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SENATE COUNCIL

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 3/27/2014

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?: Yes⁴

2b. Prefix and Number: KHP 683

2c. Full Title: Leadership, Theory, and Practice in Sport and Fitness Organizations

2d. Transcript Title: Leadership, Theory, and Practice

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?

2j. Course Description for Bulletin: This course is designed to provide students with an overview of the leadership/management concepts, skills, and practices utilized in an ever-changing sport and fitness industry.

2k. Prerequisites, if any: Admission to the department or consent from the instructor.

2. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

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?: 20

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:

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: TBA

Instructor Email: TBA

Internet/Web-based: Yes

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? The instructor and students will engage in synchronous and asynchronous meetings throughout the semester. The instructor will adhere to a 24-hour turnaround on all email or phone correspondence. The course will utilize BlackBoard and Adobe Connect to exchange information pertaining to the course. These inclusions conform to the syllabus guidelines.

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. This course will utilize journals, webpages, and selected readings to give the student an understanding of the practices, theories, and philosophies in Sport Leadership. Synchronous meetings will be used to provide students an opportunity to network with other students in the course. Students will also have assignments that are designed to promote practical application in Sport Leadership.

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. Students will be given time windows to complete assignments. Students will also have to create accounts in BlackBoard and Adobe Connect to gain access to the course. The syllabus addresses university policies for students to have a clear understanding of the expectations of the course. Students' work may be cross-referenced with scholarly search sites to ensure academic integrity is being maintained. This course utilizes BlackBoard for individual privacy in relation to grading.

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? Yes

If yes, which percentage, and which program(s)? In conjunction with the conversion of KHP 676: Current Issues in Sport to distance learning, this would put 50% of the Sport Leadership curriculum online.

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? Distance learning resources will be addressed by the instructor in the first meetings of class and will also be posted within the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources? All learning activities reflect specific standards related to leadership. The syllabus will also have contact information for Carla Contagallo (DL Librarian)

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The instructor will offer detailed instruction to students, if necessary. Other information regarding access will be posted in BlackBoard and syllabus.

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/>)? The syllabus contains contact information for all technical support resources. Students will also be able to contact the instructor by email to discuss any other difficulties.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

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. N/A

10.Does the syllabus contain all the required components? YES

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

Instructor Name: Justin K. Nichols

SIGNATURE|MNOLA01|Melody P Noland|KHP 683 NEW Dept Review|20140327

SIGNATURE|MYRT|Martha L Geoghegan|KHP 683 NEW College Review|20140509

SIGNATURE|ZNNIKO0|Roshan N Nikou|KHP 683 NEW Graduate Council Review|20141024

Courses	Request Tracking
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New Course Form

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

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
3304	KHP683DL.pdf

Delete First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: EDUCATION Submission Date: 3/27/2014

b. * Department/Division: Kinesiology - Health Promotion

c. * Contact Person Name: Justin K. Nichols Email: justin.nichols2@uky.edu Phone: 257-4746
* 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: KHP 683

c. * Full Title: Leadership, Theory, and Practice in Sport and Fitness Organizations

d. Transcript Title (if full title is more than 40 characters): Leadership, Theory, and Practice

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

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.
3 Lecture Laboratory1 Recitation Discussion
Indep. Study Clinical Colloquium Practicum
Research Residency Seminar Studio
Other If Other, Please explain:

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Medicine Numeric Grade (Non-medical students will receive a letter grade) Graduate School Grade Scale

h. * Number of credits: 3

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:

This course is designed to provide students with an overview of the leadership/management concepts, skills, and practices utilized in an ever-changing sport and fitness industry.

k. Prerequisites, if any:

Admission to the department or consent from 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? 20

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 for ANY program? Yes No

If YES, 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) identification of assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	KHP 683	Date:	3/27/2014
Instructor Name:	TBA	Instructor Email:	TBA
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

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 Syllabus Guidelines, specifically the Distance Learning Considerations?

The instructor and students will engage in synchronous and asynchronous meetings throughout the semester. The instructor will adhere to a 24-hour turnaround on all email or phone correspondence. The course will utilize

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, and student learning outcomes, etc.

This course will utilize journals, webpages, and selected readings to give the student an understanding of the practices, theories, and philosophies in Sport Leadership. Synchronous meetings will be used to provide students an

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 policy; etc.

Students will be given time windows to complete assignments. Students will also have to create accounts in BlackBoard and Adobe Connect to gain access to the course. The syllabus addresses university policies for students

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 of as defined above?

Yes

Which percentage, and which program(s)?

In conjunction with the conversion of KHP 676: Current Issues in Sport to distance learning, this would put 50% of the Sport Leadership curriculum online.

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.

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?

Distance learning resources will be addressed by the instructor in the first meetings of class and will also be posted within the syllabus.

Library and Learning Resources

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

All learning activities reflect specific standards related to leadership. The syllabus will also have contact information for Carla Contagallo (DL Librarian)

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

The instructor will offer detailed instruction to students, if necessary. Other information regarding access will be posted in BlackBoard and syllabus.

Student Services

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 the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The syllabus contains contact information for all technical support resources. Students will also be able to contact the instructor by email to discuss any other difficulties.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students 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.
N/A

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16

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

Instructor Name:

Justin K. Nichols

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/help>)

Revised 8/09

¹¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹²¹ The chair of the cross-listing department must sign off on the Signature Routing Log.

¹³¹ 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. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹⁴¹ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹⁵¹ 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
Department of Kinesiology & Health Promotion

KHP 683-DL: Leadership, Theory and Practice in Sport and Fitness Organizations
Date of Delivery TBD

Professor: TBD
Office: TBD
Phone: TBD
Email: TBD
Office Hours: TBD

Class Meeting: Online course delivery utilizing Blackboard and Adobe Connect. Online activities supplemented with four virtual synchronous meetings (via Adobe Connect) and 2 individualized virtual meetings (via Adobe Connect).

Textbooks: Collins, J.C. (2001). *Good to great: Why some companies make the leap—and others don't*. New York, NY: Harper Business.

Scott, S. (2009). *Fierce leadership: A bold alternative to the worst "best" practices of business today*. New York, NY: Random House, Inc.

Instructor's Virtual Office Hours: TBA

Preferred Method of Communication: Email: Justin.nichols2@uky.edu

Maximum Timeframe for Responding to Student Communication: Students may expect the instructor to have responses to email inquiries within 24 hours excluding weekends and holidays.

Teaching and Academic Support: Contact the Teaching and Academic Support Service Center at <http://www.uky.edu/TASC/index.php> or 859-257-8772

Procedures to Resolve Technical Problems: Contact the Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> or 859-257-1300.

Information on Distance Learning Library Services: Available through the Web at: www.uky.edu/Libraries/DLLS, DL Librarian (Carla Contagallo via email at

dlservice@email.uky.edu or telephone at 859-257-0050 x2171 or 1-800-828-0439) or

Distance Learning Interlibrary Loan Services:

http://www.uky.edu/Libraries/libpage.php?Iweb_id=253&llib_id+16

Course Description

KHP 683, This course examines the trends in leadership in a varied segments and businesses in the sports industry. The focus is on effective leadership styles, principles, models, and practices as they relate to sport organizations. This includes leadership and ethical behavior, inter and intraorganizational leadership strategies, management theory and practice, and organizational culture. This course reinforces the College of Education's conceptual framework of, **"research and reflection for learning and leading"**.

Research serves as one of the primary methods for sport leaders to locate and examine current and scientifically valid leadership content to be practiced in the workplace. Research will provide a platform for the development of conceptual frameworks associated with leadership theory and practice.

Reflection, particularly self-reflection, will afford students the opportunity to apply a variety of leadership theories and practices into their daily routines. Students will be provided with a range of experiences that allow them to utilize practical application to develop their personal philosophies on leadership.

Leading is expected for all sport leadership participants. Those associated with sport & fitness should become leaders in their perspective field. Sport leaders serve many different roles within a campus and community and should embrace the theories and practices presented by other leaders within the sport industry.

Learning should be a primary objective of all sport leaders. The industry is ever-changing and leaders must have the skills necessary to keep up with changes in policies and procedures associated with sport and fitness. Particular attention will be paid to enabling our future sport leaders to deal with diverse populations' learning styles.

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:

COE Technology Standards

- Standard 1 Candidates integrate media and technology into construction
- Standard 2 Candidates utilize multiple technology applications to support student learning
- Standard 3 Candidates select appropriate technology to enhance instruction
- Standard 5 Candidates address special learning needs through technology
- Standard 6 Candidates promote ethical and legal use of technology disciplines

Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards

- Standard 1 Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- Standard 4 Collaborating with faculty and community members, responding to diverse community needs, and mobilizing community resources.

Kentucky Teacher Standards:

- Standard 1 Demonstrates Applied Content Knowledge
- Standard 5 Assesses and Communicates Learning Results
- Standard 6 Demonstrates Implementation of Technology
- Standard 8 Collaborates with Colleagues/Parents/Others
- Standard 9 Engages in Professional Development
- Standard 10 Provides Leadership within School, Community, Profession

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

- 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 knowledge of theories and practices involved with Sport Leadership.	Peer and instructor observation/evaluation through email correspondence. Quizzes based on weekly readings.	KTS 1, 5; NASPE 1, 5, 7, 8
Demonstrate ability to develop goal-oriented action plans toward career sustainability utilizing leadership practices	Leadership Blueprint	ISLLC 1; KTS 8, 9; NASPE 7, 8
Demonstrate ability to critically analyze leadership theories and apply them to current leaders and mentors.	Campus Leader Interview; Protégé-mentor Essay	ISLLC 1, 4; KTS 1, 5, 8, 9, 10; NASPE 1, 4, 5, 7
Plan, design, and research current trends in Sport Leadership incorporating leadership theories.	Research project and presentation	COETS 1, 2, 3, 5, 6; KTS 1, 5, 6, 7, 8, 10; NASPE 5, 7, 8
Demonstrate leadership skills.	Group work and projects	KTS 10; NASPE 1, 4, 5, 7, 8

Leadership Topics Covered

This is a list of the topics that will be covered in KHP 683, Sport Manager's Lab. The topics may change depending on the time constraints or class progress.

- Emotional intelligence in leadership
- Transferable skills in sport leadership
- Naturalistic/trait theory
- Functional leadership

- Situational leadership
- Transactional vs transformational leadership
- Autocratic vs participative leadership
- Moral leadership
- Coaching/teaching styles
- Coaching/teaching philosophies
- Theoretical frameworks
 - Conceptual framework development
- Stakeholders & stakeholder theory

Course Policies

Required Course Readings

This course requires reading across multiple sources. We will also rely on the most recent content available for each of the core topics of study. Students will be expected to read articles, cases, and online resources from various entities.

Required Instructional Technology

This course requires the use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least 10mb Internet speed, and a high quality web-cam to complete their learning activities. All web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through <http://elearning.uky.edu>.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as:

“Embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths.”-University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6.

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6)

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native language, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Student Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of require assignments after established due dates and reserve the right to lower grades on assignments submitted late.

Class Attendance Policy

Because the class only meets four times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through email communication**. Additional assignments may be required for missed virtual synchronous class meetings.

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.

Canceled Class: If a virtual synchronous class meeting must be canceled due to unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid any unnecessary burdens.

Changes to Syllabus: I retain the right to modify this syllabus, if necessary to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via email and posted on the course Blackboard.

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, 859-257-2754, 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 in Times New Roman 12-point font. Please adhere to all APA 6th edition format.** Assignment due dates are provided in the course calendar.

Incomplete Grades. Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year-unless a shorter time frame is determined mutually by the student and instructor**-to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and KHP rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to me before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a complete Incomplete Grade Contract by the course deadline.

Class Participation

Students should be prepared to actively participate in the facilitation of assigned readings.

Assignments, Evaluation, and Grading Policy

Leadership Theory Research Project

100 points

Students will work to develop a research paper and presentation on one of theories covered in class. This should include a literature matrix associated with the selected theory. Students will be assigned a theory, based on a random draw. The final paper analysis should be double-spaced, typewritten, and 10-12 pages maximum (not including references, tables, figures, or appendices), following the American Psychological

Association (6th edition) guidelines for paper style. Times New Roman 12pt font and double spaced. Title page and reference pages do not count toward the 10+ pages.

A) Introduction (10 points)

B) Background (10 points)

C) Methods (ex. Literature review, index construction) (10 points)

D) Results and Discussion, (10 points)

E) Conclusions, this should include how the theory can be applied to Sport Leadership careers (10 points)

F) References (10 points)

This project is worth 100 points and will be graded as follows:

60 points for the paper. Points will be deducted for APA formatting and grammar.

40 points for the presentation. (15 minutes in length, roughly 2 minutes per slide). Be sure that you check the lighting and presentation background before your presentation. (Several presentations were difficult read because of the design, font, and layout of the slides).

*30 points for presentation (power point, guest speakers, group prepared video)

*Should include highlights from the components of the paper.

*10 points for the voice of the presenters (minimal use of “ums” and “uhs”)

Research proposal paper and presentation

40 points

Students will prepare a 2-3 page overview of their intended research including but not limited to: a brief introduction and background statement; hypothesis; proposed methods; and rationale for the study.

20 points for paper components:

content; spelling and grammar; references

20 points for video components:

Content; rationale for study; proposed outcome achievement

Annotated bibliographies

5 @ 10 each=50 points

For each research article that is chosen, you must prepare a list of the following information (or indicate that it is not there); **each bullet point below must be addressed to get full credit:**

- Provide the APA 6th edition citation of the article and a 2-3 sentence overview of the introduction and/or review of literature.
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Protégé-mentor Essay

50 points

Identify one non-family mentor who you would describe as an effective leader. Provide a description of their leadership characteristics and provide examples of the things you believe make them effective. This should be a 4-6 page document (not including references, tables, figures, and appendices), specifications include: double-spaced, typewritten, and follow APA 6th edition guidelines for paper style. Specific characteristics should be referenced by literature within the field of leadership.

10 points for evidence of the content (Is there sufficient literature based evidence for the characteristics selected?)

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10 points for content (Is the topic of leadership addresses in a clear and concise manner?)

10 points for citations and references (Is APA format maintained throughout the document?)

10 point for spelling and grammar (Is the document free from spelling and grammatical errors?)

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10 points for format (Is there a systematic flow to the action plan?)

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25 points

Students will conduct an interview with a campus leader. This could include, but are not limited to; department chairs, deans, program directors; key stakeholders in Student Affairs and the Athletic Department; or faith based-organizations. **Instructor approval will be required before interviews can begin.** The goal of the interview is to become well acquainted with the profile, leadership, style, performance, and impact of the campus leader who they do not know personally. Each student will submit answers to the instructor and a short video overview of the interview (via BlackBoard). You will not be making a video of the interview, just a highlight video of your experience.

15 points for documentation of interview questions

10 points for the facilitation of a discussion on the Campus Leader Interview

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100 points

The exam will be based on theories and practices discussed by the instructor in web lectures and PowerPoint Presentations.

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5 @ 5 points each=25 points

There will be five total DB assignments, each will be related to topics in Sport Leadership. Everyone will be expected to respond to the instructor's original posting. An adequate initial posting will be **at least 250 words**. The content will be graded not only in length, but also in quality of the content.

General Instructions for DB:

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- When you are responding to another class member or the instructor, please use a salutation and be sure to sign your name at the end of the comment.
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- Leadership Theory Research Paper & Presentation-100 points
- Leadership research proposal paper and presentation-40 points
- Leadership Blueprint-50 points
- Annotated Bibliographies (5 @ 10 points each)-50 points
- Protégé-mentor Essay-50 points
- Campus Leader Interview-25 points
- Leadership Theories and Practices Exam-100 points
- Discussion Board Posts (5 @ 5 points each)-25 points

Total Points=440

Grading scale for Graduate Students:

90-100%=A	80-89%=B	70-79%=C (No D for Grad Students)
(394-440points)	(350-393points)	(306-349points)

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-Synchronous meeting (via Adobe Connect)

Course Introduction and Overview

- Discuss Syllabus
- Introduce course and expectations
- Assign work groups
- Select book chapters to facilitate
- Assign discussion post #1

Day 2-Individual meetings (via Adobe Connect)

Making Digital Connections and becoming aware of your digital presence

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Web Lecture: Emotional Intelligence, Transferable Skills, and Sport Leadership.
(via
BlackBoard)

Day 3

Level 5 Leadership

- Reading-*Good to Great* selected chapters
- Protégé-Mentor Essay due (**submit in BlackBoard**)
- Web Lecture: Leadership styles, leadership philosophies, and situational leadership (**via BlackBoard**)
- Assign discussion post #2
- Submit topics for research

Day 4

Vision of a Leader

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Web Lecture: Transformational skills, transactional skills, and stakeholder theory.
(**via BlackBoard**)

Day 5-Synchronous meeting (via Adobe Connect)

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- PowerPoint: Element of a research proposal, paper, and presentation (**via Blackboard**)
- Assign discussion post #3

Day 6

Research in Sport Leadership

- Research proposal paper (2 page overview) and proposal presentation due for all students
- Each student will submit proposal presentation ratings from posted videos (rating scales will be posted in **Blackboard** under **Course Content** (You will not rate your own proposal). Ratings will be submitted to the instructor.
- Students will post a video of their proposal in **BlackBoard**
- Web Lecture: Trait theory, moral leadership, and leadership development.

Day 7

Leadership Practices

- Research proposal paper and presentation feedback submitted to groups
- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Assign discussion post #4
- Review posted for Theories and Practices Exam in **BlackBoard**

Day 8

- Timed exam in **BlackBoard**

Day 9

Missions, goals, and objectives

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Assign discussion post #5
- Leadership Blueprint due in **BlackBoard**

Day 10-Individual meetings (via Adobe Connect)

Address issues

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters

Day 11

Making Connections

- Annotated Bibliographies Due, submit in **BlackBoard**
- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters

Day 13-Synchronous Meeting (via Adobe Connect)

- Discuss any last minute concerns about Research Projects
- Discuss readings
- Confirm presentation dates
- Discussion board post response #5 (**via Blackboard**)

Day 14

Presentations

- Research project presentation video and paper submission (**via Blackboard**). Those that are not presenting will be conducting student evaluation on those that are presenting.
- Submit presentation ratings.

Day 15

Presentations

- Research project presentation video and paper submission (**via Blackboard**). Those that are not presenting will be conducting student evaluation on those that are presenting.
- Submit presentation ratings.

Day 16-Synchronous meeting (via Adobe Connect)

Presentations

- Research project presentation video and paper submission (**via Blackboard**). Those that are not presenting will be conducting student evaluation on those that are presenting.
- Submit presentation ratings.

Grading Policy

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to Blackboard. Any inquiry of disputes over scores must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale is not curved. For withdrawal information, please consult your advisor.

Resources

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 859-257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see <http://www.uky.edu/Diversity/SSS/contact.html> or call 859-257-9797.

UNIVERSITY OF KENTUCKY
Department of Kinesiology & Health Promotion

KHP 683: Leadership, Theory and Practice in Sport and Fitness Organizations
Date of Delivery TBD

Professor:	TBD
Office:	TBD
Phone:	TBD
Email:	TBD
Office Hours:	TBD

Class Meeting: Tuesdays 4-6:30pm

Textbooks: Collins, J.C. (2001). *Good to great: Why some companies make the leap—and others don't*. New York, NY: Harper Business.

Scott, S. (2009). *Fierce leadership: A bold alternative to the worst "best" practices of business today*. New York, NY: Random House, Inc.

Course Description

KHP 683, This course examines the trends in leadership in a varied segments and businesses in the sports industry. The focus is on effective leadership styles, principles, models, and practices as they relate to sport organizations. This includes leadership and ethical behavior, inter and intraorganizational leadership strategies, management theory and practice, and organizational culture. This course reinforces the College of Education's conceptual framework of, **“research and reflection for learning and leading”**.

Research serves as one of the primary methods for sport leaders to locate and examine current and scientifically valid leadership content to be practiced in the workplace. Research will provide a platform for the development of conceptual frameworks associated with leadership theory and practice.

Reflection, particularly self-reflection, will afford students the opportunity to apply a variety of leadership theories and practices into their daily routines. Students will be provided with a range of experiences that allow them to utilize practical application to develop their personal philosophies on leadership.

Leading is expected for all sport leadership participants. Those associated with sport & fitness should become leaders in their perspective field. Sport leaders serve many different roles within a campus and community and should embrace the theories and practices presented by other leaders within the sport industry.

Learning should be a primary objective of all sport leaders. The industry is ever-changing and leaders must have the skills necessary to keep up with changes in policies and procedures associated with sport and fitness. Particular attention will be paid to enabling our future sport leaders to deal with diverse populations' learning styles.

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:

COE Technology Standards

- Standard 1 Candidates integrate media and technology into construction
- Standard 2 Candidates utilize multiple technology applications to support student learning
- Standard 3 Candidates select appropriate technology to enhance instruction
- Standard 5 Candidates address special learning needs through technology
- Standard 6 Candidates promote ethical and legal use of technology disciplines

Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards

- Standard 1 Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- Standard 4 Collaborating with faculty and community members, responding to diverse community needs, and mobilizing community resources.

Kentucky Teacher Standards:

- Standard 1 Demonstrates Applied Content Knowledge
- Standard 5 Assesses and Communicates Learning Results
- Standard 6 Demonstrates Implementation of Technology
- Standard 8 Collaborates with Colleagues/Parents/Others
- Standard 9 Engages in Professional Development
- Standard 10 Provides Leadership within School, Community, Profession

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

- 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 knowledge of theories and practices involved with Sport Leadership.	Peer and instructor observation/evaluation through email correspondence. Quizzes based on weekly readings.	KTS 1, 5; NASPE 1, 5, 7, 8
Demonstrate ability to develop goal-oriented action plans toward career sustainability utilizing leadership practices	Leadership Blueprint	ISLLC 1; KTS 8, 9; NASPE 7, 8
Demonstrate ability to critically analyze leadership theories and apply them to current leaders and mentors.	Campus Leader Interview; Protégé-mentor Essay	ISLLC 1, 4; KTS 1, 5, 8, 9, 10; NASPE 1, 4, 5, 7
Plan, design, and research current trends in Sport Leadership incorporating leadership theories.	Research project and presentation	COETS 1, 2, 3, 5, 6; KTS 1, 5, 6, 7, 8, 10; NASPE 5, 7, 8
Demonstrate leadership skills.	Group work and projects	KTS 10; NASPE 1, 4, 5, 7, 8

Leadership Topics Covered

This is a list of the topics that will be covered in KHP 683, Sport Manager's Lab. The topics may change depending on the time constraints or class progress.

- Emotional intelligence in leadership
- Transferable skills in sport leadership
- Naturalistic/trait theory
- Functional leadership
- Situational leadership
- Transactional vs transformational leadership
- Autocratic vs participative leadership
- Moral leadership
- Coaching/teaching styles
- Coaching/teaching philosophies
- Theoretical frameworks
 - Conceptual framework development
- Stakeholders & stakeholder theory

Course Policies

Required Course Readings

This course requires reading across multiple sources. We will also rely on the most recent content available for each of the core topics of study. Students will be expected to read articles, cases, and online resources from various entities.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as:

“Embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths.”-University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6.

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6)

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native language, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Student Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

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. If you miss an assignment due to absence, you will need documentation in order to make-up that work.

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.

Changes to Syllabus: I retain the right to modify this syllabus, if necessary to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via email and posted on the course Blackboard.

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, 859-257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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- Leadership Theory Research Paper & Presentation-100 points
- Leadership research proposal paper and presentation-40 points
- Leadership Blueprint-50 points
- Annotated Bibliographies (5 @ 10 points each)-50 points
- Protégé-mentor Essay-50 points
- Campus Leader Interview-25 points
- Leadership Theories and Practices Exam-100 points
- Discussion Board Posts (5 @ 5 points each)-25 points

Total Points=440

Grading scale for Graduate Students:

90-100%=A	80-89%=B	70-79%=C (No D for Grad Students)
(394-440points)	(350-393points)	(306-349points)

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

Course Introduction and Overview

- Discuss Syllabus
- Introduce course and expectations
- Assign work groups
- Select book chapters to facilitate
- Assign discussion post #1

Day 2

Planning for the future

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Lecture: Emotional Intelligence, Transferable Skills, and Sport Leadership

Day 3

Level 5 Leadership

- Reading-*Good to Great* selected chapters
- Protégé-Mentor Essay due (**submit in BlackBoard**)
- Lecture: Leadership styles, leadership philosophies, and situational leadership (**posted in BlackBoard**)
- Assign discussion post #2
- Submit topics for research

Day 4

Vision of a Leader

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Lecture: Transformational skills, transactional skills, and stakeholder theory. (**posted in BlackBoard**)

Day 5

Research Planning

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- PowerPoint: Element of a research proposal, paper, and presentation (**posted in Blackboard**)
- Assign discussion post #3

Day 6

Research in Sport Leadership

- Research proposal paper (2 page overview) and proposal presentation due for all students
- Students will propose projects
- Lecture: Trait theory, moral leadership, and leadership development.

Day 7

Leadership Practices

- Research proposal paper and presentation feedback submitted to groups
- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Assign discussion post #4
- Review posted for Theories and Practices Exam in **BlackBoard**

Day 8

- Exam

Day 9

Missions, goals, and objectives

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Assign discussion post #5
- Leadership Blueprint due in **BlackBoard**

Day 10

Address issues

- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Discuss readings

Day 11

Making Connections

- Annotated Bibliographies Due, submit in **BlackBoard**
- Reading: *Good to Great* selected chapters
- Reading: *Fierce Leadership* selected chapters
- Discuss readings

Day 13

- Discuss any last minute concerns about Research Projects
- Discuss readings
- Confirm presentation dates

Day 14

Presentations

Day 15

Presentations

Day 16

Presentations

- **Paper Due!**

Grading Policy

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to Blackboard. Any inquiry of disputes over scores must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale is not curved. For withdrawal information, please consult your advisor.

Resources

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 859-257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see <http://www.uky.edu/Diversity/SSS/contact.html> or call 859-257-9797.