



# KINE581: Sports Management

## Course Syllabus

### Course Description

This course introduces the student to the sports management profession. Primary focus is on the sports industry, including professional sports entertainment, amateur sports entertainment, for-profit sports participation, nonprofit sports participation, sporting goods, sports tourism, and sports services.

### Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Define sport management and discuss the nature and scope of opportunities in the sport industry.
2. Apply effective sport management practices to various sports programs.
3. Critically evaluate major challenges in various segments of the sport industry and evaluate their impact on sports management.
4. Explain the relevance of ethical, legal, and sociological concepts to the management of sport.
5. Identify and analyze the unique management challenges inherent in youth, interscholastic, intercollegiate, and professional sports.
6. Outline his/her own strengths, weaknesses, opportunities, and threats as related to the field of Sports Management.
7. Develop and present a sport marketing plan.
8. Discuss how Christian faith influence and impacts Sport Management.
9. Demonstrate an appreciation of diversity through the use of unbiased language and an inclusive approach to sport communication.

# Course Materials

## Required Material(s)

*Students must purchase:*

Pedersen, P.M., & Thibault, L. (Eds.). (2019). *Contemporary sport management* (6th ed.). Champaign, IL: Human Kinetics. ISBN 978-149255052

Note: Be sure that your text comes with the web study guide

*All other required materials are provided as PDFs or links in the Course Materials folder. See the weekly schedule for more complete information on course readings.*

## Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

## Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

**Note:** If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

## Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

## Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA link located on the main page of the course in Moodle.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at [writingcenter@jessup.edu](mailto:writingcenter@jessup.edu) or schedule a session through the WJU Student Services Scheduler.

## Assignments

### Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the "How to Submit Pages Doc (Mac) to Turnitin" link on Moodle when uploading documents in Mac format.

### Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

**NOTE:** The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

### Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

# Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

## Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

## Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

## Substantive Posts

A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). **You must post at least 3 substantive responses** each week. To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.
3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

## Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

### For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

### For weeks with two discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m. (please attempt to post prior to Friday to allow for greater discussion time on DQ #2)**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (two for each question; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

## Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

**Initial posts = 0 – 4 points each**

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

### Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

## Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

### Disability Support Services Contact Information:

**WJU Disability Support Services**  
(916) 577-2253 dss@jessup.edu

## Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

## Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

# Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

## WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at [my.jessup.edu](mailto:my.jessup.edu).

## Supported Browsers

- Google Chrome
- Mozilla Firefox

## Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

## Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

## Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

## HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email [helpdesk@jessup.edu](mailto:helpdesk@jessup.edu) or call 916.577.2345.

## Course Grading Explanations

Points	Grade	
90-100	A	<b>A = Excellent performance.</b> Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.
80-89	B	<b>B = Above average performance.</b> All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.
70-79	C	<b>C = Average performance.</b> Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.
60-69	D	<b>D = Work is below acceptable level for a college student.</b> Student shows only a very basic understanding of the material or does not meet all assignment requirements.
<59	F	<b>F = Work is not passing.</b> Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

## Final Grade Calculation

<i>Assignments</i>	<i>Value</i>
Discussion Questions	30%
Short Assignments	40%
Marketing Plan (Rough Draft 5%, Final Paper 65%, Presentation 30)	30%
TOTAL:	100%

## Course Outline

<i>Week 1</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
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<b>Weekly Topics &amp; Learning Goals</b>	<p>Managing and Practicing Sport Organizations</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Define Sport and Sport Management and describe unique aspects of Sport Management.</li> <li>• Explain the future challenges and opportunities within Sports Management</li> <li>• Explain management concepts and differing organizational environments</li> <li>• Develop an understanding of organizational structure and design</li> <li>• Be exposed to North American Society for Sport Management (NASSM)</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Chapters 1 &amp; 4 from Pedersen &amp; Thibault, Contemporary sport management</li> </ul>		<b>3.0 hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li>• Video Lectures: ○ Week 1 Video Lecture</li> </ul>		<b>1.0 hours</b>	
<b>Web Resources (in Readings link)</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• North American Society for Sport Management</li> </ul>		<b>0.5 hours</b>	

<p><b>Discussion</b></p>	<p><b>Discuss</b></p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> <li>● <b>DQ1: Sports Management Definition</b> <ul style="list-style-type: none"> <li>○ In your textbook, we are encouraged as leaders in the field to take upon a broader definition of Sports Management. Pitts (2017) defines Sports Management as a “broad concept term used to denote all people, activities, businesses, and organizations involved in producing, facilitating, promoting, or organizing any activity, experience or business enterprise focused on fitness, recreation, athletics, or leisure; sport products include goods, services, people, places and ideas.”</li> <li>○ Using this definition, sport does not have to be competitive, nor does it require specialized equipment or rules; this can now include activities like working out, swimming, running, boating and dancing.</li> <li>○ In your opinion, do you agree or disagree with Pitts (2017) new definition of Sports Management? How will this new definition effect sport organizations as a whole? What opportunities will this provide for new sports/activities? One PeerReviewed Article is required for primary response to be eligible for full credit (FC).</li> </ul> </li> <li>● <b>DQ2: Organizational Culture Article</b></li> </ul>	<p>See <i>Discussion Guidelines</i></p>	<p><b>6.0 hours</b></p>	
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	<ul style="list-style-type: none"> <li>○ Go to the North American Society for Sport Management (NASSM) website. Click on the NASSM Conference Abstract Archive search link, and search for “organizational culture.” The search results list the abstracts of papers about organizational culture that have been presented at NASSM conferences in recent years (2007 to current).</li> <li>○ Identify one article that is pertinent to this week's material. What need or weakness does the article address? In your opinion, does the article adequately address that need? Why or why not?</li> </ul>			
<b>Short Assignment #1: New Sports</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>• Write a 2-page paper identifying two new sports that are not part of a traditional sport event (e.g., Olympic/Paralympic Games) and are not listed in chapter 1.</li> <li>• Find the local, national, or international sport federations for this new sport.</li> <li>• Briefly explain the sport, then outline what events and competitions the sport federations sponsor. What are the major challenges faced by the sport? What impact would the sport have on sports management specifically?</li> <li>• Be sure your paper conforms to the Written Guidelines in the syllabus and follows APA standards (must include cover page and reference list, abstract not required).</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 1</b>	<b>3.5 hours</b>	

<b>Short Assignment #2: Analyzing Organizational Structures</b>	<p>Write</p> <ul style="list-style-type: none"> <li>Select three sport organization websites and examine the organizational chart for each. Provide each organization you explored and explain each organization's levels of specialization and complexity. (Hint: Nonprofit sport organization, sport federations, and collegiate athletic department websites typically contain information about organizational charts or management</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 1</b>	<b>6.5 hours</b>	
	<p>structures.) Provide empirical resources supporting your findings.</p> <ul style="list-style-type: none"> <li>Are the organization's complex vertically, horizontally, or spatially?</li> <li>Why do you think these organizations are organized the way they are in terms of specialization and complexity?</li> <li>Be sure your paper conforms to the Written Guidelines in the syllabus and follows proper APA standards (must include cover page and reference list, abstract not required). Minimum of 1 Peer-Reviewed resource required.</li> </ul>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>20.5 hours</b>	

Week 2	Details	Due	Demand Hours	Course Outcomes
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<b>Weekly Topics &amp; Learning Goals</b>	<b>Community and Youth Sport</b>  By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>• Define Community Sport</li> <li>• Think critically in terms of community and youth sport</li> <li>• Explore current physical conditions of youth and how community sports are promoting healthy living</li> <li>• Explore different types of community sport organizations globally and evaluating their impact in their community.</li> </ul>			
<b>Reading Assignments</b>	<b>Read</b>  <ul style="list-style-type: none"> <li>• Chapter 6 from Pedersen &amp; Thibault, <i>Contemporary sport management</i></li> <li>• Warner, S., Kerwin, S., &amp; Walker, M., <i>Examining sense of community in sport: Developing the multidimensional 'SCS' Scale</i></li> </ul>		<b>3.0 hours</b>	

	<ul style="list-style-type: none"> <li>• Vail, S. E., <i>Community development and sport participation</i></li> </ul>			
<b>Video Resources</b>	<b>View</b>  <ul style="list-style-type: none"> <li>• <b>Video Lectures:</b> ○ Week 2 Video Lecture</li> </ul>		<b>1.0 hours</b>	

<p><b>Discussion</b></p>	<p><b>Discuss</b></p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> <li>● <b>DQ1: Youth Development Model</b> <ul style="list-style-type: none"> <li>○ Search the Internet and identify at least three programs in the United States that use a youth development model to provide sport opportunities for youth. Describe the unique aspects or approaches of each program. Do you believe these aspects/approaches are effective? If so, how could other programs utilize them? If not, why not?"</li> <li>○ Provide one Peer-Reviewed Article for primary response to be eligible for full credit.</li> </ul> </li>   <li>● <b>DQ2: Childhood Obesity and Community Sport</b> <ul style="list-style-type: none"> <li>○ Many children today are too sedentary and are in poor physical condition and obesity and poor motor skills are increasing as a result. In your opinion, how should community sport be organized to decrease these</li> </ul> </li> </ul>	<p>See <i>Discussion Guidelines</i></p>	<p><b>6.0 hours</b></p>	
	<ul style="list-style-type: none"> <li>○ negative developments? What additional measures do you believe could be taken to further combat childhood obesity?"</li> <li>○ Provide one Peer-Reviewed Article for primary response to be eligible for FC.</li> </ul>			

Short Assignment #3 Critical Thinking in Youth and Community Sport	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>In this activity, you will consider the critical thinking topics introduced in Chapter 6. Review the provided assignment and then answer the questions that follow. Use the critical thinking questions from chapter 1 to formulate your response.</li> </ul>	23:59 PT on Sunday, at the end of Week 2	4.0 hours	
Short Assignment #4 Ethics in Youth and Community Sport	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>In this activity, you will consider the critical thinking topics introduced in Chapter 6. Review the provided assignment and then answer the questions that follow. Use the critical thinking questions from chapter 1 to formulate your response.</li> </ul>	23:59 PT on Sunday, at the end of Week 2	4.0 hours	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>18.0 hours</b>	

<i>Week 3</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
<b>Weekly Topics &amp; Learning Goals</b>	<p><b>Interscholastic Athletics</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Explain governance of interscholastic athletics</li> <li>Explore a variety of interscholastic athletic programs including their operating models and career paths</li> <li>Evaluate current issues facing interscholastic athletics and critically think through those issues</li> </ul>			

	<ul style="list-style-type: none"> <li>Be exposed and evaluate ethical situations in interscholastic athletics</li> </ul>			
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<b>Reading Assignments</b>	<b>Read</b> <ul style="list-style-type: none"> <li>Chapters 7 from Pedersen &amp; Thibault, <i>Contemporary sport management</i></li> </ul>		<b>1.5 hours</b>	
<b>Video Resources</b>	<b>View</b> <ul style="list-style-type: none"> <li><b>Video Lectures:</b> <ul style="list-style-type: none"> <li>Week 3 Video Lecture</li> </ul> </li> </ul>		<b>1.0 hours</b>	
<b>Web Resources (in Readings link)</b>	<b>Review</b> <ul style="list-style-type: none"> <li>State Leadership and Website Directory, NIAAA</li> <li>Leadership Training Institute, NIAAA</li> <li>Concussion in Sports, National Federation of State High School Associations (NFHS)</li> <li>Social Media for Students, National Federation of State High School Associations (NFHS)</li> </ul>		<b>6.0 hours</b>	
<b>Discussion</b>	<b>Discuss</b> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> <li><b>DQ1: State Athletic Administrator Associations</b> <ul style="list-style-type: none"> <li>Using the State Leadership and Website Links page on the National</li> </ul> </li> </ul>	See <i>Discussion Guidelines</i>	<b>6.0 hours</b>	



	<p>Interscholastic Athletic Administrators Association (NIAAA) website, visit the websites of three state athletic administrator associations.</p> <ul style="list-style-type: none"> <li>○ After reviewing the members of each association, how many of the association's leaders are women? What conclusions, if any, can be drawn about the representation of women in leadership roles in high school athletics in each of the three associations? What do you believe needs to be done to change this situation (if anything)? Explain your answer.</li> <li>○ Provide peer-reviewed research to support your statements.</li> </ul> <p>● <b>DQ2: Motivation</b> ○ With the assistance of the Leadership Training Institute page on the National Interscholastic Athletic Administrators Association (NIAAA) website and other peer-reviewed sources, answer the following questions:</p> <ul style="list-style-type: none"> <li>○ What coaching behaviors can promote a sense of autonomy among athletes?</li> <li>○ How can administrators best encourage participants to foster competence among their peers? ○ How can programmers facilitate a motivational climate in which athletes are socially connected to coaches and peers?</li> </ul>			
<p><b>Short Assignment #5</b> <b>Interscholastic Sports and Concussions</b></p>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>• Refer to the Concussion in Sports page on the National Federation of State High School Associations (NFHS) website and answer the following questions. Provide peer-reviewed research to support your findings. ○ What strategies can be developed to ensure that students who participate in interscholastic sports are better informed about sport-related concussions?</li> </ul>	<p><b>23:59 PT on Sunday, at the end of Week 3</b></p>	<p><b>4.0 hours</b></p>	

	<ul style="list-style-type: none"> <li>○ What can administrators and coaches do to better inform student-athletes and parents about sport-related concussions?</li> <li>○ What can be done to improve the safety of all sports offered at the high school level?</li> <li>• Be sure your paper conforms to the Written Guidelines in the syllabus and follows APA standards (must include cover page and reference list, abstract not required).</li> </ul>			
<b>Short Assignment #6</b> <b>Interscholastic and Social Media</b>	<b>Write</b> <ul style="list-style-type: none"> <li>• Refer to the Social Media for Students page on the National Federation of State High School Associations (NFHS) website and answer the following questions. <ul style="list-style-type: none"> <li>• <ul style="list-style-type: none"> <li>○ What guidelines would you institute for administrators, coaches, and athletes</li> <li>○ to follow when they use various social media outlets?</li> <li>○ What should the penalties be for those who break the stated rules?</li> <li>○ Provide your personal analysis of a current social media situation in the field of Sports Management at the Interscholastic level.</li> </ul> </li> </ul> </li> <li>• Be sure your paper conforms to the Written Guidelines in the syllabus and follows APA standards (must include cover page and reference list, abstract not required).</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 3</b>	<b>4.0 hours</b>	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>22.5 hours</b>	

<i>Week 4</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
<b>Weekly Topics &amp; Learning Goals</b>	<p><b>Intercollegiate Athletics</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Explain governance of intercollegiate athletics</li> <li>• Explore a variety of intercollegiate athletic programs including their operating models and career paths</li> <li>• Evaluate current issues facing intercollegiate athletics and critically think through those issues</li> <li>• Be exposed and evaluate ethical situations in intercollegiate athletics</li> <li>• Research and evaluate different collegiate athletic budgets</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Chapters 8 from Pedersen &amp; Thibault, <i>Contemporary sport management</i></li> <li>• Case Study: Hambrick, M. E., Bass, J. R., &amp; Schaeperkoetter, C. C. <i>"The biggest hire in school history": Considering the factors influence the hiring of a major college football coach</i></li> <li>• Lopiano, D., If I Was an FBS Athletic Director, My Top Worries in 2017 Would Be...</li> </ul>		<b>2.0 hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li>• <b>Video Lectures:</b> ○ Week 4 Video Lecture</li> </ul>		<b>1.0 hours</b>	

<b>Discussion</b>	<p><b>Discuss</b></p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic</p>	See <i>Discussion Guidelines</i>	<b>6.0 hours</b>	
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	<p>information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> <li>● <b>DQ1: College Sports and Revenue</b> <ul style="list-style-type: none"> <li>○ In your opinion, is it ethical for college football and basketball players to generate so much revenue but be banned from capitalizing on their own market value? Why or why not? What impact do you believe would be had if this ban were lifted?"</li> <li>○ Provide one peer-reviewed article and elaborate on its findings on this subject matter.</li> </ul> </li> <li>● <b>DQ2: Analytic Model and Coach Hiring</b> <ul style="list-style-type: none"> <li>○ In your opinion, what do you think of using analytic models as a way of hiring coaches? Do you believe the benefits of analytic models outweigh potential problems? Explain your answer."</li> <li>○ Provide one peer-reviewed article to support your response.</li> </ul> </li> </ul>			
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<b>Short Assignment #7</b> <b>NCAA Athletics and FBS Finances</b>	<b>Write</b> <ul style="list-style-type: none"> <li>Using the USA Today NCAA Finances page and the Equity in Athletics Data Analysis Cutting Tool, look at one of the Football Bowl Subdivision (FBS) schools.</li> <li>Then, review Dr. Donna Lopiano's article "If I Was an FBS Athletic Director, My Top Worries in 2017 Would Be..." and consider her discussion of what NCAA FBS athletic directors should worry about, including finances, the revenue arms race in men's football and basketball, concussions, and ethics.</li> <li>Based on what you have read, explain whether you agree with her top 10 worries. In addition, is the FBS school you examined spending equitably on men's and women's</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 4</b>	<b>4.0 hours</b>	
	<p>athletic programs? Provide an explanation for your conclusions.</p> <ul style="list-style-type: none"> <li>Be sure your paper conforms to the Written Guidelines in the syllabus and follows APA standards (must include cover page and reference list, abstract not required).</li> </ul>			
<b>Short Assignment #8</b> <b>Case Study</b>	<b>Write</b> <ul style="list-style-type: none"> <li>Read the Case Study (The Biggest Hire in School History: Considering the Factors Influencing the Hiring of a Major College Football Coach) and answer the seven questions located at the end (page 92).</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 4</b>	<b>5.0 hours</b>	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>18.0 hours</b>	

<i>Week 5</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
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<b>Weekly Topics &amp; Learning Goals</b>	<b>Professional Sport</b>  By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>• Explain the unique aspects of professional sports</li> <li>• Evaluate revenue sources from professional sports teams</li> <li>• Think critically through the challenges that are facing professional sports today</li> <li>• Develop and implement strategic visions in a professional setting</li> </ul>			
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<b>Reading Assignments</b>	<b>Read</b> <ul style="list-style-type: none"> <li>• Chapters 9 from Pedersen &amp; Thibault, <i>Contemporary sport management</i></li> <li>• Case Study: Popp, N., Miller, J. &amp; Hambrick, M. <i>Break point for the USTA: Developing a strategic vision for the United States Tennis Association</i></li> </ul>		<b>2.0 hours</b>	
<b>Video Resources</b>	<b>View</b> <ul style="list-style-type: none"> <li>• <b>Video Lectures:</b> ○ Week 5 Video Lecture</li> </ul>		<b>1.0 hours</b>	
<b>Discussion</b>	<b>Discuss</b>  You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.  Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):  DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm	See <i>Discussion Guidelines</i>	<b>6.0 hours</b>	

	<ul style="list-style-type: none"> <li>● <b>DQ1: Drug Usage and Professional Sports</b> <ul style="list-style-type: none"> <li>○ Research information about the prevalence of neurodoping, ergogenic aids and performing-enhancing drug use in major professional sport leagues, and discuss the thoroughness and effectiveness of current drug testing policies and penalties for drug usage.</li> <li>○ Should the collective bargaining process, federal legislation, or owners' executive powers be used to update performance-enhancing drug policies with neurodoping regulations? Why or why not?</li> </ul> </li> </ul>			
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	<ul style="list-style-type: none"> <li>○ Provide one peer-reviewed article to support your response.</li> <li>● <b>DQ2: Disaster and Professional Sports</b> <ul style="list-style-type: none"> <li>○ Find a case in which a professional sport team faced an unpredictable disaster, act of terrorism, or other community crisis. Search the Internet for information about the case you choose and describe what social values people in the community needed. Do you believe the situation was handled appropriately? Why or why not? If you faced a similar situation, how would you handle it?</li> <li>○ Provide one peer-reviewed article to support your response.</li> </ul> </li> </ul>			
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<b>Short Assignment #9 Monday Night Football</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>ESPN has been broadcasting Monday Night Football (MNF) since 2006. However, MNF debuted in 1970 and aired for more than three decades on the ABC network. Using the Internet, find the answers to the following questions. <ul style="list-style-type: none"> <li>What teams played in the first MNF game, and where was the game played? Why were these teams picked to play in the first game?</li> <li>How does the National Football League (NFL) select which teams will play in MNF games?</li> <li>Investigate the NFL TV rights deals. <ul style="list-style-type: none"> <li>Who negotiates the TV rights deals?</li> </ul> </li> <li>How have TV rights affected the NFL? How much does ESPN pay the NFL for MNF games?</li> <li>What significant legislation has affected the televising of sport events? How has this legislation affected the broadcasting of MNF?</li> </ul> </li> <li>In addition to MNF, describe how other early televised professional sport events (e.g., roller derby, bowling) were specifically packaged for TV. In what ways were those similar to MNF? In what ways were they different? What impact did those differences have on the</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 5</b>	<b>4.0 hours</b>	
	<p>sport's reception as compared to Professional Football?</p> <ul style="list-style-type: none"> <li>Be sure your paper conforms to the Written Guidelines in the syllabus and follows APA standards (must include cover page and reference list, abstract not required).</li> </ul>			
<b>Short Assignment #10: Case Study</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>Read the Case Study (Break Point for the USTA: Developing a Strategic Vision for the United States Tennis Association) and answer the six accompanying questions at the end (page 9).</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 5</b>	<b>4.0 hours</b>	



<b>Marketing Plan</b>	<b>Review</b> <ul style="list-style-type: none"> <li>Review the Marketing Plan assignment document and begin working on your Marketing Plan.</li> <li>Your Marketing Plan will include both a paper element and a presentation element. A rough draft of your paper is due next week.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>4.0 hours</b>	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>21.0 hours</b>	

<i>Week 6</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
<b>Weekly Topics &amp; Learning Goals</b>	<b>Sport Tourism</b> By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>Explain tourism and the tourism industry</li> <li>Evaluate the sustainability of a sporting event within any given country and/or state</li> <li>Research ethical issues that are affecting sport tourism today</li> <li>Provide suggestions and feedback for current athletic events to assist in further development and success</li> </ul>			

<b>Reading Assignments</b>	<b>Read</b> <ul style="list-style-type: none"> <li>Chapters 11 from Pedersen &amp; Thibault, <i>Contemporary sport management</i></li> <li>Case Study: Manion, M. T., Knight, P., Sheets, B. H., &amp; O'Reilly, N. <i>Blazing golf trails in Wisconsin: Attracting avid golf travelers to the state</i></li> </ul>		<b>3.0 hours</b>	
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<b>Video Resources</b>	<b>View</b> <ul style="list-style-type: none"> <li><b>Video Lectures:</b> <ul style="list-style-type: none"> <li>Week 6 Video Lecture</li> </ul> </li> </ul>		<b>1.0 hours</b>	
<b>Discussion</b>	<b>Discuss</b> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> <li><b>DQ1: Sport Tourism Events</b> <ul style="list-style-type: none"> <li>Examine impact assessments of several different types of sport tourism events and identify key similarities and differences in the methodologies and indicators used. In your opinion, what are the some of the challenges with assessing event impact in the different studies? Use course materials to defend your answer.</li> </ul> </li> <li><b>DQ2: International Marathons</b> <ul style="list-style-type: none"> <li>OMTOM (Old Mutual Two Oceans Marathon) attracts primarily domestic attendees. How could the race</li> </ul> </li> </ul>	See <i>Discussion Guidelines</i>	<b>6.0 hours</b>	

	<p>organizers and associated partners attract more international and professional runners? What strategies have other international marathons used to enhance their international and professional? Be sure to reference your sources.</p>			
<b>Short Assignment #11 Case Study</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>Read the Case Study (Blazing Golf Trails in Wisconsin: Attracting Avid Golf Travelers to the State) and answer the three accompanying questions at the end (27).</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 6</b>	<b>4.0 hours</b>	
<b>Short Assignment #12: Faith Integration Paper</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>In a 1-2 page paper, respond to the following prompt: <ul style="list-style-type: none"> <li>How do you see your faith impacting your understanding of Sport Management? Do you believe one's faith should have an impact on their sport management practices? If so, what does that impact look like? If not, why not?</li> </ul> </li> <li>Be sure your paper conforms to the Written Guidelines in the syllabus and follows APA standards (must include cover page and reference list, abstract not required).</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 6</b>	<b>3.5 hours</b>	
<b>Marketing Plan – Rough Draft</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>Continue working on the final draft of your Marketing Plan due in Week 7.</li> <li>See the Marketing Plan document for full assignment directions.</li> <li>This week, submit a rough draft copy of your Marketing Plan Paper. This rough draft submission is worth 5% of your total Marketing Plan grade.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>3.0 hours</b>	

Marketing Presentation	Begin	23:59 PT on Sunday, at the end of	0.5 hours	
	<ul style="list-style-type: none"> <li>Begin working on your Marketing Plan presentation due in Week 7.</li> </ul>	Week 7		
		TOTAL HOURS FOR THE WEEK:	21.0 hours	

Week 7	Details	Due	Demand Hours	Course Outcomes
Weekly Topics & Learning Goals	<b>Sport Marketing</b> By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>Develop and present a Sport Marketing Plan</li> <li>Be exposed to market research</li> <li>Critically think through the development and implementation of a sport marketing plan</li> <li>Provide insight into the future trends of Sport Marketing</li> </ul>			
Reading Assignments	<b>Read</b> <b>Read</b> <ul style="list-style-type: none"> <li>Chapters 12 from Pedersen &amp; Thibault, <i>Contemporary sport management</i></li> </ul>		1.5 hours	
Video Resources	<b>View</b> <ul style="list-style-type: none"> <li><b>Video Lectures:</b> ○ Week 7 Video Lecture</li> </ul>		1.0 hours	

<b>Discussion</b>	<b>Discuss</b>  You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.	See <i>Discussion Guidelines</i>	<b>6.0 hours</b>	
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	<p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> <li>● <b>DQ1: Faith and Sports Management</b> <ul style="list-style-type: none"> <li>○ Building on last week's Faith Integration Paper, how have you've seen someone's faith (Christian or otherwise) impact the field of sport management? What are some other ways that faith and sport management could realistically intersect in a way that's both useful and meaningful?</li> </ul> </li> <li>● <b>DQ 2: SWOT Analysis</b> <ul style="list-style-type: none"> <li>○ In a personal SWOT analysis, what are your strengths, weaknesses, opportunities and threats within the field of Sports Management? How do you see these various elements impacting your future career?</li> </ul> </li> </ul>			
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<b>Marketing Plan - Paper</b>	<p><b>Task</b></p> <p>Assume that your group has been contracted as a marketing consultant by a respective sport organization and has been asked to develop and submit a marketing plan to them.</p> <p>The marketing plan is a comprehensive, written framework for strategically obtaining marketing objectives. A sportmarketing plan can be written for a single sport product/service, a group of products/services, a new promotional strategy, or an entire sport organization.</p> <p>The Marketing Plan should include the following:</p> <ul style="list-style-type: none"> <li>• Executive Summary: <ul style="list-style-type: none"> <li>○ A condensed overview of the marketing plan.</li> </ul> </li> <li>• Introduction: <ul style="list-style-type: none"> <li>○ A description of the business; product/service analysis.</li> </ul> </li> <li>• Business Objectives of the organization and the specific marketing objectives: <ul style="list-style-type: none"> <li>○ Explain how the proposed event/activity contributes to these objectives.</li> </ul> </li> <li>• A situational analysis: <ul style="list-style-type: none"> <li>○ The economic climate, financial status of the organization, demand trends, political environment, competitors, etc.).</li> <li>○ Discuss the Strengths, Weaknesses, Opportunities, and Threats (SWOT).</li> </ul> </li> <li>• A summary of consumer information: <ul style="list-style-type: none"> <li>○ Discuss information that you have obtained on the organization's consumers (due to primary or secondary research).</li> <li>○ Also, discuss the means of obtaining consumer information via a marketing information system.</li> </ul> </li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>7.0 hours</b>	

- Marketing Strategies:
  - A discussion and presentation of a strategy for Market Segmentation
    - \* What will serve as the basis for segmentation, and why?
    - \* Provide an analysis and rationale for selecting the target markets?
  - A discussion of the Product (what is the core product, what are the product extensions).
  - A discussion and presentation of the Pricing Strategies.
  - A discussion of the place the event is held and means of its distribution.
  - A comprehensive Promotional Plan.
    - Discuss the means in which you will promote this activity/event.
    - Include the elements such as advertising; personal selling; promotional licensing; public relations activities, etc.
    - Provide samples of the elements discussed in your promotional plan (such as flyers, brochures, an audiocassette recording of radio announcements, video of television commercial, etc.).
  - Develop a plan to secure Corporate Sponsorships.
- A presentation of a timeline for implementation/plan of action.
- A discussion of methods of evaluating the plan/marketing strategies.
  - You should try to gather some primary or secondary information pertinent to the activity/event by calling the organization (be sure to identify yourself as a graduate student at WJU working on a project for a

	<p>Sport Marketing class) and/or by doing internet or library searches for the needed background information.</p> <ul style="list-style-type: none"> <li>○ The marketing plan should be thorough and detailed enough so that a person could actually implement it based on the information and suggestions contained therein.</li> </ul> <p><b>General Requirements</b></p> <p>Use the following information to ensure successful completion of the assignment:</p> <ul style="list-style-type: none"> <li>• Instructors will be using a grading rubric to grade the assignments. It is recommended that learners review the rubric prior to beginning the assignment in order to become familiar with the assignment criteria and expectations for successful completion of the assignment.</li> <li>• Graduate learners are required to use APA style for their writing assignments. Please review APA style guides in student resources.</li> <li>• This assignment requires that at least two additional scholarly research sources related to this topic, and at least one in-text citation from each source be included.</li> </ul> <p><b>Paper Directions</b></p> <p>The marketing plan should be approximately 12-15 pages (excluding the cover page, executive summary and any references), typed and double-spaced with pages numbered.</p> <p>The marketing plan should include a marketing mix grid illustrating your ideas.</p> <p>You should be creative and innovative, using any graphics that will supplement your ideas, and the overall presentation of the plan.</p> <p>The marketing plan will be graded based on the content/substance, accuracy of information, creativity, and overall presentation of the information.</p>			
<b>Marketing Plan - Presentation</b>	<p><b>Present</b></p> <ul style="list-style-type: none"> <li>• Complete and submit your Marketing Plan Presentation. The presentation is worth 30% of the total Marketing Plan grade.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>4.5 hours</b>	



	<ul style="list-style-type: none"> <li>• Create a presentation of 15-20 slides and accompanying speaker notes for each slide that would be delivered to a small group of executives explaining why they should contract your services as a marketing professional.</li> <li>• Create a presentation of 15-20 slides and accompanying speaker notes for each slide that would be delivered to a small group of executives explaining why they should contract your services as a marketing professional. Include the following in your presentation: <ul style="list-style-type: none"> <li>• A review of your entire marketing plan (Executive Summary, Introduction, Business Objectives, Situational Analysis, Consumer Information, Marketing Strategy, Geography of the event, Corporate Sponsorships, and timeline).</li> <li>• The marketing presentation should include a marketing mix grid illustrating your ideas.</li> <li>• You should be creative and innovative, using any graphics that will supplement your ideas, and the overall presentation of the plan.</li> <li>• The marketing plan will be graded based on the content/substance, accuracy of information, creativity, and overall presentation of the information.</li> <li>• The 15-20 slides with speaker notes should meet a 15-minute oral presentation.</li> </ul> </li> </ul>			
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<b>Course Evaluation</b>	<b>Evaluate</b> <ul style="list-style-type: none"> <li>• Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey.</li> <li>• <b>NOTE:</b> The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. We use the reports to guide our decision-making for future courses.</li> <li>• After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>		
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>20.0 hours</b>	