WKU

School of Kinesiology
Recreation & Sport

SPM 200: INTRO TO SPORT MANAGEMENT | Colonnade E-SB
WINTER 2024 | WEB COURSE: DECEMBER 11 – JANUARY 13

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COURSE DESCRIPTION

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.

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 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:

Social and Behavioral Sciences Colonnade Learning Outcomes (E-SB CLOs)	Additional Learning Outcomes
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.	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.	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 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 (7th ed.). Champaign, IL: Human Kinetics.

COURSE FORMAT:

This course is an online course and all material and work will be delivered/submitted via Blackboard Ultra.

COURSE POLICIES:

1. Assignments are due via Blackboard on the date specified in Blackboard. **I will not accept late work.**
2. All assignments must be submitted via Blackboard in the appropriate areas unless otherwise instructed.
3. Unless otherwise instructed, writing assignments must be written in the following format (**_adapted_** from APA, 7th style – the style used in the field of Sport Management):
    a. Only your name at the top (no running head, or date, or class title, or professor's name)
    b. 12-point, Times New Roman font
    c. Double spaced with 1" margins
    d. If sources are used (which I would recommend), students must include those sources in text and in a reference list. For tips on how to do this, visit the Owl Purdue website.
4. Grading will be done using rubrics. The rubrics are posted with each assignment. Refer to the rubric for feedback.
    a. Grammar, punctuation, and spelling will be included in the evaluation of assignments. Page minimums will also be included in the evaluation of assignments because attention to detail matters.
5. Graduate assistants within the program may evaluate course assignments.

METHOD OF EVALUATION:

Chapter Quizzes (10 points per quiz)	200 points
Critical Thinking Reflections (25 points per module)	75 points
Colonnade Artifact Assessment: Case Study Assignment	100 points
Total Points	**375 points**

A = 90%, B = 80%, C = 70%, D = 60%, F = below 60%

DUE DATES AND COURSE OUTLINE

ITEM	CONTENT	OPEN DATE	DUE DATE
Module 1	**Introduction to Sport Management** • Managing Sport (Chapter 1) • Developing a Professional Perspective (Chapter 2) • Historical Aspects of the Sport Business Industry (Chapter 3) • Management Concepts and Practice in Sport Organizations (Chapter 4) • Managing and Leading in Sport Organizations (Chapter 5)	December 11	December 18
Module 2	**Sport Management Sites & Functions** • Community and Youth Sport (Chapter 6) • Interscholastic Athletics (Chapter 7) • Intercollegiate Athletics (Chapter 8) • Professional Sport (Chapter 9) • Sport Management and Marketing Agencies (Chapter 10) • Sport Tourism (Chapter 11)	December 18	December 29

	• Sport Marketing/Sport Consumer Behavior (Chapters 12 and 13 combined) • Communication in the Sport Industry (Chapter 14) • Finance and Economics in the Sport Industry (Chapter 15) • Sport Facility and Event Management (Chapter 16)		
Module 3	**Current Challenges in Sport Management** • Legal Considerations in Sport Management (Chapter 17) • Sociological Aspects of Sport Management (Chapter 18) • A North American Perspective on International Sport (Chapter 19) • Analytics in the Sport Industry (Chapter 20) • Sport Management Research (Chapter 21)	December 29	January 12
Case Study Reflection (Colonnade Artifact)	Case Study Reflection: *#NCAAInclusion: Using Social Media to Engage NCAA Student-Athletes in Strategic Efforts to Promote Diversity and Inclusion*	**DUE TO BLACKBOARD BY January 13 (11:59pm)**	

COURSE MODULES:

All course material will be available through Blackboard. The course is divided into three (3) course modules. Each course module will contain activities and quizzes to be completed during the time the module is open for completion. The complete semester schedule will be available and posted on Blackboard before the start of the course. All modules are due by **11:59pm** on the due date.

CHAPTER QUIZZES:

Chapter quizzes will be included in each of three (3) course modules. It is important to pay attention to the order of the chapters used in this course; they may not be chronological. The quizzes will have 10 questions each and will consist of multiple choice, true/false, and fill-in-the-blank questions. You will have 60 minutes to complete each quiz. **If you do not complete and submit the test on time, or if your computer shuts off, that will count as an attempt!**

STATEMENT ABOUT GRADING:

My role includes evaluating and assigning grades for work completed by students. I believe students deserve to receive grades in a timely manner during the course. As a ***general guideline***, I will post grades for your assignments within **approximately** 1.5 weeks of their respective **due dates** (not the submission date as I usually grade assignments as a group after the due date). The grading may be earlier some weeks and a little later other weeks, but on ***average*** your grades should be up within 1.5 weeks of the due date. It is a student's responsibility to successfully submit all assignments on time and to confirm via Blackboard that the assignment has been submitted before the deadline. It is the student's responsibility to make sure the work has been uploaded properly to Blackboard Ultra. After submitting, it is recommended that the student go to the gradebook to check and make sure the assignment uploaded properly.

Students are to keep a copy of all assignments submitted at least until their final course grade has been posted. Blackboard is not immune to crashing, losing, or corrupting files. Having a backup is a good thing.

COMMUNICATION:

Email Correspondence: The University will use students' WKU e-mail addresses **exclusively** for all university communication. Students may forward their WKU e-mail to another e-mail address, Blackboard is designed to use WKU addresses. If you experience difficulty with your email/Blackboard accounts, please contact WKU's IT Help Desk at 270-745-7000.

For e-mail please use the following subject line: [SPM 200] your last name – subject

STATEMENT ABOUT EMAIL COMMUNICATION FROM YOUR PROFESSOR:

Work-life balance is an important practice. As such, I will not check/respond to any emails between 5:00pm and 8:00am during the week and between Fridays at 5:00pm through Mondays at 8:00am. If you email me at some point during those time periods, I will respond as soon as possible during the next day during work hours. This may require additional patience and planning on your part.

OTHER STUFF:

Title IX Misconduct/Assault Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

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.

Limited Use of AI Permitted: In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools. However, there will be specific assignments or activities in which we may utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. ***Again, unless permission is granted, you are expected to complete assignments without assistance from others, including AI tools.***
 f you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at https://libguides.wku.edu/stylewrite/ai.

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, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at 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.

Inclusion Statement: Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

CHHS Student Wellness Experience: Living a balanced life while focusing on all Eight Dimensions of Health (physical, social, emotional, intellectual, occupational, spiritual, environmental, & financial) can lead to an enjoyable and successful academic experience as well as a vibrant career and personal life. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.
If you want to learn more about self-care or dealing with stressors, seeking help is a courageous thing to do for yourself and those who care about you. Your CHHS student wellness navigators can help you find resources to help you become the best version of yourself:
Marsha Hopper | marsha.hopper@wku.edu | 270-745-4172
Amy Wininger | amy.wininger@wku.edu | 270-745-2699

Regular and Substantiative Interaction: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:
- Weekly virtual office hours,
- Explanation of content in each module and its application to the course,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

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 a group and be included in activities on various levels. 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, and many other social and behavioral aspects.

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.

INSTRUCTIONS:
You will read and analyze a case study provided in class that serves as an example of the challenges sport industry professionals face every day. You will be asked to reflect and respond to the questions to demonstrate your ability to connect theory and practice.

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 each 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. 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 100 points. Please refer to the rubric below for specific information on how this reflection will be assessed:

ITEMS	Exceeding (22 points)	Meeting (12 points)	Approaching (5 points)	Beginning (0 points)
Q1 (22 points)	Effectively communicates and articulates the failure or success of the campaign and provides sufficient reflection that demonstrates understanding of the discipline.	Attempts to articulate the failure or success of the campaign and gives general examples that show understanding of the discipline.	Recognizes that the campaign was a success or failure but does not clearly articulate examples that demonstrate knowledge of the discipline.	Does not clearly articulate if the campaign was a success or failure and does not give examples that demonstrate knowledge of the discipline.
Q2 (22 points)	Effectively demonstrates and articulates knowledge of unique challenges and opportunities for the selected institution.	Attempts to articulate challenges and opportunities for the selected institution.	Recognizes challenges and opportunities for selected institution.	Does not clearly articulate challenges and opportunities for the selected institution.
Q3 (22 points)	Effectively recognizes and communicates socio-cultural factors that affect the racial diversity of sport and succeeds in applying these factors to social or cultural problems.	Effectively recognizes and communicates socio-cultural factors that affect the racial diversity of sport and attempts to connect these factors to a larger social or cultural problem.	Recognizes socio-cultural factors that affect the racial diversity of sport.	Does not clearly identify socio-cultural factors that affect the racial diversity of sport.

Q4 (22 points)	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 articulates the impact this change could have on larger social and cultural problems.	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.	Attempts to explain how social media platforms could impact social change and activism.	Does not attempt to explain how social media platforms impact social change and activism.
Grammar/ Spelling/ Formatting (12 points)	There are no errors and the formatting is correct (as outlined in the rubric and syllabus; 12 points).	There are few errors and the formatting is correct (as outlined in the rubric and syllabus.; 8 points).	There are errors but it is clear the student proofread the assignment before submitting it (4 points).	It is not clear if the student proofread the assignment before submitting (0 points)

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