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.

“Organization and Administration” (3 credits) typically meets 150 minutes of class time each week for 15 weeks and also meets for a 2-hour final examination. Students will have significant daily out of class reading assignments, including chapter and article readings, as well as additional preparation for weekly assigned discussion and debate topics. Students will work as an individual as well as a group to design and prepare a major presentation. The “organizational project” is a PowerPoint presentation to the class illustrating a business/educational proposal. The rubric requires the students to address 14 different areas when running a business or a school system. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

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. 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.

2. Written Exams and Group Facility Project:
3. Daily Class Assignment, Due on Fridays on D2L

4. Written exams and a group facility project to be turned in at the end of the semester.
**Exam 1:**

- Chapter 1: Recognizing the importance of Leaders and Managers
  - Understanding basic management and leadership theories
  - Roles of leaders
  - Skills for managers and leaders
- Strategy for management
- Chapter 2: Understanding Organizational Design
  - Recognizing key employees and their responsibilities
  - Job Descriptions
  - The 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:

<table>
<thead>
<tr>
<th>Exams</th>
<th>Chapters</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>13: Addressing Health and Safety Concerns</td>
<td><em>Emergency Action Planning</em></td>
</tr>
<tr>
<td>-</td>
<td>14: Maintaining Your Facility</td>
<td><em>Four Areas of Maintenance Management</em> <em>Determining Maintenance Needs</em> <em>Needs Assessment</em> <em>Planning, Implementing, and Evaluating the Facility Maintenance Program</em> <em>Developing a Preventive Maintenance Program</em></td>
</tr>
<tr>
<td>-</td>
<td>16: Understanding Legal and Insurance Issues</td>
<td><em>Civil Versus Criminal Liability</em> <em>Tort Law</em> <em>Contracts</em> <em>Employment Law</em> <em>Insurance Considerations</em></td>
</tr>
<tr>
<td>-</td>
<td>17: Evaluating the Facility</td>
<td><em>Goals of Evaluation</em> <em>Models of Evaluation</em> <em>Ways to Evaluate</em></td>
</tr>
</tbody>
</table>

### 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 interview (~30 minutes) with a working manager in the industry. Each student will give a 2-minute oral report back to the class, in summary of the interview process (if time allows). Turn in a written report of the interview process.

### Assignment 3 & 4:
Group Project and Presentation 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 presentation 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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<table>
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<tr>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100 points</td>
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<tr>
<td>Exam 2</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100 points</td>
</tr>
<tr>
<td>Assignments</td>
<td>250 points</td>
</tr>
</tbody>
</table>

**Total Points 550**

**POINTS**
- A = > 90%
- B = 80% - < 90%
- C = 70% - < 80%
- D = 60% - < 70%
- F = < 60%

**Methods of Instruction:**

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

**Exams:** (300 points). There will be three exams during the semester: 100 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.

**Assignments:** (250 points possible)

**Assignment 1:** (50 points, Due 2/5). 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, Due: 3/16). 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 interview (~ 30 minutes) with the person of your choosing. Turn in all typed questions and answer with a short synopsis summarizing what you took away from the interview.

**Assignment 3:** (50 points, Due 4/22) Group Organization Presentation - You will be assigned to a group of other students who are interested in the same field/area as you. You will produce a 2-3 minute presentation that could be used as a marketing tool for your organization. You will be given specific instructions about the presentation in class.

**Assignment 4:** (100 points, Due 4/22) You will have the same group this assignment, you will create your own organization. The “organizational project” is a PowerPoint presentation to the class illustrating a business/educational proposal. You will pick all essential professional staff from your group. Each person will create their assigned area with equipment, recruiting staff (how many, salary, and hourly wages), training staff, examples or evaluation sheets, Promotion and Marketing your facility, budget for each area, emergency action plan, legal requirements, etc… You will use every chapter we discuss in class for this assignment. (Examples, Health and Wellness Facility, PT Clinic, AT Clinic, New Coaching facility, etc...)
V. Tentative Course Outline / Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 15</td>
<td>Syllabus &amp; Introductions</td>
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<tr>
<td>2</td>
<td>Jan. 20 &amp; 22</td>
<td>Chapter 1: Recognizing the importance of Leaders and Managers</td>
<td>MLK Day: Student Holiday Ch. 1</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 2: Understanding Organizational Design, Class Activity</td>
<td>Ch. 2</td>
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<tr>
<td></td>
<td></td>
<td>Class will not meet on 1/29 (work on assignment #1)</td>
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<tr>
<td>4</td>
<td>Feb. 3 &amp; 5</td>
<td>Chapter 3: Recruiting the Best Staff</td>
<td>Ch. 3 Assignment 1 Due 2/5</td>
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<tr>
<td>5</td>
<td>Feb. 10 &amp; 12</td>
<td>In-Class Group Assignment – Job Descriptions</td>
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<td></td>
<td></td>
<td>Chapter 4: Training and Developing Staff, Class Activity</td>
<td>Ch. 4,</td>
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<tr>
<td>6</td>
<td>Feb. 17 &amp; 19</td>
<td>Chapter 5: Managing Staff / Explain Assignment #2 EXAM 1</td>
<td>CH. 5</td>
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<td></td>
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<td>Test #1 (1,2,3,4) 2/19</td>
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<tr>
<td>7</td>
<td>Feb. 24 &amp; 26</td>
<td>Chapter 7: Marketing Your Facility/Program</td>
<td>Ch. 7</td>
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<tr>
<td>8</td>
<td>Mar. 2 &amp; 4</td>
<td>Chapter 9: Focusing on Customer Service Guest Speaker</td>
<td>Ch. 9,</td>
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<td>9</td>
<td>Mar. 9 &amp; 11</td>
<td>Spring Break</td>
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<tr>
<td>10</td>
<td>Mar. 16 &amp; 18</td>
<td>In-Class Group Assignment</td>
<td>Ch. 12, Assignment 2 Due: 3/16</td>
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<td>Chapters 12: Understanding Financial Management</td>
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<td></td>
<td></td>
<td>In-Class Group Assignment - Budget EXAM 2</td>
<td>Test #2 (7, 9,12)</td>
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<tr>
<td>11</td>
<td>Mar. 23 &amp; 25</td>
<td>Chapters 13: Addressing Health and Safety Concerns</td>
<td>Ch. 13</td>
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<td>In-Class Group Assignment - EAP</td>
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<tr>
<td>12</td>
<td>Mar. 30 &amp; 31</td>
<td>Chapter 14: Maintaining You Facility, In-Class Group Assignment – Maintenance Plan</td>
<td>Ch. 14</td>
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<tr>
<td>13</td>
<td>Apr. 6 &amp; 8</td>
<td>Chapter 16: Legal Aspects</td>
<td>Ch. 16</td>
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<td></td>
<td>In-Class Group Assignment – Legal Forms</td>
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<tr>
<td>14</td>
<td>Apr. 13 &amp; 15</td>
<td>Chapter 17: Evaluating The Facility</td>
<td>Ch. 17</td>
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<td></td>
<td></td>
<td>In-Class Group Assignment – Evaluations</td>
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<tr>
<td>15</td>
<td>Apr. 20 &amp; 22</td>
<td>Finalize group portfolios</td>
<td>Present Projects</td>
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<td></td>
<td></td>
<td>Final Project's due (4/22)</td>
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<tr>
<td>16</td>
<td>Apr. 27 &amp; 29</td>
<td>Group Presentations</td>
<td>Final: Chapters 13,14,16 &amp; 17</td>
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<tr>
<td></td>
<td>May 4-8</td>
<td>Final</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. 12, 2018) 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 work

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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

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)

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
**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](http://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 snyderkel@sfasu.edu.