

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

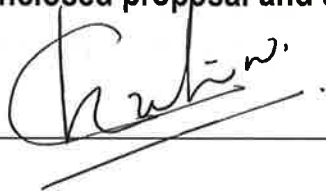
Proposal Title: MLS 5361 Leadership in Diverse Cultures

College: Liberal Arts

Department: Leadership and Community Engagement Program

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.



02/21/2020

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

GRADUATE CURRICULUM CHANGE MEMO

Date: January 21, 2020

From: Dr. Areli Chacón Silva, Director of the Leadership and Community Engagement Program

Through:

Through: Dr. Dennis O'Hearn, Dean of the College of Liberal Arts

To: Dr. Crystal Herman, Chair, College of Liberal Arts Curriculum Committee
Cc: Estela Estrada, Dean's Office

Proposal Title: New graduate course MLS 5361 Leadership in Diverse Cultures

The purpose of this course is to study the enactment of leadership to value and facilitate diversity, and the effect of diversity on the process of leadership. There are many faces of diversity that go beyond gender, race, culture and ethnicity. People in organizations and societies differ in how they were raised, who raised them, whether they are from urban and/or rural areas, the religious practices they observe if they observe such practices, and political beliefs, to name just a few sources of diversity.

In the 21st Century, major demographic changes are occurring in the United States and organizations, nations and societies are undergoing globalization, caused by rapid and substantive changes in economic and political relationships as well as communication technologies. These phenomena require an understanding of the effect of diversity on leadership, and the importance of valuing diversity in organizational and societal life.

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Leadership and Community Engagement Program

Rationale for adding the course:

In the 21st Century, major demographic changes are occurring in the United States and organizations, nations and societies are undergoing globalization, caused by rapid and substantive changes in economic and political relationships as well as communication technologies. These phenomena require an understanding of the effect of diversity on leadership, and the importance of valuing diversity in organizational and societal life.

All fields below are required

Subject Prefix and # MLS 5361

Title (29 characters or fewer): Lead. in Diverse Cultures

Dept. Administrative Code :

CIP Code 30.9999.22

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

The purpose of this course is to study the enactment of leadership to value and facilitate diversity, and the effect of diversity on the process of leadership. There are many faces of diversity that go beyond gender, race, culture and ethnicity. People in organizations and societies differ in how they were raised, who raised them, whether they are from urban and/or rural areas, the religious practices they observe if they observe such practices, and political beliefs, to name just a few sources of diversity.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |

F Private Lesson

Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks

TCCN (Use for lower division courses) : NA

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:

Classification	GR
Major	

SYLLABUS FOR MLS 5361: Leadership in Diverse Cultures

Patricia D. Witherspoon, Ph.D.
Dean Emerita and Professor
Emerita of Communication
withersp@utep.edu; 737-757-1103
Office Hours: Mon., Wed., Thurs., Sunday
8-10 p.m. (CST) and by request

A NOTE FROM DR. WITHERSPOON: WELCOME TO MLS 5361 . MY GOAL IS TO CREATE AN ENVIRONMENT THAT ENCOURAGES AND REWARDS ENGAGEMENT...WITH ME AND YOUR FELLOW STUDENTS. IF MY OFFICE HOURS ARE NOT CONVENIENT FOR YOU, PLEASE FEEL FREE TO REQUEST A DIFFERENT TIME FOR US TO EMAIL OR TALK. FOR HELP WITH BLACKBOARD, GO TO:

<http://help.blackboard.com/student/index.htm>

YOU MAY ALSO CALL THE UTEP HELP DESK WITH PROBLEMS OR QUESTIONS: 915/747-5257. I WILL CHECK INTO BLACKBOARD AT LEAST ONCE A DAY, AND WILL CHECK MY EMAIL, WITHERSP@UTEP.EDU SEVERAL TIMES A DAY, TO ANSWER QUESTIONS. I'LL USE BLACKBOARD TO GIVE YOU FEEDBACK ON ASSIGNMENTS AND YOUR POSTS ON OUR DISCUSSION BOARDS. ALWAYS FEEL FREE TO CONTACT ME WITH CONCERNS, QUESTIONS, IDEAS, AND OPINIONS.

COURSE OVERVIEW

The purpose of this course is to study the enactment of leadership to value and facilitate diversity, and the effect of diversity on the process of leadership. There are many faces of diversity that go beyond gender, race, culture and ethnicity. People in organizations and societies differ in how they were raised, who raised them, whether they are from urban and/or rural areas, the religious practices they observe if they observe such practices, and political beliefs, to name just a few sources of diversity. In the 21st Century, major demographic changes are occurring in the United States and organizations, nations and societies are undergoing globalization, caused by rapid and substantive changes in economic and political relationships as well as communication technologies. These phenomena require an understanding of the effect of diversity on leadership, and the importance of valuing diversity in organizational and societal life.

COURSE LEARNING OUTCOMES

The learning outcomes for this course include, but are not limited to, the following stated outcomes. Upon completion of this course, you should be able to:

- Define and compare the terms "diversity" and "globalism."
- Describe the notion of "intersectionality" and its relationship to diversity leadership.
- Describe the notion of self-awareness and its relationship to diversity leadership.
- Describe and analyze at least 3 diversity leadership styles.
- Compare and contrast the notions of "labyrinth" and "glass ceiling" as concepts related to

women's professional success in organizations.

-List and describe at least three influences cited by African-American leaders that have affected the development of African-American leadership in the U. S.

-Describe at least three Latino leadership principles, as presented and discussed by Latino leaders in the U. S.

-Describe and analyze three sets of skills possessed by culturally competent global leaders.

-Describe and analyze at least three elements of organizations that affect the leadership of diversity within them.

-Describe and analyze at least three elements of community/societal contexts that affect the leadership of diversity within those contexts.

COURSE TOPICS

March 25—Leadership and Diversity—Defined and Applied

April 1—Gender and Leadership

April 8—Race and Leadership

April 15—Ethnicity and Leadership

April 22—Leadership and Intersectionality

April 29—Leadership as Influenced by Globalization

May 6—Leading Diversity in Organizational Contexts

May 13—Leading Diversity in Communities and Societies

READINGS, BY WEEK

Texts: Diversity and Leadership, by J. L. Chin and J. E. Trimble. Sage: Los Angeles, 2015.

On Managing Across Cultures, HBR's 10 Must Reads. Boston: Harvard Business Review Press, 2016.

March 25—HBR essays on pp. 1 and 47

Chin & Trimble, Chapt. 1, 2, 3

April 1—Chin & Trimble, Chapt. 4 and 5

April 8—Chin & Trimble, Chapt. 8

April 22—HBR essay on p. 35

Chin & Trimble Chapt. 9 and 10

April 29—HBR essays on pp. 75, 85, 117, 129

May 6—Chin & Trimble, Chapt. 6

HBR essays on p. 17 and 139

May 13—Chin & Trimble, Chapt. 7

MINI-LECTURE TOPICS BY WEEK

March 25—The Depth and Breadth of Leadership and Diversity
April 1—Gender and Leadership
April 8—Race and Leadership: African American Leadership
April 15—Latino/a Leadership
April 22— Ethnicity and Gender: One Look at Intersectionality and Leadership
April 29—Leadership and Globalism
May 6—Enacting Diversity Leadership in Organizations: Key Factors
May 13—Enacting Diversity Leadership in Communities and Societies: Key Influences

COURSE ASSIGNMENTS

- Assigned readings from texts**

- Viewing of videos accessed through Blackboard**

- Reading of mini-lectures prepared by Dr. Witherspoon**

- 2 Discussion Posts per week (for 7 weeks). (EACH POSTING SHOULD BE THE EQUIVALENT OF ONE TYPED PAGE.) ONE POSTING WILL ADDRESS A QUESTION PROVIDED BY DR. WITHERSPOON. THE OTHER POSTING WILL BE A RESPONSE TO A POSTING THAT WEEK FROM ANOTHER STUDENT.**

- Four Response Papers (EACH 3-4 PAGES IN LENGTH) on a topic from that week's reading or mini-lecture. Students will select the topic on which they wish to write.**

- An Essay due the last day of class. Students will select one question on which to write from those provided by Dr. Witherspoon.**

METHODS OF EVALUATION

There will be seven discussion posts in this course, each worth 5% of the final grade, for a total of 35% of the final course grade. These posts will respond to a question posed by Dr. Witherspoon at the beginning of each week. Each student also should respond each week to another student's post. These posts among students will not be graded, but they will enhance interactive learning within the class.

There will be four response papers, on a topic discussed in the readings or minilecture for that week. Students can select the topic and offer his/her opinions/ideas/solutions, etc. on that topic. Each paper is worth 10% of the final grade (total of 40% of final grade). Citing material from the class is not required for the response papers.

Finally, there will be an essay due on May 17, the last day of class, worth 25% of the final grade. Questions will be provided during the first week of class, and each student can select the question he/she wishes to address. The essay should include information from the readings, mini-lectures, videos to support the student's opinion. This essay is to assess your analysis of, and ability to address, questions related to the readings and mini-lectures. The essay should be a minimum of 4 typed, double-spaced pages.

Grading Scale: A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

**OUR LEARNING SYSTEM: BLACKBOARD LEARN
YOU'LL NEED A COMPUTER WITH BASIC AUDIO/VIDEO OUTPUT EQUIPMENT, A
STRONG INTERNET CONNECTION, AND MICROSOFT OFFICE OR SIMILAR
SOFTWARE.**

ACADEMIC DISHONESTY

Academic dishonesty is prohibited and is considered a violation of rules articulated in UTEP's Handbook of Operating Procedures. It is also contrary to the process of organizational leadership itself, and includes, but is not limited to, cheating, plagiarism, and collusion.

- *Cheating* may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports.
- *Plagiarism* occurs when someone intentionally or knowingly represents another person's words or ideas as his or her own.
- *Collusion* involves the unauthorized collaboration with another person or group to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. More information can be found in the UTEP *Handbook of Operating Procedures*, under the heading "[Alleged Student Scholastic Dishonesty](#)" and the UT System [Regents' Rules and Regulations](#).

AMERICANS WITH DISABILITIES ACT AS APPLICABLE TO THIS CLASS

This law requires that all materials needed for a course be made available to all students in that course, whether it is a face-to-face class or an online course. Please contact me at the beginning of the semester if you need accommodations; I am happy to work with the office on campus that provides accommodations to students with disabilities. That office is the Center for Accommodations and Support Services (CASS) at 747-5148, or you can contact staff via email at cass@utep.edu. The office is located in UTEP Union East, Room 106.

For additional information, please visit the CASS website at www.sa.utep.edu/cass.

LIBRARY INFORMATION

Access the UTEP Library by visiting <http://libraryweb.utep.edu/>

WEEKLY CALENDAR: MLSX 5380	TOPICS	READINGS/COURSE MATERIALS	ASSIGNMENTS DUE	POSTINGS DUE	NOTES
<u>Week 1</u> March 25--31	Leadership & Diversity— Defined and Applied	HBR essays on pp. 1, 47, 129 Chin & Trimble, Chpts. 1, 2, 3 Mini-Lecture Video		Discussion Board (DB) posting, due March 28, plus comments on at least 1 other post due by March 31	Papers, postings and comments on other postings are due by 10:30 p.m. on due dates. Postings will respond to questions posted by Dr. Witherspoon. See Syllabus for detailed directions about postings and papers.
<u>Week 2</u> April 1--7	Gender and Leadership	Chin & Trimble, Chpts. 4 & 5 Mini-Lecture Video	First response paper due on April 7. See syllabus for details.	DB posting due April 4 and comments on another posting due by April 7	
<u>Week 3</u> April 8-14	Race and Leadership	Chin & Trimble, Chapt. 8 Mini-Lecture Video	Second response paper due on April 14.	DB posting due April 11 and comments on another posting due April 14	
<u>Week 4</u> April 15-21	Ethnicity and Leadership	Mini-Lecture Video		DB posting due April 18 and comments on another's post due by April 21	
<u>Week 5</u> April 22-28	Leadership and Intersectionality	HBR essay on p. 35 Chin & Trimble, Chpts. 9 & 10 Mini-Lecture Video	Third response paper due on April 28	DB posting due April 25 and comments on another's post due by April 28	

<p><u>Week 6</u> April 29-May 5</p>	<p>Leadership as Influenced by Globalization</p>	<p>HBR essays on pp. 75, 85, 117 Mini-Lecture Video</p>		<p>DB posting due May 2 and comments on another's post due by May 5</p>	
<p><u>Week 7</u> May 6-12</p>	<p>Leading Diversity in Organizations</p>	<p>Chin & Trimble, Chapt. 6 HBR essays on pp. 17 and 139 Mini-Lecture Video</p>	<p>Fourth response paper due on May 12</p>	<p>DB posting due May 9 and comments on another's post due by May 12</p>	
<p><u>Week 8</u> May 13-17</p>	<p>Leading Diversity in Communities and Societies</p>	<p>Chin & Trimble, Chapt. 7 Mini-Lecture</p>	<p>Essay due May 17</p>		<p>See syllabus for detailed description of essay requirements.</p>

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: MLS 5362 Lead., Sports and Community Engagement

College: Liberal Arts

Department: Leadership and Community Engagement Program

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature

02/21/2020

Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

GRADUATE CURRICULUM CHANGE MEMO

Date: January 21, 2020

From: Dr. Areli Chacón Silva, Director of Leadership and Community Engagement

Through:

Through: Dr. Dennis O'Hearn, Dean of the College of Liberal Arts

To: Dr. Crystal Herman, Chair, College of Liberal Arts Curriculum Committee
Cc: Estela Estrada, Dean's Office

Proposal Title: New graduate course MLS 5362 Lead, Sports and Community Engagement

The purpose of this course is the study of leadership theory and its application to sports both within the industry and throughout the surrounding community. MLS 5362 is designed to help sport administrators, physical educators, coaches, athletes, athletic training specialists, sport activists, and others interested in leadership to more effectively understand this complex topic and to use that knowledge to help enhance the performance of themselves, their students, athletes or clients/consumers, and to create a positive impact in their communities. This course will introduce the students to a broad range of theoretical and applied leadership questions, including investigating major leadership theories and paradigms, identifying primary sports leadership strategies, discussing important measurement issues, comparing the effectiveness of the most influential sports leadership development techniques, sports activism, and applying leadership theory to developing and leading sports organizations.

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Leadership and Community Engagement

Rationale for adding the course:

The course will prepare students to navigate the field of sports in leadership positions, by presenting students with leadership theories and paradigms, primary leadership strategies, important measurement issues, sports leadership development techniques, and applied theory to developing and leading sports organizations. It will also address social justice issues in the sports industry such as lack of representation and inclusion and the gender gap.

All fields below are required

Subject Prefix and # MLS 5362

Title (29 characters or fewer): Lead. Sports, & Comm. Engage

Dept. Administrative Code :

CIP Code 30.9999.22

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course is a study of leadership theory and its application to sports both within the industry and throughout the surrounding community. MLS 5362 is designed to help sport administrators, physical educators, coaches, athletes, athletic training specialists, sport activists, and others interested in leadership to more effectively understand this complex topic and to use that knowledge to help enhance the performance of themselves, their students, athletes or clients/consumers, and to create a positive impact in their communities.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |

Restrictions:	
Classification	GR
Major	

MLS 5362: Leadership, Sports & Community Engagement

Instructor: Art A. Aguirre, Ph.D.
aaaguirre@utep.edu
Office: Kelly Hall, RM 220

Course Description:

This course is a study of leadership theory and its application to sports both within the industry and throughout the surrounding community. MLS 5362 is designed to help sport administrators, physical education instructors, coaches, athletic training specialists, and others interested in leadership to more effectively understand this complex topic and to use that knowledge to help enhance the performance of themselves, their students, athletes or clients/consumers. This course will introduce you to a broad range of theoretical and applied leadership questions, including investigating major leadership theories and paradigms, identifying primary leadership strategies, discussing important measurement issues, comparing the effectiveness of the most influential sports leadership development techniques, and applying leadership theory to developing and leading sports organizations.

Learning Outcomes:

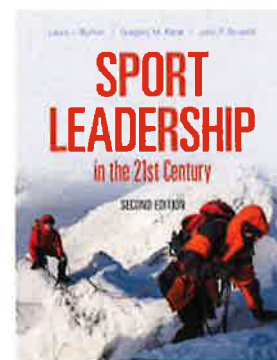
- Develop an understanding of the role of leadership in effective sport organizations
- Analyze how communication and identity affect the formation of leadership styles
- Discuss tools for building and sustaining effective and forward-thinking teams
- Examine the role of strategic thinking in managing organizations
- Analyze sports organizations to identify key determinants of success/failure outcomes

Required Text:

Burton, L.J., Borland, J.F., & Kane, G.M. (2018) *Sport leadership in the 21st century*. (2nd ed.) Burlington, MA. Jones & Bartlett Learning.

Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary. I will be posting additional course materials online for students to access.

****Please note - This syllabus is a guide and may be changed by the instructor, but notice will be provided. Guest presenters for lecture presentations may be added to the schedule and other tentative additions to the syllabus.****



Course Requirements:

Blackboard Discussions [160 points (20 pts. X 8 weeks)]

I will be posting a discussion post every week to Blackboard on an issue relating to the readings and/or other relevant topics. You must post your original response by Sunday at 11:59pm MST. I will be looking for you to contribute with ideas from the readings as well as your personal experience. Please keep in mind these posts should be well thought out and carefully constructed.

Research Analysis & Discussion (140 points)

Each student will bring an academic article to class and present a summary of the article as well as your major and minor takeaways and critiques. This is an informal presentation and does not require a visual presentation. However, I do expect a thorough discussion as well as follow-up questions to lead the class in a small discussion.

Leadership Demonstration (300 points)

During the semester, each student will be leading the class in a 12-minute leadership facilitation. The session will briefly cover a key concept in sports leadership and engage the class in a demonstration of the concept "in action." I encourage students to be creative with their facilitations and try to choose a task or project that clearly incorporates the sports leadership concepts from the course. Each student will be graded on how well they are able to effectively and ethically communicate to the group, how well they administer the procedures of the task/project, and how well they incorporate concepts into the facilitation.

Final Paper (400 points)

This 10 to 12-page essay will ask you to synthesize concepts and theories from the course with a case study, personal experience, or other extended example. You will be graded on your ability to elaborate on key issues in sports leadership, demonstrate ethical and effective leadership skills in your responses, and synthesize concepts in leadership with real world issues. Students will be graded on the quality of the writing, the depth of critical thinking presented in the essay, and on the overall organization of the essay's main ideas. I ask that you use proper citation formatting (MLA or APA).

Instructor Policies

Coursework

All assignments and major projects are to be presented on the due date. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA, MLA, or Chicago style manuals for the guidelines required for college-level academic writing.

Plagiarism

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. **Never use another student's work.** A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

Participation Norms and Expectations

You are expected to treat the instructor and classmates with respect. This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. This course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating. *If I find that you consistently disrespect anyone or any group of people in the class, I will speak with you one-on-one to discuss how to remedy the situation. If the problem persists, I will drop you from the course.*

Students Accommodations and Support Services

If you have a documented disability that may influence your performance in this class, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Following the meeting, please make an appointment me during the first weeks of the class, in person, and provide documentation from Center. I will make any reasonable accommodations necessary to assure your success in this course.

Student-Teacher Communication

I do not use the Blackboard messaging function. I like to respond as quickly as I can to any student questions I may get, so please be sure to use my email for course messaging. And of course, you have the communication options listed above for my online and in-person office hours. Additionally, my job as your instructor is to help and guide you. However I won't know you need help or guidance if you do not communicate that to me. I try make myself available as often as possible, so please make sure you're reaching out when you need help.

Etiquette for Online Discussions

- Always consider your audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, flaming, or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face to face situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for participation and for the discussion. Pay close attention to the posted deadlines.

Participation/Attendance

Students who miss more than 3 deadlines during the term will earn a failure in the course. Therefore, it is imperative that you participate in the class discussions unless you are seriously ill, have a death in your family, are called for jury/military duty, or any other such event requiring your absence.

Other Policies

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office.

Academic Misconduct

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Course Schedule

Date	Objectives	Readings to be completed before class & activities in class	Assignments
Week 1	Introduction, course syllabus, class expectations. Discussion of leadership experience, expectations, and set some goals for the term.	Course introductions	Discussion board
Week 2	Leadership Theories Positive Leadership Theory	Chapters 1 & 2	Discussion board
Week 3	Understanding the difference between leadership and management Leadership and motivation	Chapters 3 & 4	Discussion board
Week 4	Leadership communication & crisis management Applying a principled and ethical approach to sport leadership Research analysis & discussion DUE	Chapters 5 & 6	Discussion board
Week 5	Strategic leadership Forging significant change Fostering innovation	Chapter 7-9	Discussion board
Week 6	Team leadership and group dynamics Shepherding sport for development organizations	Chapters 10 & 11	Discussion board
Week 7	Case studies	Articles on Blackboard	Discussion board
Week 8	Addressing the gender gap in sport leadership Lingering issues in race and leadership Leading athletes with disabilities	Chapters 12-14	Discussion board Final essay due by Sunday at 11:59pm

Grading Rubric

Grade	Content	Form	Mechanics
A	Shows outstanding comprehension of material covered; exceptional insight and originality. "This was awesome."	Superbly organized; reflects a logical, coherent flow within paragraphs and major sections. "A joy to read."	Contains no major errors in grammar and form (including spelling, punctuation, word usage, sentence structure, paragraphing).
B	Shows very good coverage of material; "competently done" but not "exceptional." "This was good."	Reflects an overall logical flow, although it could be clearer and more coherent. "A good read."	Contains few major errors in grammar and form
C	Shows adequate coverage of material. "You completed the task."	Suffers from problems in coherence and organization. "I had to work to get through it."	Contains several major errors in grammar and form.
D	Shows some knowledge of material, but coverage is inadequate (incomplete or shallow). "You put forth an effort."	Suffers from major problems in organization and coherence. "I really struggled to follow you."	Contains serious, persistent problems in grammar and form.
F	Coverage of material is unacceptable, indicating little or no comprehension of what is covered.	Problems in organization render the paper virtually incoherent.	Contains numerous major problems in grammar and form.