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JAN 21 2012

**Course Information**

Date Submitted: 11/5/2013

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 685 SUPERVISION OF SPORT & FITNESS PERSONNEL

OFFICE OF THE  
SENATE COUNCIL

Other Course:

Proposed Prefix and Number: KHP 685

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

**1. General Information**

a. Submitted by the College of: EDUCATION

b. Department/Division: Kinesiology - Health Promotion

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Justin K. Nichols

Email: justin.nichols2@uky.edu

Phone: 8592574746

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: SUPERVISION OF SPORT AND FITNESS PERSONNEL

Proposed Title: Supervision of Sport and Fitness Personnel

c. Current Transcript Title: SUPERVISION OF SPORT & FITNESS PERSONNEL

Proposed Transcript Title: SUPERVISION OF SPORT & FITNESS PERSONNEL

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: Graduate School Grade Scale

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

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

2i. Current Course Description for Bulletin: A study of the three major functions of the supervisor: planning, directing and controlling and their application to the area of organized sport.

Proposed Course Description for Bulletin: A study of the three major functions of the supervisor: planning, directing and controlling and their application to the area of organized sport.

2j. Current Prerequisites, if any: Prereq: HPR 580 or consent of instructor.

Proposed Prerequisites, if any: Prereq: Admission to the program or consent of the instructor

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name: Justin K. Nichols

Instructor Email: justin.nichols2@uky.edu

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 individual meetings during the course of the semester. The instructor will also adhere to a 48-hour turnaround on all email or phone correspondence. The course will utilize Blackboard and Adobe connect for information/assignment exchange. These inclusion conform to 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 a textbook and a selected readings to give the students a broad understanding of theories and concepts within supervision. Synchronous meetings will also give students the opportunity to network through face-to-face interactions.

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 and exams. The syllabus also addresses university academic policies for students to have a better understanding of the expectations of the course. Student work will also be cross-referenced with scholarly search cites to ensure academic quality and decrease the likelihood of plagiarism. This course will also utilize 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)? 30% of the Sport Leadership program

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 and posted within the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources? All learning activities reflect specific competencies related to sport and fitness supervision. 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 access information may be posted within the Blackboard shell for the course.

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.

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 685 CHANGE Dept Review|20131016

SIGNATURE|ZNNIKO0|Roshan N Nikou|KHP 685 CHANGE Graduate Council Review|20140121

SIGNATURE|MYRT|Martha L Geoghegan|KHP 685 CHANGE College Review|20140108

SIGNATURE|MNOLA01|Melody P Noland|KHP 685 CHANGE Dept Review|20131016

SIGNATURE|MYRT|Martha L Geoghegan|KHP 685 CHANGE College Review|20131024

SIGNATURE|MNOLA01|Melody P Noland|KHP 685 CHANGE Dept Review|20131016

SIGNATURE|MYRT|Martha L Geoghegan|KHP 685 CHANGE College Review|20131024

Courses	Request Tracking
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Course Change 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
2516	KHP 685-DL.pdf

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b>	KHP - Kinesiology and Hlth Promotion KHP 685 SUPERVISION OF SPORT & FITNESS PERSONNEL	<b>Proposed Prefix &amp; Number:</b>	KHP 685
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception of the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in cc content or emphasis, or which is made necessary by the elimination or sigt alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a.	Submitted by the College of: EDUCATION	Submission Date:	11/5/2013
b.	Department/Division:	Kinesiology - Health Promotion	
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.*	* Contact Person Name:	Justin K. Nichols	Email: justin.nichols2@uky.edu Phone: 8592574746
	* Responsible Faculty ID (if different from Contact):		Email: Phone:
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR Specific Term: 4
<b>2. Designation and Description of Proposed Course.</b>			
a.	Current Distance Learning(DL) Status:	<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.			
b.	Full Title:	SUPERVISION OF SPORT AND FITNESS PERSONNEL	Proposed Title: * Supervision of Sport and Fitness Personnel
c.	Current Transcript Title (if full title is more than 40 characters):	SUPERVISION OF SPORT & FITNESS PERSONNEL	

c. Proposed Transcript Title (if full title is more than 40 characters):		SUPERVISION OF SPORT & FITNESS PERSONNEL			
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number):	none	
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>2</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>2</sup> for each meeting pattern type.					
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
Proposed: *	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
f. Current Grading System:	Graduate School Grade Scale				
Proposed Grading System:*	<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:	A study of the three major functions of the supervisor: planning, directing and controlling and their application to the area of organized sport.				
* Proposed Course Description for Bulletin:	A study of the three major functions of the supervisor: planning, directing and controlling and their application to the area of organized sport.				
j. Current Prerequisites, if any:	Prereq: HPR 580 or consent of instructor.				
* Proposed Prerequisites, if any:	Prereq: Admission to the program or consent of the instructor				
*					
k. Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience				

	<input type="radio"/> Service Learning <input checked="" type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
<b>3. Currently, is this course taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address: {	
<b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
<b>5. Course Relationship to Program(s).</b>	
<b>a.* Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
<b>b.* Will modifying this course result in a new requirement<sup>Z</sup> for ANY program?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES <sup>2</sup> , list the program(s) here:	
<b>6. Information to be Placed on Syllabus.</b>	
a. <input type="checkbox"/> Check box if <b>changed to 400G or 500.</b>	If <b>changed to 400G- or 500-level</b> course you must send in a syllabus and <i>you must include the differentiator</i> undergraduate and graduate students by: (I) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

**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  
**All 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 educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techn

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the require below 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 equ experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: KHP 685	Date: 10/15/2013
Instructor Name: Justin K. Nichols	Instructor Email: justin.nichols2@uky.edu
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 Univers Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

The instructor and students will engage in synchronous and individual meetings during the course of the semester. The instructor will also adhere to a 48-hour turnaround on all email or phone correspondence. The

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 go assessment of student learning outcomes, etc.

This course will utilize a textbook and a selected readings to give the students a broad understanding of theories and concepts within supervision. Synchronous meetings will also give students the opportunity to

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 and exams. The syllabus also addresses university academic policies for students to have a better understanding of the expectations of the course. Student work

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 a DL, as defined above?

Yes.

Which percentage, and which program(s)?

30% of the Sport Leadership program

\*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 be six 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 and 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 competencies related to sport and fitness supervision. 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 access information may be posted within the Blackboard shell for the course.

#### 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 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.

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 which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto: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 Contagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/libraries/libpage.php?lweb\\_id=253&lhb\\_id=16](http://www.uky.edu/libraries/libpage.php?lweb_id=253&lhb_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

- <sup>123</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is Informed.
- <sup>124</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- <sup>125</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- <sup>126</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- <sup>127</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)
- <sup>128</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- <sup>129</sup> In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

**UNIVERSITY OF KENTUCKY**  
**Department of Kinesiology & Health Promotion**

**KHP 685-DL: Supervision of Sport & Fitness Personnel**  
**Date of Delivery TBD**

Professor:	Justin Nichols, Ed.D
Office:	104 Seaton Building
Phone:	(859) 257-4746
Email:	Justin.nichols2@uky.edu
Office Hours:	<b>By appointment</b>

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: Maxwell, J.C. (2011). *The 360° leader*. Nashville, TN: Thomas Nelson.  
Lussier, R.N., Kimball, D.C. (2009). *Applied Sport Management Skills*. Human Kinetics.

**Instructor's Virtual Office Hours:** TBA

**Preferred Method of Communication:** Email: [Justin.nichols2@uky.edu](mailto:Justin.nichols2@uky.edu)

**Maximum Timeframe for Responding to Student Communication:** Students may expect the instructor to have responses to email inquiries within 48 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](http://www.uky.edu/Libraries/DLLS), DL Librarian (Carla Contagallo via email at [dlservice@email.uky.edu](mailto: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?lweb\\_id=253&llib\\_id+16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id+16)

**Course Description**

KHP 685DL, Supervision in Sport and Fitness Personnel, applies the functions of management to the development, operation, and financing of athletic administration. Management will be examined from conceptualization through execution. The purpose of the course is to provide the student with an understanding of athletic management issues and problems related to the supervision, management, and business operations of various administrations. 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. Also, research provides the foundation for planning, directing, and evaluating sport and fitness related programs. All facets of supervision and leadership in sport (plan, do, check, and act) should be examined through research, for constant and consistent improvement.

Reflection, particularly self-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 respective professions.

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 (COETS)**

- 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

#### **Kentucky Teacher Standards (KTS)**

- Standard 1 Demonstrates Applied Content Knowledge
- Standard 5 Assesses and Communicates Learning Results
- Standard 6 Demonstrates Implementation of Technology
- Standard 7 Reflects on and Evaluates Teaching and Learning
- 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 4 Growth & Development
- Domain 5 Teaching & Communicating
- Domain 7 Organization & Administration
- Domain 8 Evaluation

<b>Learner Outcomes</b>	<b>Assessment</b>	<b>Standards</b>
Demonstrate current and factual leadership and supervision content.	Exams and quizzes	KTS 1, 5
Demonstrate ability to locate, analyze, and interpret a current issue in sport & fitness, while being able to disseminate information related to topic.	Article reviews and bibliographies	COETS 1, 2, 3, 5, 6; KTS 8, 9; NASPE 7, 8
Display knowledge on current events in supervision and leadership.	Discussion, participation, and journaling	KTS 1, 6, 8, 9, 10; NASPE 4, 5, 7, 8
Plan, design, and research current sport and fitness topics.	Research project and presentation	KTS 1, 5, 6, 7, 8, 10; NASPE 5, 7, 8
Demonstrate supervision skills.	Group work and projects	KTS 10; NASPE 4, 5, 7, 8

### **Supervision & Leadership Topics Covered**

This is a list of the topics that will be covered in KHP 685, Supervision of Fitness & Sport Personnel. The topics may change depending on the time constraints or class progress.

- Functions of a sport/fitness manager (Planning, directing, staffing, and evaluating)
- Professionalism in sport/fitness supervision
- Performance evaluations and promotions in sport/fitness
- Contract law including perks, liquidated damages, and termination
- Equality v/s Equity
- Purposes of assessment & evaluation in sport/fitness
- Emotional intelligence in leadership
- Employer and employee relationships

### **Course Policies**

#### **Required Course Readings**

This course requires reading across multiple sources. This includes the Maxwell book *The 360° Leader* and Lussier & Kimball's *Applied Sport Management Skills*. 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 required 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, 257-2754, email address: [jkarnes@email.uky.edu](mailto: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 6<sup>th</sup> 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. 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).

**Assignments, Evaluation, and Grading Policy**

Annotated bibliographies

**5 @ 10 points 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):

- Provide the APA 6<sup>th</sup> edition citation of the article and a 2-3 sentence overview of the introduction and/or review of literature.
- What is the purpose of the study?
- Where does the study take place? Describe the general physical and social context of the setting and note salient details.
- In what sequence did the major elements of the study occur? Describe the timing, frequency, order, and/or relationships used in organizing the study.
- Describe the participants giving number and important characteristics.
- How were data collected? What instruments were used?
- Describe the analysis of data. What types of tests were used?
- Describe the major results of the study. What was significant?
- Discuss implications of the study. How can this study be translated into your profession? What does this study mean for you as a teacher, coach, administrator, etc.?

Exams

**2 exams @ 100 points each=200 points**

Each student will complete a timed mid-term and final exam. Exams are worth 100 points each. This will include multiple choice and true/false items. A review will be posted on Blackboard before the exams.

Research proposal, project, and paper

Presentation Proposal

**30 points**

A 2-page overview of what you plan to do and how you plan to do it. Should include a prediction/hypothesis of what you think you will find. This should also include background, needs assessment, and rationale.

Presentation

**50 points**

\*Powerpoint required

\*Should last 15-20 minutes

\*Should provide the following:

\*Introduction to the topic (What are you discussing?)

\*Statement of the problem (What is the issue?)

\*Relevance to Sport Management (Why is it important?)

\*Findings (What did you find?)

\*Conclusions & recommendations for the future (What does it mean and where do we go in the future?)

Points breakdown

10 points for peer review of presentation (each student will score the presenter on a 1-10 scale, 1=lowest and 10=highest; a class average on the 10 point scale will be utilized)

10 points for the presenters' voice (fluent speech, minimum use of ums and okays)



20 points for the presentation (flow, design, font, not too wordy, not too much white space)

10 points for appropriate pages within presentation (title, thank you, and references)

50 points

Paper

**50 points**

\* Word document (8-12 pages) **title page and reference list does not count toward overall page count.**

\* APA 6<sup>th</sup> edition format

\* Should include the following headings

\* Introduction & background

\* Statement of the issue

\* Procedures

\* Results & discussion

\* Conclusion

Points breakdown

15 points for APA format

35 points for content

50 points

Discussion board posts

**4 @ 5 points each=20 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:

- When you initially ask a question or change topics, begin a new thread.
- This is not Facebook, MySpace, or a text message to your friend – please do not use abbreviations **and** remember that everyone in the class will be reading what you write.
- 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.
- Respect that not all of your classmates will always agree with you. **The instructor will not accept ridicule, vicious arguing and putdowns, or disrespectful comments.**
- “Factual” comments and quotes should be backed up with the appropriate references.

**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) Mid-term exam	100 points
2) Final exam	100 points
3) Discussion board posts (4 @ 5 points each)	20 points
4) Annotated bibliographies (5 @ 10 points each)	50 points
5) Research proposal	30 points
6) Research project paper	50 points
7) Research project presentation	50 points

**Total Points=400**

Grading scale for Graduate Students:

90-100%=A (358-400points)	80-89%=B (318-357points)	70-79%=C (No D for Grad Students) (278-317points)
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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**-Individual meetings (via Adobe Connect) with students to discuss the course overview and answer any questions about the course.

-Discussion board post response #1 (via Blackboard)

-Reading from Maxwell's 360

-*Applied Sport Management Skills*

**Day 2**-Synchronous meeting (via Adobe Connect) to respond to Maxwell's readings

**Day 3**-Chapter reviews from *Applied Sport Management Skills & Maxwell*

**Day 4**-Chapter reviews from *Applied Sport Management Skills & Maxwell*

**Day 5**-Synchronous meeting (via Adobe Connect) to respond to readings

-Discussion board post response #2 (via Blackboard)

**Day 6**-Chapter reviews from *Applied Sport Management Skills & Maxwell*

-Review for mid-term exam (via Blackboard)

**Day 7**-MID-TERM EXAM (via Blackboard)

**Day 8**-Individual meetings (via Adobe Connect) to conduct mid-term evaluation of course; discuss Research Projects; discuss readings; and give feedback to students

-Discussion board post response #3 (via Blackboard)

**Day 9**-Synchronous meeting (via Adobe Connect) to respond to readings and address ideas about Research Project

**Day 10**-Proposal for Research project due (via Blackboard)

- Chapter reviews from *Applied Sport Management Skills & Maxwell*

**Day 11**-Proposal feedback given via email

-Chapter reviews from *Applied Sport Management Skills & Maxwell*

**Day 12**-Chapter reviews from *Applied Sport Management Skills & Maxwell*

**Day 13**-Synchronous meeting (via Adobe Connect) to discuss any last minute concerns about Research Projects.

-Discussion board post response #4 (via Blackboard)

**Day 14-** Research project presentation and paper submission (via **Blackboard**). Those that are not presenting will be conducting student evaluation on those that are presenting.

**Day 15-** Research project presentation and paper submission (via **Blackboard**). Those that are not presenting will be conducting student evaluation on those that are presenting.

**Finals Week-**Final Exam

### **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.