

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 1/23/2014

1b. Department/Division: Kinesiology - Health Promotion

1c. Contact Person

Name: Justin K. Nichols

Email: justin.nichols2@uky.edu

Phone: 257-4746

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: KHP 682

2c. Full Title: Contemporary Sport Leaders

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: Using a team approach, students will engage in a variety of experiential learning projects with sport management and innovation as contextual themes. Special emphasis will be placed on self-reflection within sport leadership as well as real-life application in case studies, semi-structured interviews, and participant observation. Principles related to management, marketing, effective communication, and leadership within the sport and entertainment industry will also be discussion topics. .

2k. Prerequisites, if any: Admission to the program or consent of the instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MNOLA01|Melody P Noland|KHP 682 NEW Dept Review|20140123

SIGNATURE|MYRT|Martha L Geoghegan|KHP 682 NEW College Review|20140306

SIGNATURE|ZNNIKO0|Roshan N Nikou|KHP 682 NEW Graduate Council Review|20140312

Courses **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	2837	KHP 682 syllabus.pdf

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ⁴	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Using a team approach, students will engage in a variety of experiential learning projects with sport management and innovation as contextual themes. Special emphasis will be placed on self-reflection within sport leadership as well as real-life application in case studies, semi-structured interviews, and participant observation. Principles related to management, marketing, effective communication, and leadership within the sport and entertainment industry will also be discussion topics.

k. Prerequisites, if any:

Admission to the program or consent of the instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

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- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - The chair of the cross-listing department must sign off on the Signature Routing Log.
 - In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SIR 3.2.1)
 - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

UNIVERSITY OF KENTUCKY

Contemporary Sport Leaders

KHP 682

Seaton Building- Rm. 103

Wednesday, 4:00p - 6:30p

Professor:	Dr. Justin Nichols
Office:	104 Seaton Building
Phone:	(859) 257-4746
Email:	justin.nichols2@uky.edu
Office Hours:	Wednesday 3-4 or by appointment

Course Description

This course will provide an introduction to: (1) evaluative action-oriented research, a self-reflective process of problem-solving by individuals on their own practice; and (2) applied research-based projects. Using a team approach, students will engage in a variety of experiential learning projects with sport management and innovation as contextual themes. Special emphasis will be placed on self-reflection within sport leadership as well as real-life application in case studies, semi-structured interviews, and participant observation. Principles related to management, marketing, effective communication, and leadership within the sport and entertainment industry will also be discussion topics. . This course reinforces the College of Education's conceptual framework of, **"research and reflection for learning and leading"**.

The University of Kentucky's College of Education utilizes a framework of *Research and Reflection for Learning and Leading*. This theme reflects how our college and the Department of Kinesiology & Health Promotion approach the preparation of professional educators.

The methods in which the Management & Leadership of Sport applications are presented in this course are based on a strong foundation of *research*. *Research* findings from the entire field of contemporary sport management create the design of this course, opportunities in the profession, and feature a great knowledge base.

Reflection is heavily emphasized and encouraged in this course. The students will be expected to apply basic methods from the sport management & leadership opportunities perspective, reflect applying methods learned and refine how he/she applies these methods in his/her perspective professions.

Learning is part of the conceptual framework because the students are committed to his/her own learning and have the ability to discuss their own knowledge. The student will explore ways to formulate, provide a way to enhance, and learn through research methods.

Leading is an expectation of faculty and is an outcome that faculty promotes among his/her students through intense preparation. In this course the students will learn how to apply, relate, and communicate information, as well as become a leader with high expectations.

Course Objectives

This course examines important past, present, and future issues in sport and fitness to increase overall knowledge, skill, and self-awareness. **Prereq: Admission to the program or consent from the instructor.** The course goals and objectives are in line with the competencies provided by major commissions and administrations in sport, as listed below:

National Association for Sport and Physical Educators' (NASPE) Coaching Standards

- Domain 1 Philosophy & Ethics
- Domain 4 Growth & Development
- Domain 5 Teaching & Communicating
- Domain 7 Organization & Administration
- Domain 8 Evaluation

Learner Outcomes	Assessment	Standards
Demonstrate current and factual leadership and supervision content.	Class participation evaluations, discussion board posts	NASPE 5
Demonstrate ability to locate, analyze, and interpret a current issue in sport & fitness, while being able to disseminate information related to topic.	Current & future challenges research, leadership qualities research	NASPE 5, 7, 8
Display knowledge on current events in supervision and leadership.	Discussion, participation, and journaling	NASPE 1, 4, 5, 7, 8
Plan, design, and research current sport and fitness topics.	Research project and presentation	NASPE 5, 7, 8
Demonstrate supervision skills.	Group work and projects	NASPE 1, 4, 5, 7, 8

Required Readings (To be purchased and read by all students)

Maxwell, J.C. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to follow*. Nashville, TN: Thomas Nelson.

Maxwell, J.C. (2007). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. Nashville, TN: Thomas Nelson.

Assigned scholarly articles for literature reviews

Course Structure

This course assumes that each member of the class is a valuable resource. The instructor and students are both teachers and learners, who collectively make this course meaningful. We are equally responsible to contribute to the pool of knowledge.

An underlying assumption in this course is that learning is not a mere transmission of knowledge. It is a process of constructing meaningful experiences within a political community of learners. Meaningfulness is personal and depends on the amount of participation and willingness to take a risk. Therefore, there is a degree of ambiguity in this course as students discover personal connections to the curriculum.

The course represents an ambitious undertaking. We will be required to cover a great deal of materials in a relatively short amount of time. Thus, if we are to be successful, maximum commitment, organization, and effort will be required from all course participants. Class time is largely devoted to opening presentations/overviews of assigned readings for the day followed by discussion about ongoing individual and group projects.

*** Cell phones must be turned off and should not be visible during class.**

Academic Conduct

UK expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data will be dealt with appropriately. Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor.

Class Attendance Policy

Each student should note that class attendance is mandatory (unless otherwise stated by the instructor). Each student is expected to attend all classes unless a family emergency or illness is supported with documentation. Students who will miss classes due to University activities (e.g., trips for intercollegiate athletic participation, student organizations events sponsored by an educational unit, trips for University classes) must inform the instructor prior to occurrence of such absences. Unexcused absences, with the exception of the first absence, will result in the loss of 5 points off the final average grade for the class.

Please note that students employed full-time should inform their employer about the class attendance policy and class calendar. Students that determine their work commitments will cause excessive absences should not enroll in the course.

University Absentee Policy

It is the interpretation of the Senate Rules and Elections Committee that the clause in Senate Rule 5.2.4.2 (“trips for participation in intercollegiate athletic events”) does not apply to students that are University employees of the Athletics Department or Campus Recreation Department who are not participating as team athletes in an intercollegiate athletic event during the missed class.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; RC: 11/20/87]

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas,

organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Requirements

Any assignment that is submitted late is subject to a 10% daily deduction of points. **All assignments must be type-written.**

Class Participation

45 points

Students should be prepared to actively participate in the facilitation of assigned readings. There are two goals of the reading facilitation exercise. First, student facilitation of the assigned readings encourages classroom participation. Second, the exercise provides opportunities to learn to teach through teaching. Special focus will be on (1) introduction and transition; (2) pacing; (3) voice; and (4) observations made about the assigned readings. Students are required to distribute a handout related to the assigned reading(s). During the first class meeting, students will choose which week to present. Point will be deducted for limited engagement including but not limited to: cell phone monitoring and/or being disruptive

Sport Leadership opportunity research

25 points

Students will research an organization and present the information on that organization with the class. This should include employment opportunities (7 points); contact information (7 points); an overview of the organization (7 points); and mission statement (4 points). Student will present the findings in class.

Current & Future Challenges within Sport Leadership project

100 points

Students will work in pairs to identify, frame, and diagnose the current & future challenges facing sport leaders. Students will show the how & why of the challenges by conducting a needs assessment within their perspective field of sport leadership. Students should also be able to address the need and make predictions about how to overcome the challenges. This project should be insightful and scholarly. Students should incorporate themes and concepts from the readings into the project.

The final paper analysis should be double-spaced, typewritten, and 6-8 pages maximum (not including references, tables, figures, or appendices), following the American Psychological Association (6th edition) guidelines for paper style. Information about APA style is available at www.docstyles.com/apastudy.htm or at Purdue OWL.

***A 20-30 minute PPT presentation of the result also will be required by each group.

Journal entries

4 @ 5 points each

Journals will a maximum of 1 page double spaced. If you need more room to write, you can use single spaced typing. Journals must be type-written. This assignment is about self-reflection. I will give feedback on the entries.

Article reviews

4 @ 12.5 points each

Students will review a scholarly (peer reviewed) article and write a review of that article. I encourage you to select articles that will be useful within your course projects. This assignment is also a maximum of 1 page. The rubric will be posted under “**course content**” on BlackBoard. Please just fill in the information on the rubric.

Article discussion

5 points

Each student will be required to discuss an article in Sport Leadership with the class. The discussion should last 5-10 minutes. The student does not have to turn anything in for this assignment. You will be checked off for total points on the day of the presentation.

Discussion board posts

5 @ 5 points each

Each student will be responsible for responding to discussion board posts during the semester. You must respond to all five posts. Each response should be a minimum of 5-7 sentences. Please monitor the post board throughout the semester. You will have 7 days to respond to discussion board posts.

Leadership qualities program design project

100 points

This project will allow students to find and develop a framework for improving leadership abilities. In particular, students will work in pairs to design a method of evaluating leadership qualities; propose initiatives to improve leadership abilities; and

implement programs to improve “buy-in” from stakeholders. Rubric is posted under “**course content**” on BlackBoard

***A 20-30 minute PPT presentation of the result also will be required by each group.

Course Requirements/Grading:

To encourage thoughtful reflection of course materials and commitment to course objectives, you will be assessed on your ability to master course requirements.

Specifically, you are required to do each of the following:

- 1.) Sport Leadership opportunities research-25 points
- 2.) Current & Future Challenges project-100 points (points rubric to be distributed)
- 3.) Journal entries-20 points (4 @ 5 points each)
- 4.) Leadership qualities research-100 points (points rubric to be distributed)
- 5.) Article reviews-50 points-(4 @ 12.5 points each)
- 6.) Printed copy of syllabus-(5 points)
- 7.) Article discussion-(5 points)
- 8.) Discussion board posts 25 points-(5 @ 5 points each)
- 9.) Leadership reading discussion 25 points (2 @ 12.5 points each)
- 10.) Class participation 45 points

*Total points: 400

Grading scale for Graduate Students:

90-100%=A (359-400)	80-89%=B (319-358)	70-79%=C (No D for Grad Students) (279-318)
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NOTE: The instructor retains the right to make changes, additions or deletions to the syllabus during the course of the semester.

CLASS SCHEDULE

Day 1

Topic: Course Introduction and Overview

- Building community in the classroom
- Course Goals and Objectives
- Course Readings
- Course Requirements
- Discuss questions for sport leaders
- Assign reading for next class
- Choose groups for Future Challenges Research Project & Leadership Qualities Research

Day 2

Develop questions and guidelines for guest speakers.

Printed copy of syllabus Due (Final day to be accepted)

Journal #1 due: Write your philosophy of sport management. (1-2 pages, utilize best practices).

- Form groups for presentations
- Assign reading for next class

- Discuss philosophy of sport management
- Discussion post #1 assigned
- Article discussion 1 & 2
- Reading discussion 1 & 2
- Reading discussion 1a & 2a

Day 3

- Reading discussion 3 & 4
- Reading discussion 3a & 4a
- Article discussion 3 & 4

Guest speaker

- Assign reading for next class

Journal #2 due: Write a cover letter for a currently posted sport leadership position.

- Discuss writing a cover letter and show examples
- Assign Sport Opportunities Research project
- Discussion post #2 assigned

Day 4

- Reading discussion 5 & 6
- Reading discussion 5a & 6a
- Article discussion 5 & 6

Guest speaker (Based on availability)

Working Groups: Discussion on personal leadership strengths and weaknesses

- Assign reading for next class

Day 5

- Reading discussion 7 & 8
- Reading discussion 7a & 8a
- Article discussion 7 & 8

Sport Leadership Opportunities Research due

Guest speaker (Based on availability)

- Assign reading for next class
- Discussion post #3 assigned

Day 6

- Reading discussion 9 & 10
- Reading discussion 9a & 10a
- Article discussion 9 & 10

Guest speaker (Based on availability)

***Journal #3 due: What impact do you think the financial situation in America will have on sport?**

***Article review #1 due (Must be on the topic of Emotional Intelligence)**

- Assign reading for next class
- Discussion post #4 assigned

Day 7

- Reading discussion 11 & 12
- Reading discussion 11a & 12a
- Article discussion 11 & 12 (if needed)

Guest Speaker (Based on availability)

Future Challenges Project Group 1 & 2

Journal #4 due: What can you do to help save your perspective organization money?

- Assign reading for next class

Day 8

- Reading discussion 13 & 14
- Reading discussion 13a & 14a

Future Challenges Project Group 3 & 4

Article review #2 due (Must be on the topic of Transformational Leadership)

Guest Speaker (Based on availability)

- Assign reading for next class
- Discussion post #5 assigned

Day 9

- Reading discussion 15 & 16
- Reading discussion 15a & 16a

Future Challenges Project Group 5 & 6 (if needed)

Guest Speaker (Based on availability)

- Assign reading for next class

Spring Break!

Day 10

- Reading discussion 17 & 18
- Reading discussion 17a & 18a

Article review #3 due (Topic of your choice related to Sport Leadership)

Guest speaker (Based on availability)

- Assign reading for next class

Day 11

- Reading discussion 19 & 20
- Reading discussion 19a & 20a

Leadership Qualities Research Group 1

Guest speaker (Based on availability)

Article review #4 due (Topic of your choice)

- Assign reading for next class

Day 12

- Reading discussion 21
- Reading discussion 21a

Leadership Qualities Research Group 2

Guest Speaker (Based on availability)

Day 13

Leadership Qualities Research Group 3
Guest Speaker (Based on availability)

Day 14

Leadership Qualities Research Group 4
Guest Speaker (Based on availability)

Day 15

Leadership Qualities Research Group 5 & 6 (if needed)
Guest Speaker (Based on availability)

Finals Week

***Submit Paper on Day 16 of class (Wednesday of Finals Week)**