

# Colonnade General Education Curriculum Committee (CGEC)

## Agenda for December 6, 2022 at 3:45pm – AC 211; Zoom

<https://wku.zoom.us/j/95426551081?pwd=cXZVRXRyVWFBV280OUZmaFVvUFFoZz09>

MEETING ID: 954 2655 1081

PASSWORD: CGEC2223

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**Approval of Minutes:** November 1, 2022

### Clarification - Understanding/Questions for Colonnade Directors:

1. Approved courses must state how the artifact will meet at least **ONE** of the CLOs (this suggested clarification is reflected in Action Item #1 below).
  - a. The rubric(s) provided by Colonnade Directors (CDs) state all the category-specific CLOs on each rubric; **proponents do not need to address ALL of the category-specific CLOs in the Artifact, correct?**
  - b. Faculty must state how the Artifact will be measured in the Colonnade Proposal to ensure at least one of the CLOs is met.
  - c. In the future, it might be helpful to have faculty upload 20% of the artifacts and provide some type of standardized cover sheet explaining their assessment process and whether students met/did not meet the CLO(s) outlined in the Artifact.
2. Sometimes there are classes who do not perform well. Courses that did not meet the desired CLO(s) aren't necessarily failures.
3. Using a uniform rubric to assess the artifacts seems problematic when there are existing courses already assessing Artifacts which reasonably demonstrate CLO proficiency.
  - a. Although courses/Artifacts in Colonnade need to be broad in applicability, the Artifacts and assessments could be discipline-specific based on course content and would be hard for someone outside of the discipline to assess using a common rubric.

### Action Items:

1. Revision – CGEC/UCC Joint Information Item
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.
3. Review Revisions to SPM 200: Introduction to Sport Management (E-SB)
4. Review Revisions to SPM 335: Global Perspectives in Sport (K-LG)
5. First Reading of CCEG Bylaws

### Old Business:

1. Discuss the Colonnade Artifact Rubrics
2. Discuss Colonnade Rollout Plan
3. Discuss issues with duplicate Connections course prefixes
4. Spring 2023 Meeting Locations
  - a. Zoom or In-Person?
5. CGEC Custom Shared Drive

### New Business:

# Colonnade General Education Curriculum Committee (CGEC)

## Minutes for November 1, 2022 at 3:45pm – Zoom

<https://wku.zoom.us/j/95426551081?pwd=cXZVRXRYVWFbV280OUZmaFVvUFFoZz09>

MEETING ID: 954 2655 1081

PASSWORD: CGEC2223

**Voting Members Present:** Stacey Forsythe, Susan Eagle, Kate Hudepohl, Sheila Flener, Mohsen Mollagholamali, Cortney Basham, Nancy Richey, Phillip Gunter, Patricia Todd

**Guest:** Jennifer Hammonds, Beth Laves, Jessica Dorris, Chris Jensen, Said Ghezal

**Ex-Officio:** Molly Dunkum, Molly Kerby

Called to order at 3:45pm

### Approval of Minutes:

**Minutes, September 27, 2022 – 1<sup>st</sup>/2<sup>nd</sup>:** Flener/Hudepohl – **Vote:** Approved

### Action Items:

1. Approve SUPR100

Colonnade Committee (1)				
Code	Title	Status	Initiator	Received
<a href="#">SUPR 100</a>	<a href="#">SUPR 100: Introduction to Commerce and Organizational Structures</a>	Edited	sdg50196	10/6/2022
<b>Motion to Approve - 1<sup>st</sup>/2<sup>nd</sup>:</b> Flener/Hudepohl <b>Discussion:</b> Ghezal spoke briefly about the course, just changing the prefix/title of this one. Hudepohl asked if there was still a BUS-100, Ghezal explained this is the same course. <b>Vote:</b> Approved (7/7)				

### 2. Review (approve?) SPM 200: Introduction to Sport Management (E-SB) (EMAILED)

**Discussion:** Forsythe talked about the sample course to test the workflow. Then we will look at the rubric/evaluation forms for the course. Should those be discussed in front of the proponents? Yes. Forsythe didn't include a rubric in courseleaf because some are still confused about the rubrics. Same rubric that is used to score the artifact. Maybe proponents don't have to be given in the course. Reference #5 on the proposal form and it was discussed. Kerby explained the rubrics are for assessing the course, nothing to do with grading the course. Is the committee okay if we don't require the rubric or not colonnade/categories? Rubric is only used for assessment the faulty doesn't even have to grade but they need to collect them for assessment. Courseleaf now requires a syllabus before you can submit. More conversation was held about what's measurable and what's not.

**3. Review (approve?) SPM 335: Global Perspectives in Sport (K-LG) (EMAILED)**

**Discussion:** Mollagholamali asked since this was a brand new course is this something that's okay? Seems like you would want a history of how it was doing before accepting into colonnade. Yes we can do this moving forward. Forsythe discussed the course and overview with the committee. Some discussion took place about order of questions, the wording, and how it's measured. Eagle asked how this is connected between Local/Global, asked the committee their thoughts on the matter, some discussion took place.

**Discussion Items:**

**1. Discuss the Colonnade Artifact Rubrics (EMAILED)**

Some of this was discussed above. The file marked as ALL should be the rubric that's posted on the website.

**2. Discuss Colonnade Rollout Plan (DRAFT EMAILED)**

**Tabled**

**3. CGEC Custom Shared Drive (who needs access?)**

**Tabled**

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

**Tabled**

**5. Spring 2023 Meeting Locations**

**a. Zoom or In-Person?**

**Tabled**

**Old Business:**

**1. Review/Approve Colonnade Bylaws (EMAILED)**

**Discussion:** Kate Hudepohl volunteered to make some simple edits (charter/senate/etc.) and resend to chair.

**New Business:**

None

**Adjourn – 5:45pm 1<sup>st</sup>/2<sup>nd</sup>:** Forsythe/Flener

Respectfully Submitted,  
Jessica Steenbergen  
Colonnade Recorder

Colonnade General Education Committee  
and Undergraduate Curriculum Committee  
**Joint Information Recommendation**

*Update CourseLeaf with Existing Course Objectives/SLOs*

Context:

When CourseLeaf was adopted by WKU, basic information from existing undergraduate courses and undergraduate programs was entered into the system. However, for the sake of expediency, information such as course objectives and student learning outcomes, information required on new course proposals (and revisions to existing courses), was not entered. The missing information is necessary for SACSCOC Accreditation.

Information item #1:

The Registrar's Office will do a one-time update of CourseLeaf to add learning outcomes from approved/existing Colonnade courses. Information will be obtained from approved proposals archived in the Colonnade General Education Committee shared drive.

Information item #2:

Learning outcomes for existing/approved Undergraduate Academic Programs also need to be added to CourseLeaf. The Registrar's office requests that undergraduate academic programs coordinate with Associate Deans and forward Program Learning Outcomes to the Registrar's office no later than the end of Spring 2023. Program Learning Outcomes not forwarded by the deadline will have to be added to the system through the process of full curricular review.

Undergraduate Programs that were reviewed last year will start first.

Information item #3:

The Registrar's Office requests that departments review their undergraduate course inventory and suspend or delete any course they no longer wish to offer.

Information item #4:

Learning outcomes for non-Colonnade undergraduate courses also need to be added to CourseLeaf. Academic Departments should review CourseLeaf and develop a plan of action to update the missing information by end of Fall 2024. Academic Departments can add course learning outcomes for non-Colonnade undergraduate courses to CourseLeaf as an expedited review if the only change is to add existing course learning outcomes. This must be completed prior to the end of Fall 2024.

## 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.

### **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.

## Colonnade Explorations Course Proposal: Social and Behavioral Sciences

**Proposal Date** \_\_\_\_\_

### Basic Information

Proposal Contact Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

College: \_\_\_\_\_

Department: \_\_\_\_\_

### Course Details:

1.1 Course prefix (subject area), number: \_\_\_\_\_

1.2 Course Title: \_\_\_\_\_

1.3 Credit hours: \_\_\_\_\_

1.4 Any Foundations pre-requisites? \_\_\_\_\_

1.5 Cross-listed and/or equivalent courses (prefix and number): \_\_\_\_\_

1.6 How of 10 will this course be offered? \_\_\_\_\_

1.7 Is this an existing course? Y \_\_\_\_\_ N \_\_\_\_\_

If yes, when was the last semester it was offered? \_\_\_\_\_

1.8 Proposed term of implementation? \_\_\_\_\_

1.9 Course Modality (In-person, hybrid, online): \_\_\_\_\_

1.10 Does this course include an applied/service-learning component? \_\_\_\_\_



## Course Overview

1. Course Description (50-100 words)
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.
3. If this is an existing course, please explain how it will be adapted to appeal to a broad student audience.
4. Identify your Colonnade Assessment artifact. Please keep in mind that artifacts must demonstrate how students have met at least one of the Colonnade Learning Outcomes (CLOs) 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 assessments).
5. Please explain how your assessment artifact demonstrates that students have met at least one of the Social and Behavioral Sciences CLOs, 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 assessment artifact demonstrates student proficiencies with the selected CLO(s).
6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.
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.)
8. Attach a sample course syllabus. The course syllabus must contain provide the Social and Behavioral Sciences CLOs on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

~~Deleted: Colonnade Learning Outcomes~~

~~Deleted: Classes~~

**Commented [FS1]: QUESTION/CONCERN:**

1. Using a uniform rubric to assess the artifacts seems problematic when there are existing courses already assessing Artifacts which reasonably demonstrate CLO proficiency.

a. Although courses/Artifacts in Colonnade need to be broad in applicability, the Artifacts and assessments could be discipline-specific based on course content and would be hard for someone outside of the discipline to assess using a common rubric.

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~~Deleted: Colonnade Student Learning Outcomes~~

### **Colonnade Explorations Proposal Form: Social and Behavioral Sciences**

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#### **Social and Behavioral Sciences (3 hours)**

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#### **Social and Behavioral Sciences Colonnade Learning Outcomes**

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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:

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6. University Faculty Senate - following SEC approval it goes before the full University Faculty Senate.
7. Provost - final approval is the Provost's Office.

**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? Every term
- 1.7 Is this an existing course? Y X 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

## Course Overview

### 1. Course Description (50-100 words)

The sport industry is an ever-evolving field of study with many career and management opportunities. This course serves as an introduction to the field of sport management, offering diverse information pertaining to the history and foundations of sport management, the differing levels of sport (e.g., youth, recreation, amateur and professional), 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

### 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 your Colonnade Assessment artifact. Please keep in mind that artifacts must demonstrate how students have met at least one of the Colonnade Learning Outcomes (CLOs) 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 assessments).

**Commented [FS1]:** Because it would be nearly impossible to have one assignment (that is not a multiple choice exam) be a method of assessment for multiple (5 E-SB) CLOs, I changed the Artifact to give students a choice of selecting one of four options. Each option is meant to measure one of the five E-SB CLOs.

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 **ONE** of the questions below to demonstrate their ability to connect theory and practice. (NOTE: the full assessment artifact is included in the attached artifact document in the proposal.

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?
- 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 your assessment artifact demonstrates that students have met **at least one of** the Social and Behavioral Sciences **CLOs. 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 assessment artifact demonstrates student proficiencies with the selected CLO(s).**

Each of the questions selected as options for students for the Case Study Reflection 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"> <li>If you view the campaign as successful, what aspects of the campaign make it a</li> </ul>

Commented [FS2]: I clarified measurement in this section.

Deleted: Colonnade Learning Outcomes

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Commented [FS3]: QUESTION/CONCERN:

1. Using a uniform rubric to assess the artifacts seems problematic when there are existing courses already assessing Artifacts which reasonably demonstrate CLO proficiency.

a. Although courses/Artifacts in Colonnade need to be broad in applicability, the Artifacts and assessments could be discipline-specific based on course content and would be hard for someone outside of the discipline to assess using a common rubric.

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Deleted: Committee

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		<p>success? What would you respond to someone who might argue that the campaign is an example of slacktivism?</p> <ul style="list-style-type: none"> <li>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?</li> </ul>
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 <b>one</b> 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.
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	Develop critical thinking skills and effectively communicate as a sport management	Q4. What are the unique strengths of the social media platforms mentioned in the case study when it comes to engaging campaign

least one area of the social and behavioral sciences.	professional within various sport sectors.	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.)?
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The questions will be graded by the instructor using the rubric below to determine if assessment artifact has demonstrated student proficiencies with the selected CLOs. Because this assessment artifact is designed to give students an option on which of the four questions they answer, it is possible that all five of the E-SB CLOs will be assessed with this single artifact. Success will be measured by 90% of the 20% sample of the class scoring an average of “Good” or “Excellent” on the assignment. This assignment is worth 25 points.

	<b>Poor</b> (does not meet basic expectations; 0 points)	<b>Competent</b> (meets basic expectations; 10 points)	<b>Good</b> (exceeds basic expectations; 15 points)	<b>Excellent</b> (far exceeds expectations; 20 points)
Q1 (20 points)	Does not clearly articulate if the campaign was a success or failure and does not give examples that demonstrate knowledge of the discipline.	Recognizes that the campaign was a success or failure but does not clearly articulate examples that demonstrate knowledge of the discipline.	Attempts to articulate the failure or success of the campaign and gives general examples that show understanding of the discipline.	Effectively communicates and articulates the failure or success of the campaign and provides sufficient reflection that demonstrates understanding of the discipline.
Q2 (20 points)	Does not clearly articulate challenges and opportunities for the selected institution.	Recognizes challenges and opportunities for selected institution.	Attempts to articulate challenges and opportunities for the selected institution.	Effectively demonstrates and articulates knowledge of unique challenges and opportunities for the selected institution.
Q3 (20 points)	Does not clearly identify socio-cultural factors	Recognizes socio-cultural factors that affect the	Effectively recognizes and communicates	Effectively recognizes and communicates



	that affect the racial diversity of sport.	racial diversity of sport.	socio-cultural factors that affect the racial diversity of sport and attempts to connect these factors to a larger social or cultural problem.	socio-cultural factors that affect the racial diversity of sport and succeeds in applying these factors to social or cultural problems.
Q4 (20 points)	Does not attempt to explain how social media platforms impact social change and activism.	Attempts to explain how social media platforms could impact social change and activism.	Effectively explains how social media platforms could impact social change and activism by providing at least two examples of how to engage student-athletes in social change.	Effectively explains how social media platforms could impact social change and activism by providing at least two examples of how to engage student-athletes in social change and sufficiently articulating the impact this change could have on larger social and cultural problems.
Grammar/Spelling /Formatting (5 points)	It is not clear if the student proofread the assignment before submitting. (0 points)	There are errors but it is clear the student proofread the assignment before submitting it. (2 points)	There are few errors and the formatting is correct (APA 7 <sup>th</sup> Ed.; 4 points)	There are no errors and the formatting is correct (APA 7 <sup>th</sup> Ed.; points)

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.
Apply learning to chosen career.	- Interscholastic Athletics - Intercollegiate Athletics - Professional Sport - International Sport Management - Emerging Developments in Sport Management - Sport Management Functions	Students will demonstrate the ability to discuss the current status and various challenges of the sport industry.
Use information for decision making.	- 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

8. Attach a sample course syllabus. The course syllabus must contain provide the Social and Behavioral Sciences CLOs on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

Deleted: Colonnade Student Learning Outcomes

The course syllabus is uploaded in Course Leaf.



School of Kinesiology  
Recreation & Sport

**SPM 200: INTRO TO SPORT MANAGEMENT | Colonnade E-SB**

**Instructor:**

**Office:**

**Office Phone:**

**Email:**

**Office Hours:**

**COURSE DESCRIPTION**

The sport industry is an ever-evolving field of study with a diverse landscape of career and management opportunities. This course serves as an introduction to the field of sport management, offering diverse information pertaining to the history and foundations of sport management, the differing levels of sport (e.g., youth, recreation, amateur and professional), 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.

**SOCIAL AND BEHAVIORAL SCIENCES COLONNADE LEARNING OUTCOMES (E-SB CLOs)**

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.

**ADDITIONAL LEARNING OUTCOMES**

1. 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.
2. 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.
3. Understand and demonstrate an appreciation of diversity using unbiased language and an inclusive approach to sport communication.
4. Examine various controversial aspects of the sport management field and explain the importance of a professional perspective.
5. Develop critical thinking skills and effectively communicate as a sport management professional within various sport sectors.

This course is designed to allow students to explore the human experience using theories and tools of the social and behavioral sciences. Students will analyze problems and conceptualize the ways in which these theories and

tools inform our understanding of the individual and society within the context of sport. The table below demonstrates how the additional learning outcomes directly align with the Social and Behavioral Sciences Colonnade Learning Outcomes:

<b>Social and Behavioral Sciences Colonnade Learning Outcomes (E-SB CLOs)</b>	<b>Additional Learning Outcomes</b>
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.
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.
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.
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.

### **SOCIAL AND BEHAVIORAL SCIENCES COLONNADE ARTIFACT**

Colonnade courses will be assessed at the end of each semester using an “Artifact” (an assignment) to ensure that students enrolled in the courses are learning what the learning outcomes say they should learn (the E-SB CLOs are listed above in the table). For this course, the Artifact is a case study reflection. Students will learn about various sport management industry issues and trends throughout the semester that directly apply to how sport plays a foundational role in our human experiences from a social and behavioral perspective. Instructions for the Case Study Reflection, and a detailed rubric, are included at the end of this syllabus.

### **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. This Colonnade course (Explorations – Social and Behavioral Sciences) offers students a chance to develop the following competencies:

1. Communicate effectively.
2. Interact effectively with people from diverse backgrounds.
3. Exhibit professionalism on the job.
4. Apply learning to chosen career.
5. Use information for decision making.

### **REQUIRED TEXT:**

Pedersen, P.M., & Thibault, L. (Eds.). (2022). Contemporary Sport Management (7<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

**COURSE OUTLINE:**

Content here to be determined by instructor

**COURSE POLICIES:**

Content here to be determined by instructor

**COVID-19:**

Updated Policy (if applicable) to be placed here by the instructor

**TITLE IX MISCONDUCT/ASSAULT STATEMENT:**

Updated Policy to be placed here by the instructor

**OTHER STUFF:**

*Academic Integrity:* Students who commit any act of academic dishonesty may receive from the instructor a failing grade... in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions.” Students who are unfamiliar with the University's policy on plagiarism should consult the most recent edition of the Western Kentucky University Student Handbook. Students uncertain regarding what actions constitute plagiarism should consult the instructor: [Student handbook](#)

*Special Accommodations:* In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

*The instructor reserves the right to make necessary changes to the syllabus, course schedule, and learning activities during the course. Students will be notified in advance of any such changes.*

## SPM 200 Colonnade Artifact: Case Study Reflection

### #NCAAINclusion: Using Social Media to Engage NCAA Student-Athletes in Strategic Efforts to Promote Diversity and Inclusion

Kluch, Y. & Wilson, A. (2020). #NCAAINclusion: Using social media to engage NCAA student-athletes in strategic efforts to promote diversity and inclusion. *Case Studies in Sport Management*, 9. S35-S43.

#### INTRODUCTION:

Sport has a profound impact on the social and behavioral sciences; as humans, we are social creatures with a strong need to belong to and be included on various levels. As such, the sport industry plays a large role in many individuals' socialization, sense of belonging, and contribution to the greater community. Sport, as an industry, has been used as a platform for social and political issues, charitable causes, deliberative dialog, etc.

As stated in the course syllabus:

*The sport industry is an ever-evolving field of study with a diverse landscape of career and management opportunities. This course serves as an introduction to the field of sport management, offering diverse information pertaining to the history and foundations of sport management, the differing levels of sport (e.g., youth, recreation, amateur and professional), 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.*

By completing this Case Study Reflection, you will be able to demonstrate how you can:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences, or
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, or
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience, or
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance, or
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

After carefully reading the case study, #NCAAINclusion: *Using Social Media to Engage NCAA Student-Athletes in Strategic Efforts to Promote Diversity and Inclusion*, you will be asked to respond, with substance, to **ONE** of the questions below.

1. 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*?
2. 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)
3. 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)

4. 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)

The paper must be in APA 7 format, typed, doubled-spaced, in Times New Roman, 12pt font. Your reflection should be around one page in length; this case study assignment is designed for deep reflection to demonstrate what you have learned in this course as you apply it to real situations in the sport industry. I expect this deep, personal reflection to show careful thought and maximum effort. All references should be included at the end of the assignment on a separate page. A cover page is not necessary. This Case Study Reflection is worth 25 points. Please refer to the rubric for specifics on how this reflection will be assessed:

	<b>Poor</b> (does not meet basic expectations; 0 points)	<b>Competent</b> (meets basic expectations; 10 points)	<b>Good</b> (exceeds basic expectations; 15 points)	<b>Excellent</b> (far exceeds expectations; 20 points)
Q1 (20 points)	Does not clearly articulate if the campaign was a success or failure and does not give examples that demonstrate knowledge of the discipline.	Recognizes that the campaign was a success or failure but does not clearly articulate examples that demonstrate knowledge of the discipline.	Attempts to articulate the failure or success of the campaign and gives general examples that show understanding of the discipline.	Effectively communicates and articulates the failure or success of the campaign and provides sufficient reflection that demonstrates understanding of the discipline.
Q2 (20 points)	Does not clearly articulate challenges and opportunities for the selected institution.	Recognizes challenges and opportunities for selected institution.	Attempts to articulate challenges and opportunities for the selected institution.	Effectively demonstrates and articulates knowledge of unique challenges and opportunities for the selected institution.
Q3 (20 points)	Does not clearly identify socio-cultural factors that affect the racial diversity of sport.	Recognizes socio-cultural factors that affect the racial diversity of sport.	Effectively recognizes and communicates socio-cultural factors that affect the racial diversity of sport and attempts to	Effectively recognizes and communicates socio-cultural factors that affect the racial diversity of sport and succeeds in



			connect these factors to a larger social or cultural problem.	applying these factors to social or cultural problems.
Q4 (20 points)	Does not attempt to explain how social media platforms impact social change and activism.	Attempts to explain how social media platforms could impact social change and activism.	Effectively explains how social media platforms could impact social change and activism by providing at least two examples of how to engage student-athletes in social change.	Effectively explains how social media platforms could impact social change and activism by providing at least two examples of how to engage student-athletes in social change and sufficiently articulating the impact this change could have on larger social and cultural problems.
Grammar/Spelling/Formatting (5 points)	It is not clear if the student proofread the assignment before submitting (0 points)	There are errors but it is clear the student proofread the assignment before submitting it (2 points).	There are few errors and the formatting is correct (APA 7 <sup>th</sup> Ed.; 4 points).	There are no errors and the formatting is correct (APA 7 <sup>th</sup> Ed.; 5 points).

For assistance on formatting using APA style, please visit the [Owl Purdue website](#).

## SPM 200 Colonnade Artifact: Case Study Reflection

### #NCAAINclusion: Using Social Media to Engage NCAA Student-Athletes in Strategic Efforts to Promote Diversity and Inclusion

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#### INTRODUCTION:

Sport has a profound impact on the social and behavioral sciences; as humans, we are social creatures with a strong need to belong to and be included on various levels. As such, the sport industry plays a large role in many individuals' socialization, sense of belonging, and contribution to the greater community. Sport, as an industry, has been used as a platform for social and political issues, charitable causes, deliberative dialog, etc.

As stated in the course syllabus:

*The sport industry is an ever-evolving field of study with a diverse landscape of career and management opportunities. This course serves as an introduction to the field of sport management, offering diverse information pertaining to the history and foundations of sport management, the differing levels of sport (e.g., youth, recreation, amateur and professional), 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.*

By completing this Case Study Reflection, you will be able to demonstrate how you can:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences, or
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, or
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience, or
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance, or
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

After carefully reading the case study, #NCAAINclusion: *Using Social Media to Engage NCAA Student-Athletes in Strategic Efforts to Promote Diversity and Inclusion*, you will be asked to respond, with substance, to **ONE** of the questions below.

1. 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?
2. 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)
  3. 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)
  4. 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)

The paper must be in APA 7 format, typed, doubled-spaced, in Times New Roman, 12pt font. Your reflection should be around one page in length; this case study assignment is designed for deep reflection to demonstrate what you have learned in this course as you apply it to real situations in the sport industry. I expect this deep, personal reflection to show careful thought and maximum effort. All references should be included at the end of the assignment on a separate page. A cover page is not necessary. This Case Study Reflection is worth 25 points. Please refer to the rubric for specifics on how this reflection will be assessed:

	<b>Poor</b> (does not meet basic expectations; 0 points)	<b>Competent</b> (meets basic expectations; 10 points)	<b>Good</b> (exceeds basic expectations; 15 points)	<b>Excellent</b> (far exceeds expectations; 20 points)
Q1 (20 points)	Does not clearly articulate if the campaign was a success or failure and does not give examples that demonstrate	Recognizes that the campaign was a success or failure but does not clearly articulate examples that demonstrate	Attempts to articulate the failure or success of the campaign and gives general examples that show	Effectively communicates and articulates the failure or success of the campaign and provides sufficient reflection that demonstrates

	knowledge of the discipline.	knowledge of the discipline.	understanding of the discipline.	understanding of the discipline.
Q2 (20 points)	Does not clearly articulate challenges and opportunities for the selected institution.	Recognizes challenges and opportunities for selected institution.	Attempts to articulate challenges and opportunities for the selected institution.	Effectively demonstrates and articulates knowledge of unique challenges and opportunities for the selected institution.
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Q4 (20 points)	Does not attempt to explain how social media platforms impact social change and activism.	Attempts to explain how social media platforms could impact social change and activism.	Effectively explains how social media platforms could impact social change and activism by providing at least two examples of how to engage student-athletes in social change.	Effectively explains how social media platforms could impact social change and activism by providing at least two examples of how to engage student-athletes in social change and sufficiently articulating the impact this change could have on larger social and cultural problems.

Grammar/Spelling/Formatting (5 points)	It is not clear if the student proofread the assignment before submitting (0 points)	There are errors but it is clear the student proofread the assignment before submitting it (2 points).	There are few errors and the formatting is correct (APA 7 <sup>th</sup> Ed.; 4 points).	There are no errors and the formatting is correct (APA 7 <sup>th</sup> Ed.; 5 points).
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For assistance on formatting using APA style, please visit the [Owl Purdue website](#).

### Evaluation Form for Explorations Course Proposals

Members of the Colonnade General Education Committee (CGEC) should complete this form prior to the meeting where proposals will be discussed and come prepared to each meeting ready to discuss. At the end of each form, committee members should indicate whether or not they believe the course meets the requirements to be accepted into the Colonnade Program. Course proponents should be in attendance and/or represented.

Evaluative Criterion	Meets Requirements (2)	Revisions Needed (1)	Does Not Meet Requirements (0)	Comments
Application is COMPLETE and properly uploaded on Course Leaf				
For existing courses, are the revisions broad enough to appeal to a wide student audience? <u>For new courses, is the proposed course broad enough to appeal to a wide student audience?</u>				
There is a clear description of the Colonnade Assessment ARTIFACT, and it is measurable <u>as explained in the application.</u>				
There is clear identification of the 10 KY Graduate Profile Academy COMPETENCIES being incorporated in the course				
Course SYLLABUS has the required Colonnade language, CLOs, and assessment clearly displayed <u>at the beginning.</u>				
Final score (out of 10)				

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Decisions will be made according to the following scale.  
 2-0: Accepted  
 1-9: Conditional acceptance with revision; must be resubmitted  
 0-4: Not accepted

### **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.

#### **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
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.

**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 (CCC).
3. Colonnade—once it has been approved by both the department and the CCC, 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.



**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  X  
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

## Course Overview

### 1. Course Description (50-100 words)

This course examines the economic, cultural, sociological, and political role that sport plays within the broad process of globalization. It also 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.

### 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.

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

N/A

### 4. Identify your Colonnade Assessment artifact. Please keep in mind that artifacts must demonstrate how students have met at least one 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 assessments).

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 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:**

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 emphasize 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. Address the potential of sport to transform nations politically and ethically, this is the power and spirit of sport.

The grading rubric, and explanation of how student learning will be demonstrated is outlined in the next question.

5. Please explain how your assessment artifact demonstrates that students have met at least one of the Local to Global CLOs. 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 assessment artifact demonstrates student proficiencies with the selected CLO(s).

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

- Analyze issues on local and global scales.
  - 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
- 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
- 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”.

This final paper will be assessed by the instructor using the rubric below to determine if assessment artifact has demonstrated student proficiencies with the selected CLOs. Success will be measured by 90% of the 20% sample of the class scoring an average of “Good” or “Excellent” on the assignment. This final paper is worth 40 points.

ITEMS	Excellent (10 points)	Good (7 points)	Competent (3 points)	Poor (0 points)
Student analyzes issues in Sport on	Demonstrates a sophisticated	Demonstrates a clear understanding	Demonstrates an adequate	Demonstrates a superficial

**Commented [FS1]:** I clarified measurement in this section.

**Deleted:** Colonnade Learning Outcomes

**Deleted:** Classes

**Deleted:** assessed by a

**Commented [FS2]:** QUESTION/CONCERN:  
 1. Using a uniform rubric to assess the artifacts seems problematic when there are existing courses already assessing Artifacts which reasonably demonstrate CLO proficiency.  
 a. Although courses/Artifacts in Colonnade need to be broad in applicability, the Artifacts and assessments could be discipline-specific based on course content and would be hard for someone outside of the discipline to assess using a common rubric.

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**Deleted:** You can find this rubric on the Colonnade website.

local and global scales. (10 points)	understanding of local and global phenomena of sport.	of local and global phenomena in sport.	understanding of local and global phenomena in sport.	understanding of local and global phenomena sport.
Student analyzes the inter-relationships between one or more Sport issues. (10 points)	Sophisticated analysis of relationships between local and global issues in sport.	Clear analysis of relationships between local and global issues in sport.	Adequate analysis of relationships between local and global issues in sport.	Superficial analysis of relationships between local and global issues in sport.
Student evaluates the consequences of decision-making of Sport on local and global scales. (10 points)	Proposes a sophisticated assessment to complex between local and global problems in sport.	Proposes a clear assessment of the relationship between local and global problems in sport.	Proposes an adequate assessment of basic local to global problems in sport.	Proposes a general assessment, or no recognition, of the relationship between local and global problems in sport.
Format (10 points)	Follows APA format consistently including the works cited page (10 points)	Follows APA, MLA, or Chicago format with minimal errors; generally well-organized works cited page (7 points)	Mostly follows APA citation format and lists all cited sources on a works cited page (3 points)	Haphazard and/or lack of citations or works cited page (0 points)
Score (out of 40)				

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	Students will evaluate the importance of globalization in the sport industry and its impact on society and explain key issues related to intercultural management

	Importance of Human Resource Management	
<i>Think critically to solve problems.</i>	<ul style="list-style-type: none"> <li>- Corruption in International Sport</li> <li>- Corporate Social Responsibility, Sport, and Development</li> <li>- International Sport Management: A Way Forward</li> </ul>	Students will examine future trends in sport development and competition

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

8. Attach a sample course syllabus. The course syllabus must contain provide the Local to Global Colonnade Student Learning Outcomes on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

A class syllabus will be uploaded to Course Leaf.

## **SPM 335 Colonnade Artifact: Final Paper** **An Examination of “*The Spirit of Sport*”**

Students will write a review/reflection paper about the concept of “*the spirit of sport*” in the context of the international sporting industry. The intrinsic value of sport, often referred to as ‘*the spirit of sport,*’ is the celebration of the human spirit, body and mind, and is characterized by values such as ethics, honesty, respect for rules, self-respect and respect for others, fair play and healthy competition. If sport is void of these values (and others) it might be argued it is no longer sport.

By completing this paper, you will be able to demonstrate how you can:

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.

You should examine the spirit of sport via one of the following 3 areas: **(CHOOSE 1 area only)**. I have provided prompts to begin your paper under each of the areas. These prompts are meant to help you start your paper, you may use some or all of the information provided. You should also add your own examples to support.

### **1. Sportsmanship, Cheating, and PEDs:**

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 emphasize on cooperation and nations coming together is also seen. Olympians are both global citizens and representative 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. Address the potential of sport to transform nations politically and ethically, this is the power and spirit of sport.

### **Suggested References:**

Canseco, J. (2008) *Vindicated: Big names, big liars, and the battle to save baseball*. New York, NY: Simon Spotlight Entertainment.

Ungerleider, S. (2013) *Faust's gold: Inside the East German doping machine*. New York, NY: CreateSpace.

Whittle, J. (2008) *Bad blood: The secret life of the Tour De France*. London, United Kingdom: Yellow Jersey Press.

<https://www.wada-ama.org/en>

<https://www.usada.org/>

[www.iaaf.org/aboutiaaf/structure/federations/index.html](http://www.iaaf.org/aboutiaaf/structure/federations/index.html)

<https://www.fifa.com/>

Elbe, A.M., Hatzigeorgiadis, A., Morela, E., Ries, F., Kouli, O., & Sanchez, X. (2018). Acculturation through sport: Different contexts different meanings. *International Journal of Sport and Exercise Psychology*, 16(2), 178-190.

Adjaye, J.K. (2010). Reimagining sports: African athletes, defection, and ambiguous citizenship. *Africa Today*, 57(2), 26-40.

Catsam, D.C. (2018) On race, sport, and politics in South Africa's past and present. *Safundi*, 19, 2, 246-251. doi:10.1080/17533171.2017.1409314

Hoglund, K., & Sundberg, (2008). Reconciliation through sports? The case of South Africa. *Third World Quarterly*, 29(4), 805-818.

Ndee, H.S. (2005). Sport as a political tool: Tanzania and the liberation of Africa. *International Journal of Sport History*, 22(4), 671-688.

Eastwood, C. (2009). *Invictus*. [Motion Picture]. USA: Warner Bros.

After you pick the topic, your paper should include **3 parts:**

- 1) A thorough explanation/summary of the topic, you should identify main issues and demonstrate an understanding and knowledge of the topic. Use above information. You may also use our text, supplemental readings, and/or any appropriate outside source/reading on the topic. The topics are broad so you can find plenty of information and expand on or pick a specific related issue to discuss. You choose what is of interest and concern to you.
- 2) Cite and explain/discuss a recent example in sport that applies to your area.
- 3) Present your thoughts/experiences on the topic; this is the reflection aspect to the paper. Tell me why you chose this topic, give your opinion and provide suggestions for change, improvement, and any thoughts you personally have on the topic.

The paper must be in APA format, typed doubled spaced in Times New Roman 12pt font. I expect each paper to show thought, effort and some personal reflection on the topic. The paper should be a minimum of 2-4 pages. Please include a title page, and references should be included at the end of the paper. The title page and reference page do not count toward the page requirements. The paper is worth 40 points and will be assessed using the rubric below. Please ask any questions you may have regarding this assignment.

ITEMS	Excellent (10 points)	Good (7 points)	Competent (3 points)	Poor (0 points)
Student analyzes issues in Sport on local and global scales. (10 points)	Demonstrates a sophisticated understanding of local and global phenomena of sport.	Demonstrates a clear understanding of local and global phenomena in sport.	Demonstrates an adequate understanding of local and global phenomena in sport.	Demonstrates a superficial understanding of local and global phenomena sport.
Student analyzes the inter-relationships between one or more Sport issues. (10 points)	Sophisticated analysis of relationships between local and global issues in sport.	Clear analysis of relationships between local and global issues in sport.	Adequate analysis of relationships between local and global issues in sport.	Superficial analysis of relationships between local and global issues in sport.
Student evaluates the consequences of decision-making of Sport on local and global scales. (10 points)	Proposes a sophisticated assessment to complex between local and global problems in sport.	Proposes a clear assessment of the relationship between local and global problems in sport.	Proposes an adequate assessment of basic local to global problems in sport.	Proposes a general assessment, or no recognition, of the relationship between local and global problems in sport.
Format (10 points)	Follows APA format consistently including the	Follows APA, MLA, or Chicago format with minimal errors; generally well-	Mostly follows APA citation format and lists all cited sources on a	Haphazard and/or lack of citations or works cited page (0 points)



	works cited page (10 points)	organized works cited page (7 points)	works cited page (3 points)	
Score (out of 40)				



School of Kinesiology  
Recreation & Sport

**SPM 335: GLOBAL PERSPECTIVES IN SPORT | Colonnade K-LG**

**Instructor:**

**Office:**

**Office Phone:**

**Email:**

**Office Hours:**

**COURSE DESCRIPTION**

This course examines the economic, cultural, sociological, and political role that sport plays within the broad process of globalization. It also 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.

**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.

**ADDITIONAL COURSE LEARNING OUTCOMES**

Upon successful completion of the course, students should be able to do the following:

1. Evaluate the importance of globalization in the sport industry and its impact on society
2. Explain key issues related to intercultural management
3. Identify differences in US sport organizational structures and other areas of the world
4. Examine future trends in sport development and competition

**LOCAL TO GLOBAL COLONNADE ARTIFACT**

Colonnade courses will be assessed at the end of each semester using an "Artifact" (an assignment) to ensure that students enrolled in the courses are learning what the learning outcomes say they should learn (the K-LG CLOs are listed above). For this course, the Artifact is a final paper. Students will learn about various sport management industry issues and trends as they relate to a global community. Instructions for the final paper are included at the end of this syllabus.

## **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. This Colonnade course (Connections – Local to Global) offers students a chance to develop the following competencies:

1. Interact effectively with people from diverse backgrounds.
2. Exhibit professionalism on the job.
3. Think critically to solve problems.

## **REQUIRED TEXT:**

MacIntosh, E. W., Bravo, G. A., & Li, M. (Eds). (2020). International Sport Management. Champaign, IL: Human Kinetics.

## **COURSE OUTLINE:**

Content here to be determined by instructor

## **COURSE POLICIES:**

Content here to be determined by instructor

## **WKU POLICIES**

### **COVID-19 STATEMENT:**

Updated Policy (if applicable) to be placed here by the instructor

### **TITLE IX MISCONDUCT/ASSAULT STATEMENT:**

Updated Policy to be placed here by the instructor

### **OTHER STUFF:**

**Academic Integrity:** Students who commit any act of academic dishonesty may receive from the instructor a failing grade... in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions.” Students who are unfamiliar with the University's policy on plagiarism should consult the most recent edition of the Western Kentucky University Student Handbook. Students uncertain regarding what actions constitute plagiarism should consult the instructor.

**Special Accommodations:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

***The instructor reserves the right to make necessary changes to the syllabus, course schedule, and learning activities during the course. Students will be notified in advance of any such changes.***

## SPM 335 Colonnade Artifact: Final Paper An Examination of “*The Spirit of Sport*”

Students will write a review/reflection paper about the concept of “*the spirit of sport*” in the context of the international sporting industry. The intrinsic value of sport, often referred to as ‘*the spirit of sport*,’ is the celebration of the human spirit, body and mind, and is characterized by values such as ethics, honesty, respect for rules, self-respect and respect for others, fair play and healthy competition. If sport is void of these values (and others) it might be argued it is no longer sport.

By completing this paper, you will be able to demonstrate how you can:

1. Analyze issues on local and global scales.
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You should examine the spirit of sport via one of the following 3 areas: **(CHOOSE 1 area only)**. I have provided prompts to begin your paper under each of the areas. These prompts are meant to help you start your paper, you may use some or all of the information provided. You should also add your own examples to support.

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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.

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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

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Hoglund, K., & Sundberg, (2008). Reconciliation through sports? The case of South Africa. *Third World Quarterly*, 29(4), 805-818.

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- 1) A thorough explanation/summary of the topic, you should identify main issues and demonstrate an understanding and knowledge of the topic. Use above information. You may also use our text, supplemental readings, and/or any appropriate outside source/reading on the topic. The topics are broad so you can find plenty of information and expand on or pick a specific related issue to discuss. You choose what is of interest and concern to you.
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reference page do not count toward the page requirements. The paper is worth 40 points and will be assessed using the rubric below. Please ask any questions you may have regarding this assignment.

ITEMS	Excellent (10 points)	Good (7 points)	Competent (3 points)	Poor (0 points)
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Student evaluates the consequences of decision-making of Sport on local and global scales. (10 points)	Proposes a sophisticated assessment to complex between local and global problems in sport.	Proposes a clear assessment of the relationship between local and global problems in sport.	Proposes an adequate assessment of basic local to global problems in sport.	Proposes a general assessment, or no recognition, of the relationship between local and global problems in sport.
Format (10 points)	Follows APA format consistently including the works cited page (10 points)	Follows APA, MLA, or Chicago format with minimal errors; generally well-organized works cited page (7 points)	Mostly follows APA citation format and lists all cited sources on a works cited page (3 points)	Haphazard and/or lack of citations or works cited page (0 points)
Score (out of 40)				

## Evaluation Form for Connections Course Proposals

Members of the Colonnade General Education Committee (CGEC) should complete this form prior to the meeting where proposals will be discussed and come prepared to each meeting ready to discuss. At the end of each form, committee members should indicate whether or not they believe the course meets the requirements to be accepted into the Colonnade Program. Course proponents should be in attendance and/or represented.

Evaluative Criterion	Meets Requirements (2)	Revisions Needed (1)	Does Not Meet Requirements (0)	Comments
Application is COMPLETE and properly uploaded on Course Leaf				
Colonnade RATIONALE (how and why this is an interdisciplinary capstone experience for MOST majors)  For existing courses, are the revisions broad enough to appeal to a wide student audience?				
There is a clear description of the Colonnade Assessment ARTIFACT, and it is measurable, <u>as explained in the application</u> .				
There is clear identification of the 10 KY Graduate Profile Academy COMPETENCIES being incorporated in the course				
Course SYLLABUS has the required Colonnade language, CLOs, and assessment clearly displayed at the beginning				
Final score (out of 10)				

**Decisions will be made according to the following scale.**

10: Accepted

5-9: Conditional acceptance with revision; must be resubmitted

0-4: Not accepted

**ARTS AND HUMANITIES (AH)**

**SLO ASSESSMENT RUBRIC**

**Adapted from the ENG 200 Literary Studies Rubric**

<b>Students will demonstrate the ability to utilize formal elements, techniques, concepts, and vocabulary of specific disciplines within the arts and humanities.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Elements</b>	Demonstrates accurate, clear, and precise comprehension of elements, techniques, concepts, and vocabulary of the discipline.	Demonstrates accurate comprehension of elements, techniques, concepts, and vocabulary of the discipline.	Demonstrates limited or inexact comprehension of elements, techniques, concepts, and vocabulary of the discipline.	Demonstrates beginning understanding of elements, techniques, concepts, and vocabulary of the discipline.
<b>Students will demonstrate the ability to distinguish between various kinds of evidence by identifying reliable sources and valid arguments.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Evidence</b>	Information is taken from primary and/or secondary sources with enough interpretation/ evaluation to develop a comprehensive analysis.	Information is taken from primary and/or secondary sources with enough interpretation/ evaluation to develop a coherent analysis.	Information is taken from primary and/or secondary sources with some interpretation/ evaluation, but not enough to develop a coherent analysis.	Information is taken from primary and/or secondary sources without any interpretation/ evaluation.
<b>Students will demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Context</b>	Accurately and precisely locates particular works in relation to multiple relevant contexts and elaborates on the manner in which those contexts influence the works.	Accurately locates particular works in relation to some relevant contexts and elaborates on the manner in which those contexts influence the works.	Approximately locates particular works in relation to some relevant contexts, though may have some inaccuracies. Shows a general awareness of how the contexts influence the works.	Fails to locate or inaccurately locates particular works in relation to multiple relevant contexts, and shows no awareness of how those contexts influence the works.
<b>Students will demonstrate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Transfer</b>	Independently adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance.	Uses skills, abilities, theories, or methodologies gained to contribute to understanding of problems/issues of personal or public importance.	Uses skills, abilities, theories, or methodologies gained in a basic way in consideration of problems/issues of personal or public importance.
<b>Students will demonstrate the ability to evaluate enduring and contemporary issues of human experience.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Enduring/ Contemporary Issues</b>	Articulates a broad understanding of the relationship between works and the enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice). Makes multiple connections between these elements.	Describes several impacts that works may have upon enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice). Outlines inter-connectedness between numerous aspects of works and culture.	Describes a few impacts that works may have upon enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice).	Describes a basic impact, or fails to identify and impact, that works may have upon enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice).

*Evaluators are encouraged to assign a zero to any work that does not meet the benchmark-level performance.*



**NATURAL SCIENCES (NS)**

**PROPOSED SLO ASSESSMENT RUBRIC**

Adapted from AAC&U LEAP VALUE Rubrics (Integrative Learning, Intercultural Knowledge and Competence)

<b>Students will demonstrate an understanding of the methods of scientific inquiry.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Knowledge</b>	Demonstrates sophisticated understanding of the methods of scientific inquiry, including elements of process (observations, hypotheses, predictions, experimentation) and key concepts (parsimony, hypothesis-testing, falsifiability).	Demonstrates adequate understanding of the methods of scientific inquiry, including elements of process (observations, hypotheses, predictions, experimentation) and key concepts (parsimony, hypothesis-testing, falsifiability).	Demonstrates partial understanding of the methods of scientific inquiry, including elements of process (observations, hypotheses, predictions, experimentation) and key concepts (parsimony, hypothesis-testing, falsifiability).	Demonstrates surface understanding of the methods of scientific inquiry, including elements of process (observations, hypotheses, predictions, experimentation) and key concepts (parsimony, hypothesis-testing, falsifiability).
<b>Students will demonstrate the ability to explain basic concepts and principles in one or more of the sciences.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Knowledge</b>	Demonstrates sophisticated understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.	Demonstrates adequate understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.	Demonstrates partial understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.	Demonstrates surface understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.
<b>Students will demonstrate the ability to apply scientific principles to interpret and make predictions in one or more of the sciences.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Hypotheses/ Predictions</b>	Applies scientific principles to propose one or more hypotheses/ predictions that indicate a deep comprehension of the problem. Hypotheses/ predictions are sensitive to contextual factors.	Applies scientific principles to propose one or more hypotheses/ predictions that indicate an adequate comprehension of the problem. Hypotheses/ predictions are sensitive to contextual factors.	Applies scientific principles to propose hypotheses/ predictions that do not address the specific contextual factors of the problem.	Applies scientific principles to propose hypotheses/ predictions that are vague or only indirectly address the problem.
<b>Students will demonstrate the ability explain how scientific principles relate to issues of personal and/or public importance.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Transfer</b>	Independently adapts and applies scientific principles (e.g., skills, abilities, theories, methodologies) to address solutions to problems/ explore issues of personal and/or public importance in original ways.	Adapts and applies scientific principles (e.g., skills, abilities, theories, methodologies) to address solutions to problems/explore issues of personal and/or public importance.	Uses scientific principles (e.g., skills, abilities, theories, methodologies) to contribute to understanding of problems/issues of personal and/or public importance.	Uses scientific principles (e.g., skills, abilities, theories, methodologies) in a basic way in consideration of problems/issues of personal and/or public importance.

*Evaluators are encouraged to assign a zero to any work that does not meet the benchmark-level performance.*

**SOCIAL AND BEHAVIORAL SCIENCES (E-SB)**

**SLO ASSESSMENT RUBRIC**

Adapted from AAC&U LEAP VALUE Rubrics (Global Learning, Inquiry and Analysis, Intercultural Knowledge and Competence, Integrative Learning)

<b>Students will demonstrate knowledge of at least one area of the social and behavioral sciences.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Knowledge</b>	Demonstrates sophisticated understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.	Demonstrates adequate understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.	Demonstrates partial understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.	Demonstrates surface understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.
<b>Students will demonstrate the ability to apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the SB sciences.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Application</b>	Skillfully develops and applies all elements of the methodology and theoretical framework, including ethical conduct.	Appropriately develops and applies critical elements of the methodology and theoretical framework, including ethical conduct; more subtle elements are ignored or unaccounted for.	Critical elements of the methodology and theoretical framework, including ethical conduct, are missing, incorrectly developed or applied, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework, including ethical conduct.
<b>Students will understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Cultural Diversity/ Knowledge</b>	Demonstrates a sophisticated understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience.	Demonstrates adequate understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience.	Demonstrates partial understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience.	Demonstrates surface understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience.
<b>Students will demonstrate the ability to integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Transfer</b>	Independently adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance.	Uses skills, abilities, theories, or methodologies gained to contribute to understanding of problems/issues of personal or public importance.	Uses skills, abilities, theories, or methodologies gained in a basic way in consideration of problems/issues of personal or public importance.
<b>Students will demonstrate the ability to communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.</b>				
	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
<b>Genre/ Disciplinary Conventions</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions germane to the discipline and/or task, including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions germane to the discipline and/or task, including organization, content, presentation, formatting, and stylistic choices.	Follows expectations appropriate to the discipline and/or task for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.

*Evaluators are encouraged to assign a zero to any work that does not meet the benchmark-level performance.*

## Connections: Social Cultural Assessment Rubric

Colonnade Learning Objective	4	3	2	1
Examine diverse values that form civically-engaged informed members of society.	Demonstrates sophisticated understanding of a diverse range of social and cultural phenomenon.	Demonstrates a clear understanding of a diverse range of social and cultural phenomenon.	Demonstrates an adequate understanding of a diverse range of social and cultural phenomenon.	Demonstrates a superficial understanding of a diverse range of social and cultural phenomenon.
Analyze the development of self in relation to others in society.	Sophisticated analysis of relationships between and among groups of people.	Clear analysis of relationships between and among groups of people.	Adequate analysis of relationships between and among groups of people.	Superficial analysis of relationships between and among groups of people.
Evaluate solutions to real-world socio-cultural problems.	Proposes a sophisticated solution to complex socio-cultural problems.	Proposes a clear solution to complex socio-cultural problems.	Proposes an adequate solution to complex socio-cultural problems.	General analysis of relationships or no recognition of relationships between and among groups of people.
Score				

## Connections: Local to Global Assessment Rubric

Colonnade Learning Objective	4	3	2	1
Identify the relationships between local and global questions.	Demonstrates a sophisticated understanding of local and global phenomena.	Demonstrates a clear understanding of local and global phenomena.	Demonstrates an adequate understanding of local and global phenomena.	Demonstrates a superficial understanding of local and global phenomena.
Analyze the relationships between local and global issues.	Sophisticated analysis of relationships between local and global issues.	Clear analysis of relationships between local and global issues.	Adequate analysis of relationships between local and global issues.	Superficial analysis of relationships between local and global issues.
Assess the impact of local decisions on global stages.	Proposes a sophisticated assessment to complex between local and global problems.	Proposes a clear assessment the relationship between local and global problems.	Proposes an adequate assessment of basic local to global problems.	Proposes a general assessment, or no recognition, of the relationship between local and global problems.
Score				

## Connections: Systems Assessment Rubric

Colonnade Learning Objective	4	3	2	1
Compare the study of individual components to the analysis of entire systems.	Demonstrates sophisticated understanding of systems-level thinking.	Demonstrates a clear understanding of systems-level thinking.	Demonstrates an adequate understanding of systems-level thinking.	Demonstrates a superficial understanding of systems-level thinking.
Analyze how systems evolve.	Sophisticated analysis of the evolution of systems.	Clear analysis of the evolution of systems.	Adequate analysis of the evolution of systems.	Superficial analysis of the evolution of systems.

Evaluate how system-level thinking informs decision-making. (For example: public policy, political landscapes, economic structures, cultural phenomena, etc.)	Sophisticated evaluation of how systems inform decision-making.	Clear evaluation of how systems inform decision-making.	Adequate evaluation of how systems inform decision-making.	General evaluation of how systems inform decision-making.
Score				

**Colonnade Rollout Plan (11/29/22 DRAFT)**

TARGET DATE	ITEM	CONTENTS
12/7/22	Update Colonnade Website	<ul style="list-style-type: none"><li>• Proposal Forms</li><li>• Example Proposal Forms (SPM 200 and SPM 335)</li><li>• Examples of Additional Artifacts(??)</li><li>• Approval Process</li><li>• Additional Resources (???)</li></ul>
12/8/22	Email Faculty/Staff-All	<ul style="list-style-type: none"><li>• Announce acceptance of new Colonnade Proposal beginning January</li><li>• Link to Colonnade website</li><li>• Explain what is available on the website (resources)</li></ul>