

## **Term Information**

Effective Term Spring 2026

## **General Information**

Course Bulletin Listing/Subject Area	Arts and Sciences
Fiscal Unit/Academic Org	ASC Administration - D4350
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3600
Course Title	Sports Leadership
Transcript Abbreviation	Sports Leadership
Course Description	This course is a hands-on exploration of leadership in sports. Students will actively practice leadership skills through simulations, role-playing, team projects, case studies, and real-world problem solving. Focused on building practical experience, the course integrates leadership theory with active, collaborative, and reflective learning.
Semester Credit Hours/Units	Fixed: 3

## **Offering Information**

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	24.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Apply leadership theories in real-world sports scenarios
- Practice communication, decision making, and conflict management
- Analyze ethical dilemmas and propose leadership solutions
- Develop personal leadership strategies through reflection and feedback
- Responding skillfully to public scrutiny and external crises
- Examine the journeys of current leaders in Sports Management

### **Content Topic List**

- sports leadership and management
  - strategic decision-making
  - crisis leadership
  - team leadership
  - athlete empowerment
  - reputation management
- No

### **Sought Concurrence**

## Attachments

- ASC 3600 EHE Concurrence.pdf: No response received from Dept of Human Sciences  
*(Concurrence. Owner: Vankeerbergen,Bernadette Chantal)*
- Leadership Studies Curriculum Map 11.20.2025.pdf: Curriculum Map  
*(Other Supporting Documentation. Owner: Steele,Rachel Lea)*
- ASC 3600 Sports Leadership Syllabus-revised-11-19-2025.pdf: Syllabus 11-19-2025  
*(Syllabus. Owner: Steele,Rachel Lea)*
- ASC 3600 Response to Contingencies and Recommendations.pdf: Cover Letter  
*(Cover Letter. Owner: Steele,Rachel Lea)*

## Comments

- Please see feedback email sent to department 11-18-2025 RLS *(by Steele,Rachel Lea on 11/18/2025 06:28 PM)*
- Please see Subcommittee feedback email sent 9/2/25. *(by Neff,Jennifer on 09/02/2025 02:53 PM)*

**COURSE REQUEST**  
3600 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/25/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Steele, Rachel Lea	05/28/2025 05:46 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	08/11/2025 11:36 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/11/2025 11:36 AM	College Approval
Revision Requested	Neff, Jennifer	09/02/2025 02:53 PM	ASCCAO Approval
Submitted	Steele, Rachel Lea	10/16/2025 08:41 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	10/16/2025 08:47 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/16/2025 08:48 AM	College Approval
Revision Requested	Steele, Rachel Lea	11/18/2025 06:28 PM	ASCCAO Approval
Submitted	Steele, Rachel Lea	11/25/2025 10:23 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	11/25/2025 10:24 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/25/2025 10:24 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/25/2025 10:24 AM	ASCCAO Approval

The Subcommittee unanimously approved the request with three contingencies and three recommendations:

- a. **Contingency:** The Subcommittee requests that the course proposer(s) include in the course calendar (syllabus pp. 12-16) the “additional scholarly readings” referenced in item 2 of the cover letter. In the current syllabus, the Subcommittee only sees readings from the textbook, excepting week seven’s “Innovation in Sports Organizations” article.
  - a. There are now 7 weeks of the course that include readings beyond the textbook, from a combination of social scientists and philosophers, both directly addressing leadership theory itself and peripheral issues that will challenge students to make connections between other fields and their practice and study of sports leadership.
- b. **Contingency:** The Subcommittee requests that the course proposer(s) alter the description of the Leadership Profile assignment on p. 6 of the syllabus. According to the cover letter (item 1), this has been amended to specify a “figure within sports leadership”, but that language is not present in the submitted syllabus.
  - a. Amended to include “in sports industry”
- c. **Contingency:** The Subcommittee asks that the course proposer(s) include the correct course number in the major’s Curriculum Map (ASC 3600), as the reference to this course on the current map reads “ASC 3xxx”.
  - a.
- d. **Recommendation:** The Subcommittee notes that the course proposer(s) use(s) many different terms for describing the experiential learning components of the course (e.g. “practical experience”, “hands-on exploration”, “action-based exploration”). However, the Subcommittee particularly liked the framing of leadership as a set of skills or as an intra/interpersonal human skill (e.g. syllabus p. 1 under “Leadership Is a Human Skill – Practice in Sports”), and they encourage the proposer(s) to consider using that language more frequently in the syllabus.
  - a. The course description has been amended to reflect that the course builds leadership as a human skill (as opposed to buildings practical experience). However, the places in which “hands-on” and “action-based exploration” are referenced remain. In those cases, we take ourselves to be describing the ways in which students will develop the human skill of leadership.
- e. **Recommendation:** The Subcommittee suggests that the course proposer(s) remove the Title IX statement on p. 22 of the syllabus, as this has been replaced by the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct” that the proposer(s) has/have already included on pp. 18-19 of the syllabus.
  - a. Done
- f. **Recommendation:** The Subcommittee recommends that the course proposer(s) include in the Religious Accommodations Statement

(syllabus pp. 21-22) the links to both the Civil Rights Compliance Office and the Policy on Religious Holidays, Holy Days and Observances. The statement, with these links embedded, is available in an easy-to-copy/paste format on the [Office of Undergraduate Education's website](#).

*a. Done*

# SYLLABUS: ASC 3600

## Sports Leadership

**Tuesday/Thursday 11:30 a.m. to 1:20 p.m.**  
**281 Journalism Building**

### Instructor

Instructor: Dr. Nicole Kraft (please call me Nicole)

Email address: [kraft.42@osu.edu](mailto:kraft.42@osu.edu) Phone  
number: 614-407-6612

Twitter: [@nicole\\_kraft](https://twitter.com/nicole_kraft)

#### Office Hours:

T/R 1:20-2:20 281 Journalism

Wednesday 2-4 p.m. on Zoom: [https://go.osu.edu/kraftcommoffice\\_zoom\\_sp25](https://go.osu.edu/kraftcommoffice_zoom_sp25)

#### Teaching Assistant:

#### Office Hours:

By appointment

### Course Description

This course is a hands-on exploration of leadership in sports. Students will actively practice leadership skills through simulations, role-playing, team projects, case studies, and real-world problem solving. Focused on building leadership as a human skill, the course integrates leadership theory with active, collaborative, and reflective learning.

## I. Course overview

### Leadership in the Sports World

Leadership in the sports world is not simply about winning games or building rosters. It is about developing athletes and staff, managing pressure in front of millions, navigating crises that unfold on social media in real time, and influencing culture both inside locker rooms and across entire fan bases. In **ASC 3600: Sports Leadership**, students will engage in a dynamic, action-based exploration of what it truly means to lead in the high-pressure, high-impact world of sports organizations — and beyond. This course sees sports as a proving ground, leadership as a human calling, and each student as a future force for positive change, whether in athletics, business, or community life.

### Leadership Is a Human Skill — Practiced in Sports

At its core, leadership is not about titles or authority. It is about building trust, communicating vision, making decisions under pressure, and influencing others through credibility and example. In sports, these moments play out in unique ways: a captain rallying teammates after a tough loss, a coach choosing words carefully in a timeout, a general manager balancing relationships with players, agents, and media. This course frames *sports leadership* as a deeply human endeavor, where success depends on developing people, building resilient teams, navigating uncertainty, and leading without formal authority. You will practice leadership as a set of relational skills that extend far beyond the playing field or executive suite, but which are sharpened most visibly under the spotlight of sports.

### Ethical, Social, and Cultural Dimensions Are Central in Sports

Sports leadership carries enormous ethical and cultural responsibilities. Teams and athletes do not

compete in a vacuum — they shape activism, equity conversations, national pride, and political movements. Leaders in sports organizations are called to navigate issues such as athlete mental health, gender equity in athletics, gambling and integrity concerns, and public responses to player activism. In this class, you will wrestle with real-world dilemmas drawn directly from sports: managing crises when scandals break, promoting inclusivity in hiring and recruiting, responding to social change when a star athlete speaks out, and leading ethically when power dynamics between athletes, coaches, executives, and fans are complicated. The course challenges you to lead with integrity, courage, and cultural awareness in a world where the actions of sports leaders reverberate far beyond the arena.

### **Learn Transferable Leadership Skills Through Sports**

Sports offer a visible, pressure-filled laboratory for leadership lessons that apply in any field — business, nonprofits, government, startups, media, and education. The decisions made by coaches, athletic directors, or league commissioners mirror those faced by executives, educators, or civic leaders — just under brighter lights.

This class will help you build leadership skills such as:

- Leading diverse teams through adversity, like a locker room balancing veterans and rookies
- Communicating compelling visions under pressure, as coaches must do in pregame speeches or halftime adjustments
- Building organizational trust and cohesion, as front offices do to unite athletes, fans, and sponsors
- Navigating ethical grey areas with sound judgment, such as NIL (Name, Image, Likeness) or sports gambling issues
- Responding skillfully to public scrutiny and external crises, when an organization becomes the center of national headlines

### **Develop Critical Thinking About Leadership Styles in Sports**

Leadership is not "one size fits all." Great leaders adapt their styles based on the needs of their teams, their organizations, and the moments they face. In sports, the stakes make this especially clear: a coach deciding when to be inspirational in a championship game versus task-focused during practice, or a player-captain knowing when to step back and let teammates take ownership of the locker room. Rather than memorizing theories, you will actively experiment with different leadership styles through sports-based simulations, case studies, and reflection:

- When should a coach or captain be transformational and inspirational?
- When should a general manager or athletic director emphasize accountability and structure?
- When should a leader in a sports organization empower others to step into the spotlight?

Through these activities, students will build a flexible leadership toolkit you can apply across a variety of high-stakes sports and professional settings.

### **Identity, Character, and Personal Growth as a Sports Leader**

Ultimately, this course challenges you to answer the most important leadership question: *What kind of leader do you want to become in sports — and beyond?*

You will be guided through a structured process of self-reflection, self-assessment, and personal philosophy development, drawing on models from athletes, coaches, and executives who shaped their sports and communities. You will leave the course not just with theories and skills, but with a clear sense of your leadership identity — shaped by your values, experiences, and aspirations.

This course is not just about knowing what leaders do. It is about helping you become the kind of leader the sports world — and society — needs.

### **Learning outcomes**

*By the end of the semester, leaders will have the ability to:*

- Apply leadership theories in real-world sports scenarios
- Practice communication, decision-making, and conflict management
- Analyze ethical dilemmas and propose leadership solutions
- Develop personal leadership strategies through reflection and feedback
- Examine the journeys of current leaders in Sport Management.

## Mode of Delivery

This class is an in-person course, which means we will meet together in class two days per week. This is a 3 CREDIT course, which means the workload inside and outside class should equal about 9 hours of work per week.

### How this course works

This class follows what is known as the “flipped, active learning model”. That means students develop a knowledge foundation through readings and videos before class. Class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build comprehension.”

We do not have lectures like conventional classes. With this active learning model, students establish the foundation as part of the at-home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure. That means you must do the readings and watch videos BEFORE you join us for our class sessions. Here is a good schedule to follow:

1. **Monday or Tuesday before class**, do readings and watch videos.
2. Come to class **Tuesday** ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
3. Discussions are due **Thursday** by 11:59 p.m. Responses are due **Sunday** at 11:59 p.m.
4. Major assignments are due **Sunday** at 11:59 p.m.

The quality and quantity of in-class learning means that student attendance and participation are crucial to your success. Being organized is key.

## Course materials

- Megheirkouni, Majd, and Norrington, Peter. (2025). Essentials of sport leadership: Theory and application. New York, NY.: Routledge. [\\$45 through Routledge](#)
- Read The Athletic section “[Peak](#),” focusing on sports leadership
- Selected readings, podcasts, videos, and leadership case studies (all posted on Carmen)

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>.

### □ Carmen:

- Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
- Help guides on the use of Carmen can be found at: <https://resourcecenter.odee.osu.edu/carmen>
- This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
  - [Carmen accessibility](#)

### Communication

This course uses Carmen messaging for communication. Please contact me there and expect a reply within 24 hours.



## ☐ Turnitin:

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

## Baseline technical skills necessary for courses

- ☐ Basic computer and web-browsing skills
- ☐ Navigating Carmen

## Necessary equipment

- ☐ Computer
- ☐ with high-speed internet connection (we will provide if you need it)

## Necessary software

- ☐ OSU students have access to Microsoft Office products [free of charge](#). To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)
- ☐ Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.

## Making Deadlines

All assignments are due on the date listed on the syllabus and in Carmen. Assignments will be submitted to Canvas. This course relies heavily on access to computers, specific software, and the Internet.

## Computer: Friend or Foe?

At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

- Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.
- Save work early and often: Think how much work you do in 10 minutes. I auto save every two minutes.
- Make regular backups of files in a different location: Between One Drive and Google Drive, you have ample places to store and back up your materials. Use them.

## II. Grading & faculty response

### Grades

Assignment or category	Points and Percent
Discussion Posts	100/10%
Class Activities	130/13%
Weekly Leadership Labs (Short Writeups)	120/12%
Leadership Profile	150/15%
Midterm Group Simulation: Leading a Crisis	200/20%
Final Project: Executive Leadership Challenge	300/ 30%
<b>TOTAL</b>	<b>1000/100%</b>

*These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.*

### Assignment submissions

Activities that miss the deadline will not be graded. Assignments will be submitted to Canvas. (I'll make sure you know how!)

### Grading Philosophy

This course will focus on qualitative not quantitative assessment, something we'll discuss during the class. I will be asking you questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete the assignments. **You should consider this course a “busy-work-free zone.” If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instruction.**

# Assignment Guide

## Discussion Posts (100 points)

*These posts will be completed individually.*

This semester students will be asked a question that will be answered as part of our class discussion around leadership theories and practices, as well as **current events in sports leadership**. You will explore how you personally would engage with them. You will be asked to write a discussion post on the topic and then respond to at least two classmates.

## Class Activities (130 points)

We will have an in-class activity each week, worth 10 points each. See list on page XX

## Leadership Labs (120 points)

*These activities will be completed in teams but reflections will be individual.*

- These short, weekly reflections will connect in-class activities to your personal leadership development. After each week's active learning session, you will submit a 150–250 word reflection. There are 13 reflections total (lowest score dropped)

### Guidelines:

- Identify 1–2 key leadership skills practiced that week
- Reflect on a success or challenge you experienced
- Connect the week's activity to your own leadership goals.

## Leadership Profile (150 points)

*This project will be completed individually.*

Students will get to complete a face-to-face interview with a selected leader in the sports industry (approved by your teaching team). You will shadow and observe the leader “in action,” and conduct informal interviews with the leader’s colleagues or others who are familiar with the selected leader. The format and details will be distributed to students in more detail.

## Midterm (200 points)

*This project will be completed as a team.*

Your team will face a fictional crisis (e.g., scandal, player misconduct, financial trouble) and must develop and present a leadership response.

### Requirements:

- Written Crisis Plan (3–5 pages), including:
  - Situation summary
  - Immediate response steps
  - Internal messaging strategy
  - External communication (press release, talking points)
- Live Team Simulation (10-minute presentation):
  - Hold a simulated press conference or team meeting
  - Field 2–3 "media" questions from classmates

### Key Dates:

- Crisis scenarios assigned: Week 7

- In-class preparation: Week 8 Tuesday
- Live simulations: Week 8 Thursday

*Written plan due: Week 8 Thursday by 11:59 p.m. (Carmen)*

## Final Project: Executive Leadership Challenge (300 points)

*This project will be completed as a team.*

Teams will design a leadership strategy to lead a fictional or real sports organization through a major strategic challenge (e.g., launching a new program, restoring a damaged brand, creating an inclusive environment).

Requirements:

- Executive Leadership Plan (8–10 pages)
  - Leadership vision and philosophy
  - Team structure and communication plan
  - Motivational and team-building strategies
  - Ethical frameworks and decision-making models
  - Crisis contingency plans
- Executive Briefing Presentation (10 minutes to a guest panel)
  - Overview of leadership plan
  - Leadership philosophies highlighted
  - Response to 2–3 panel questions

Key Dates:

- Project Guidelines Released: Week 12
- Progress Workshop: Week 15 Tuesday
- Final Presentations: Week 16
- Final Plan Submission: Week 16 Thursday by 11:59 p.m.

*All assignments are explained fully inside the weekly Carmen modules.*

In-  
Class

## Activities

Each week we will have an in-class activity that applies our learning from the books and lectures. These activities will be done in pairs or small teams. Here is a week-by-week look at the activity we will engage in:

Week	Theme	Activity	Instructions
1	Orientation + Defining Leadership	Leadership Role-Play: Leader/Follower/Observer	Break into trios: 1 leads a task, 1 follows instructions, 1 observes leadership behaviors. Debrief key differences.
2	Leadership Models and Theories	"Choose Your Theory" Presentations	Assign groups leadership models (Trait, Behavioral, Situational, Transformational). Prepare and present 5-minutes applying to a sports situation.
3	Positive Leadership and Motivation	Motivation Plan Design and Pitch	Create a fictional sports team. Design and pitch a motivation strategy based on Daniel Pink's Drive (Autonomy, Mastery, Purpose).

4	Ethical Leadership and Strategic Thinking	Simulated Ethical Dilemma: Student ADs	Give each group a moral dilemma (e.g., star player cheats, media controversy). Groups develop response frameworks. Present and defend decisions.
5	Communication and Crisis Management	Mock Press Conferences	Prepare crisis communication statements about made-up sports scandals. Practice delivering statements under pressure; classmates act as reporters.
6	Strategic Leadership and Crisis Simulation	Team Crisis Simulation	Groups finalize crisis response plans and present under simulated breaking news conditions. Focus on leadership and adaptability.
7	Forging Change and Innovation	Innovation Lab: New Sports Initiatives	Design a fictional program (e.g., NIL education, mental health advocacy). Short innovation pitches judged by classmates.
8	Inclusion, Diversity, and Equity	Identity Circles Exercise	Create "identity wheels" mapping visible/invisible identities. Discuss how leadership changes when you lead diverse teams.
9	Athlete Empowerment and NIL	NIL Negotiation Simulation	Half the class as athletes' union, half as administration. Negotiate sponsorship terms and playing conditions. Debrief wins and losses.
10	Reputation Management and Media Strategy	Social Media Crisis Strategy Lab	Draft a response plan for a viral player mistake. Plan first tweet, media talking points, 24-hour plan. Teams present communication strategies.
11	Bystander Intervention and Ethical Courage	Bystander Intervention Roleplay	Students act out common sports workplace issues (harassment, unfairness, hazing). Practice safe intervention techniques. Debrief.
12	Global Leadership and Cross-Cultural Collaboration	Cross-Cultural Negotiation Simulation	Two teams from different "cultures" (assigned fake norms/values) negotiate international sports event logistics. Reflect on cultural intelligence.
13	Gender Gap and Race in Sport Leadership	Inclusion Case Study Debate	Debate cases (ex: Becky Hammon coaching NBA, Colin Kaepernick activism). Defend/critique organizational leadership responses.
14	Future Trends in Sports Leadership	Future Trends Debate	In teams, argue whether emerging trends (e.g., AI scouting, athlete activism) will help or hurt sports leadership.
15	Leadership Philosophy and Career Readiness	Journaling Workshop + Peer Review	Begin final Leadership Philosophy Paper. Share drafts with peers for structured feedback.

### Academic integrity policies for this class

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow AP style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Plagiarism** (stealing work from others, including scraping from websites) and fabrication (making things up) are EXTREMELY serious academic misconduct issues. If you have any questions if something is allowable, ask before you do it to avoid visiting COAM (see below).
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Generative AI:** Use of Generative AI is allowed in this class for specific purposes. Please see full policy below.

## Generative AI

Can you use Generative AI? The answer is, “It depends.” We have structured ways that we encourage the use of Generative AI to maximize your writing and learning, and these assignments will be clear and evident in class.

Students are allowed to use Generative AI and other language models for certain aspects of this course. This policy outlines the guidelines and expectations for using Generative AI.

#### Purpose of Using Generative AI:

Generative AI is designed to aid in generating human-like text responses based on given prompts. In this course, you may use Generative AI to brainstorm, generate ideas, improve your writing, or explore complex concepts. However, it is essential to remember that Generative AI should complement your efforts, not replace critical thinking and the core learning process.

You are permitted to use Generative AI in the following ways:

- **Brainstorming:** Use Generative AI to generate ideas, concepts, or potential solutions to specific problems or assignments.
- **Writing Assistance:** Leverage Generative AI to enhance your OWN writing, receive suggestions on sentence structure, grammar, and style and refine your written work.
- **Concept Exploration:** Use Generative AI to gain insights into challenging topics, explore different perspectives and deepen your understanding of course materials.

#### Responsible Use and Academic Integrity:

While Generative AI can be an invaluable resource, it is crucial to uphold academic integrity and responsible use. Plagiarism and cheating are strictly prohibited and will result in a report to COAM. When using Generative AI, you must always provide appropriate attribution if you incorporate any generated content into your assignments or projects.

#### Limitations of Generative AI

Keep in mind that Generative AI is a machine-learning model and has its limitations. It may not always produce accurate or reliable information. As such, you must critically evaluate the responses generated by Generative AI and verify the information from reliable sources before incorporating it into your work.

#### Support and Guidance

If you are unsure about the appropriate use of Generative AI or have any questions related to its implementation, please ASK before you use and submit!

#### Experimentation and Feedback

This course encourages experimentation and learning through hands-on experiences. You are encouraged to explore the capabilities of Generative AI, share your experiences with the class and provide constructive feedback on how it enhances or impacts your learning process.

#### Reporting Out

Students must include a brief explanation of how they used AI for an assignment, if they chose to do so.

#### Accepted Generative AI Tools

The University has approved these tools. Be sure to log in with your Ohio State credentials:

[Google Gemini](#)

[Google Notebook LM](#)

[Microsoft Copilot](#)

## III. Class Details

### Gentle Reminders

At the end of every week your instructor will send via Carmen Messaging a “Gentle Reminder” post to look ahead at assignments and goals coming in the next week. Reading your Gentle Reminder is required and items in there may be included on weekly assessments.

### Dress Code

This class is a quasi-professional environment that will involve you meeting with people from all walks of life. Dressing the part will be key to your professionalism. To that end, please wear clothing that would allow you to feel comfortable meeting any guest. That means, for our class purposes, no pajamas, slippers, crop tops, sweats or excessively ripped clothes.

### Class Guests

Periodically in the semester we will welcome guests to class who have experience in sports leadership. These will include but not be limited to athletic directors, coaches, professional sports executives and media members. They will augment our learning with personal examples and also work with us for in-class activities.

### What’s in a Name?

You can always be safe calling your faculty professor, as in “I am Prof. Kraft.” The term Doctor (Dr.) is for professors who have a Ph.D. Ed.D. (or the equivalent). So, if you would prefer to address me with a title, it would be Dr. Kraft, since I have an Ed.D.

Mr., Mrs. and Ms. are often not used in college, although they were likely expected of you in high K-12.

### Faculty feedback and response time

For weekly assignments, you can generally expect feedback within **2 days**. For major assignments, feedback will come in no more than three days.

## IV. Learning Details



## Syllabus as a contract

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you by email and in our next class session as soon as any syllabus change may arise.

## Lunch Anyone?

Arts & Sciences has a program called “[Take Your Professor to Lunch](#),” and I would LOVE to have lunch with you! This program is student initiated with an undergraduate student inviting a College of Arts and Sciences teacher to lunch. Meal cards are limited and distributed first-come, first-served.

## Attendance and Make-Up Policy

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in class is not found in your readings.

If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities. Late assignments are not accepted unless you discuss with Nicole at least 24 hours BEFORE the deadline.

We spend have a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences.

The following is a summary of everyone's expected participation:

### Readings and lectures:

- There will be readings and lecture videos every week that should be viewed BEFORE class on Tuesday. Also before class, please take the AP Style Assessment.
- **Weekly activities:** We will have activities (participation) and/or assignments in most classes.

## Discussion and communication

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

**Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online and is not always appreciated in-person. Your instructor works very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.

## Optimal Learning Experience

Previous courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this course:

- Students kept up with the schedule and assignment due dates.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [Microsoft One Drive](#).
- Students reported that completing assigned readings before class helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.

## Canceling Class

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Carmen Messaging.

## V. Class Schedule (subject to change)

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*Complete, accessible schedule is available each week in Carmen under MODULES*

### **Week 1: Introduction to Leadership**

*Learning Outcomes:*

- Define leadership vs. management
- Understand class expectations and course structure

*Course Roadmap:*

- Review syllabus, course policies, Canvas navigation

*This Week in Class:*

**Tuesday:** Leadership Role-Play (Leader/Follower/Observer)

*Before Class (Thursday):*

Read:

- *Essentials of Sports Leadership*: Chapter 1 Introduction and Chapter 2 Conceptualizing Sport Management And Sport Leadership, pp. 1-24
- Carmen Reading: Grint, Smolović, Jones, and Holt, “What is Leadership: Person, Result, Position or Process, or All or None of These?” pp. 3-20

**Thursday:** Emotional Intelligence Self-Assessment & Discussion

*After Class:*

Submit Leadership Lab #1 (Reflection on role-play and self-assessment)

---

### **Week 2: Leadership Models and Theories**

*Learning Outcomes:*

- Identify major leadership theories
- Apply leadership models to sports examples

*Course Roadmap:*

Group assignment: Leadership model presentations

*Before Class:*

Read:

- *Essentials of Sports Leadership*: Chapter 3 Leadership in Different Settings, pp. 27-47
- *Essentials of Sports Leadership*: Chapter 4 Trait Theories pp. 49-61

Watch: Mini-lectures on each theory

*This Week in Class:*

**Tuesday:** Assign "Choose Your Theory" Groups

**Thursday:** Theory Application Presentations + Sports Scenarios

*After Class:*

Leadership Lab #2 (Apply a theory to a sports leadership situation)

---

### **Week 3: Positive Leadership and Motivation**

*Learning Outcomes:*

- Understand key motivational strategies for teams
- Design motivation plans for performance improvement

*Course Roadmap:*

Start planning Motivation Plan Pitch

**Before Class:**

Read:

- *Essentials of Sports Leadership*: Chapter 5 Behavioural Theories pp. 62-69
- *Essentials of Sports Leadership*: Chapter 6 Situational and Contingency Theories pp. 70-91

Watch: Motivation Theories in Action Video

*This Week in Class:*

**Tuesday:** Design Motivation Plan Workshop

**Thursday:** Motivation Plan Pitches + Peer Feedback

*After Class:*

Leadership Lab #3 (Reflect on designing motivation strategies)

---

## **Week 4: Ethical Leadership and Strategic Decision-Making**

*Learning Outcomes:*

- Analyze ethical dilemmas in sports
- Make decisions using leadership frameworks

*Course Roadmap:*

Prep for ethical simulation

*Before Class:*

Read:

- *Essentials of Sports Leadership*: Chapter 7 Leader-Member Exchange Theory pp. 92-105 and Ethical Examples provided by instructor.
- Carmen Reading: Ciulla, “Ethics and Effectiveness: The Nature of Good Leadership” pp. 3-28

Watch: Ethical Decision-Making Framework Video

*This Week in Class:*

**Tuesday:** Ethical Dilemma Simulation (Student ADs)

**Thursday:** Crisis Management: Drafting Crisis Responses

*After Class:*

Leadership Lab #4 (Reflect on ethics under pressure)

Leadership Profile Due

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## **Week 5: Communication and Crisis Leadership**

*Learning Outcomes:*

- Prepare and deliver crisis communication messages
- Practice speaking with clarity under pressure

*Course Roadmap:*

Mock press conference prep

*Before Class:*

Read:

- *Essentials of Sports Leadership*: Chapter 8 Transformational Leadership pp. 106-121 and Chapter 9 Servant Leadership pp. 122-134
- Carmen Reading: Rast and Hogg, “Leadership in the Face of Crisis and Uncertainty” pp.52-64

Watch: Mock Press Conference Best Practices

*This Week in Class:*

**Tuesday:** Prepare Mock Press Conference Statements

**Thursday:** Deliver Mock Press Conferences + Debrief

*After Class:*

Leadership Lab #5 (Lessons from handling tough media questions)

---

## **Week 6: Team Leadership and Crisis Simulation**

*Learning Outcomes:*

- Collaborate under stress
- Execute strategic crisis plans

Course Roadmap:

Midterm team crisis simulation

*Before Class:*

No new readings – focus on crisis plan finalization

*This Week in Class:*

**Tuesday:** Finalize Crisis Response Plans

**Thursday:** Midterm Crisis Simulations (Live)

*After Class:*

Submit Midterm Crisis Project

---

## **Week 7: Forging Change and Innovation**

*Learning Outcomes:*

- Foster innovation in leadership
- Pitch creative solutions to modern sports challenges

*Course Roadmap:*

Innovation Lab next week

*Before Class:*

Read:

- "Innovation in Sports Organizations" article

Watch: Case Study: Athlete-Led Initiatives

*This Week in Class:*

**Tuesday:** Innovation Lab: Design New Sports Initiative

**Thursday:** Present Initiatives + Peer Judging

*After Class:*

Leadership Lab #6 (Reflect on fostering change)

---

## **Week 8: Diversity, Equity, and Inclusion Leadership**

*Learning Outcomes:*

- Lead inclusively and account for diverse identities
- Navigate difficult conversations around identity in sports

*Course Roadmap:*

Prepare for Inclusion Case Study Debate

*Before Class:*

Read:

- *Essentials of Sports Leadership*: Chapter 10 Authentic Leadership pp. 135-148 and Chapter 11 Distributed Leadership pp. 149-160
- Carmen Reading: Chrobot-Mason and Roberson, "Inclusive Leadership" pp.322-338

Watch: Identity and Bias in Sports Organizations

*This Week in Class:*

**Tuesday:** Identity Circles Exercise

**Thursday:** Inclusion Case Study Debate (Athlete Activism)—guest from Buckeye Inclusion

*After Class:*

Leadership Lab #7 (Reflection on inclusive leadership)

---

## **Week 9: Athlete Empowerment and Name, Image and Likeness Leadership**

*Learning Outcomes:*

- Understand Name, Image and Likeness dynamics and athlete leadership
- Practice negotiation under high-stakes conditions

*Course Roadmap:*

NIL negotiation simulation prep

*Before Class:*

Read:

- *Essentials of Sports Leadership*: Chapter 12 Women in Leadership pp. 161-177
- *Essentials of Sports Leadership*: Chapter 13 Culture and Leadership pp. 178-190

Watch: Name, Image and Likeness Negotiations

*This Week in Class:*

**Tuesday:** Group Strategy Sessions (Player Union vs. Admin)

**Thursday:** Name, Image and Likeness Negotiation Simulation + Debrief

*After Class:*

Leadership Lab #8 (Insights on leadership and empowerment)

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Week 10: SPRING BREAK

No Class

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## **Week 11: Reputation Management and Ethical Courage**

*Learning Outcomes:*

- Manage leadership image and crisis response
- Practice ethical intervention as a leader

*Course Roadmap:*

Social media strategy and intervention skills

*Before Class:*

Read:

- *Essentials of Sports Leadership*: Chapter 14 Ethical Leadership pp. 191-208
- Carmen Reading: Ciulla, "Dangerous Liaisons: Adultery and the Ethics of Presidential Leadership" pp. 95-120

Watch: Responding to Scandals in Sport Video

*This Week in Class:*

**Tuesday:** Design Social Media Crisis Strategies

**Thursday:** Bystander Intervention Roleplay

*After Class:*

Leadership Lab #9 (Reflect on standing up under pressure)

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## **Week 12: Global Leadership and Cross-Cultural Skills**

*Learning Outcomes:*

Lead across different cultural contexts

Negotiate across value difference

*Course Roadmap:*

Prep for negotiation simulation

*Before Class:*

Read:

- *Essentials of Sports Leadership*: Chapter 15 Self-Leadership pp. 208-220

Watch: Cross-Cultural Miscommunications in Sports

*This Week in Class:*

**Tuesday:** Cross-Cultural Negotiation

**Thursday:** Global Team Collaboration Challenge

*After Class:*

Leadership Lab #10 (Lessons from global leadership)

Submit Final Personal Leadership Philosophy Paper

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## **Week 13: Gender, Race, and Sports Leadership Gaps**

### *Learning Outcomes:*

Address structural inequities in sports leadership

Form leadership strategies for inclusivity

### *Course Roadmap:*

Future trends

### *Before Class:*

#### **Read:**

- *Essentials of Sports Leadership*: Chapter 16 Responsible Leadership pp. 221-238
- Carmen Reading: Fryberg, S. A., & Eason, A. E. (2017). Making the invisible visible: Acts of commission and omission. *Current Directions in Psychological Science*, 26(6), 554–559.
- Carmen Reading: Sesko, A. K., & Biernat, M. (2010). Prototypes of race and gender: The invisibility of Black women. *Journal of Experimental Social Psychology*, 46, 356–360.

Watch: Interviews with Diverse Athletic Leaders

### *This Week in Class:*

**Tuesday:** Inclusion Case Study

**Thursday:** Discuss pathways for equity in leadership

### *After Class:*

Leadership Lab #11 (Equity in leadership action steps)

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## **Week 14: Future of Sports Leadership**

### *Learning Outcomes:*

Debate emerging trends shaping leadership

Predict future skills needed in sports leadership

### *Course Roadmap:*

Final Project: Executive Leadership Challenge draft due next week

### *Before Class:*

#### **Read:**

- *Essentials of Sports Leadership*: Chapter 17 Learning and Development pp. 241-258

Watch: Predicting the Next Era of Sports Management

### *This Week in Class:*

**Tuesday:** Future Trends

**Thursday:** Future Trends

### *After Class:*

Leadership Lab #12 (How to prepare for future leadership)

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## **Week 15: Personal Leadership Development**

### *Learning Outcomes:*

Articulate a personal leadership philosophy

Reflect on leadership journey

### *Before Class:*

No new readings – focus on Final Project: Executive Leadership Challenge writing

### *This Week in Class:*

**Tuesday:** Journaling Workshop + Peer Feedback

**Thursday:** Final Project Prep: Strategy Plan Reviews

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## **Week 16: Final Leadership Showcase**

### *Learning Outcomes:*

Present executive leadership strategy

Reflect on leadership development journey

### *Course Roadmap:*

Final Executive Leadership Challenge submission

*This Week in Class:*

**Tuesday:** Final Presentations (Half teams)

**Thursday:** Final Presentations (Remaining teams) + Class Reflection

*After Class:*

Submit Final Executive Leadership Challenge



## University and Departmental Policies

### Academic Misconduct and AI

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with assignments and examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

### Accessibility accommodations for students with disabilities

**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health,**

	<p><b>chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.</b></p> <p><b>If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at <a href="mailto:slds@osu.edu">slds@osu.edu</a>; 614-292-3307; or <a href="http://slds.osu.edu">slds.osu.edu</a>.</b></p>
<b>Campus closure</b>	<p>Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's <a href="#">Weather or Other Short-Term Closing Policy</a>. Please visit this <a href="#">webpage</a> to learn more about preparing for potential closings and planning ahead for winter weather.</p>
<b>Copyright Disclaimer</b>	<p>The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.</p>
<b>Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct</b>	<p>The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race,</p>

	<p>religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.</p> <p>To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:</p> <p>Online reporting form at <a href="http://civlrights.osu.edu">civlrights.osu.edu</a>  Call 614-247-5838 or TTY 614-688-8605,  Or Email <a href="mailto:civilrights@osu.edu">civilrights@osu.edu</a></p> <p>The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:</p> <p>All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.</p> <p>The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:</p> <ol style="list-style-type: none"> <li>1. Any human resource professional (HRP);</li> <li>2. Anyone who supervises faculty, staff, students, or volunteers;</li> <li>3. Chair/director; and</li> <li>4. Faculty member.</li> </ol>
<b>Discussion and communication guidelines</b>	<p>The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.</p> <p><b>Tone and civility:</b> Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online and is not always appreciated in-person. Nicole works very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.</p>
<b>Food Insecurity</b>	<p><b>Food Security</b> (<a href="https://www.buckeyefoodalliance.org/">https://www.buckeyefoodalliance.org/</a>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.</p>

<b>Grievances and Solving Problems</b>	<p>A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.</p> <p>According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.</p>
<b>Instructor illness or absence</b>	<p>If the instructor is quarantined or is experiencing respiratory symptoms but is well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email no later than one hour time before class. If the instructor is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.</p>
<b>Intellectual Diversity</b>	<p>Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.</p>
<b>Managing Stress</b>	<p>College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 614.292.1111. They will always work with professors on your behalf.</p>
<b>Mental Health Statement</b>	<p>College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student</p>

	Advocacy Center at 614.292.1111. They will always work with professors on your behalf.
<b>Religious accommodations</b>	<p>Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.</p> <p>With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.</p> <p>A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement <b>and</b> the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.</p> <p>If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the <a href="#">Civil Rights Compliance Office</a>. Policy: <a href="#">Religious Holidays, Holy Days and Observances</a></p>
<b>Student Academic Services</b>	Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <a href="http://advising.osu.edu/welcome.shtml">http://advising.osu.edu/welcome.shtml</a>
<b>Student Health</b>	Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked

	to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me <i>BEFORE</i> class to receive class any materials and turn in assignments via Carmen. If you do not notify me, your assignment will not be accepted.
<b>Student Services</b>	The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>
<b>Writing Resources</b>	<ul style="list-style-type: none"> <li>• <b>The Writing Center.</b> This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <a href="http://cstw.osu.edu/writingcenter">http://cstw.osu.edu/writingcenter</a> to learn more or to schedule an appointment.</li> <li>• <b>Strunk &amp; White's The Elements of Style.</b> If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap.</li> </ul>

Course Number	Course Title	Map G1 History & Theory	Map G2 Ethical Issues	Map G3 Diverse World	Map G4 Practice	Map G5 Context
ACCAD 5100	Concept Development for Time-Based Media Major Readings in African American and African				Advanced	Advanced
AFAMAST 2201	Studies Black Urban		Intermediate	Intermediate		Intermediate
AFAMAST 2218	Experience Blackness and the		Intermediate	Intermediate		Intermediate
AFAMAST 2275	Politics of Sports Introduction to African-American		Intermediate	Intermediate		Intermediate
AFAMAST 2281	Literature Slavery in the		Intermediate	Intermediate		Intermediate
AFAMAST 3080	United States Civil Rights and Black Power		Upper Intermediate	Upper Intermediate		Upper Intermediate
AFAMAST 3083	Movements Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
AFAMAST 3084	History Black Women in Slavery and					
AFAMAST 3086	Freedom	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate

	Black Women: Culture and Politics		Upper Intermediate	Upper Intermediate		Upper Intermediate
AFAMAST 3230	Global Black Cultural Movements		Upper Intermediate	Upper Intermediate		Upper Intermediate
AFAMAST 3260	Global Perspectives on the African Diaspora		Upper Intermediate	Upper Intermediate		Upper Intermediate
AFAMAST 3310	Theorizing Race		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
AFAMAST 3440	The Art and Politics of Hip- Hop		Upper Intermediate	Upper Intermediate		Upper Intermediate
AFAMAST 3450	Black Politics	Advanced		Advanced	Advanced	Advanced
AFAMAST 4504	African Americans and the Law	Advanced	Advanced	Advanced		Advanced
AFAMAST 4610	Intersections: Approaches to Theorizing Difference		Advanced	Advanced		
AFAMAST 4921	Race and Public Policy in the United States	Advanced	Advanced	Advanced		Advanced
AFAMAST 5240	Blackness and the Body in Science and Medicine	Advanced	Advanced	Advanced		Advanced
AFAMAST 5650	Team and Leadership					
AIRSCI 2101	Fundamentals I	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
AIRSCI 2102	Team and Leadership Fundamentals II	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate



AIRSCI 3101	Leading People and Effective Communication I	Upper Intermediate	Advanced	Advanced	Advanced	Upper Intermediate
AIRSCI 3102	Leading People and Effective Communication II	Upper Intermediate	Advanced	Advanced	Advanced	Upper Intermediate
AIRSCI 4101	National Security Affairs/Preparatio n for Active Duty I	Advanced	Upper Intermediate	Upper Intermediate	Intermediate	Upper Intermediate
AIRSCI 4102	National Security Affairs/Preparatio n for Active Duty II	Advanced	Upper Intermediate	Upper Intermediate	Intermediate	Upper Intermediate
ANTHROP 3302	Introduction to Medical Anthropology		Upper Intermediate	Upper Intermediate		Intermediate
ANTHROP 3340	The Anthropology of Mental Health Crisis! An Anthropological Perspective of		Upper Intermediate	Upper Intermediate		Intermediate
ANTHROP 3597.01	Global Issues		Upper Intermediate	Upper Intermediate		Intermediate
ANTHROP 3597.02	Women, Culture, and Development Environmental		Upper Intermediate	Upper Intermediate		Intermediate
ANTHROP 3623	Anthropology		Upper Intermediate	Upper Intermediate		Intermediate
ANTHROP 5505	Wicked Science Interdisciplinary		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
ANTHROP 5510	Team Science The Anthropology of Sex, Drugs, and		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
ANTHROP 5601	HIV		Upper Intermediate	Upper Intermediate		Intermediate

	Women's Health in Global					
ANTHROP 5602	Perspective Real and		Upper Intermediate	Upper Intermediate		Intermediate
ART 2200	Recorded Time Two-Dimensional	Beginner	Beginner	Intermediate	intermediate	Intermediate
ART 2300	Studies	Beginner	Beginner	Intermediate	intermediate	Intermediate
ART 2400	3-Dimensional Art Artists as Leaders and Engaged	Beginner	Beginner	Intermediate	intermediate	Intermediate
ART 3008	Citizens Exploring the Creative Industry: Arts Issues in the	Upper Intermediate	Upper Intermediate	Upper Intermediate	upper intermediate	Upper Intermediate
ARTEDUC 3680	21st Century Managing Non- profit Arts Organizations: Balancing Continuity &		Intermediate	Intermediate	Intermediate	Intermediate
ARTEDUC 3681	Change Public Policy and		Intermediate	Intermediate	Intermediate	Intermediate
ARTEDUC 5670	the Arts Organizational Leadership in the		Advanced	Advanced	Advanced	Advanced
ARTEDUC 5671	Nonprofit Arts The Creative Sector and		Advanced	Advanced	Advanced	Advanced
ARTEDUC 5674	Creative Cities International		Advanced	Advanced	Advanced	Advanced
ARTEDUC 5675	Cultural Relations		Advanced	Advanced	Advanced	Advanced

	Nonprofit Arts Institution Governance and					
ARTEDUC 5682	Board Leadership Developing Arts Careers: Positioning		Advanced	Advanced	Advanced	Advanced
ARTEDUC 5683	Passion		Advanced	Advanced	Advanced	Advanced
ARTEDUC 5687	The Social World of the Arts		Advanced	Advanced	Advanced	Advanced
	Marketing, Communications, & Social Media in Nonprofit Arts					
ARTEDUC 5688	Institutions		Advanced	Advanced	Advanced	Advanced
ARTSSCI 2400	Conversations on Morality, Politics, and Society	Intermediate	Intermediate	Intermediate		Intermediate
ARTSSCI 3192	Leadership Experiential Learning					
ARTSSCI 3600						
	Sports Leadership Senior Capstone	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
ARTSSCI 4676	Seminar	Advanced	Advanced	Advanced	Advanced	Advanced
	Politics and Political Thought in the Ancient World					
CLAS 2206	Classics and African American					
CLAS 3210	Political Thought		Upper Intermediate	Upper Intermediate		

CLAS 3301	Law, Citizenship, and Empire in Later Rome	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
CLAS 3302	Citizenship in Democratic Athens	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
COMM 2110	Principles of Effective Public Speaking		Intermediate		Intermediate	Intermediate
COMM 2131	Business and Professional Speaking		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
COMM 2331	Strategic Communication Principles		Intermediate	Intermediate	Intermediate	Intermediate
COMM 2367	Persuasive Communication		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
COMM 2850	Media and Citizenship		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
COMM 3325	Introduction to Organizational Communication		Upper Intermediate	Upper Intermediate		Upper Intermediate
COMM 3332	Risk Communication Crisis			Advanced	Advanced	Advanced
COMM 3333	Communication Principles of		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
COMM 3340	Environmental Campaigns				Advanced	Advanced
COMM 3404	Media Law and Ethics		Upper Intermediate	Upper Intermediate		Upper Intermediate
COMM 3415	Sports, Mass Media & Society		Upper Intermediate	Upper Intermediate		Upper Intermediate

COMM 3440	Mass Communication and Society	Upper Intermediate	Upper Intermediate		Upper Intermediate
COMM 3442	Violence in Society and Violence in the Media	Advanced	Advanced		Advanced
COMM 3444	Advertising and Society	Upper Intermediate	Upper Intermediate		Upper Intermediate
COMM 3554	Social Implications of Communication Technology	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
COMM 3558	Social Media	Upper Intermediate	Upper Intermediate		Upper Intermediate
COMM 3597.01	International Perspectives on Communication	Advanced	Advanced	Advanced	Advanced
COMM 3597.02	Media and Terrorism	Advanced	Advanced		Advanced
COMM 3620	Introduction to Interpersonal Communication	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
COMM 3668	Intercultural Communication	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
COMM 4556	Information Technology and Organizational Communication	Advanced	Advanced		Advanced
COMM 4635	Communication Dynamics in Groups		Upper Intermediate	Upper Intermediate	Upper Intermediate

COMM 4736	Health Communication in Interpersonal Contexts			Advanced	Advanced	Advanced
COMM 4737	Health Communication in Mass Mediated Contexts			Advanced	Advanced	Advanced
COMM 4814	Political Communication Introduction to Cultures of Science and Technology	Upper Intermediate	Upper Intermediate			Upper Intermediate
COMPSTD 2340	Technology, Science, and Society					Beginner
COMPSTD 2341	Science and Technology in American Cultur					Beginner
COMPSTD 2367.04	Humanitarianism in Question					Beginner
COMPSTD 3501	Global Studies of Science and Technology					Intermediate
COMPSTD 4597.01	Gender, Sexuality, and Science					Upper Intermediate
COMPSTD 4845	Intersections: Approaches to Theorizing		Advanced	Advanced		Advanced
COMPSTD 4921	Difference Anti-Racism in the		Advanced	Advanced		
DANCE 5500	Performing Arts	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate

	Citizen Artists: Cultivating Community- Engaged Arts				
DANCE 5505S	Partnerships	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
	Introduction to				
DESIGN 2700	Design Practice			Beginner	Beginner
	Exploring Design				
DESIGN 3105	Thinking	Beginner		Beginner	Beginner
	Visualization as				
DESIGN 3305	Thinking	Beginner		Intermediate	Intermediate
	Presentation as				
DESIGN 3505	Thinking	Beginner		Upper Intermediate	Intermediate
	Climate and Life				
	over Billions of				
EARTHSC 2122	Years on Earth	Beginner			Beginner
	Energy and				
EARTHSC 2155	Environment	Beginner			Beginner
	Environmental				
EARTHSC 2203	Geoscience	Beginner			Beginner
	Exploring Water				
EARTHSC 2204	Issues	Beginner			Beginner
	Energy, Mineral				
	Resources, and				
EARTHSC 2210	Society	Beginner			Beginner
	The Climate				
	Crisis:				
	Mechanisms,				
	Impacts, and				
EARTHSC 2911	Mitigation	Beginner	Intermediate		Intermediate
	Water Security for				
EARTHSC 3411	the 21st Century	Beginner			Beginner

	Learning From Disasters: Extreme Events and Their Impact on Infrastructure, Engineering and Society						
EARTHSC 3530	Global Change and Sustainability in the Earth System	Beginner	Beginner			Beginner	Beginner
EARTHSC 5663	Principles of Microeconomics			Upper Intermediate	Upper Intermediate		Intermediate
ECON 2001.01	Intermediate Microeconomic Theory	Beginner	Beginner	Beginner	Beginner	Beginner	Beginner
ECON 4001	World Economic Development in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
ECON 4130	Economic History of the Americas	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
ECON 4140	Elementary Econometrics						
ECON 4400	Government and Business				Advanced	Advanced	
ECON 4700	Equity, Diversity, and Justice in Education	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
EDUTL 5005	Training in Informal Science Outreach			Advanced			Advanced
EDUTL 5700							Advanced



	Biological Invasions: The Ecology and Evolution of Species				
EEOB 2410	Introductions The Climate Crisis: Mechanisms, Impacts, and Mitigation	Upper Intermediate		Upper Intermediate	Upper Intermediate
EEOB 2911	Application of ecology, population genetics, and biogeography to the study and conservation of biodiversity, threatened communities, and endangered species.	Beginner	Intermediate		Intermediate
EEOB 4410	Society and Evolution	Advanced		Advanced	Advanced
EEOB 5320	Wicked Science	Intermediate		Beginner	Upper Intermediate
EEOB 5505	Interdisciplinary Team Science	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
EEOB 5510	Arts of Persuasion	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
ENGLISH 2276	Introduction to African-American Literature	Intermediate			
ENGLISH 2281		intermediate	intermediate		Intermediate

ENGLISH 2282	Introduction to Queer Studies		Intermediate	Intermediate	
ENGLISH 2367.06	Writing about Disability Literacy		Intermediate	Intermediate	intermediate
ENGLISH 2367.07S	Narratives of Black Columbus		Intermediate	Intermediate	intermediate
ENGLISH 2581	Introduction to U.S. Ethnic Literatures and Cultures		Intermediate	Intermediate	
ENGLISH 3031	Rhetorics of Health, Illness, and Wellness		Upper Intermediate	Upper Intermediate	
ENGLISH 3304	Business and Professional Writing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
ENGLISH 3305	Technical Writing				Upper Intermediate
ENGLISH 3360	Ecopoetics		upper intermediate		
ENGLISH 3361	Narrative and Medicine	Upper Intermediate	Upper Intermediate		
ENGLISH 3395	Literature and Leadership	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
ENGLISH 4321	Environmental Literatures, Cultures, and Media		Advanced	Advanced	
ENGLISH 4575	Special Topics in Literary Forms and Themes		Advanced	Advanced	
ENGLISH 4580	Special Topics in LGBTQ Literatures and Cultures		Advanced	Advanced	

ENGLISH 4581	Special Topics in U.S. Ethnic Literatures	Advanced	Advanced		
ENGLISH 4582	Special Topics in African-American Literature	Advanced	Advanced		
ENGLISH 4586	Studies in American Indian Literature and Culture	Advanced	Advanced		
ENGLISH 4587	Studies in Asian American Literature and Culture	Advanced	Advanced		
ENGLISH 4588	Studies in Latino/a Literature and Culture	Advanced	Advanced		
ENGLISH 4597.01	The Disability Experience in the Contemporary World	Advanced	Advanced	Advanced	
ESEPOL 3312	Conflict, Voice, and Power in Public Education		Advanced	Advanced	Advanced
ESEPOL 5217	Comparative Perspective on Education, Globalization, and National Development	Advanced	Advanced		Advanced

ESHESA 2570	Team and Organizational Leadership Leadership in Community				Intermediate	Intermediate
ESHESA 2571S	Service Introduction to Leadership Development in Learning	Intermediate			Intermediate	Intermediate
ESHESA 2572	Organizations Student Organization Leadership	Intermediate			Intermediate	Intermediate
ESHESA 2575	Training Diversity and Social Justice in	Intermediate			Intermediate	Intermediate
ESHESA 2577	Leadership Innovation and	Intermediate	Intermediate	Intermediate		Intermediate
ESHESA 3221	Leadership Theories of Leadership in Learning	Upper Intermediate			Upper Intermediate	Upper Intermediate
ESHESA 3573	Organizations Technology, Education, and Community- based	Upper Intermediate			Upper Intermediate	Upper Intermediate
ESLTECH 4270	Programming School and				Advanced	Advanced
ESPHE 3206	Society Philosophy of				Upper Intermediate	Upper Intermediate
ESPHE 3410	Education	Upper Intermediate				Upper Intermediate

ESPHE 4403	Ethics and the Professional Context of Teaching Philosophical Perspectives on Race, Education, and Citizenship	Advanced		Advanced	Advanced
ESPHE 5440	Lifelong Learning in the Adult Years	Advanced	Advanced	Advanced	Advanced
ESWDE 5672				Advanced	Advanced
FRIT 3054	The 21st-Century Skill: Intercultural Competence for Global Citizenship	Intermediate	Intermediate	Intermediate	Intermediate
GEOG 2400.01	Economic and Social Geography	Intermediate	Intermediate		Intermediate
GEOG 2400.02	Economic and Social Geography: Research-Focused	Intermediate	Intermediate		Intermediate
GEOG 2500	Cities and their Global Spaces	Intermediate	Intermediate		Intermediate
GEOG 2750	World Regional Geography	Intermediate	Intermediate		Intermediate
GEOG 2800	Our Global Environment	Intermediate			Intermediate
GEOG 3597.01	World Urbanization	Intermediate	Intermediate		Intermediate
GEOG 3597.03	Climate Justice	Upper Intermediate	Upper Intermediate		
GEOG 3600	Space, Power and Political Geography	Upper Intermediate	Upper Intermediate		Upper Intermediate

GEOG 3701	The Making of the Modern World		Upper Intermediate	Upper Intermediate	Upper Intermediate
GEOG 3800	Geographical Perspectives on Environment and Society		Upper Intermediate	Upper Intermediate	Upper Intermediate
GEOG 3801	Political Ecology		Upper Intermediate	Upper Intermediate	Upper Intermediate
	Global Climate Change: Causes and Consequences				
GEOG 3900	Cartography and Map Design		Upper Intermediate		Upper Intermediate
GEOG 5200	Data Justice and the Right to the Smart City				
GEOG 5502	Geography of Development		Upper Intermediate	Upper Intermediate	Upper Intermediate
GEOG 5700	History of American Capitalism	Intermediate	Intermediate	Intermediate	Intermediate
HISTORY 2010	History of American Criminal Justice	Intermediate	Intermediate	Intermediate	Intermediate
HISTORY 2015	History of Agriculture and Rural America	Intermediate	Intermediate	Intermediate	Intermediate
HISTORY 2040	African American History to 1877	Intermediate	Intermediate	Intermediate	Intermediate
HISTORY 2080	African American History from 1877	Intermediate	Intermediate	Intermediate	Intermediate
HISTORY 2081					

	Revolutions and Social Movements in Modern Latin				
HISTORY 2120	America	Intermediate	Intermediate	Intermediate	Intermediate
	Islam, Politics, and Society in				
HISTORY 2350	History	Intermediate	Intermediate	Intermediate	Intermediate
	History of Zionism				
HISTORY 2453	and Modern Israel	Intermediate	Intermediate	Intermediate	Intermediate
	20th Century				
	International				
HISTORY 2500	History	Intermediate	Intermediate	Intermediate	Intermediate
HISTORY 2550	History of War	Intermediate	Intermediate	Intermediate	Intermediate
	The World since				
HISTORY 2650	1914	Intermediate	Intermediate	Intermediate	Intermediate
	Global				
	Environmental				
HISTORY 2700	History	Intermediate	Intermediate	Intermediate	Intermediate
	History of				
HISTORY 2701	Technology	Intermediate	Intermediate	Intermediate	Intermediate
	Food in World				
HISTORY 2702	History	Intermediate	Intermediate	Intermediate	Intermediate
	History of Public				
	Health, Medicine				
HISTORY 2703	and Disease	Intermediate	Intermediate	Intermediate	Intermediate
	Water: A Human				
HISTORY 2704	History	Intermediate	Intermediate	Intermediate	Intermediate
	The History of				
	Medicine in				
HISTORY 2705	Western Society	Intermediate	Intermediate	Intermediate	Intermediate
HISTORY 2710	History of the Car	Intermediate	Intermediate	Intermediate	Intermediate
	History of Nuclear				
HISTORY 2711	Energy	Intermediate	Intermediate	Intermediate	Intermediate

	Social Reform Movements in				
HISTORY 2752	U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
	The Climate Crisis: Mechanisms, Impacts, and				
HISTORY 2911	Mitigation		Beginner	Intermediate	Intermediate
	American Presidential				
HISTORY 3003	Elections	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
	The United States Constitution and American Society				
HISTORY 3005	to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
	The United States Constitution and American Society				
HISTORY 3006	since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
	The American Revolution and				
HISTORY 3011	the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3030	History of Ohio	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
	American Labor				
HISTORY 3041	History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
	Native American History from European Contact to Removal, 1560-				
HISTORY 3070	1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate



	Native American History from Removal to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3071	Slavery in the United States		Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3080	Black Americans During the Progressive Era	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3082	Civil Rights and Black Power Movements	Upper Intermediate	Upper Intermediate	Intermediate	Intermediate
HISTORY 3083	Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History				
HISTORY 3084	Black Women in Slavery and Freedom	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3086	The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3220	Europe Since 1950: From the Iron Curtain to Fortress Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3254	History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3270					

	From Rubber to Coltan: A Long History of Violence and Exploitation in				
HISTORY 3314	Central Africa Marginal Groups in the Non-	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3352	Western World Contemporary	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3405	China 1921-2000 U.S. Diplomacy,	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3501	1920-Present War in World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3550	History, 500-1650 War in World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3551	History, 1651- 1899 War in World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3552	History, 1900 to the Present American Military	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3560	History, 1607- 1902 Citizenship and American Military	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3561	History: 1902 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3575	The Korean War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3580	The Vietnam War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

	Wars of Empire and Decolonization					
HISTORY 3590		Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
	Lesbian, Gay, Bisexual, and Transgender History in the United States,					
HISTORY 3620	1940-Present How to Stage a	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3675	Revolution Leadership in	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3676	History Religion and Law in Comparative	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
HISTORY 3680	Perspective American Environmental	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3700	History History of American	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3701	Medicine HIV: From Microbiology to	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3704	Macrohistory	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

	Coca-Cola Globalization: The History of American Business and Global Environmental Change, 1800- Today	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3706	Vaccines: A Global History	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3708	Science and Society in Europe, from Copernicus to Newton	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3711	Science and Society in Europe, from Newton to Hawking	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3712	History of the Arctic	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3724	The U.S., Europe, and the Second World War: Intersections in 20th Century History	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HISTORY 3798.02	Optimizing Personal Health, Happiness & Well- being	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
HW 2102				Beginner	Beginner	Beginner

	Introduction to Development	
INTSTDS 2500	Studies	Beginner
	Introduction to	
INTSTDS 2800	Peace Studies	Beginner
	Introduction to	
INTSTDS 3700	Intelligence	Upper Intermediate
	Introduction to	
	Homeland	
INTSTDS 3701	Security	Upper Intermediate
	Herding Cyber	
	Cats: Information	
	Security	
INTSTDS 3702	Management	Upper Intermediate
	Ethical Issues in	
	the Information	
INTSTDS 3703	Age	Upper Intermediate
	Introduction to	
INTSTDS 3850	Globalization	Upper Intermediate
	Bioterrorism: An	
INTSTDS 4550	Overview	Advanced
	Terror and	
INTSTDS 4700	Terrorism	Advanced
	The Development	
	and Control of	
	Weapons of Mass	
INTSTDS 4701	Destruction	Advanced
	History of Sport in	
	19th Century	
KNSISM 2210	America	Intermediate
	History of Sport in	
	20th Century	
KNSISM 2211	America	Intermediate



MILSCI 2001	Leadership and Decision Making Army Doctrine and Team	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
MILSCI 2002	Development Training Management and the Warfighting	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
MILSCI 3001	Functions Applied Leadership in Small Unit	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
MILSCI 3002	Operations	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
MILSCI 4001	The Army Officer Company Grade	Advanced	Advanced	Advanced	Advanced	Advanced
MILSCI 4002	Leadership Musical Citizenship: Activism, Advocacy and Engagement in	Advanced	Advanced	Advanced	Advanced	Advanced
MUSIC 3364	Sound Evolution of	Beginner	Beginner	Beginner	Beginner	Beginner
NAVALSCI 3510	Warfare Leadership and		Intermediate	Upper Intermediate		Upper Intermediate
NAVALSCI 4110	Management Leadership and	Beginner	Upper Intermediate		Advanced	
NAVALSCI 4210	Ethics Fundamentals of		Upper Intermediate		Advanced	
NAVALSCI 4520	Maneuver Warfare Nursing Study		Intermediate	Upper Intermediate		Upper Intermediate
NURSING 3798	Tour Cyprus	Intermediate		Beginner		Intermediate

	Engineering Ethics for a Diverse and Just World	Beginner	Intermediate	Intermediate	Intermediate	Intermediate
PHILOS 2332	Computing Ethics for a Just and Diverse World	Beginner	Intermediate	Intermediate	Intermediate	Intermediate
PHILOS 2338	The Future of Humanity	Beginner	Intermediate	Intermediate	Intermediate	Intermediate
PHILOS 2340	Environmental Ethics		Intermediate			Intermediate
PHILOS 2342	Human Flourishing in a Global Society	Beginner	Intermediate	Intermediate	Intermediate	Intermediate
PHILOS 2344	Ethics and Leadership in a Diverse World	Beginner	Intermediate	Intermediate	Intermediate	
PHILOS 2390	Political and Social Philosophy	Beginner	Intermediate	Intermediate	Intermediate	Intermediate
PHILOS 2400	Philosophy of Sport		Beginner	Beginner	Intermediate	Intermediate
PHILOS 2456	Introduction to the Philosophy of Rational Choice					Intermediate
PHILOS 2540	Introduction to the Philosophy of Science					Intermediate
PHILOS 2650	Ethical Conflicts in Health Care Research, Policy, and Practice	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
PHILOS 3341H						



	Philosophical Problems in the Law					
PHILOS 3410	Philosophical Perspectives on Issues of Gender		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
PHILOS 3420	Theorizing Race		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
PHILOS 3440	Advanced Moral Philosophy		Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
PHILOS 5300	Advanced Political and Social Philosophy		Advanced		Advanced	
PHILOS 5400	Philosophical Topics in Feminist Theory		Advanced	Advanced	Advanced	Advanced
PHILOS 5420	Philosophical Perspectives on Race, Education, and Citizenship		Advanced	Advanced	Advanced	Advanced
PHILOS 5440	Physics and Technology for Future Presidents		Advanced	Advanced	Advanced	Advanced
PHYSICS 2100	Uses of Science in Solving Problems of Society					
PHYSICS 2367	Follow the Science: The Politics of Health Voters and Elections				Upper Intermediate	Upper Intermediate
POLITSC 2120	American Foreign Policy	Beginner	Beginner	Beginner	Beginner	Intermediate
POLITSC 2150		Intermediate	Intermediate			Intermediate
POLITSC 2300		Intermediate	Intermediate			Intermediate

POLITSC 3115	Introduction to the Policy Process Post-Conflict	Intermediate				Intermediate	Intermediate
POLITSC 3225	Reconstruction					Intermediate	Intermediate
POLITSC 3240	Political Violence Radicalization, Deradicalization, Countering	Intermediate	Intermediate				Intermediate
POLITSC 3245	Violent Extremism	Advanced	Intermediate	Intermediate	Upper Advanced		Intermediate
POLITSC 3280	Politics of Markets Comparative			Intermediate	Intermediate		Intermediate
POLITSC 3290	Public Policy Defense Policy and National		Intermediate	Intermediate			Intermediate
POLITSC 3310	Security Political Analysis of International Economic	Advanced	Advanced		Advanced		
POLITSC 3380	Relations Political Theories	Intermediate	Intermediate	Upper Intermediate	Intermediate		Upper Intermediate
POLITSC 3420	of Democracy Political Theories		Intermediate				
POLITSC 3430	of Freedom Political Theories		Intermediate				
POLITSC 3440	of Justice Ethics and Public		Intermediate	Intermediate			
POLITSC 3450	Policy		Advanced		Upper Intermediate		
POLITSC 3460	Global Justice Political Games: Rational Choice		Advanced	Advanced	Advanced		Upper Intermediate
POLITSC 3500	Theory and the Study of Politics					Upper Intermediate	Upper Intermediate

POLITSC 3780H	Data Literacy and Data Visualization				Intermediate	
POLITSC 3785	Data Science for the Social and Behavioral Sciences				Intermediate	
POLITSC 3910	Identity Politics Political	Upper Intermediate		Upper Intermediate		Intermediate
POLITSC 3912	Leadership The American	Advanced			Advanced	Advanced
POLITSC 4110	Presidency Bureaucracy and	Advanced			Advanced	Advanced
POLITSC 4115	Public Policy				Advanced	Advanced
POLITSC 4120	U.S. Congress Political Crisis				Advanced	Advanced
POLITSC 4123	and Reform American State	Advanced	Advanced	Advanced		Advanced
POLITSC 4125	Politics Governing Urban	Intermediate				Advanced
POLITSC 4127	America	Intermediate		Upper Intermediate		Advanced
POLITSC 4130	Law and Politics American	Intermediate		Upper Intermediate		Advanced
POLITSC 4131	Supreme Court Supreme Court	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4132H	Decision Making American Constitutional	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4135	Law	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4136	Civil Liberties The Politics of	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4137	Legal Decision- Making			Advanced	Advanced	Advanced

POLITSC 4138	Women and the Law		Advanced	Advanced	Advanced	Advanced
POLITSC 4140	Black Politics	Advanced		Advanced	Advanced	Advanced
	Race, Ethnicity, and American					
POLITSC 4143	Politics	Advanced	Advanced	Advanced	Advanced	Advanced
	American Political					
POLITSC 4150	Parties	Advanced			Advanced	Advanced
POLITSC 4152	Campaign Politics				Advanced	Advanced
POLITSC 4160	Public Opinion				Advanced	Advanced
	Political					
	Participation and					
POLITSC 4164	Voting Behavior				Advanced	Advanced
	Media and					
POLITSC 4165	American Politics	Advanced	Advanced		Advanced	Advanced
	Gender and					
POLITSC 4170	Politics			Advanced	Advanced	Advanced
	Women,					
	Government, and					
POLITSC 4175	Public Policy			Advanced	Advanced	Advanced
	Politics of Modern					
POLITSC 4200	Democracies			Advanced	Advanced	Advanced
	Domestic Politics					
	of International					
POLITSC 4249	Conflict	Advanced	Advanced	Advanced	Advanced	Advanced
	The Politics of					
POLITSC 4282	Income Inequality	Advanced	Advanced	Advanced	Advanced	Advanced
	The Comparative					
	Politics of the					
POLITSC 4285	Welfare State	Advanced	Advanced	Advanced	Advanced	Advanced
	Theories of					
	International					
POLITSC 4300	Relations	Advanced	Advanced	Advanced	Advanced	Advanced

POLITSC 4305	International Theory	Advanced				Advanced
POLITSC 4310	Security Policy		Advanced	Advanced	Advanced	Advanced
POLITSC 4315	International Security and the Causes of War	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4318	The Politics of International Terrorism	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4320	Strategies for War and Peace	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4326	Russian Foreign Policy	Advanced		Advanced	Advanced	Advanced
POLITSC 4327	Politics in the Middle East	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4330	Global Governance	Advanced		Advanced	Advanced	Advanced
POLITSC 4331	The United Nations System	Advanced		Advanced	Advanced	Advanced
POLITSC 4332	Politics of Globalization	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4335	International Environmental Politics		Advanced	Advanced	Advanced	Advanced
POLITSC 4381	Comparative International Political Economy		Advanced	Advanced	Advanced	Advanced
POLITSC 4385	Quantitative Studies of International Conflict				Advanced	Advanced
POLITSC 4420H	Debating Democracy	Advanced	Advanced	Advanced	Advanced	Advanced

POLITSC 4455	Human Rights	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4465	Feminist Political Theory	Advanced	Advanced	Advanced		Advanced
POLITSC 4553H	Game Theory for Political Scientists				Advanced	
POLITSC 4597.02H	Political Problems of the Contemporary World		Advanced	Advanced	Advanced	Advanced
POLITSC 4597.03	Gender and Democracy in the Contemporary World	Advanced	Advanced	Advanced	Advanced	Advanced
POLITSC 4781	Data Analysis in Political Science I				Advanced	
POLITSC 4782	Data Analysis in Political Science II				Advanced	
POLITSC 4784	Complexity Science and the Study of Politics				Advanced	
POLITSC 4940	The Politics of Immigration	Advanced	Advanced	Advanced	Advanced	Advanced
PSYCH 2311	Psychology of Motivation					Beginning
PSYCH 2376	Interpersonal Relationships		Intermediate	Upper Intermediate	Intermediate	
PSYCH 2420	Psychology Applied to Sport			Beginning		
PSYCH 2500	Applied Psychology: Human Behavior in the Wild		Beginning	Intermediate	Beginning	

PSYCH 3325	Introduction to Social Psychology		Intermediate	Upper Intermediate	Intermediate	
PSYCH 3375	Stereotyping and Prejudice		Intermediate	Upper Intermediate	Intermediate	
PSYCH 3522	Organizational Psychology	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
PSYCH 3530	Theories of Personality	Beginning				Intermediate
PSYCH 5700	Training in Informal Science Outreach					Advanced
PUBHEHS 3310	Current Issues in Global Environmental Health	Intermediate	Intermediate	Intermediate	Beginner	
PUBHEHS 3320	Fundamentals of Environmental Health Risk Assessment		Beginner		Beginner	
PUBHEHS 5325	Principles of Occupational Health Science	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
PUBHEPI 2410	Epidemiology in Public Health		Intermediate	Intermediate	Intermediate	
PUBHHBP 3510	Role of Behavior in Public Health		Intermediate	Adv Intermediate	Intermediate	
PUBHHMP 3610	United States & International Health Care		Beginner	Adv Intermediate		
PUBHLTH 2010	Critical Issues in Global Public Health		Intermediate	Adv Intermediate	Intermediate	

	Public Health				
PUBHLTH 5015	Data Analytics I		Intermediate		Intermediate
	Russian Culture				
RUSSIAN 3350	and Politics	Upper Intermediate			Upper Intermediate
	Vodka in Russian				
	Society and				
	Culture:				
RUSSIAN 3355.99	Deconstructing		Upper Intermediate		Upper Intermediate
	Myths				
	Sports, Socialists,				
	and Society in				
SLAVIC 2365.01	Russia and		Intermediate		Intermediate
	Eastern Europe				
	Race and Gender				
	in Eastern Europe				
	and the US: A				
SLAVIC 2995.99	Transatlantic		Intermediate	Intermediate	Intermediate
	Comparison				
	Queer Comrades:				
	Sexual Citizenship				
	and LGBTQ Lives				
SLAVIC 3320	in Eastern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
	The East European				
	Immigrant				
	Experience in				
SLAVIC 3340	America	Upper Intermediate		Upper Intermediate	Upper Intermediate
	Politics of				
	Language in				
SLAVIC 4597	Southeast Europe			Advanced	Advanced



SLAVIC 5450	Global Human Trafficking: Realities and Representations	Advanced	Advanced	Advanced
SOCIOL 2345	The Social Structure of American Society	Beginner	Beginner	Beginner
SOCIOL 2368	Urban Social Problems	Beginner	Beginner	Beginner
SOCIOL 2463	Social Inequality: Race, Class, and Gender	Beginner	Beginner	Beginner
SOCIOL 3200	Sociology of Immigration	Intermediate	Intermediate	Intermediate
SOCIOL 3306	Sociology of Poverty	Intermediate	Intermediate	Intermediate
SOCIOL 3380	Racial and Ethnic Relations in America	Intermediate	Intermediate	Intermediate
SOCIOL 3464	Work, Employment, and Society	Intermediate	Intermediate	Intermediate
SOCIOL 3597.01	World Problems in Global Context	Intermediate	Intermediate	Intermediate
SOCIOL 4655	Sociology of Sport			Advanced
	Career Exploration & Development with Spanish			
SPANISH 3005			Intermediate	Intermediate
THEATRE 2811	The Craft of Acting			Beginner
THEATRE 3921S	Creation of Outreach Theatre			Upper Intermediate

	Performance Studies in					
THEATRE 4921S	Outreach Theatre					Intermediate
	Shakespeare and					
THEATRE 5922S	Autism					Upper Intermediate
	Health and					
WGSST 2325	Inequality	Intermediate	Intermediate			Intermediate
	Feminist					
	Perspectives on					
	Addiction, Service					
WGSST 2326S	Learning	Intermediate	Intermediate			Intermediate
	Higher Power:					
	Feminisms &					
WGSST 2400	Religion	Intermediate	Intermediate			Intermediate
	Citizens Behind					
	Bars: Black					
	Leadership and					
	the Politics of					
	Liberation in					
	African American					
WGSST 3084	History					
	Breaking the Law:					
	An Introduction to					
WGSST 3200	Gender Justice	Upper Intermediate	Upper Intermediate			Upper Intermediate
	Feminist					
	Perspectives of					
WGSST	Incarceration in					
3300.01S	the US	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
	Gender, War &					
WGSST 3302	Peacebuilding	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
	Gender, Media,					
	and New					
WGSST 3306	Technologies	Upper Intermediate	Upper Intermediate			Upper Intermediate

WGSST 3370	Sexualities and Citizenship Women in Political Leadership	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
WGSST 3385	Internship Transnational	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
WGSST 3505	Feminisms Women, Environment and	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
WGSST 3530	Development Reproductive	Upper Intermediate	Upper Intermediate	Upper Intermediate		Upper Intermediate
WGSST 4189.01S	Rights and Justice Black Women: Representations, Politics, and	Advanced	Advanced	Advanced	Advanced	Advanced
WGSST 4402	Power Gender, Race &	Advanced	Advanced	Advanced		Advanced
WGSST 4403	Leadership Regulating Bodies: Global	Advanced	Advanced	Advanced	Advanced	Advanced
WGSST 4404	Sexual Economies Feminist Political		Advanced	Advanced		Advanced
WGSST 4465	Theory Women, Government, and	Advanced	Advanced	Advanced		Advanced
WGSST 4513	Public Policy Women of Color and Social			Advanced	Advanced	Advanced
WGSST 4520	Activism Women's Work? Sex, Race, Class &	Advanced	Advanced	Advanced		Advanced
WGSST 4524	Labor		Advanced	Advanced		Advanced

	Feminist Critiques of Markets - Profiting from Inequality		Advanced	Advanced		Advanced
WGSST 4525	Gender and Democracy in the Contemporary World	Advanced	Advanced	Advanced	Advanced	Advanced
WGSST 4597	Gender, Sexuality, and Science		Advanced	Advanced		Advanced
WGSST 4845	Intersections: Approaches to Theorizing					
WGSST 4921	Difference Global Human Trafficking: Realities and Representations		Advanced	Advanced		Advanced
WGSST 5450			Advanced	Advanced		Advanced

**From:** [Vankeerbergen, Bernadette](#)  
**To:** [Steele, Rachel](#); [Neff, Jennifer](#)  
**Subject:** FW: ASC/? 3600 Sports Leadership  
**Date:** Wednesday, August 27, 2025 2:18:03 PM  
**Attachments:** [Sports Leadership Syllabus JG 5.13.2025.docx](#)  
[image001.png](#)

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No response was received. Concurrence is assumed.

(Can you please upload this email in ASCNet and curriculum.osu.edu?)

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**From:** Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>  
**Sent:** Wednesday, July 2, 2025 1:54 PM  
**To:** Porfeli, Erik <porfeli.1@osu.edu>; Tackett, Kimberly <tackett.209@osu.edu>  
**Cc:** Snyder, Anastasia <snyder.893@osu.edu>; Kraft, Nicole <kraft.42@osu.edu>; Getson, Jen <getson.3@osu.edu>; Steele, Rachel <steele.682@osu.edu>  
**Subject:** ASC/? 3600 Sports Leadership

Dear Colleagues in the Dept of Human Sciences,

I am reaching out to request concurrence for a new course about Sports Leadership that is being developed in the College of Arts and Science. You will see that page 1 of the syllabus indicates that this will be an ASC course (i.e., offered under the college course listing). That is in fact not 100% sure as there are still conversations underway regarding under which course listing in our college this course will fit best. The course will be part of our Leadership BA.

Could you please review the course and let us know if you are granting concurrence? Considering that this week is the 4<sup>th</sup> of July & many people are out of the office, will a due date of Friday, July 18 (for the concurrence request) work for you? Do please let us know. If we do not hear anything back we will assume concurrence at the end of business day on July 18.

I am also including Associate Dean Anastasia Snyder in case other units in EHE should be contacted.

Please let me know if you have any questions.

All best wishes,

Bernadette



THE OHIO STATE UNIVERSITY

**Bernadette Vankeerbergen, Ph.D.**

Assistant Dean, Curriculum

**College of Arts and Sciences**

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