

Colonnade Connections Proposal Form: Local to Global

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

Local to Global Colonnade Learning Outcomes

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

Students who complete this course will:

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

Kentucky Graduate Profile Academy Competencies

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

1. Communicate effectively.
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—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**
- 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)

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

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 (new course)

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

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

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

1. Sportsmanship, Cheating, and PEDs:

How does sportsmanship, cheating, and PED use impact the spirit of sport? Explain how individuals and organizations around the world impact the spirit of sport. Answer such questions as: Is sportsmanship

an antiquated concept? Should doping be an individual choice? Why do we care? Is clean sport and idealized view of sport? Include examples such as; historic PED use from the former Eastern Bloc countries, the 1988 Olympic Games, Lance Armstrong, Ben Johnson, organizations such as the MLB and LL baseball, and systemic abuse from countries such as Russia.

2. Governance Structures Influence:

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

3. Sport and Politics:

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

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

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

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

1. Analyze issues on local and global scales.
 - Students will select one of three areas of focus listed in the assignment description to analyze current issues in sport related to both local and global perspectives
2. Examine the local and global interrelationships of one or more issues.

- Students will articulate how the “spirit of sport” shapes relationships within and across communities and nations
3. Evaluate the consequences of decision-making on local and global scales.
- Students will evaluate decisions made in their selected area of focus and discuss how those decisions impact the “spirit of sport”. The full assignment description, and the rubric that will be used by the instructor to grade the assignment, are included in the course syllabus.

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

This course incorporates the following Kentucky Graduate Profile Academy Competencies:

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

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

N/A

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