I. Course Description:

This course is designed to introduce you to the organizational, administrative functions and structures used in activity programs and facilities. Organization and Administration is a three-credit survey course offered by the Department of Kinesiology and Health Science. The purpose of the course is to introduce, analyze, and apply the organizational and administrative functions and structures used in physical activity programs and facilities.

II. Intended Learning Outcomes / Goals / Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes

1. This course links with SFA Initiative #4: Develop a learner-centered environment. 2. This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.

Student Learning Outcomes

Student will be able to explain the following:

1. The nature of leadership and management (PLO #2).
2. The purpose and scope of managing physical education, fitness, and sports programs (PLO #2).
3. The characteristics of effective leaders and directors (PLO #2).
4. The process of making wise decisions (PLO #2).
5. The importance of communication in leadership and management roles (PLO #2).
6. The concepts of prioritization and time management (PLO #2).
7. The importance of planning (PLO #2).
8. The importance of developing an organizational structure (PLO #2).
9. The importance of the control function (PLO #2).
10. The process of hiring staff and personnel (PLO #2).
11. The managerial budgeting concepts (PLO #2).
12. The techniques used to market a physical activity program (PLO #2).
13. The risks and legal concerns associated with an activity-based facility (PLO #2).
14. The value of computer applications in an activity-based program (PLO #2).

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. Attendance and Participation: (PLO #4). Specifically, you are required to attend course lectures and participate in scheduled academic activities. Failure to do so will impact your final grade. If a student is absent they will not be allowed to make up DAT assignments. All missed exams will be made up during the day of the scheduled final exam.

2. Written Exams and Group Facility Project:

3 Written exams and a group facility project to be turned in at the end of the semester.

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Exam 1:</strong></td>
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<tr>
<td>- Chapter 1: Recognizing the importance of Leaders and Managers</td>
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<td>6.2, 6.3, 6.4</td>
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<tr>
<td>* Understanding basic management and leadership theories</td>
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<td>* Roles of leaders</td>
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<tr>
<td>* Skills for managers and leaders</td>
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<tr>
<td>* Strategy for management</td>
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</tbody>
</table>
Chapter 2: Understanding Organizational Design
- Recognizing key employees and their responsibilities
- Job Descriptions
- Differences in For-Profit, Non-Profit, and Corporate based organizations

Chapter 3: Recruiting the Best Staff, Class Activity
- Analyzing Staff Needs
- Employee Turnover
- Formalizing Job Descriptions
- Interviews

Chapter 4: Training and Developing Staff, Class Activity
- Developing Skills
- Internal Programming
- Outside Resources

Chapter 5: Managing Staff
- Performance Management
- Role of the Manager
- Developing a Management Style
- Determining the Identity of the Facility
- Managing Performance

Exam 2:
- Chapter 7: Marketing Your Facility/Program
  * 5 P's of Marketing
  * Marketing Categories and Parthenon Effect
  * How to Create an Effective Marketing Piece
- Chapters 9: Focusing on Customer Service
  * Basics of Customer Service
  * Importance of Customer Service
  * Identifying Communicating with, and Understanding Your Customer
  * Dealing with Difficult Customers
  * Monitoring Customer Service

  - Chapters 10: Retaining Clients through Program Management
    * Establishing the Purpose of Programming
    * Retaining Your Members
    * Programming by Logical Progression
    * Developing a Successful Program

- Chapters 12: Understanding Financial Management
  * Cash Versus Accrual Accounting
  * Financial Statements
  * Budgeting
  * Income Management
  * Accounts Receivable
  * Expense Management

Exam 3:
- Chapters 13: Addressing Health and Safety Concerns
  * Emergency Action Planning
- Chapter 14: Maintaining Your Facility
  * Four Area of Maintenance Management
  * Determining Maintenance Needs
  * Needs Assessment
  * Planning, Implementing, and Evaluating the Facility Maintenance Program
  * Developing a Preventive Maintenance Program
- Chapter 16: Understanding Legal and Insurance Issues
  * Civil Versus Criminal Liability
  * Tort Law
Assignment 1:
The first project will pertain to graduate employment options. The student will find two (2) potential job outlets from the Internet web pages. The potential jobs should be ones that you might pursue after graduation, and related to health and fitness industry. Print out the web page and then answer the following information about the potential job: 1) Why did you select this job? 2) What particular aspect of the job interests you the most? 3) Why is the Internet a good source for job hunting?

Assignment 2:
You will compile a list of ten (10) legitimate questions that you would like answered in an interview with a leader/manager, currently working in the industry of your future occupation. Type up the questions and solicit a live mock interview in class. Each student will play both roles in the interview.

Assignment 3:
Group Project and Commercial with at least 4 people, you will create your own facility. You will pick all essential professional staff from your group. Each person will create there assigned area with equipment, recruiting staff (how any and hourly wages), training staff, examples or evaluation sheets, Promotion and Marketing your facility, Retaining Members, budget for each area, emergency action plan, legal requirements, etc… You will use every chapter in your book for this assignment. You might not pick a fitness or wellness facility to create, but you will create a facility you would want to work in or own one day. The last week of class your group will do a 5-minute commercial over your organization/facility. (Examples, Health and Wellness Clinic, PT Clinic, AT Clinic, New HS or College Coaching facility, etc.)

TEA Standards

10.3k: the inherent risks and potential liabilities associated with participation in physical activities and the methods for minimizing risk and liability. Chapter 16

10.5k: risk-management plans Chapters 13-14

10.6k: injury prevention, care, and management techniques. Chapter 13

10.1s maintain appropriate records (e.g., injury reports, emergency plans, safety rules) Chapter 16

10.2s routinely inspect facilities and equipment and report potential safety hazards prior to use. Chapter 14

10.5s prepare activities appropriately and monitor them to minimize risk. Chapter 14

10.6s consult appropriate sources regarding legal responsibilities and risk management issues and utilize appropriate professional development opportunities. Chapter 16

10.7s demonstrate competence in prevention techniques, first aid, CPR, and emergency procedures. Chapter 13
IV. Evaluation and Assessments (Grading):

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>D.A.T.</td>
<td>200</td>
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<tr>
<td>Exams (2)</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Assignments</td>
<td>220</td>
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</table>

Total Points 620

POINTS
A = 500+
B = 499 - 450
C = 449 - 400
D = 399 - 300
F = 299 - below

Methods of Instruction:
The course syllabus, course assignments, email, and grades will be available on the Desire2Learn (D2L) as well as in class.

Exams: (100 points). There will be two exams during the semester: 50 points for each Exam. All exams will be announced one week ahead of time, and consist of MC, T/F – matching and short answer formats. The content for the exams will include all lecture information, handouts, all reading assignments per designated chapters, and any information pertaining to completed group assignments from the respective unit.

Daily Activity Tracker: (200 points) These activities will be completed daily during class time. If you are absent you cannot make up these assignments.

Assignments: (220 points possible)

Assignment 1: (20 points). The first project will pertain to graduate employment options. The student will find two (2) potential job outlets from the Internet web pages. The potential jobs should be ones that you might pursue after graduation, and related to health and fitness industry. Print out the web page and then answer the following information about the potential job: 1) Why did you select this job? 2) What particular aspect of the job interests you the most? 3) Why is the Internet a good source for job hunting?

Assignment 2: (50 points). You will compile a list of ten (10) legitimate questions that you would like answered in an interview with a leader/ manager, currently working in the industry of your future occupation. You will then have a “mock interview” in front of the class. You will rotate roles during the interview.

Assignment 3: (50 points) Resume - You will prepare a professional resume.

Assignment 4: (100 points) You will have the same group this assignment, you will create your own organization. You will pick all essential professional staff from your group. Each person will create there assigned area with equipment, recruiting staff (how many, salary, and hourly wages), training staff, examples or evaluation sheets, Promotion and Marketing your facility, Retaining Members, budget for each area, emergency action plan, legal requirements, etc… You will use every chapter in your book for this assignment. You might not pick a fitness or wellness organization to create, but you will create an organization you would want to work in or own one day. (Examples, Health and Wellness Facility, PT Clinic, AT Clinic, New HS or College Coaching facility, etc...).

V. Tentative Course Outline / Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic:</th>
<th>Due:</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Syllabus &amp; Introductions,</td>
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<td>Chapter 1: Recognizing the importance of Leaders and Managers</td>
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<td>2</td>
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<td>Chapter 2: Understanding Organizational Design, Class Activity</td>
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<td>3</td>
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<td>Chapter 3: Recruiting the Best Staff, Class Activity</td>
<td>Assignment 1 DUE:</td>
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<td>4</td>
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<td>Chapter 4: Training and Developing Staff, Class Activity</td>
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<td>5</td>
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<td>Chapter 5: Managing Staff, EXAM 1</td>
<td>Exam 1:</td>
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<td>Chapters 1-5</td>
<td>Chapters 1-5</td>
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<td>6</td>
<td></td>
<td>Chapter 6: Developing Compensation Programs, Class Activity</td>
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<td>7</td>
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<td>Chapter 7: Marketing Your Facility/Program, Class Activity</td>
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<td>8</td>
<td>Chapters 9: Focusing on Customer Service, Assignment 2 Presentations DUE</td>
<td>Assignment 2 Presentations DUE:</td>
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<td>9</td>
<td>Chapters 10: Retaining Clients through Program Management Class Activity</td>
<td>Exam 2: Chapters 7,9,10, &amp; 12</td>
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<tr>
<td>10</td>
<td>Chapters 12: Understanding Financial Management Class Activity</td>
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<tr>
<td>11</td>
<td>Chapters 13: Addressing Health and Safety Concerns Class Activity</td>
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<tr>
<td>12</td>
<td>Chapter 14: Maintaining You Facility, Class Activity</td>
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<td>13</td>
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<td>14</td>
<td>Chapter 16: Legal Aspects Class Activity</td>
<td>Assignment 3 DUE:</td>
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<tr>
<td>15</td>
<td>Chapter 17: Evaluating The Facility</td>
<td>Exam 3: Chapters 13,14,16 &amp; 17</td>
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**Note:** The instructor reserves the right to modify the course beyond the syllabus.

**VI. Readings (Required and Recommended – including texts, websites, articles, etc.):**


**VII. Course Evaluations**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, (2) Instruction evaluation, (3) Making decisions on Faculty Tenure, Promotion, Pay, and Retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**Attendance (Policy 6.7):**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. You may jeopardize your financial aid for this course if absences are obsessive prior to the 12th Day Class (W, Sept. 10, 2014) AND the 3 DATs were not completed on the date due (SEE Sec. V). No abuse will be tolerated. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. There will be in-class opportunities for extra credit. If a student is absent they will not be allowed to make up extra credit assignments. All missed exams will be made up during the day of the scheduled final exam.

**Students with Disabilities (Policy 6.1 & 6.6):**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936)
Student Academic Dishonesty (Policy 4.1):

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
  and/or;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades (Policy 5.5)

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4)

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.