SPM 200
Introduction to Sport Management- Colonnade E-SB
Course Syllabus

Spring 2024-WEB
3 credit hours

Location: Online

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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 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:

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 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 Textbook Information:

Pedersen, P.M., Parks, J.B., Quarterman, J., & Thibault, L. (Eds.). (2010). *Contemporary Sport Management* (4th ed.). Champaign, IL: Human Kinetics.

This class requires students be able to access the class website on blackboard. Blackboard is WKU's primary online course delivery system and can be accessed at http://blackboard.wku.edu or by selecting the Blackboard link from the Quick Links tab located at the top right hand side of the WKU homepage.

Attendance and Withdrawals:

Students cannot be automatically dropped from the class unless you do not attend. Registration in a course obligates you to be regular and punctual in class attendance. Nonattendance does not release students form the responsibility of officially dropping any course for which they have enrolled and choose not to complete. In other words, if you haven't done the paperwork and the instructor has not dropped you for nonattendance, you are still enrolled in the class. If you are withdrawn from the course because of non-payment it is your responsibility to re-enroll. Once you are given the documentation that you have been re-enrolled, you MUST bring this documentation to the instructor. Otherwise, you will not be allowed to attend class which could result in failing the course. You are expected to attend class regularly, having completed the assigned reading before class.

Absentee Policy:
Attendance will be taken during every class. Each student is allowed three absences with no questions asked, for every (unexcused) absence thereafter the student will lose 5 points per absences off of their cumulative point total at the end of the semester. An absence is considered excused IF and ONLY IF the following requirements are met: 1) the student has a doctor's note dated and signed by the physician for the missed time, 2) the student is participating in a school related event and has a signed note from the professor, coach, etc. given to the instructor at least a week in advance, 3) student was in an accident or had some other emergency and provides the instructor with documentation from the police, fire department, insurance company, etc. All assignments will be submitted on blackboard and you will have ample time to complete and submit each assignment. Being absent from class should not have any effect on an assignment being submitted on time. However, students who face an emergency situation which prevents them from submitting an assignment on time should immediately contact the instructor BEFORE the assignment is due so that arrangements can be made. If contact is not made prior to the assignment being due the work will not be accepted. Please be mindful that a legitimate emergency with accompanying documentation is required for a due date to be extended. If the student is unable to provide the required documentation or is not facing a legitimate emergency (as deemed by the instructor) no make-up work will be allowed.

Incompletes:
University policy dictates that a student may be given an incomplete ONLY if he or she has passed the first half of the course, and is precluded from successful completion of the course by a documented illness or family crisis. Keep in mind, the instructor decides what constitutes "*precluded from successful completion*". If something arises in your life that interferes with your ability to do your best in this class, talk to the instructor about it ASAP. Many students wait until the end of the semester (or after finals week) to tell the instructor about these kind of difficulties and there is little or nothing that can be done at that point. The sooner you talk to the instructor, the more options are available to help you.

Cell phone and technology policy:
Please be respectful of the instructor and other students in the class by setting your cell phone to the vibrate mode or turning it off altogether during class. Text messaging or playing games on your cell phone will not be tolerated. If a student is observed text messaging or if a cell phone rings during class, the offending student will lose 10 points off of their cumulative point total per offense. The student will write their name on a piece of paper and turn it into the instructor at the conclusion of class. Beginning with the second offense (and every offense thereafter) the student will still lose 10 points; he or she will write their name on a piece of paper and will be asked to leave class. However, if you are expecting an emergency phone call, please inform the instructor before class begins. Put your cell phone on vibrate mode, keep the cell phone in your pocket or lap, and quietly exit class to answer your phone. Additionally, students are welcome to bring their laptop computers into class as long as they are used in a productive manner. Any time during a class session if a student is seen interacting on a social networking site, the same policy that is explained above for cell phones will be implemented.

E-mail Correspondence and Course Website:
The university uses students' Topper Mail accounts (WKU email address) exclusively for all university communication. The instructor will adhere to this policy and send messages to students' Topper Mail addresses only. Students are responsible for all announcements sent by the instructor and any assignments posted on the course website. When students email the instructor, be sure to include the course title and the section number in the subject line of the email (for example everyone in this class should include SPM 200-sec.1 in the subject of their email). All emails sent during the week (Monday-Friday) will be answered within 12 hours of when they are received. Emails sent after 5pm on Fridays and throughout the weekend may not be answered until the following Monday morning by 9:30am.

Using Blackboard:
All quizzes assignments, exams, as well as additional course materials will be presented and submitted through the course website on "Blackboard." Therefore it is imperative that every student be able to access the course website on blackboard so as to access materials, turn in assignments, and take exams and quizzes.

To access Blackboard:
1) Go to www.wku.edu
2) In the upper right hand corner, you will see links to various sites, one of which is titled Quick Links. When you move your cursor over the Quick Links one of the links available is Blackboard.
Click the word "Blackboard."
3) You will be required to login using your WKU Net ID username and password.
4) After logging in, on the right-hand side of the screen, you will see the course name underlined, *Introduction to Sport Management*. Click on the course name.
5) Now you will see a screen that will have any current announcements in the center. To the left will be a black list of menu items, such as "Course Documents," "Assignments," etc.
Click on these, depending on what you want to do.

Getting Course Materials:
To access chapter notes and other documents that the instructor might post for the class, click "Course Materials". Course notes will be organized in Chapters by folders. Go to Course Materials, then click on the folder corresponding to the chapter you need. Generally, Course Materials will have notes that help explain more difficult material, or perhaps supplementary material not covered by your book. The instructor will not post notes that cover the entire chapter, since I expect you to read your text book. All of the files in Course Materials, with the exception of PowerPoint lectures (.ppt files) will be in Adobe Reader format (.pdf) or Rich Text File (.rtf) format, so they should download easily onto any computer.

To access your syllabus, click "Syllabus".

Checking Your Grade:
You can check your grade anytime in Blackboard by clicking on the "My Grades" button.
Getting HELP!!
If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While the instructor is usually your best resource for helping you with Blackboard, I am far from an IT expert and not your best resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class. There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers. Ironically, some newer browsers do not work well with Blackboard—so check.

Loss of Internet Access or Computer Problems:
If you lose internet access and/or experience computer problems, WKU main campus has multiple computer labs available for your use. Therefore, losing internet access and/or having computer problems is NOT a valid excuse for not completing assignments by the designated time. If you do encounter a problem with blackboard, loss of internet connection, or computer problems, use an alternate computer (such as one in a computer lab) and email the instructor immediately. Encountering such a problem does not excuse you from completing the quiz or assignment, notifying the instructor immediately upon encountering a problem ensures that arrangements can be made. Failure to notify the instructor or delaying notification to the instructor if a problem is encountered puts you at risk of not being allowed to complete the assignment.

Class Participation:
This is a fun class and I promise that I will do my very best to make class an intellectually stimulating and enjoyable experience. Students who ask questions and participate learn more, understand more, and have more fun than students who do not participate in class. This class revolves around the sports world and almost everybody has an opinion or interest in issues related to the sports world, therefore students are expected to participate during class discussions and activities while remaining respectful of your peers as well as the instructor.

Extra Credit
Throughout the course of the semester there will be at least a few opportunities for students to earn extra credit offered by the instructor.

Assignments:

Students will be required to read the assigned chapters, review PowerPoint slides and take short quizzes on blackboard, participate in class discussions, take three exams (with the lowest exam score being dropped), complete Case study and complete a group project and present it to the class. Assignments will be available on blackboard at least one week before they are due.

Reading Quizzes:
There will be a total of 6 reading quizzes given throughout the semester. The reading quizzes will be due on Sunday by 11:59 pm. Reading Quizzes will cover the chapters specified in the class calendar. Each quiz will consist of approximately 10 to 15 questions. The quiz will be available (open) on blackboard at least one week before it is due so students will have at least one week (if not longer) to complete the quiz. Quizzes will have a time limit, so completing the quiz while looking up the answers for every question will be impossible. You only have one chance to complete the quiz, so I suggest that you read the assigned pages for the designated quiz before you take it. If you take longer on the quiz than the designated time allowed, you will be docked 1 point for every minute you exceed the time limit. The quizzes can be accessed by clicking on the "Quizzes/Exams" link in the Blackboard menu, and then clicking on the "Quizzes" folder. From there, a list of available quizzes will appear. Simply click on the Reading Quiz you want to take. Once the due date has passed for a particular quiz, it will be removed from Blackboard. Students will not be allowed to take a late quiz! Therefore, be mindful of the quiz due dates located in the class calendar. If you are unable to complete your quiz because your system crashes, email the instructor immediately! I will reset your quiz so that you can log back in and complete it. However, if you email the instructor after 5 pm on Friday I cannot guarantee that I will be able to reset the quiz for you. Therefore, if there is any possibility that your system might crash (Bb, internet, computer, etc.); TAKE THE QUIZ A DAY IN ADVANCE!

Group Project and Presentation:
Students will work in groups (of 5-6 students) and act as if they are the owners of an expansion professional sports franchise, or presidents of a post-secondary educational institution that is starting an intercollegiate athletics program. Students will use the knowledge gained from this class as well as research existing sports organizations (to use as a model and gain ideas) to complete the assignment and present their theoretical sports organization to the class. Each group will have to determine the following; location, team mascot, team colors, team/organization logo, organizations purpose, administrative structure, financial status, funding sources, sponsorships, program offerings, media relations, marketing strategies, required facilities, staffing, contracted services, legal issues, competition, target market and clientele. Each group will conduct a short presentation (approximately 10 minutes) to unveil their sports organization to the class. The instructor's grade (grading based off of the rubric to be provided) will count for 65% of the overall grade with every student in the group

grading each of the other group members (based on their contributions and collaboration to the final product) to determine the remaining 35% . Additionally there will be three progress reports related to the group project which will be submitted to the instructor throughout the semester. Each progress report is worth 10 points.

Exams:
There will be three exams (dates will be announced first day of class). The lowest test score for each student will be dropped. Two exams scores worth a total of 200 points (100 pts each) will count towards the student's final grade. (2 exams @ 100 pts = 200 pts)

LATE WORK WILL NOT BE ACCEPTED!

Evaluation Procedure:

SPM 200 Colonnade Artifact: Case Study Reflection   100 pts

Reading Quizzes (6 @ 30pts)   180 pts

Group Project   200 pts
65%-150 pts to be determined by the instructors
 35%-50 pts to be determined by group members

Progress Reports (10 Points each)   20 pts

2 Exams (100 pts each)   <u>200 pts</u>

Total: 800 pts

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:

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	Attempts to articulate the failure or success of the campaign and gives general examples that	Recognizes that the campaign was a success or failure but does not clearly articulate examples that	Does not clearly articulate if the campaign was a success or failure and does not give examples that

	demonstrates understanding of the discipline.	show understanding of the discipline.	demonstrate knowledge of the discipline.	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](#).

Grading Scale:

A   90-100%
B   80-89%
C   70-79%
D   60-69%
F   Below 60%

Academic Integrity:
Acknowledging that the vast majority of WKU students do not engage in dishonest behavior, the university's policy regarding academic dishonesty and plagiarism will be upheld in this class. In brief, to represent ideas or interpretations taken from another source as one's own is plagiarism. Students must give the author(s) credit for any source material used. If you quote or paraphrase from your textbook (or other sources) on any assignments, you must cite your source(s) appropriately. To lift content directly from a source without giving credit is a

flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is a serious offense. The academic work of a student must be their own. Any work borrowed from any source must be cited in APA format. Failure to appropriately cite the source(s) of any passage in a paper or assignment will be considered plagiarism. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. **Student work may be checked using plagiarism detection software.** If you are unsure how to appropriately cite a source, consult one of the instructors. If you are unsure whether you should include a citation for a particular statement(s) in an assignment, include the citation. For our purposes, it is better to have too many citations than to plagiarize other people's work. Please refer to the WKU Handbook and/or website for additional guidelines.

Disability Accommodations:

Students with disabilities who require accommodations (academic adjustments and /or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The Office For Student Disability Services telephone number is (270) 745-5004. Please do not request accommodations directly from the instructor without a letter from the Office for Student Disability Services.

Title IX Misconduct/Assault Statement:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at:

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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 Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. 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.

THE INSTRUCTOR RESERVES THE RIGHT TO ALTER AND/OR MODIFY THE SYLLABUS AND ASSIGNMENTS AS NECESSARY.