the umpires during the game time. Players who wish to discuss any issue with a referee must ask the captain to speak on their behalf.
5. It is each captain's responsibility to have the team roster ready on the score sheet by the start of game time.
6. The captain's of each team are to complete the S.O.C. and Referee rating section on the score sheet honestly, and validate the score upon completion of the game.
7. Any concerns that a captain may have regarding officiating should contact the referee-in-chief in a timely and respectful manner.

##### Part C: The Teams

1. The conduct of the participants must be in accordance with the Spirit of Competition.
2. It is recommended that both teams be dressed and ready to play 10 minutes before the scheduled start of their game. All games start at the time published in the schedule.
3. Teams can start with 8 players.
4. Any team without the required number of players within 5 minutes of the scheduled time will default that game. If any team member is in doubt about their eligibility, they should speak with their team captain, the Convenor, the RIC or the League Manager immediately.
5. If a game is defaulted/forfeited, the score will be 5-0.
6. If players, team officials, game timekeeper, etc. show up for a game in a condition which in the referee's opinion, render them unable to take part, the referee may default the game.

#### Part D: Equipment

1. No jewellery (unless properly taped down), non-elastic head bands, or hard support braces are allowed during game time. Captains will be warned at the beginning of the game to have all their players remove such items. During the game, players found with such items will be asked to leave play until the item is removed.
2. All equipment necessary for team play will be provided A game ball will be provided for game play only (not for practicing). Practice equipment may be signed out at the equipment desk (if available).
3. Proper gym attire must be worn to participate (no jeans or pants / shorts with zippers). Proper athletic footwear for the **sport is required** (no street shoes, boots, dress shoes, bare feet, or sandals etc).

#### **General Rules**

Each team will proceed by pitching to the opposing team. Three strikes will constitute an out and 4 balls will constitute a walk.

Each captain will be responsible for scorekeeping their own team while at-bat.

#### **Eligibility of Players**

Since this is a Campus Recreation Co-ed league, a team is permitted to field both male and female players, the number of players of each gender is up to the teams discretion

No new players may be added to the gamesheet after the batting order has gone through once

If a player must leave prior to the end of the game, that player will be an automatic out each time that player is to bat.

#### **Gameplay**

Each official game will consist of 5 full innings up to a maximum of 7 innings.

Each team will consist of 10 players, with a minimum of 8 to start the game.

No player shall leave the base until contact has been made by the hitter, leading off is prohibited. A warning may be given and a player will be called out for any subsequent violations

No stealing of any sort is allowed.

No sliding is allowed.

The ball is DEAD after every ball or strike.

The delivery of a pitch will be governed by the rules below:

The pitch must take position with at least 1 foot on the pitching rubber to signal to commencement of any pitch

The pitcher must deliver the ball on the first forward swing of the arm, failure to do so will be considered as trying to deceive the hitter and automatically called an illegal pitch.

1 step forward is permitted when delivering a pitch accompanied with the release of the ball and one foot in contact with the rubber at the time of release.

The pitch must be SLOW and must have a visible arch. The arch must have an apex of a minimum of 6 feet and a maximum of 12 feet.

If the ball accidentally slips out of the pitchers hand while with 1 foot on the rubber, the ball is dead, meaning there will be no advancement of runners.

The batter is out on and 3<sup>rd</sup> strike, including a dropped foul tip, or a foul ball on a two strike count. A foul ball caught on any strike count is an OUT.

No bunting or chopping the ball downward is allowed. If the batter does either action, then the batter is out.

To intentionally walk a batter, the pitcher can signal to the umpire whom then will award 1<sup>st</sup> base to the batter, runners will advance only if forced to do so.

A mat shall be placed on home plate to define the strike zone. If a pitched ball lands on the mat or any part of it, the pitch shall be called a strike, if the pitched ball is not put into play and does not hit any part of the mat, the pitch shall be called a ball.

The MERCY RULE: This rule will come into effect if any team scored 5 runs in each half inning, play for that inning will be automatically halted and the next half inning will commence. The only exception is the last inning, an unlimited amount of runs can be scored for each half inning.

A line shall be marked half way between home plate and 3<sup>rd</sup> base called the commitment line. If a baserunner crosses that line at any time other than the conditions listed below, he/she must proceed to home plate and cannot return to 3<sup>rd</sup> base. Conditions that allows the baserunner to return to 3<sup>rd</sup>:

The ball is put into play and is a fly ball, the runner has the option to return to 3<sup>rd</sup> base to tag up even though he/she has crossed the commitment line.

A ground rule double will be awarded if the umpire deems that the ball is not playable after being obstructed by an object on the playing field. A homerun will be awarded if the ball is put in play and retrieving the ball or not by a fielder will result in the hitter being able to touch all 4 bases regardless of whether or not the fielder makes a play on it or not.

If a ball is overthrown, meaning the ball is thrown out of bounds by a fielder, all runners are awarded an advance of 1 base.

Infield fly rule: The infield fly rule applies only when there are fewer than two outs, and there is a force play at third (runners on first and second base, or bases loaded). In these situations, if a fair fly ball is hit that, in the umpire's judgment, is catchable by an infielder with ordinary effort, the batter is out regardless of whether the ball is actually caught.

## **APPENDIX D**

### *INTRAMURAL CO-ED INDOOR SOCCER (Queens University)*

1. All players must register with the Intramural Office before they participate in that league. Failure to do so will result in both team and individual penalties. The team captain may add players online (and the player accept invitation) or addition may be done in person at the PEC Customer Service Desk.
2. Participants may play for one co-ed indoor soccer team and one team in either the men's or women's league at the dome.
3. Each player must neatly fill out the scorecard prior to the game. Players who do not fill out the scorecard will not be given credit for attending the game. Players must participate in 50% of the league games to be eligible for the playoffs, so ensuring the scorecard is accurate is extremely important. Officials shall verify the scorecard with the team captain at the conclusion of the game.
4. All players must present their validated student card at each game. Failure to do so will result in the player not being permitted to participate in that game.
5. Game lengths (Teams should arrive early to complete their warm-up on the sidelines, to allow for maximum playing time):
  - Co-ed games shall be 1-hour in length. Two 25-minute halves will be played, with a 3-minute half-time. Men's & Women's games shall be 50-minutes in length. Two 20-minute halves will be played, with a 3-minute half-time.
  - Games should start as close to the scheduled game time as possible. No game shall infringe on the game afterwards.

6. Games will be played 5-on-5. Teams must be ready with 4 players prepared to play within 5 minutes of the scheduled start time, or they will be charged with a default. The default score will be recorded as 2-0. The team shall lose 2 points in the standings and forfeit 50% of their performance bond. A second default will result in removal from the league and loss of the balance of their performance bond. **NOTE:** Co-ed league requires 2-males and 2-females present to avoid a default. For the Co-ed league, the duties of goaltender will be split. A male shall play goal for one half, and a female for the other half.
7. If a team falls below the minimum playing compliment due to **INJURY IN THE GAME**, they shall be permitted to continue to play below the minimum playing compliment. The opposing team shall maintain their on-field strength. If a team falls below the minimum playing compliment due to **EJECTION FROM THE GAME**, they shall forfeit the game and the score shall be recorded as the current score, or the default score, whichever +/- is greater.
8. During games all players must be dressed in matching uniforms which are numbered. Teams that do not come with matching uniforms will be required to sign out a set of pinney's from the ARC. The goalkeeper must be dressed in a neutral uniform.
9. The home team will choose their end to start the game. Teams will switch ends at half. The home team will also be given possession to start the game, or they may defer to start the 2<sup>nd</sup> half with possession.
10. The game officials shall have full authority in the game. They will be shown respect by all participants at all times during the game.
11. All indoor soccer players require shin guards. Players without shin guards shall be removed from the game until they acquire them. Players who do not come with shin guards shall not be counted in the minimum compliment required to avoid a default.
12. Substitutions can take place at anytime during the match. (changing on the fly is permitted)
13. Slide tackles are not permitted in any indoor soccer league.
14. Any ball that goes out of play shall be put back into play with a kick from the sidelines by the non-offending team, at the point where the ball exited the playing area. Balls out of play in an endzone shall be put back in by a kick from the corner, or a goal kick.
15. The goalkeeper may only play the ball with their hands if they are within the penalty area. For the Co-ed league, the penalty area shall be defined by the basketball 3-point line.

16. All free-kicks are INDIRECT, with the exception of penalty kicks.
17. Cards and infractions:
  - All red-card infractions will result in immediate ejection, and the team will serve a 5-minute “time penalty” during which they will play short-handed. The game official will signal once the team can return to full-strength.
  - All yellow-card infractions will result in that player serving a 2-minute “time penalty”. The game official will waive the player back onto the court once their penalty has been served.
  - All time penalties will be served in their entirety, regardless of how many goals are scored by the opposing team.
  - Soccer yellow cards are cumulative across all soccer leagues at Queen’s. A card will remain on a player’s record for 2 calendar years from the time it is received. Refer to the Intramural Table of Suspensions for associated suspensions.
18. There shall be no offsides in any indoor soccer league.
19. On a pass back to the goalkeeper, the goalkeeper may not play the ball with their hands. A pass-back infraction shall result in a free kick from where the goalkeeper picked up the ball.
20. Out-of-bounds
  - In the soccer dome league on the boarded field, the boards shall be considered in play. Any ball striking the mesh will be called out-of-play.
  - In the co-ed league, the field of play shall be the area within the outer edge of the thick blue basketball boundary line. A ball striking a wall appendage (clock, basketball net, etc) will be considered out of play.  
**WALLS ARE NO LONGER IN PLAY.**
21. During league play, a tied game shall stand. Playoff overtime/tiebreakers will be posted prior to the first playoff game.
22. All other FIFA Laws of the game shall apply.