



# SYLLABUS

## KINE 4083 Administrative Management of Human Performance Summer 2018

Department of Health and Kinesiology  
Whitlowe R. Green College of Education

**Instructor:** Trevia Cyrus  
**Section # and CRN:** P01 and 31535  
**Office Location:** Leroy Moore, Jr. Gym  
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**Office Hours:** M-TR 1:00 – 2:30 pm  
**Mode of Instruction:** Face to Face

**Course Location:** Juvenile Justice Building, Room 336  
**Class Days & Times:** M-TR 10:30 am - 12:50 pm  
**Catalog Description:** Principles and fundamentals in the organization, administration and supervision of the health, human performance, intramural, and athletic programs.

**Prerequisites:** 12 hours of advanced Human Performance/Kinesiology

**Co-requisites:** None

**Required Texts:** Management of Physical Education and Sport, 13<sup>th</sup> Ed.  
Krotee, M., & Bucher, C.  
ISBN: 9780072972924

**Recommended Texts:** Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> edition

### Program Student Learning Outcomes (SLOs)

1. Graduates can communicate effectively in written, oral and verbal forms of expression.
2. Graduates can apply the physiological bases of human movement.
3. Graduates can demonstrate the ability of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions.
4. Graduates can evaluate the scientific literature in the discipline, and understand and synthesize relevant information.
5. Graduates can demonstrate the ability of technologies to support inquiry and professional practice.

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment (SLOs)*	Core Curriculum Outcome Alignment	InTASC Standards
1	Demonstrate knowledge and skill by communicating in leadership and management roles.	SLO# 1	Communication, Critical thinking skills	4,5
2	Illustrate the purpose and scope of managing physical education, fitness, and sports programs.	SLO# 1,2	Communication, Critical thinking skills	4
3	Understand the importance of developing an organizational structure.	SLO# 3	Communication, Critical thinking skills	4
4	Plan and make decisions on the risks and legal concerns associated with an activity-based facility.	SLO# 1,4	Communication, Critical thinking skills	4,5
5	Use information technology to support inquiry and professional practice.	SLO# 5	Communication	8

\*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that candidates have achieved all 5 learning outcomes (SLOs).

Governing Organizations	Alignment with Standards/Domains
<b>CAEP</b>	<u>Standard 1: Content &amp; Pedagogical Knowledge (1.1)</u> <u>Standard 4: Program Impact (4.1)</u>
<b>InTASC</b>	<u>Content Knowledge</u> : Standard #4: Content Knowledge; Standard #5: Application of Content <u>Instructional Practice</u> : Standard #6: Assessment; Standard #8: Instructional Strategies <u>Professional Responsibility</u> : Standard #9: Professional Learning and Ethical Practice
<b>NASPE</b>	Standard 1-8: Physical education K-12
<b>NCATE</b>	Standard 6: Unit Governance and Resources
<b>TEXES</b>	Domain V/Competency 015: The health education teacher knows how to plan and implement effective school health instruction.

### Major Course Determinants

#### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Quiz One	50	50
2) Quiz Two	50	50
3) Midterm Exam	100	100
4) Participation	50	50
5) Group Project	100	100
6) Web Assignment	50	50
7) Final Exam	100	100
	<b>Total:</b>	<b>500</b>

### Grading Criteria and Conversion:

**A = 450 - 500**

**B = 400 - 449**

**C = 350 - 399**

**D = 300 - 349**

**F = 299 and below**

I = Incomplete (Only issued under extraordinary circumstances that are beyond a student's control.)

W = Withdrawal from a course

WV = Withdrawal from the University voluntarily

MW = Military withdrawal

### Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
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<b>Participation</b>	Candidates are expected to come to class in a consistent manner as outlined by Prairie View A&M Policy.
<b>Web Assignment</b>	Will be posted online.
<b>Quizzes/Exams</b>	Quizzes/Exams will assess candidates' understanding of course material. All test material will be administered in the class.
<b>Group Project</b>	<p>Presented with a scenario, candidates will collaborate on a task involving research, design, and application of knowledge. Candidates will present completed project during class.</p> <p>During presentations, times of activity appropriate attire should be worn by all candidates as described below:</p> <p>Business casual attire is required for presentations.</p> <p><b>Shoes:</b> Closed toe shoes that are not worn or distressed; dress shoes.</p> <p><b>Not permitted:</b> Slip on sneakers, sneakers without backs, shoes without tongues, platforms, crocs, slides, or sandals/open toe shoes.</p> <p><b>Clothing: Proper attire should be worn with proper fit.</b> Polo shirts, button-down shirts, blouses, dresses, skirts of an appropriate length (below mid-thigh), slacks and khaki pants.</p> <p><b>Not permitted:</b> Inappropriate jargon or screen printing, cut-off shorts/tops, cargo shorts, tights/leggings, narrow strapped tops, jeans, sheer clothing, low-cut tops.</p> <p>The instructor reserves the right to determine if a Candidate's attire is appropriate to wear during class activities. A candidate without proper footwear and/or attire will be counted absent, not allowed to participate, and may be asked to leave.</p>

## **Course Procedures or Additional Instructor Policies**

### **Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes.

At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

### **Attendance Policy (see handout and Student Handbook)**

Attendance is **required** for each class meeting. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms.

Official university sponsored activities are considered excused absences, but the student is responsible for making up all that is missed at the instructor's convenience. It is recognized that personal difficulties/conflicts arise and allowances will be considered on an individual basis.

### **\*\*\*EXCESSIVE ABSENCES WILL RESULT IN AN "F" IN THE COURSE**

It is important to respect each other in class. No fighting, profanity or euphemisms will be tolerated during class time. Additionally, no cell phone use will be permitted during the class period. Teacher educator students failing to adhere to this policy may be asked to leave to decrease disruption during the learning process. Students choosing to leave class prior to the instructor's dismissal of class will be marked absent, unless prior approval has been granted or the circumstance is warranted.

### **Disable Teacher educator candidate Policy:**

Teacher educator candidates having any special needs or any other factors that may affect their performances in class or require special instructions strategies should make these special needs known to the instructor and the Director of the Counseling Center or Teacher educator candidate Services.

**If you need accommodations in this class related to a disability, please make an appointment as soon possible.**

**Academic Honesty Policy:** If suspected of cheating on a test, or of presenting a paper as your own which you have not written, you will be asked to provide documentary evidence that either you have not cheated (e.g. complete set of notes) or that the paper is your own (e.g. a rough draft, notes, evidence of original work.) If you are caught cheating, you will receive a zero on the assignment/test and I will forward my suspicions and evidence for them at the Office of Teacher educator candidate Rights and Responsibilities for them to handle. There will be no opportunity to do make-up work on such assignments. Each teacher educator candidate will be required to sign an academic honesty policy.

### **Tentative Course Calendar:**

The following plan of action is to keep us on track; it does, however, require flexibility to suit the needs and interests of the teacher educator candidates. Please be advised: The instructor has the right to modify this syllabus, without notice, due to emergencies or an expressed interest of the candidates to discuss topics in greater detail. It is in the best interest of each teacher educator candidate to regularly attend class.

**Each candidate will be responsible for all work that is covered in class whether the candidate is present or not.**

All cell phones need to be turned on vibrate, silent/off. **DURING EXAMS CELL PHONES ARE NOT ALLOWED PERIOD.**

### **Caveat**

The schedule, procedures, contents of this syllabus and class assignments are subject to change at my discretion. If you have any questions or need assistance, please feel free to contact me.

**SEMESTER CALENDAR**

(\*Tentative and may change due to course needs)

<b>Week 1</b> <b>Topic</b> <b>Description:</b>	Introduction to HUPF/KINE 4083 The Management Process Management of Physical Education and Sport Programs
Chapter(s)	Chapters 1–4
Assignment(s)	
<b>Week 2</b> <b>Topic</b> <b>Description:</b>	<b>Management of Physical Education and Sport Programs in the Public and Private Sector Management Functions</b>
Chapter(s)	Chapters 5-9
Assignment(s)	Web Assignment: Due June18th Quiz I
<b>Week 3</b> <b>Topic</b> <b>Description:</b>	<b>Management Functions</b>
Chapter(s)	Chapters 10-13
Assignment(s)	Quiz II
<b>Week 4</b> <b>Topic</b> <b>Description:</b>	<b>Management Functions</b>
Chapter(s)	Chapters 14-15
Assignment(s)	Presentations
<b>Week 5</b> <b>Topic</b> <b>Description:</b>	<b>Course Review and Final Exam</b>
Chapter(s)	
Assignment(s)	Presentations Final Exam

## **Student Support and Success**

### **John B. Coleman Library**

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

<https://www.pvamu.edu/library/> Phone: 936-261-1500.

### **The Learning Curve (Center for Academic Support)**

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: T1-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561.

### **The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724

### **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

### **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

### **Office of Diagnostic Testing and Disability Services**

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

### **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

**Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

**Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

**University Rules and Procedures****Disability Statement (Also See Student Handbook):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

**Academic Misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of Academic Dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including

sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

### **Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## **TECHNICAL CONSIDERATIONS**

### **Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

### **Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

### **Technical Support:**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

### **Communication Expectations and Standards:**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.



**Discussion Requirement:**

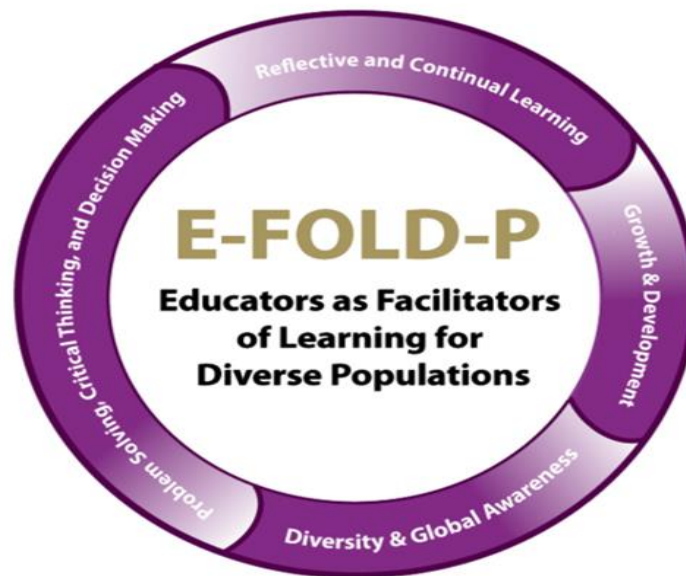
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

**Caveat**

The schedule, procedures, and contents of this syllabus, class assignments, and grade evaluation are subject to change based on the needs of the class. If you have any questions or need assistance, please feel free to contact the instructor.

TECHNOLOGY



ASSESSMENT

Knowledge	Skills	Dispositions
<p><b>K 1</b> – Knows and understands how to use existing and personal research to analyze and assess educational problems.</p> <p><b>K 2</b> – Knows how to apply and interpret fundamental principles of assessment.</p> <p><b>K 3</b> – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development.</p> <p><b>K 4</b> – Knows the importance of diversity in a global educational context.</p> <p><b>K 5</b> – Knows and understands how to use new and existing technologies to continuously enhance teaching and learning among diverse populations.</p>	<p><b>S 1</b> - Demonstrates intellectual curiosity through creative and collaborative projects.</p> <p><b>S 2</b> - Uses critical reflection to improve professional practice.</p> <p><b>S 3</b> - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement.</p> <p><b>S 4</b> - Creates learning environments that foster respect, safety, and trust.</p> <p><b>S 5</b> - Demonstrates the effective use of current technology in teaching and learning.</p>	<p><b>D 1</b> - Demonstrates the ability to find and implement new information, best practices and educational concepts.</p> <p><b>D 2</b> - Values professional interactions.</p> <p><b>D 3</b> - Demonstrates ethical behavior in personal and professional relationships.</p> <p><b>D 4</b> - Acts in a manner that demonstrates the belief that all children can learn.</p> <p><b>D 5</b> - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations.</p>

(Approved February 2014) Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education