THE UNIVERSITY OF TEXAS AT TYLER
DEPARTMENT OF HEALTH AND KINESIOLOGY
TENTATIVE COURSE SYLLABUS

FALL 2015
Course Title: Program Organization and Administration
Course Number: HECC 4353.001
Credits: 3 Hours
Prerequisites: None
Days/Hours of Class: TUTH 11:00—12:20 P.M.
Room: HPC 03055
INSTRUCTOR INFORMATION
Name and Title: Njororai W. W. Simiyu, Ph.D., Associate Professor
Office Location & Phone Number: HPC 2200A
(903) 565 5530
Email Address: wnjororai@uttyler.edu
Emergency Number (Office): (903) 566-7031 (Sarah Cowan)
Office Hours: 10 Am to 12 Noon, Monday to Thursday

TEXT
ISBN 13: 9781450434157

Course Description:
Study of the administration of school-based and other programs related to health and kinesiology.

Detailed Description
The course is an in-depth analysis of the relationship of sport and management. The study of sport includes sporting goods manufacturers; fitness centers; recreation departments; broadcasting; Little League teams; and high school, NCAA, and professional leagues. The study of management follows the four functions of management: planning, organizing, leading, and controlling.

DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES
By the end of your Bachelor of Science in Kinesiology Program, you are expected to accomplish the following learning outcomes at above average levels including:
☐ Mastery of Kinesiology and/or Health Related Content
☐ Application of Critical Thinking Skills
☐ Demonstration of Communication Skills
☐ Demonstration of Leadership Skills
☐ Exhibit Integrity/Ethical behavior in different settings.
☐ Demonstrate use of Technology

THE STANDARDS FOR PHYSICAL EDUCATION- K TO COLLEGE
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Course Learning Objectives:
The student should be able to:

1. Foundational Knowledge: Explain principles, concepts, processes and theories of management within the area of sport.

2. Application: Plan, organize, lead and control a sporting or physical activity related event.

3. Integration: Explain how management functions, decision making and problem solving relate to each other in an organizational setting.

4. Learning how to learn: Demonstrate the desire to learn and develop management skills in her/his personal and professional career via reading, writing and research.

5. Care: Demonstrate due care for societal and community-based causes via volunteer work.

6. Human Dimension: Demonstrate interpersonal communication skills by effectively working together with fellow students on assigned tasks and show appreciation of the key role that the human resource plays in an organization.

7. Foundational Knowledge: Justify the importance of strategic and operational planning to accomplish organizational goals.

8. Human Dimension: Demonstrate understanding of multiculturalism in the sports industry, and the place of diversity in the sporting and Institutional work place.

9. Application: Prepare a portfolio including a resume and a letter of application for a vacancy in sports management/leadership/coaching/teaching.

Course Procedures:
1) Attend class, participate and complete all reading assignments and learning related tasks.
2) Complete all assignments/reports.

3) Barring an act of God (the University being officially closed), assignments/exams will be given at the time and date indicated in the syllabus. Only for extremely extenuating circumstances and even then only with the prior approval of the instructor will a student be allowed to make up an examination that is missed.

4) Volunteer to serve in any leadership roles such as coaching, instructing or organizing an event for a group for a minimum of 5 hours and submit a two page report accompanied by evidence e.g. photographs and letter from supervisor. The report should detail the place, what they normally do, what you did/roles, how you benefited and your reflection on the experience.

5) Cell Phone Policy: If you are expecting an important call, please let me know before class and take the call outside of class. Furthermore if you really feel the need to text message or check your face book, etc. then just don’t come to class that day. This rule is intended to keep me from having to stop class and ask students to stop texting, etc. which is disruptive to the rest of the students. This behavior is highly disrespectful and I request each student to desist from any behavior that would be disrespectful of classmates, self and the Instructor.

6) Laptop Policy: If you really feel the need to email or check your face book, etc. then just don’t come to class that day.

COMMUNICATION WITH INSTRUCTOR

Please feel free to contact me throughout the semester, by email, phone, and text message or in person. I don’t mind your phoning me on my cell phone but I do ask that you try to be considerate with such calls. All email correspondence associated with this course should be directed to the email above (wnjororai@uttyler.edu). VERY IMPORTANT: Every email you send to me related to the course should have “HECC 4353.001” in the subject line. This helps with automatic sorting of my email. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. (The same applies to text messages.) This applies especially if your email address does not include your name. Note that I encourage you to communicate or inquire or ask, via email if not sure about anything related to the course (or your major!). I try to respond as soon as I see the message/email irrespective of the day of the week or time of the day. It is for your own good that you seek me out both physically and electronically. Students who succeed in college are those who know and are known by professors by name! I value that interaction so be proactive about it.

VERY IMPORTANT NOTE: Students are required to use their Patriot email accounts for course work. If all is working properly, your Patriot email address will be automatically loaded into Blackboard for this course. I don’t mind if you send me emails from another account (as long as I can tell who has sent the email!), but I will send email via addresses in the course from time to time. Therefore, it is essential that you check your Patriot account on a regular basis.

Course Outline

Very important information is provided in the “Announcements”, in Blackboard (link located in the navigation bar on the left side of the screen in the course). The “Announcements, Getting Started and Modules” links on your blackboard page will have some of your learning tasks including information about assigned reading, assignments and other important information. Please familiarize yourself with these links especially for
quizzes, examination, pretest/posttest and any recorded lectures and youtube at the beginning of the course. Note that you will use them a lot throughout the course.

Assignments

Pre and posttests: The pretest is meant to gauge your entry baseline knowledge and the score does not count towards your overall grade. You take it without any readings and prior preparation. However, it is useful for me where you are as the course starts. The posttest score, on the other hand, counts towards your overall final grade so be very diligent as you prepare for it.

Quizzes: Every chapter in each module has a quiz at the end. After the completion of a quiz, you will automatically have access to the next chapter of the course and the related assignments.

Note very carefully: I encourage each student to complete and submit assignments as per the schedule in the syllabus. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. My courses do not have set deadlines for blackboard assignments as each student’s schedule is unique. However, the onus is on the student to complete the work as per syllabus. This is akin to the work world where it is your choice to report to work and employers love “self-supervised workers”. Supervise yourself, but I will also be watching and alerting you when you fall out of line.

Exams

Exams will be accessible only at certain times on dates in the schedule below (e.g., for a period of 2 days). Specific instructions will be given at an appropriate time regarding accessing the exam and submitting responses.

Time Requirements

The rule of thumb is that a successful college student should spend two extra hours of study per one credit hour of course work. Thus a 3 hour traditional course leads to 9 hours a week and therefore 135 hours a semester.

LIBRARY SERVICES UT Tyler’s Muntz Library may be accessed via http://library.uttler.edu/. A link to the Muntz Library is also available on UT Tyler’s Home Page (www.uttler.edu).

TECHNICAL SUPPORT

UT Tyler’s IT Support department provides technical support for this online course. Information about technical support for Blackboard and this online course is available on your Blackboard login page (http://ccs.uttler.edu/?page=blackboard). You are welcome to inform me if you have technical difficulties, but I will not likely be able to assist with such difficulties.

COURSE CALENDAR

This semester officially begins on Monday, August 24 and ends on Saturday, December 13 2015. This course is both content-oriented and process-oriented, so you will be called upon to reflect and apply more than in
other cases. Because the course is a unique blend of the traditional as well as the experiential versions, you have to strive to be diligent in the way you learn. You will require being diligent and disciplined in reading and following up on learning tasks outside class. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key dates and deadlines on your own personal calendar. Occasional announcements and reminders will also come to you via Black Board so ensure to sign up for notifications via your smart phone or have a way of checking daily.

Grading

1. 2 exams which will be administered at mid semester and end of semester 30% (15% for each exam), Portfolio including evidence for accomplishing the program learning outcomes for the department; response to five course objectives; Resume and letter applying for a job in the area of sports management; two signed letters of reference/recommendation from a Professor who has taught you and any other person of authority in your life; Volunteer activity sheet and two page report (20%); Organizing and participating in an intra-class sports competition (10), Chapter quizzes (40%).

2. Grading
A= 90-100%
B=80-89
C=70-79
D=60-69
F=59 and below

NOTE SEMESTER KEY DATES:
1. Census Date on September 4 2015
2. Labor Day holiday September 7, 2015
3. 20th Class Day – September 16 2015
4. Last day to withdraw from one or more courses – October 26 2015
5. Final Filing Date for fall 2015 Commencement- November 2 2015
6. Thanksgiving holidays for faculty and students- 23-28 November 2015
7. December 7 2015 - Study Day

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LESSON TOPIC</th>
<th>REFERENCE/RESOURCES/Task</th>
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<tbody>
<tr>
<td>1</td>
<td>August 25 and 27</td>
<td>a. Introduction, syllabus review and classroom policies and expectations</td>
<td>Course Syllabus&lt;br&gt;Pre-test online&lt;br&gt;Chapter 1 and quiz 1 online</td>
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<tr>
<td></td>
<td>2</td>
<td>b. Managing Sports</td>
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| 2 | September 1 and 3 | a. The Sports industry environment  
| | | a. Chapter 2 and quiz 2 online  
| | | b. Groups and presentation topics |
| 3 | September 8 and 10 | a. Creative problem solving and decision making  
| | | a. Chapter 3 and online quiz 3  
| | | b. Meeting to brainstorm intra-class sports competition |
| 4 | September 15 and 17 | a. Strategic and operational planning  
| | | Chapter 4 and quiz 4 online |
| 5 | September 22 and 24 | a. Organizing and delegating work  
| | | b. Sport culture, innovation and diversity  
| | | a. Chapter 5 and quiz 5 online  
| | | b. Chapter 6 and quiz 6 online  
| | | c. Portfolio: Cover page and content outline |
| 6 | September 29 and October 1 | a. Human Resource Management  
| | | Chapter 7 and quiz 7 online |
| 7 | October 6 and 8 | a. Behavior in organizations  
| | | a. Chapters 8 and quiz 8 online  
| | | b. Portfolio: Resume and cover letter |
| 8 | October 13 and 15 | a. Team development  
| | | b. Midterm Examination online, October 16 and 17 2015  
| | | Chapter 9 and quiz 9 online |
| 9 | October 20 and 22 | a. Communicating results  
| | | Chapter 10 and quiz 10 online |
| 10 | October 27 and 29 | a. Motivating to win  
| | | Chapter 11 and quiz 11 online |
| 11 | November 3 and 5 | a. Leading to victory  
| | | Chapter 12 and quiz 12 online |
| 12 | November 10 and 12 | a. Controlling for quality and productivity  
| | | a. Chapter 13 and quiz 13 |
| 13 | November 17 and 19 | a. Facilities and events  
| | | a. Chapter 14 and quiz 14 online  
| | | b. Portfolio due on 17th November 2015 |
UNIVERSITY POLICIES: Visit - (http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf)

Handbook of Operating Procedures -- The University of Texas at Tyler  ACADEMIC DISHONESTY POLICY

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

"Cheating" includes:

1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. “Collusion” includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.
GRADE APPEAL PROCEDURE

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation. If the appeal is to be considered by the vice president for academic affairs, then a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student. The Office of the President is the final step in the appeal process at The University of Texas at Tyler.

FOOD AND DRINK IN CLASSROOMS

Consumption of food and drink in university classrooms is prohibited.

INDOOR SMOKE-FREE CAMPUS

The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor location.

CLASS ATTENDANCE

Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work.

The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

APPROVED STUDENT ABSENCES

On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:

1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.

3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence. It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

GRADE REPLACEMENT

If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

DISABILITY STATEMENT

If you have a disability, including a learning disability, for which you request disability support services/accommodations(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. Visit University Center, Room 282 or call 903566-7079 for more information.

Generally Observed Student Characteristics (John H. Williams, The Teaching Professor, 7,7, pgs. 1-2, 1993)

The "A" Student:

Attendance - "A" students have nearly perfect attendance.

Preparation - "A" students are prepared for class. They always read the material prior to class and their attention to detail is superb.

Curiosity - "A" students show a high level of interest in the subject matter. They look up or search out answers to topics that they don't understand. They often ask interesting questions or make insightful comments.

Retention - "A" students are able to retain new material and connect past learning to the present. Attitude - "A" students have an attitude that displays both the determination and self-discipline required for success. They also show initiative and do things without being told.
**Talent** - "A" students possess a special talent. It may be exceptional intelligence and insight or it may be unusual creativity, organizational skills, commitment and perseverance - or a combination thereof. These gifts are evident to the professor and usually to the other students as well.

**Results** - "A" students make the highest grades on tests and their work is generally a pleasure to grade.

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**The "C" Student:**

**Attendance** - "C" students miss class frequently and they put other priorities ahead of academic work.

**Preparation** - "C" students prepare their assignments consistently, but in a perfunctory manner. Their work may be sloppy or careless and at times incomplete or late.

**Attitude** - "C" students are not visibly committed to the class. They participate, if at all, without enthusiasm and their body language often expresses boredom.

**Talent** - "C" students vary enormously in talent. Some have exceptional ability, but show undeniable signs of poor self-management or bad attitude. Others are committed and diligent, but are simply average in academic ability.

**Results** - "C" students obtain mediocre or inconsistent results on tests. They have some concept of the material, but clearly do not show mastery of the subject matter.

**Remember:**

1. Leaders aren’t born, they are made. They are made by hard effort, which is the price which all of us must pay to achieve any goal which is worthwhile - Vince Lombardi

2. Some people want it to happen, some wish it would happen, others make it happen - Michael Jordan

3. Leadership is diving for a loose ball, getting the crowd involved, getting other players involved. It’s being able to take it as well as dish it out. That’s the only way you’re going to get respect from the players - Larry Bird