

# Department of Kinesiology, Health Promotion, and Recreation

*Fall 2025 - Tuesdays & Thursdays 2:00 – 3:20 PM*

# SECTION I: COURSE INFORMATION

1. Title: **Leadership in Recreation, Event, and Sport Management**
2. Number: **RESM 2150-001**
3. Course Description: Study of the theories and practices related to leadership in recreation, event, and sport management, as well as related professions. This course emphasizes self-awareness; leadership styles, techniques, and effectiveness; group dynamics; problem-solving; decision-making; and volunteer and staff leadership. We will work together to help you become the leader you want to be.
4. Student Learning Outcomes:
   1. Define and explain the construct of leadership styles and techniques across the lifespan.
   2. Describe communications, group dynamics, behavior management, conflict resolution, and risk management interface with leadership skills.
   3. Engage in team building, communication, and leadership activities.
   4. Demonstrate how values and ethics affect professional leadership.
   5. Create a personal leadership philosophy.
   6. Design a professional development plan to help you gain leadership skills and experience and become the leader you want to be.
5. Required Text:

Jordan, D. J. & Ramsing, R. (2017). *Leadership in Leisure Services: Making a Difference.* (4th Ed). Urbana, IL: Sagamore Venture. (**The textbook is necessary to achieve the student learning outcomes).**

# SECTION II: INSTRUCTOR INFORMATION

1. Instructor: **Dr. M. Jean Keller**
2. Email[: Jean.Keller@unt.edu](mailto:%20Jean.Keller@unt.edu)
3. Office Hours: After class on Tuesday. Please email me, and we will find a convenient time to talk in person, by Zoom, or by phone. Please know I am here to help you become the leader you want to be.
4. Phone Number: 940.565.3427

# SECTION III: HOW TO BE SUCCESSFUL IN THIS COURSE AND BECOME THE LEADER YOU WANT TO BE

1. COME to CLASS
2. KEEP UP with the READINGS and STUDY the chapters for the KNOWLEDGE AUDITS,
3. SUBMIT ASSIGNMENTS ON TIME, and FOLLOW the DIRECTIONS,
4. REFLECT ON YOUR LEARNING and EXPERIENCES and APPLY THEM to become the leader you want to be.

# RESM PROGRAM PHILOSOPHICAL STATEMENT

# The Recreation, Event, and Sport Management faculty value leisure and recreation and believe in its diverse personal, community, and societal benefits. We also believe in an inclusive, holistic, and lifespan approach to leisure and recreation. Our program attempts to prepare students for professional service in an evolving and diverse world by addressing changing demographics, political, financial, and technological issues related to recreation, event, and sport management. As a team, the Recreation, Event, and Sport Management faculty, working with you, strive to create a student-centered learning environment that lays a foundation to promote lifelong learning, effective human relations skills, critical thinking, problem-solving abilities, and creativity.

# SECTION V: UNIVERSITY POLICIES

A. Americans with Disabilities Compliance: The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it is important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

### B. Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004): The University of North Texas prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### C. Emergency Notification & Procedures: The University of North Texas uses a system, called Eagle Alert, to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

D. Family Educational Rights and Privacy Information: Students have the right to expect that grades will be kept confidential. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their materials. Every attempt will be made to keep your information confidential. Grades will not be provided to anyone other than the student unless authorized, in writing, by the student.

E. Acceptable Student Behavior: The University of North Texas’s expectations for student conduct apply to all instructional forms, including electronic classrooms. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

F. Student Academic Integrity: According to UNT Policy 06.003, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in academic penalties or sanctions ranging from admonition to expulsion from the University. You will find the policy and procedures at [https://policy.unt.edu/policy/06-003.](https://policy.unt.edu/policy/06-003)

*If you have any questions or concerns at any time, please ask. I am here to help you be successful.*

# SECTION VI: CANVAS and Technical Support

1. The course will utilize Canvas, as it is UNT’s learning management system. You will need to:

* Upload assignments to Canvas in the appropriate format.
* Use presentation software.

1. Technical Assistance: Using technology and a learning management system comes with benefits and issues. The UNT Student Help Desk can help with Canvas or other technology issues. Please plan for your assignments to avoid frustrations.

**Help Desk**: [UNT Student Help Desk site](file:///C:\Users\mjk0007\Downloads\UNT%20Student%20Help%20Desk%20site) (http://www.unt.edu/helpdesk/index.htm)

**Email**: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130; **Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

# SECTION VII: POSTING OF GRADES

1. Grades will be posted on Canvas. Please frequently check your grades on Canvas.

# SECTION VIII: HOW THE STUDENT IS GRADED / EVALUATED

## Course Requirements

***Engagement Activities***

1. Twelve (12) Knowledge Audits (Quizzes) – 12 X 50 points = 600 points

**RESM Knowledge Audits** - The knowledge audits will cover chapter readings, class discussions, and module materials. The knowledge audits will be multiple-choice quizzes to help assess your learning. The knowledge audits will open on **Thursdays** at **midnight and** closeon **Thursdays** **at 11:59 pm**. The dates for the knowledge audits are **August 28; September 4, 11, 25 (Note: 2 chapters 4 and 5 will open for you to take, please allow more time); October 2, 9, 23, 30; November 6, 20; and December 4.** The knowledge audits will be taken on Canvas, and you may use your textbook, module materials, and notes. You are asked to work independently.

For each class module, students will be expected to complete a knowledge audit engagement activity found within the module on Canvas. Engagement in the activity should be completed by 11:59 PM Central Time on the scheduled date (see Course Calendar). Activities must be completed by the due date, and **LATE WORK WILL NOT BE ACCEPTED.**

The specific requirements and method of completing each engagement activity will be outlined in the course modules. While the knowledge audits (quizzes) are open notes/book, there is a time limit of 60 minutes to complete them. You may not have time to look up every answer, so you should have read all the course materials before attempting the quiz. There will be 12 knowledge audits (due dates outlined on the course calendar). Each activity is worth 50 points (**600 points**).

1. Leadership Autobiography and SWOT Analysis – 75 points – **Due: September 18**

You have had different experiences throughout your life that have shaped the person that you are today and the leader you will become. As your first written assignment for RESM 2150, please write your “leadership autobiography.” An autobiography tells your life story, and this one will relate to your leadership experiences and development. This is in your own words. Your leadership autobiography will encompass the development of your understanding of leadership to date. You should thoroughly explore your experiences, relationships, and factors that have influenced your understanding of leadership throughout your life. Consider leadership competencies, skills, followers, leadership styles, and power. Within your leadership autobiography, you will include (a) your current understanding of what is leadership; (b) how your life experiences (family, grade school, camps, middle school, youth sports, high school, college, work experiences, military, clubs, organizations, religious experiences, community events) and relationships (family, friends, coaches, teachers, mentors, etc.) have shaped your understanding of leaders and leadership; and (c) an analysis of your leadership qualities, abilities, and skills (strengths, weaknesses, opportunities, and threats).

Use the theories and concepts of human development, life stages, power, communication skills (verbal and non-verbal), and group dynamics to explain your understanding of leaders and leadership. Then link these notions and your experiences to share your leadership **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats (SWOT analysis). You will identify three (3) items in each of the SWOT areas.



**Strengths**

Strengths are internal, positive attributes about yourself related to leadership. These things are within your control. Think about what makes a successful leader and determine if you have these characteristics, behaviors, attitudes, or dispositions. Use your learning in this course for ideas. For example, “I am a good listener,” explain how you know this.

**Weaknesses**

Weaknesses are internal negative factors that detract from your leadership strengths. These are factors to improve to become a successful leader. Think about what makes a successful leader and determine if you lack these characteristics, behaviors, attitudes, or dispositions. For example, “I think about my response instead of really listening to people when I am meeting with them.” Explain how you know this.

**Opportunities**

Opportunities are external factors in your environment that you have control over and are likely to contribute to your success as a leader. Think about your courses, college activities, sports, work, and future occasions where you can develop your leadership experiences and skills. For example, “I am in a fraternity and there is a need for a marketing chairperson. I could apply for this position.” Explain what the opportunity holds for you to do, learn, practice, or experience.

**Threats**

Threats are external factors that will keep you from becoming the leader you want to be. You have limited control over these factors. You may want to consider putting in place contingency plans for dealing with these factors when they occur. For example, “I have to work to pay for school, and have no time to learn a new technology that could help me with leadership decision-making skills.” A contingency plan is to let your work supervisor know of your interest in this technology and ask if she would support you in learning it while you are at work.

While there is no prescription about how long your leadership autobiography and SWOT analysis paper should be, three (3) to four (4) double-spaced pages is recommended. Please properly cite and reference your resources using APA 7th edition formatting. This may be a helpful resource: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html>

**Please review the grading rubric and make sure you cover all areas.**

1. Your Leadership Philosophy: “This I Believe” – 100 points – **Due: October 16**

This is your statement about what you believe about leadership, and it should be something with which you are personally comfortable. This statement is one you will shape throughout your career. The goal of your “This I Believe” statement is for you to take what you have learned and what you know about yourself from your autobiography to create your beliefs about leadership in your future career. You will reference your learning from your readings that helped you to shape your philosophy.

You will:

* Review the 10 leadership competencies on page 3 of your textbook,
* Reflect on the leadership styles on pages 10-18,
* Find and review at least 2 other references, outside the text, which help you think about leadership competencies and theories (make these relevant to your career interests),
* Then describe the theories and competencies to demonstrate your understanding of leadership and their relationship to what you believe about leadership. Your leadership philosophy should include a) your core values and beliefs about yourself and others; and b) your roles as a leader in your career area (please be specific if you know what you want to do). If you are still exploring career options, indicate this, and you may be more general. Additionally, you will include a reflection on how you see others relative to your leadership styles and behaviors. For example, how will you relate to and establish meaningful relationships with those you may lead who may be different from you? Consider different ages, sexes, gender identities, races, ethnicities, disabilities, religious/spiritual beliefs, and experiences, rather than your own.

While there is no prescription about how long your leadership philosophy (“This I Believe”) paper should be, 4 to 5, double-spaced pages are suggested. Please properly cite and reference your resources using APA 7th edition formatting. A resource may be: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html>

**Please review the grading rubric and make sure you cover all areas.**

1. Your Leadership Development Plan – 100 points; **Due: November 13**

Your leadership development plan is a continuation and application of your learning from the readings, course modules, your leadership autobiography and SWOT analysis, and “This I Believe” paper. Now that you have spent time thinking about leadership, it is time to put the ideas into action. The goal of this assignment is to help *you begin with the end in mind*. You will:

1) Define and describe a short-term (1-2 years) vision you have for yourself as a leader. What do you want to do as a leader and why in 1-2 years?

2) After reflecting on the characteristics of effective leaders, consider your leadership vision and leadership SWOT analysis, then clearly state two areas you would like to develop and explain why and how developing these areas will help you become the leader you want to be.

3) You will create 2 to 3 leadership development goals. Examples of professional leadership goals using the SMART approach are below:

**Goal 1**: Gain coaching experience with a YMCA youth basketball program by volunteering with Coach Slate starting on January 14 – March 29, 2026, to learn how to motivate and communicate with youth while developing their limited basketball skills. Coach Slate, who has 15 years of experience, will serve as my mentor and guide. While I will not get paid, the experience is worth it, and I will complete 50 hours that will go on my resume. Also, Coach Slate can write a letter of reference for me.

**Goal 2:** Obtain a paid internship with the Dallas Parks and Recreation Department as a youth athletic assistant program coordinator in the summer of 2026. To gain the internship, I will need to update my resume and have it reviewed by the UNT Career Center coach by January 23, 2026; meet with the Dallas Parks and Recreation Program Director and RESM internship supervisor by February 25, 2026; and complete the internship application by March 1, 2026.

**Goal 3:** One of my weaknesses is that I do not know how to use Excel, and I will need to know this as a leader. I will work with my current supervisor at ABC Sporting Goods to learn how to create a spreadsheet, execute basic computations, write, and format column text and titles, and use the auto-fill features by May 1, 2026.

4) Then identify the experiences, people, and resources that will help you achieve your leadership goals.

5) Then clearly describe the specific activities (no less than two and no more than four) that you will engage in to achieve your leadership development goals in the next two to four years. Be specific and detailed with your activities and make sure they are specific, measurable, achievable, realistic, and have a clear short-term period that will accomplish your goals.

Your leadership development plan should be created so that it may be shared with internship supervisors, mentors, and future supervisors. Discuss the challenges you foresee to become the leader you want to be and how you will overcome them. Be creative in your presentation style. This may be PowerPoint, Prezi, Vyond, video, paper, or template. Examples are provided in the assignment.

**Please review the grading rubric and make sure you cover all areas**.

1. Leadership and Experiential Learning Journal – 100 points; Three parts - **Due: September 11, September 25, and December 8**

Experiential learning is a unique form of learning that allows you to learn through first-hand experiences. During the semester, you will engage in a minimum of 25 hours of leadership experiential learning. These hours will be where you are leading an activity, sport, or group. It can be a youth group, religious or college organization, campus or off-campus club, etc. If you need help finding a place to do your experiential learning, please let me know.

You will identify your leadership experiential learning location and mentor by **September 11**.

You will create your leadership experiential learning activities with your mentor by **September 25**. These will include leadership activities that will support your learning and growth in becoming more effective in your 1) oral and written communication skills, 2) influencing behaviors and motivating others, and 3) solving problems and resolving conflicts. These are key aspects to help you become the leader you want to be.

After completing your experiential learning activities, you will reflect on them and what you learned about yourself, your leadership abilities, as well as others. Reflection may be defined as what takes place in your mind when you stand back and think about these experiences. Reflection is a highly personal and subjective activity. You will use the ‘what?” (describe what happened), “so what?” (describe what it means to you), and “now what?” (share how you will use this learning in the future to become the leader I want to be) model in this reflection assignment.

Below are questions to consider when preparing your reflection paper due: **December 8**.

‘What’: What happened during the activities? What did you notice most about yourself and others? What facts or observations stood out? How is this like or different from what you learned in class? What aspects were most relevant, meaningful, and helpful to you? ‘

‘So, what’: Why were these activities and experiences important? If not, why not? What conclusions emerge? What suggestion can you make about why this happened? What else could have happened? Think about your experiences from multiple lenses.

‘Now what’ includes: What actions or changes to your leadership approach happened due to the activities? What do you need to better prepare yourself for leadership experiences going forward? At this stage, you can engage in “meta-reflection.” What do you want to learn and do based on your experiences?

Your paper will include: your documented hours of experiential learning, signed off by your mentor, and your mentor’s evaluation of your learning. Your reflections on what you did to assess and improve your 1) oral and written communication skills, 2) what you learned about influencing other behaviors and motivating them, and 3) how you solved problems and resolved conflicts. You will share what happened, what you learned, and how you will use this learning to become the leader you want to be. Your paper should be 4 to 5 pages and include references to support your statements.

**Please** **review the grading rubric and make sure you cover all leadership areas.**

1. In-class Leading and Learning Activities – 50 points – Due: **September 18, October 16, and November 13**

During class on September 16, October 14, and November 11, you will engage in leading and participating in activities that will develop your leadership skills. After each in-class experience, you will reflect on your experiences. This will help you with your preparation for your leadership experiential journal (see assignment E above). After completing your experiential learning activities, you will reflect on them and what you learned about yourself, your leadership abilities, as well as others. Reflection may be defined as what takes place in your mind when you stand back and think about these experiences. Reflection is a highly personal and subjective activity. You will ask and answer these questions ‘what happened, so what does it mean, and now what (what did I learn that I can use to become the leader I want to be)’ model in this reflection assignment (see Assignment E for more details). Reflection is a crucial process in learning and doing, allowing students to integrate their understanding into their experiences to enable better choices or actions in the future. It involves describing the situation/event, evaluating it concerning theory or personal assumptions, and reflecting on how it will alter future behaviors and assumptions.

**Please** **see the grading rubric and make sure you cover all reflection areas.**

**SECTION IX: ASSIGNMENTS, POINTS, AND DUE DATES**

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| --- | --- | --- |
| **Graded Assignments** | **Points** | **Due Dates** |
| Reading and Module Knowledge Audits (12 quizzes x 50 pts.) | 600 | August 28;  September 4, 11, 25 (Note: 2 chapters 4 and 5 will be taken, so please allow more time);  October 2, 9, 23, 30;  November 6, 20;  December 4 |
| In-Class Leading and Learning Activities Reflections | 50 | September 18 – 15 points  October 16 – 15 points  November 13 – 20 points |
| Leadership Autobiography and SWOT Analysis | 75 | September 18 |
| Personal Leadership Philosophy  “This I Believe Paper | 75 | October 16 |
| Personal Leadership Development Plan | 100 | December 8 |
| Leadership Experiential Learning Reflection | 100 | **Three (3) Parts**  September 11, site location and mentor – 12 points  September 25, activity selections – 23 points  December 8, reflection – 65 points |
| **TOTAL** | **1000** |  |

# SECTION X: GRADING SCALE

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| --- | --- |
| **Point Total** | **Letter Grade** |
| 900 – 1,000 | A |
| 800 – 899 | B |
| 700 – 799 | C |
| 600 – 699 | D |
| Below 600 | F |

**SECTION X: SYLLABUS CHANGES**

1. The instructor reserves the right to amend the grading scale for the benefit of the students.
2. The instructor reserves the right to change the syllabus at any time during the course only for the benefit of the students.
3. Any changes to the syllabus will be discussed with students and posted on Canvas.

# SECTION XI: TENTATIVE COURSE SCHEDULE

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| --- | --- | --- | --- |
| **DATES** | **READINGS** | **TOPICS** | **QUIZZES & ASSIGNMENTS DUE** |
| August 19 | Welcome | Course Welcome, Set Expectations, and Review Course Design, Activities and Assignments | Get Your Textbook and Review RESM 2150 in Canvas |
| August 21 | Read Assignment - Leadership Autobiography and SWOT  Read Chapter 1 | Leadership Autobiography and SWOT Analysis Assignment  Getting to Know Each Other | **Get to Know Each Other and RESM 2150 Course – Extra Credit (On Canvas) Due: 11:59 pm** |
| August 26 | Chapter 1 | The meaning of leadership: Leaders and followers. Discussion of Leadership Autobiography and SWOT Analysis Assignment |  |
| August 28 | Chapter 1 | The meaning of leadership: Leaders and followers | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| September 2 | Chapter 2 | Leadership over the Lifespan. Discussion of Experiential Learning Assignment |  |
| September 4 | Chapter 2 | Leadership over the lifespan | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| September 9 | Chapter 3 | Cultural adaptive leaders |  |
| September 11 | Chapter 3 | Cultural adaptive leaders | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm**  **Part 1 of 3 for Experiential Learning Assignment – Due 11:59 pm** |
| September 16 | In-class learning about leaders and leadership | Verbal and nonverbal communication between individuals and groups. Discussion of Personal Leadership Philosophy – “This I Believe About Leadership” assignment | **Wear Comfortable Clothing and Tennis Shoes. We Will Be Leading and Doing Activities Together** |
| September 18 | Assignment | Leadership Autobiography and SWOT Analysis Assignment | **Leadership Autobiography and SWOT Analysis Assignment – Due at 11:59 pm**  **In-class Leading and Learning Activity Reflection #1 – Sept. 16 – Due 11:59 pm** |
| September 23 | Chapters 4 & 5 | Communication skills for leaders – verbal and nonverbal |  |
| September 25 | Chapters 4 & 5 | Communication skills for leaders – verbal and nonverbal | **Knowledge Audits – 2 audits (On Canvas) from 12:00 am - 11:59 pm**  **Part 2 of 3 for Experiential Learning Assignment – Due 11:59 pm** |
| September 30 | Chapter 6 | Leadership and group dynamics |  |
| October 2 | Chapter 6 | Leadership and group dynamics | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| October 7 | Chapter 7 | Influencing and inspiring desired  behaviors |  |
| October 9 | Chapter 7 | Influencing and inspiring desired  behaviors | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| October 14 | In-class learning about leaders and leadership | Influencing Behaviors and Motivation  Discussion of Leadership Development Plan Assignment and Checking In about Experiential Learning Assignment | **Wear Comfortable Clothing and Tennis Shoes. We Will Be Leading and Doing Activities Together** |
| October 16 | Assignment | Personal Leadership Philosophy – “This I Believe About Leadership” | **Personal Leadership Philosophy – “This I Believe About Leadership”**  **– Due at 11:59 pm**  **In-class Leading and Learning Activity Reflection #2 – Oct. 14 – Due 11:59 pm** |
| October 21 | Chapter 8 | Conflict resolution and mediation skills |  |
| October 23 | Chapter 8 | Conflict resolution and mediation skills | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| October 28 | Chapter 9 | Leading with values and ethics |  |
| October 30 | Chapter 9 | Leading with values and ethics | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| November 4 | Chapter 10 | Face-to-face leadership |  |
| November 6 | Chapter 10 | Face-to-face leadership | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| November 11 | In-class learning about leaders and leadership | Learning more about yourself as a leader and follower | **Wear Comfortable Clothing and Tennis Shoes. We Will Be Leading and Doing Activities Together** |
| November 13 | Assignment | Leadership Development Plan | **Leadership Development Plan – Due at 11:59 pm**  **In-class Leading and Learning Activity Reflection #3 – Nov. 11 – Due 11:59 pm** |
| November 18 | Chapter 11 | Leaders as risk managers |  |
| November 20 | Chapter 11 | Leaders as risk managers | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| November 25 &  27 | **Happy Thanksgiving – Enjoy a Nice Holiday** | | |
| December 2 | Chapter 12 | Leadership professional development |  |
| December 4 | Chapter 12 | Leadership professional development | **Knowledge Audit – (On Canvas) from 12:00 am to 11:59 pm** |
| December 8 | Assignment | Your Leadership Experiential Learning Reflection | **Part 3 of 3 for Experiential Learning Assignment (Reflection) – Due at 11:59 pm** |