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 10/18/2022

Basic Information
Proposal Contact Name: Stacey Forsythe

E-mail: stacey.forsythe@wku.edu

College: College of Health and Human Services (CHHS)

Department: Sport Management (SPM)

Course Details:

1.1   Course prefix (subject area), number: SPM 200

1.2   Course Title: Introduction to Sport Management

1.3   Credit hours: 3

1.4   Any Foundations pre-requisites? NO

1.5   Cross-listed and/or equivalent courses (prefix and number): NO

1.6   How often will this course be offered? At least every fall and spring term

1.7   Is this an existing course? Y   N

       If yes, when was the last semester it was offered? FALL 2022

1.8   Proposed term of implementation? Summer 2023

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

1.10   Does this course include an applied/service-learning component? NO

Course Overview

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

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

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

N/A (Existing Course)

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

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

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

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

Q1:   Based on the information presented in the case study, would you consider the campaign as a success or as an example of *slacktivism*? (SB CLO #1)
   a. If you view the campaign as successful, what aspects of the campaign make it a success? What would you respond to someone who might argue that the campaign is an example of slacktivism?
   b. If you view the campaign as unsuccessful, what aspects of the campaign make it unsuccessful in your eyes? Why could the campaign be viewed as an example of slacktivism?

Q2.   Research ***one*** of the different types of institutions that make up the NCAA (public, private, faith-based, historically Black college and universities, etc.). How do you think each of these types of institution engaged their student-athletes in the campaign? What are some unique challenges and opportunities for these different types of institutions? Explain. (SB CLO #2)

Q3.   Using the NCAA Demographics Database that is referenced throughout the case study, look at some of the demographics statistics across the different sports sponsored by the NCAA. What trends do you notice regarding gender and racial demographics across sports? What sports are racially most diverse? What sports lack racial diversity? Why do you think this is the case? What are some of the socio-cultural factors that affect the racial diversity of a sport? (SB CLOs #3 and #4)

Q4.   What are the unique strengths of the social media platforms mentioned in the case study when it comes to engaging campaign participants? How would you have leveraged the unique strengths of Twitter, Instagram, and Facebook to increase participation in the campaign? How can social media platforms not mentioned in the case study be used to engage student-athletes in the campaign (e.g., Snapchat, TikTok, LinkedIn, etc.)? (SB CLO #5)

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

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

Social and Behavioral Sciences Colonnade Learning Outcomes (E-SB CLOs)	Additional Learning Outcomes	Case Study Questions
Demonstrate knowledge of at least one area of the social and behavioral sciences.	Define sport management and industry segments, as well as discuss the nature and scope of opportunities within and across these segments throughout the sport industry.	Q1. Based on the information presented in the case study, would you consider the campaign as a success or as an example of *slacktivism*? • If you view the campaign as successful, what aspects of the campaign make it a success? What would you respond to someone who might argue that the campaign is an example of slacktivism? • If you view the campaign as unsuccessful, what aspects of the campaign make it unsuccessful in your eyes? Why could the campaign be viewed as an example of slacktivism?
Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.	Evaluate major challenges in various segments of the industry and explain the relevance of ethical, legal, and sociological concepts to the management of sport.	Q2. Research ***one*** of the different types of institutions that make up the NCAA (public, private, faith-based, historically Black college and universities, etc.). How do you think each of these types of institution engaged their student-athletes in the

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

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

This course incorporates the following Kentucky Graduate Profile Academy Competencies:

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

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 various challenges in 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

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