

Colonnade General Education Curriculum Committee (CGEC) Meeting Report from December 6, 2022

Voting Members Present: Stacey Forsythe, Susan Eagle, Sheila Flener, Mohsen Mollagholamali, Cortney Basham, Nancy Richey, Phillip Gunter, Antonina Clementi

Guest: Jennifer Hammonds, Jessica Dorris, Chris Jensen, Alison Langdon

Ex-Officio: Molly Kerby, Jennifer Hanley

Called to order at 3:45pm

Approval of Minutes:

Minutes, November 1, 2022 – Vote: Approved as edited

Edits for 11/1/22 – Made in the document with track changes

Clarification – Understanding/Questions for Colonnade Directors:

The CGEC discussed questions they had regarding the assessment of Colonnade courses with the Colonnade Directors. Some important clarifications:

- The Colonnade Assessment Artifacts must address ALL of the Colonnade Learning Outcomes (CLOs) for that particular category.
- 20% of the artifacts will be submitted to the assessment team – They will use a standard rubric for each category to assess the outcome (the rubric will be posted on the Colonnade website)
- Rubrics will be used to see if the artifacts show that the students met the SLO.
- QUESTION: What is the expectation? Colonnade courses will met capstone/benchmark – what is acceptable?
 - ANSWER: It's not a Pass/Fail – We are not assessing content, we are making sure that students are meeting the same SLO's. Looking at trends/patterns across the university.
- Faculty need to start uploading these each semester.
- Assessment starts in May 2023
- QUESTION: How do we submitting the artifacts
 - ANSWER: Artifacts are saved in the University wide shared drive.
- QUESTION: How do we select the 20%
 - ANSWER: It's just a random sample.

Action Items:

1. Revision – CGEC/UCC Joint Information Item

Motion to Discuss: Flener

Discussion: Went through UCC and SEC but before senate it got pulled. Some had issues with #4 wording – which has been edited with track changes. Faculty/Departments have until Fall 24 to add learning outcomes without going through a full review.

Kerby told the group about the SACSCOC meeting that we report in November 2024 and fall 24 is too late. Can we change it to Spring 24 to give us time? Discussion took place. Everyone want's this to be sent to the departments so they know. Adding SLO for every single course is too large for colonnade to tackle. Langdon reassured that the committee should send to department heads. Spoke briefly about her thoughts. Hanley thought the information should be split into colonnade and UCC.

Motion to table - Vote: Approved

2. Review Proposed Changes to Colonnade Proposal Forms (for clarity)

- a. **Only one Colonnade Proposal Form is attached (E-SB), but the same changes would be made to every form.**

Motion to Discuss: Flener/Mollagholamali

Discussion: Forsythe gave a brief overview. Made edits live with committee.

Motion to approve the amendment – 1st/2nd: Eagle/Flener

Vote: Approved

3. **Review Revisions to SPM 200: Introduction to Sport Management (E-SB)**

Motion to Discuss and Approve – 1st/2nd: Flener/Basham

Discussion: Forsythe spoke about the submission. One question, how is it measurable? She added a rubric to help. Some asked why is the rubric added, some will use it to grade but it's not required. Much conversation about the two different rubrics and who uses what. This course will be used on the website for the example for others to follow.

Vote: Approved

4. **Review Revisions to SPM 335: Global Perspectives in Sport (K-LG)**

Motion to Discuss and Approve – 1st/2nd: Eagle/ Mollagholamali

Discussion: Forsythe spoke about the submission. This course will be used on the website for the example for others to follow.

Vote: Approved

5. **First Reading of CCEG Bylaws**

Motion to table this discussion 1st/2nd: Forsythe/Mollagholamali

Old Business:

1. **Discuss the Colonnade Artifact Rubrics**

Motion to discuss – Mollagholamali/Basham

Discussion: Each category has its own rubric and this is what they use to assess them. Can't change the outcomes, they are defined from SACSCOC.

Vote: Approved

2. **Discuss Colonnade Rollout Plan**

The Colonnade website will be updated and campus-wide email sent in January.

3. **Discuss issues with duplicate Connections course prefixes**

Cort Basham discussed the potential issues with the connections category and duplicate prefixes as faculty begin to add courses to the international travel category. The CGEC will discuss this again at a future meeting.

4. **Spring 2023 Meeting Locations**

CGEC meetings will continue to be held on Zoom for the remainder of the Academic Year.

5. **CGEC Custom Shared Drive**

The committee discussed a potential Custom Shared Drive to store rubrics, etc.

New Business:

None

Adjourn – 5:20pm 1st/2nd: Flener/Eagle

Respectfully Submitted,
Jessica Steenbergen
Colonnade Recorder

**THIS COURSE IS STILL IN THE COURSE APPROVAL AND COLONNADE APPROVAL PROCESS.
THIS IS AN EXAMPLE COURSE THAT MAY BE UPDATED, IF NECESSARY.**

Colonnade Explorations Proposal Form: Social and Behavioral Sciences

Explorations courses introduce students to discipline-specific concepts, theories, methodologies, and practices that provide a variety of ways to know and understand the world. From artistic expression to scientific experimentation, students learn how various forms of disciplinary knowledge can be applied to solve problems, to understand social interaction, and to interpret human experience through language and image. (12 hours)

Social and Behavioral Sciences (3 hours)

Students explore the human experience using theories and tools of the social and behavioral sciences. Courses require students to analyze problems and conceptualize the ways in which these theories and tools inform our understanding of the individual and society.

Social and Behavioral Sciences Colonnade Learning Outcomes

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Kentucky Graduate Profile Academy Competencies

As part of a CPE initiative, WKU is participating in the Kentucky Graduate Profile Academy which has identified 10 competencies that all Kentucky college graduates should have. Since Colonnade offers students a common learning experience across the university, faculty need to identify which of these competencies, students will develop in their class. The 10 competencies are as follows:

1. Communicate effectively.
2. Think critically to solve problems.
3. Apply quantitative reasoning.
4. Interact effectively with people from diverse backgrounds.
5. Engage in civic life to improve society.
6. Adapt to change while leading and supporting others.
7. Exhibit professionalism on the job.
8. Collaborate and work in teams.
9. Apply learning to chosen career.
10. Use information for decision making.

*Courses do not have to incorporate ALL of these competencies but must incorporate at least one. Course proponents should identify those which logically fit into their format, material, etc.

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Approval Process

Faculty should fill out the proposal form in its entirety, attach a sample course syllabus, and then upload the document onto Course Leaf for approval. The steps for approval are as follows:

New Colonnade Courses

1. Department - faculty should have their department vote on whether or not they approve the course.
2. College - course goes before the College Curriculum Committee.
3. Colonnade - once it has been approved by both the department and the College Curriculum Committee, it then goes to the Colonnade General Education Committee (CGEC).
4. University Curriculum Committee (UCC) - after it has been approved by the CGEC, it then goes before the UCC.
5. Senate Executive Committee (SEC) - following approval at the CGEC and UCC, the course then goes before the SEC.
6. University Faculty Senate - following SEC approval it goes before the full University Faculty Senate.
7. Provost - final approval is the Provost's Office.

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Colonnade Explorations Course Proposal: Social and Behavioral Sciences

Proposal Date 10/18/2022

Basic Information

Proposal Contact Name: Stacey Forsythe

E-mail: stacey.forsythe@wku.edu

College: College of Health and Human Services (CHHS)

Department: Sport Management (SPM)

Course Details:

- 1.1 Course prefix (subject area), number: SPM 200
- 1.2 Course Title: Introduction to Sport Management
- 1.3 Credit hours: 3
- 1.4 Any Foundations pre-requisites? NO
- 1.5 Cross-listed and/or equivalent courses (prefix and number): NO
- 1.6 How often will this course be offered? At least every fall and spring term
- 1.7 Is this an existing course? Y N
If yes, when was the last semester it was offered? FALL 2022
- 1.8 Proposed term of implementation? Summer 2023
- 1.9 Course Modality (In-person, hybrid, online): In-person and online
- 1.10 Does this course include an applied/service-learning component? NO

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Course Overview

1. Course Description (50-100 words)

Introduces students to the field of sport management, offering diverse information pertaining to the history and foundations of sport management, the differing levels of sport, the various sport industry segments, international sport, and current ethical and social issues in sport. This course will also cover principles and objectives within the sport management profession, sport delivery systems, the study of sport as a microcosm of society, and career options within sport organizations.

2. If this is a NEW course, please explain how this course provides a multi-disciplinary learning experience that will appeal to a broad student audience beyond majors.

N/A (Existing Course)

3. If this is an existing course, please explain how it will be adapted to appeal to a broad student audience.

This course is already designed to appeal to a broad student audience; the sport industry is an ever-changing and evolving industry that encompasses various fields, including marketing, finance, business administration, athletic coaching, psychology, statistics, sociology, health and wellness, economics, public health, management, and more. This introductory course allows students to explore the different career possibilities within the various sectors of the sport industry. Students will also learn how to think critically, analyze and interpret published research in the field, apply theory to practice, evaluate challenges, and explain the importance of professionalism, all of which are applicable to every major.

4. Identify the Colonnade assessment artifact for this course. Please keep in mind that artifacts must demonstrate how students have met all of the Colonnade Learning Outcomes (CLOs) included in the course proposal and are measurable. Each student in the class should complete this assignment and faculty will submit them for assessment at the end of each semester. Each course should produce only ONE artifact that is completed by all students in the class.

Students in SPM 200 will read and analyze a case study provided in class that serves as an example of the challenges sport industry professionals face every day. They will be asked to reflect and respond to the questions below to demonstrate their ability to connect theory and practice. (NOTE: the full assessment artifact is included in the attached artifact document.)

Q1: Based on the information presented in the case study, would you consider the campaign as a success or as an example of *slacktivism*? (SB CLO #1)

- a. If you view the campaign as successful, what aspects of the campaign make it a success? What would you respond to someone who might argue that the campaign is an example of *slacktivism*?
- b. If you view the campaign as unsuccessful, what aspects of the campaign make it unsuccessful in your eyes? Why could the campaign be viewed as an example of *slacktivism*?

Commented [FS1]: NOTE: This course description is what will appear in the catalog and it must be on the syllabus.

Commented [FS2]: NOTE: Explorations courses need to appeal to a broad student audience. The content area might be discipline-specific but needs to appeal to students in various majors. If the course is an existing course, proponents must explain how the course will be adapted (if needed) to appeal to a broad student audience.

Commented [FS3]: NOTE: the CGEC will be reviewing the artifact to determine if the artifact could reasonably demonstrate students' understanding of the CLOs.

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- Q2. Research **one** of the different types of institutions that make up the NCAA (public, private, faith-based, historically Black college and universities, etc.). How do you think each of these types of institution engaged their student-athletes in the campaign? What are some unique challenges and opportunities for these different types of institutions? Explain. (SB CLO #2)
- Q3. Using the NCAA Demographics Database that is referenced throughout the case study, look at some of the demographics statistics across the different sports sponsored by the NCAA. What trends do you notice regarding gender and racial demographics across sports? What sports are racially most diverse? What sports lack racial diversity? Why do you think this is the case? What are some of the socio-cultural factors that affect the racial diversity of a sport? (SB CLOs #3 and #4)
- Q4. What are the unique strengths of the social media platforms mentioned in the case study when it comes to engaging campaign participants? How would you have leveraged the unique strengths of Twitter, Instagram, and Facebook to increase participation in the campaign? How can social media platforms not mentioned in the case study be used to engage student-athletes in the campaign (e.g., Snapchat, TikTok, LinkedIn, etc.)? (SB CLO #5)

5. Please explain how the assessment artifact demonstrates that students have met the Social and Behavioral Sciences CLOs. Colonnade artifacts in the Social and Behavioral Sciences category will be further evaluated by an assessment committee using a common rubric supplied by the Colonnade Directors to determine if the artifact demonstrates student proficiencies with the CLOs. The Colonnade artifact assessment rubrics are available on the Colonnade website.

Each of the Case Study Reflection questions will assess students' competency with the course material based on the Social and Behavioral Sciences CLOs and the related additional course outcomes:

Social and Behavioral Sciences Colonnade Learning Outcomes (E-SB CLOs)	Additional Learning Outcomes	Case Study Questions
Demonstrate knowledge of at least one area of the social and behavioral sciences.	Define sport management and industry segments, as well as discuss the nature and scope of opportunities within and across these segments throughout the sport industry.	Q1. Based on the information presented in the case study, would you consider the campaign as a success or as an example of <i>slacktivism</i> ? <ul style="list-style-type: none"> If you view the campaign as successful, what aspects of the campaign make it a success? What would you respond to someone who might argue that the campaign is an example of slacktivism? If you view the campaign as unsuccessful, what aspects of the campaign make it unsuccessful in your eyes? Why could the campaign be viewed as an example of slacktivism?
Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.	Critically evaluate major challenges in various segments of the industry and explain the relevance of ethical, legal, and sociological concepts to the management of sport.	Q2. Research one of the different types of institutions that make up the NCAA (public, private, faith-based, historically Black college and universities, etc.). How do you think each of these types of institution engaged their student-athletes in the

Commented [FS4]: NOTE: A table is not required; however, it is important to clearly articulate how the assessment artifact demonstrates students have met the CLOs.

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		campaign? What are some unique challenges and opportunities for these different types of institutions? Explain.
Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.	Understand and demonstrate an appreciation of diversity using unbiased language and an inclusive approach to sport communication.	Q3. Using the NCAA Demographics Database that is referenced throughout the case study, look at some of the demographics statistics across the different sports sponsored by the NCAA. What trends do you notice regarding gender and racial demographics across sports? What sports are racially most diverse? What sports lack racial diversity? Why do you think this is the case? What are some of the socio-cultural factors that affect the racial diversity of a sport?
Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.	Examine various controversial aspects of the sport management field and explain the importance of a professional perspective.	
Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.	Develop critical thinking skills and effectively communicate as a sport management professional within various sport sectors.	Q4. What are the unique strengths of the social media platforms mentioned in the case study when it comes to engaging campaign participants? How would you have leveraged the unique strengths of Twitter, Instagram, and Facebook to increase participation in the campaign? How can social media platforms not mentioned in the case study be used to engage student-athletes in the campaign (e.g., Snapchat, TikTok, LinkedIn, etc.)?

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

This course incorporates the following Kentucky Graduate Profile Academy Competencies:

Competency	Course Content Directly Related to the Kentucky Graduate Profile Academy Competencies	Explanation
Communicate effectively.	- Developing a Professional Perspective - Managing and Leading in Sport Organizations	Students will understand and demonstrate an appreciation of diversity using unbiased language and an inclusive approach to sport communication.
Interact effectively with people from diverse backgrounds.	- Sociological Aspects of Sport Management - Issues and Trends in Sport Management - Ethical Considerations in Sport Management - Managing Sport Participation Across the Life Span	Students will critically evaluate major challenges in various segments of the industry and explain the relevance of ethical, legal, and sociological concepts to the management of sport.
Exhibit professionalism on the job.	- Developing a Professional Perspective - Managing and Leading in Sport Organizations	Students will examine various controversial aspects of the sport management field and explain the importance of a professional perspective.

Commented [F55]: NOTE: A table is not required; however, it is important to clearly articulate how you will incorporate the KGPACs into the course.

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Apply learning to chosen career.	<ul style="list-style-type: none"> - Interscholastic Athletics - Intercollegiate Athletics - Professional Sport - International Sport Management - Emerging Developments in Sport Management - Sport Management Functions 	Students will demonstrate the ability to discuss various challenges in the sport industry.
Use information for decision making.	<ul style="list-style-type: none"> - Issues and Trends in Sport Management - Ethical Considerations in Sport Management 	Students will critically evaluate major challenges in various segments of the industry and explain the relevance of ethical, legal, and sociological concepts to the management of sport.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as an Explorations course.)

N/A

This proposal form, and a sample course syllabus, must be uploaded to Course Leaf. The course syllabus must contain the Social and Behavioral Sciences CLOs on the front page. Additionally, the artifact must be included in the syllabus.

Commented [FS6]: NOTE: On Course Leaf, it is required to upload the proposal form and a syllabus. The syllabus must include the artifact.

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Colonnade Connections Proposal Form: Local to Global

Connections courses are Colonnade's summative learning experiences in which students develop critical competencies through a lens of complex social, global, and systemic issues of concern. Colonnade Connections courses cannot have courses outside of the Colonnade program as pre-requisites.

Local to Global Colonnade Learning Outcomes

Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.

Students who complete this course will:

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Kentucky Graduate Profile Academy Competencies

As part of a CPE initiative, WKU is participating in the Kentucky Graduate Profile Academy which has identified 10 competencies that all Kentucky college graduates should have. Since Colonnade offers students a common learning experience across the university, faculty need to identify which of these competencies students will develop in their class. The 10 competencies are as follows:

1. Communicate effectively.
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3. Apply quantitative reasoning.
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5. Engage in civic life to improve society.
6. Adapt to change while leading and supporting others.
7. Exhibit professionalism on the job.
8. Collaborate and work in teams.
9. Apply learning to chosen career.
10. Use information for decision making.

*Courses do not have to incorporate ALL of these competencies but must incorporate at least one. Course proponents should identify those which logically fit into their format, material, etc.

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Approval Process

Faculty should fill out the proposal form in its entirety, attach a sample course syllabus, and then upload the document onto Course Leaf for approval. The steps for approval are as follows:

New Colonnade Courses

1. Department—faculty should have their department vote on whether or not they approve the course.
2. College—course goes before the College Curriculum Committee.
3. Colonnade—once it has been approved by both the department and the College Curriculum Committee, it then goes to the Colonnade General Education Committee (CGEC).
4. University Curriculum Committee—after it has been approved by the CGEC, it then goes before the UCC.
5. Senate Executive Committee (SEC)—following approval at the CGEC and UCC, the course then goes before the SEC.
6. University Faculty Senate—following SEC approval it goes before the full University Faculty Senate.
7. Provost—final approval is the Provost's Office.

**THIS COURSE IS STILL IN THE COURSE APPROVAL AND COLONNADE APPROVAL PROCESS.
THIS IS AN EXAMPLE COURSE THAT MAY BE UPDATED, IF NECESSARY.**

Colonnade Connections Course Proposal: Local to Global

Proposal Date October 25, 2022

Basic Information

Proposal Contact Name: Stacey Forsythe

E-mail: stacey.forsythe@wku.edu

College: College of Health and Human Services

Department: School of KRS, Sport Management Program

Course Details:

- 1.1 Course prefix (subject area), number: SPM 335
- 1.2 Course Title: Global Perspectives in Sport
- 1.3 Credit hours: 3
- 1.4 Any Foundations pre-requisites? No
- 1.5 Cross-listed and/or equivalent courses (prefix and number): N/A
- 1.6 How often will this course be offered? Once an academic year
- 1.7 Is this an existing course? Y **N**

If yes, when was the last semester it was offered? N/A

- 1.8 Proposed term of implementation? Fall 2023
- 1.9 Course Modality (In-person, hybrid, online): In-Person and Online
- 1.10 Does this course include an applied/service-learning component? NO

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Course Overview

1. Course Description (50-100 words)

Examines the economic, cultural, sociological, and political role that sport plays within the broad process of globalization and provides theoretical and practical insights to promote intercultural competence needed to function in any organization. Sport has become a powerful societal institution in the United States and around the world, playing a role in our value systems, economic decisions, and political ideologies. This course will offer a critical overview of the role sport, activity, and competition plays in our individual and societal value formation in a global society.

Commented [FS1]: NOTE: This course description is what will appear in the catalog and it must be on the syllabus.

2. If this is a NEW course, please explain how this course provides a multi-disciplinary learning experience that will appeal to a broad student audience beyond majors.

Sport is a powerful social institution with the potential to impact the world in a variety of ways, both positive and negative. Students concerned about management principles, business concepts, ethical decision making, and leadership issues will find this course relevant. The course examines the elaborate cross-cultural context of organizational behavior, business activities, governance, and ethical issues, through the lens of various sport organizations, which should appeal to students from various disciplines.

Commented [FS2]: NOTE: Connections courses must be multi-disciplinary. If the course is an existing course, proponents must explain how the course will be adapted (if needed) to appeal to a broad student audience.

3. If this is an existing course, please explain how it will be adapted to appeal to a broad student audience.

N/A (new course)

4. Identify the Colonnade assessment artifact for this course. Please keep in mind that artifacts must demonstrate how students have met all of the Colonnade Learning Outcomes (CLOs) included in the course proposal and are measurable. Each student in the class should complete this assignment and faculty will submit them for assessment at the end of each semester. Each course should produce only ONE artifact that is completed by all students in the class. NOTE: multiple choice exams, videos/interviews without transcripts, etc. cannot be used for Connections artifacts.

Commented [FS3]: NOTE: the CGEC will be reviewing the artifact to determine if the artifact could reasonably demonstrate students' understanding of the CLOs.

The Colonnade Artifact for this course is a final paper. Students will select one of three options and write a review/reflection paper about the concept of "*the spirit of sport*" in the context of the international sporting industry in order to assess that the K-LG CLOs are met in this course.

Students will examine "*the spirit of sport*" via **one** of the following 3 areas:

1. Sportsmanship, Cheating, and PEDs:

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How does sportsmanship, cheating, and PED use impact the spirit of sport? Explain how individuals and organizations around the world impact the spirit of sport. Answer such questions as: Is sportsmanship an antiquated concept? Should doping be an individual choice? Why do we care? Is clean sport and idealized view of sport? Include examples such as; historic PED use from the former Eastern Bloc countries, the 1988 Olympic Games, Lance Armstrong, Ben Johnson, organizations such as the MLB and LL baseball, and systemic abuse from countries such as Russia.

2. Governance Structures Influence:

The IAAF is a good example of an international sport federation that has had recent struggles with keeping sport clean and acting ethically (e.g., Caster Semenya and gender testing). FIFA is another, with attempts to grow the game of football, including for women, athletes with different abilities, and the homeless. However, there have been many issues with racism and sexism in the world's most popular sport. You should examine the mission and vision of such organizations, (not limited to IAAF or FIFA) and explain how governing bodies are leading the way for clean, safe, and ethical sport, or impeding the spirit of sport. Students may visit the websites to examine its governance model, policies, and regulations.

3. Sport and Politics:

It can be said that no other sporting event has the impact on the world like The Olympic Games. A focus on nationalism and pride is present to promote interest, but a renewed emphasis on cooperation and nations coming together is also seen. Olympians are both global citizens and representatives of their home nation. There are many aspects to the Olympics that emphasize the spirit of sport, but do the Games have a negative impact? If so, how? Why do nations spend so much money to host? Many losing money, and at what cost? The differences in the Rio and Vancouver Games for example.

Another example of the entanglement of sport with politics is South Africa's fight for independence and later unification of its multiracial and diverse ethnic groupings in society. The movie *Invictus* depicts how sport united the nation of South Africa after years of segregation and apartheid, to unravel the details of ethnic and racial tension and eventual development of unity in the country. Students will address the potential of sport to transform nations politically and ethically; this is the power and spirit of sport.

5. **Please explain how the assessment artifact demonstrates that students have met the Local to Global CLOs. Colonnade artifacts in the Local to Global category will be further evaluated by an assessment committee using a common rubric supplied by the Colonnade Directors to determine if the artifact demonstrates student proficiencies with the CLOs. The Colonnade artifact assessment rubrics are available on the Colonnade website.**

By completing this final paper, students will demonstrate how they can:

1. Analyze issues on local and global scales.

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- Students will select one of three areas of focus listed in the assignment description to analyze current issues in sport related to both local and global perspectives
2. Examine the local and global interrelationships of one or more issues.
 - Students will articulate how the “spirit of sport” shapes relationships within and across communities and nations
 3. Evaluate the consequences of decision-making on local and global scales.
 - Students will evaluate decisions made in their selected area of focus and discuss how those decisions impact the “spirit of sport”. The full assignment description, and the rubric that will be used by the instructor to grade the assignment, are included in the course syllabus.

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

This course incorporates the following Kentucky Graduate Profile Academy Competencies:

Competency	Course Content Directly Related to the Kentucky Graduate Profile Academy Competencies	Explanation
Interact effectively with people from diverse backgrounds.	- Sport Across the World - Olympic and Paralympic Sport	Students will identify differences in US sport organizational structures and other areas of the world
Exhibit professionalism on the job.	- The Globalized Sport Industry: Historical Perspectives - Intercultural Management in Sport Organizations: The Importance of Human Resource Management	Students will evaluate the importance of globalization in the sport industry and its impact on society and explain key issues related to intercultural management
Think critically to solve problems.	- Corruption in International Sport - Corporate Social Responsibility, Sport, and Development - International Sport Management: A Way Forward	Students will examine future trends in sport development and competition

Commented [FS4]: NOTE: A table is not required; however, it is important to clearly articulate how you will incorporate the KGPACs into the course.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as a Connections course.)

N/A

This proposal form, and a sample course syllabus, must be uploaded to Course Leaf. The course syllabus must contain the Local to Global CLOs on the front page. Additionally, the artifact must be included in the syllabus.

Commented [FS5]: NOTE: On Course Leaf, it is required to upload the proposal form and a syllabus. The syllabus must include the artifact.