

RECEIVED

JAN 21 2014

OFFICE OF THE
SENATE COUNCIL

Course Information

Date Submitted: 11/5/2013

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 686 SPORT MANAGER'S LAB

Other Course:

Proposed Prefix and Number: KHP 686

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: SPORT MANAGER'S LABORATORY

Proposed Title: Sport Manager's Laboratory

c. Current Transcript Title: SPORT MANAGER'S LAB

Proposed Transcript Title: Sport Manager's Lab

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 combination of lectures and laboratory experiences which enable the student to demonstrate competence in the application of various applied management skills learned in HPR 685. Skills such as delegation, performance appraisal, coaching and counseling employees will be covered. Students will be videotaped as a method of providing feedback.

Proposed Course Description for Bulletin: A combination of lectures, laboratory experiences, and discussions which enable the student to demonstrate competence in application of various applied management skills learned in other KHP courses.

2j. Current Prerequisites, if any: Prereq: HPR 685 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 asynchronous meetings throughout 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 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 students an understanding of policies and procedures in Sport Management. Synchronous meetings will be used to allow students the opportunity to network with other students in the course. Students will also have individual projects that will give them the opportunity to gain real-world experience in Sport Management.

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 academic policies for students to have a clear understanding of the expectations of the course. Student work may be cross-referenced with scholarly search cites 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)? 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 laboratory and learning activity reflect specific competencies related to Sport Management. This 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 Blackboard and the 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 686 CHANGE Dept Review|20131016

SIGNATURE|MYRT|Martha L Geoghegan|KHP 686 CHANGE College Review|20131024

SIGNATURE|ZNNIKO0|Roshan N Nikou|KHP 686 CHANGE Graduate Council Review|20140121

SIGNATURE|MNOLA01|Melody P Noland|KHP 686 CHANGE Dept Review|20131025

SIGNATURE|MYRT|Martha L Geoghegan|KHP 686 CHANGE College Review|20140108

Courses	Request Tracking
---------	------------------

Course Change Form

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

Open in full window to print or save

Generate R

Attachments:

Upload File

ID	Attachment
2517	KHP 686-DL.pdf

Select saved project to retrieve...

Get New

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

Current Prefix and Number:	KHP - Kinesiology and Hlth Promotion KHP 686 SPORT MANAGER'S LAB	Proposed Prefix & Number:	KHP 686
* 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 for the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not im 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 sig 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			
1. General Information			
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? <input type="button" value="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: *	
2. Designation and Description of Proposed Course.			
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 unless the department affirms (by checking this box) the proposed changes do not affect DL delivery.			
b. Full Title: SPORT MANAGER'S LABORATORY		Proposed Title: * Sport Manager's Laboratory	
c. Current Transcript Title (if full title is more than 40 characters):		SPORT MANAGER'S LAB	

c. Proposed Transcript Title (if full title is more than 40 characters):		Sport Manager's Lab			
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number):	none	
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ² for each meeting pattern type.					
Current:	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other:	Please explain:	
Proposed: *	Lecture 3	Laboratory ²	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 combination of lectures and laboratory experiences which enable the student to demonstrate competence in the application of various applied management skills learned in HPR 685. Skills such as delegation, performance appraisal, coaching and counseling employees will be covered. Students will be videotaped as a method of providing feedback.					
* Proposed Course Description for Bulletin:					
A combination of lectures, laboratory experiences, and discussions which enable the student to demonstrate competence in application of various applied management skills learned in other KHP courses.					
j. Current Prerequisites, if any:					
Prereq: HPR 685 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 type="radio"/> Both
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<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:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiator 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 instructor in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology. 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 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 equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: KHP 686	Date: 10/16/2013
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 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 also adhere to a 48-hour turnaround on all email or phone correspondence. The course will

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 goal assessment of student learning outcomes, etc.
 This course will utilize journals, webpages, and selected readings to give the students an understanding of policies and procedures in Sport Management. Synchronous meetings will be used to allow students the opportunity
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 academic policies
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 laboratory and learning activity reflect specific competencies related to Sport Management. This 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 Blackboard and the 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 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
 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."
 - 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

- ^[1] 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.
- ^[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ^[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ^[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ^[5] 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.)
- ^[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ^[7] 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 686-DL: Sport Manager's Lab
Date of Delivery TBD

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

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

Textbook: Baghurst, T.M., Parish, A. (2010). *Case studies in coaching: Dilemmas and ethics in competitive school sports*. Scottsdale, AZ: Holcomb Hathaway, Publishers

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 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, 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&lilib_id+16

Course Description

KHP 686, This course will provide an introduction to: (1) evaluative action-oriented research, a self-reflective process of problem-solving by individuals on their own practice; and (2) applied research-based projects. Using a team approach, students will engage in a variety of experiential learning projects with sport management and innovation as contextual themes. Special emphasis will be placed on breakthrough design thinking as well as techniques and applications in the collection of relevant data that include case studies, semi-structured interviews, and participant observation. Principles related to management, marketing, effective communication, and leadership within the sport and entertainment industry will also be discussion topics. This course reinforces the

College of Education's conceptual framework of, "**research and reflection for learning and leading**".

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

- 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:

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

Learner Outcomes	Assessment	Standards
Demonstrate current and factual leadership and supervision content.	Peer and instructor observation through email correspondence.	KTS 1, 5; NASPE 1, 5, 7, 8
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 1, 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 1, 4, 5, 7, 8

Sport Management Topics Covered

This is a list of the topics that will be covered in KHP 686, Sport Manager's Lab. The topics may change depending on the time constraints or class progress.

- Writing workshops
 - Philosophy statements cover letters, letters of application
- Work service, volunteering and there relation to experiential education
 - Authentic v/s Alternative assessment
- Team development and team types
- Organizational types
 - Mission statements, visions, and goals
- Coaching/teaching styles
- Policy & governance in various levels of sport
 - Secondary education
 - College/University

- Professional
- Athlete/client injuries
- Limitations
- Certifications
- Managerial responsibilities
- Evaluation frameworks
 - Plan, do, check, act
 - Performance evaluation
- Stakeholders & stakeholder theory

Course Policies

Required Course Readings

This course requires reading across multiple sources. This includes the Baghurst & Parish book *Case studies in coaching*. 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, 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. 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

Project Innovation

100 points

This project is to plan a new innovation within a selected field by students in groups of two. These fields of interest may include but are not limited to sport, athletics, recreation, leisure studies, or fitness. The final paper analysis should be double-spaced, typewritten, and 6-8 pages maximum (not including references, tables, figures, or appendices), following the American Psychological Association (6th edition) guidelines for paper style. Times New Roman 12pt font and double spaced. Title page and reference pages do not count toward the 6+ pages.

A) Introduction (10 points)

B) Statement of the problem (10 points)

C) Theoretical Framework (ex. "Best practices, Stakeholder theory, Supply-n-demand") (10 points)

D) Results and Discussion (10 points)

E) Conclusions and Future Recommendations (10 points)

F) References (10 points) **Articles can only go back to 2005. Articles must be from scholarly sites. 8 total references are required, 6 must come from scholarly sites/journals, 2 may come from USA Today.**

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. (20 minute minimum, 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 (**Presenters do not have to dress up for this assignment**)

Journal entries

4 @ 10 each=40 points

Topics are posted within the syllabus. Journal entries should be a 1 page response to the question or statement proposed. Responses should utilize proper grammar, structure rules, APA 6th edition format, and careful thought.

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):

- Provide the APA 6th 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.?

Organizational innovation research

100 points

Students will work to identify, frame, and diagnose the current innovation practices of an organization. Students will explore the purpose, practices, and key stakeholders of their selected campus space.

This exercise is not intended to be a summary of your selected organization, but instead you should consider the following points to guide your diagnostic critique:

- What are the essential elements of innovation in this organization?
- Frame *innovation* in terms of its relevance or value to your selected organization.
- How does your organization build upon its innovation to achieve its desired outcomes?
- Think about quantifiable or measurable outcomes as a result of their innovation practices.

**Each group will prepare a PowerPoint presentation

The point distribution is as follows:

Dress & grooming	10 points (includes clothing & appearance)
Voice	20 points (does the presenter maintain eye contact, does the presenter use words like um or okay, does the presenter read directly from slides)
Presentation	50 points (does the presentation flow, does the presenter provide enough facts to justify innovation, does the presentation contain technology driven applications)
Peer evaluations	10 points (each students in the class will submit a grade for each presenter) 1 is the lowest score and 10 is the highest
References	10 points (6 th edition APA format)

*Presentations should last approximately 15 minutes.

Case study in coaching

50 points

Each student will be randomly assigned a case related to leadership and coaching based on preference. Students will be asked to lead a conversation/debate related to their perspective case. This will include: submitting type-written answers for the questions at the end of each case, leading discussion, and interpreting outcomes.

Assignment: Case study in coaching (50 points total)

Due: Date/topic selected by students

Questions for the chapter you present are due the day you present
Content (20 points)

- Does the student present the case in a manner that is easily understandable by multiple audiences?
- Does the student engage the class?
- Does the student make any connections to other topics related to sport & leadership?
- Does the student fully cover the topic?

Voice (20 points)

- Does the student ramble?
- Does the student use phrases like, um and okay frequently?
- Does the student articulate well?
- Does the student use a voice that is easily heard by other members of the class?

Questions at the end of chapter (10 points) **Must be typed and submitted the day of the presentation.**

Volunteer service

15 hours @ 3 PPH=45 points

Students will be required to volunteer their time to a local organization or group.

Organizations must be pre-approved by the instructor. Students will have to coordinate volunteer hours with a perspective supervisor. Please have contact information for the perspective supervisor. An hours log and sign off sheet will be provided (Appendix A).

Discussion board post

5 @ 5 points per post=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:

- 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:

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.) Case study in coaching-50 points
- 2.) Organizational Innovation research-100 points (points rubric to be distributed)
- 3.) Journals 4 @ 10 points each-40 points (points rubric to be distributed)
- 4.) Project Innovation-100 points (points rubric to be distributed)
- 5.) Volunteer service (15 hours)-45 points
- 6.) Discussion board post (5 responses @ 5 points each)
- 7.) Class participation-25 points
- 8.) Printed copy of syllabus-5 points (Send me a photo or youtube video of you with the syllabus)
- 9.) Annotated bibliographies 5 @ 10 points each

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)

Topic: Course Introduction and Overview

- Course Goals and Objectives video including: (via Blackboard)
 - Discuss Course Syllabus
 - Course Requirements
 - Propose selected case studies
 - Assign working groups

Day 2-Individual meetings(via Adobe Connect)

- Baghurst & Parish *Case studies in Coaching* (Read “Forward” & “Introduction”)
- Working Groups: Discuss opposing philosophies of sport management.**
- Begin coordinating the service learning project
- Journal #1-Write your personal philosophy statement. (via Blackboard)**
- Discussion board post #1(via Blackboard)**

Day 3

Baghurst & Parish *Case studies in Coaching* (Read Case 1)

- Working Groups: Group debate (topic to be assigned) + Determine organizations to research. CC me on your emails.**
- Email me about your progress on a volunteer project
- Finalize any paperwork that may be associated with volunteer project
- Submit proposal for “Organizational innovation research” (1 page including rationale & background) (via Blackboard)**
- Discussion board post #2(via Blackboard)**

Day 4

Baghurst & Parish *Case studies in Coaching* (Read Case 5)

- Working Groups: Discuss organizational types. CC me on your emails**
- Service learning project
- Journal #2-Write a cover letter for a currently posted job. Include a link to the job posting. (via Blackboard)**

Day 5-Synchronous meeting(via Adobe Connect)

Baghurst & Parish *Case studies in Coaching* (Read Case 6)

- Working Groups: Management v/s Leadership. CC me on your emails.**
- Visualize career goals, discuss career plan, anticipate problems with goals
- Discussion board post #3(via Blackboard)**

Day 6-

Baghurst & Parish *Case studies in Coaching* (Read Case 11)

- Organizational Case Study presentations (Groups 1, 2 and 3) (via Blackboard)**
- Journal #3-How can the NCAA become more consistent with punishments for rule infractions? (via Blackboard)**

Day 7-

Baghurst & Parish *Case studies in Coaching* (Read Case 15)

- Organizational Case Study Presentations (Groups 4, 5, and 6) (via Blackboard)**

Day 8

Baghurst & Parish *Case studies in Coaching* (Read Case 18)

- Organizational Case Study Presentations (If needed)**
- Discussion board post #4(via Blackboard)**

Day 9

Baghurst & Parish *Case studies in Coaching* (Read Case 20)

- Journal #4-Choose a side and explain why: NCAA athletes should be paid to play, yes or no. (via Blackboard)**

Day 10

Baghurst & Parish *Case studies in Coaching* (Read Case 21)

- Working Groups: Discuss the presidents influence on athletics.
- Discussion board post #5(via Blackboard)

Day 11

- Baghurst & Parish *Case studies in Coaching* (Read Case 4)
- Discuss Reading:** DiLiello, T., Houghton, J. (2006). Maximizing organizational leadership capacity for the future: Toward a model of self-leadership, innovation and creativity. *Journal of Managerial Psychology*, 21 (4), pp.319 - 337(via Blackboard)

Day 12-Individual meeting(via Adobe Connect)

- Baghurst & Parish *Case studies in Coaching* (Read Case 10)
- Working Groups: Finalize presentation preparations. CC me on your emails.**
- Discuss Reading:** Jung, D., Chow, C., Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. *The Leadership Quarterly*, 14 (4-5), pp. 525-544 (via Blackboard)

Day 13-Synchronous meeting(via Adobe Connect)

- Baghurst & Parish *Case studies in Coaching* (Read Case 13)
- Project Innovation 2013 PPT Presentations(via Blackboard)**

Day 14-Synchronous meeting(via Adobe Connect)

- Baghurst & Parish *Case studies in Coaching* (Read Case 8)
- Project Innovation 2013 PPT Presentations(via Blackboard)**

Day 15-Synchronous meeting(via Adobe Connect)

- Baghurst & Parish *Case studies in Coaching* (Read Case 7)
- Project Innovation 2013 PPT Presentations(via Blackboard)**

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.

APPENDIX A: Volunteer Hour Log Sheet (Must complete 15 hours)

Name of Organization: _____

Name of Supervisor: _____

Contact Information for Supervisor: _____

Date: _____ **#Hours Volunteered** _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Description of Service completed: _____

