KINE 4083-P01 Administrative Management of Human Performance
SUMMER 2021

Instructor: JAMES EDMOND
Section # and CRN: KINE 4083 PO1-2130-32343
Office Location: OFFICE
Office Phone: 936-261-3900/ 832-216-1007
Email Address: jwedmond@pvam.edu
Office Hours: By Appointment Only
Mode of Instruction: IN CLASS

Course Location:
Class Days & Times: This course addresses the fundamentals of health including health problems, interests, school health appraisal, and promotion of a healthful environment. Emphasis on health agencies and organizations on the local, state, and national levels.

Catalog Description: Prerequisites: 12 hours of advanced Human Performance

Prerequisites: None

Co-requisites:

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


Supplemental Texts: N/A

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:

<table>
<thead>
<tr>
<th>Program Learning Outcome # Alignment (SLOs)*</th>
<th>Core Curriculum Outcome Alignment</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate knowledge and skill by communicating in leadership and management roles.</td>
<td>SLO# 1</td>
<td>Communication, Critical thinking skills</td>
</tr>
<tr>
<td>2 Illustrate the purpose and scope of managing physical education, fitness, and sports programs</td>
<td>SLO# 1,2</td>
<td>Communication, Critical thinking skills</td>
</tr>
<tr>
<td>3 Understand the importance of developing an organizational structure</td>
<td>SLO# 3</td>
<td>Communication, Critical thinking skills</td>
</tr>
<tr>
<td>4 Plan and make decisions on the risks and legal concerns associated with an activity-based facility</td>
<td>SLO# 1,4</td>
<td>Communication, Critical thinking skills</td>
</tr>
<tr>
<td>5 Use information technology to support inquiry and professional practice.</td>
<td>SLO# 5</td>
<td>Communication</td>
</tr>
</tbody>
</table>

*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).

<table>
<thead>
<tr>
<th>Governing Organizations</th>
<th>Alignment with Standards/Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASPE</td>
<td>Standard 1-8: Physical education K-12</td>
</tr>
<tr>
<td>NCATE</td>
<td>Standard 6: Unit Governance and Resources</td>
</tr>
<tr>
<td>TExES</td>
<td>Domain V/Competency 015: The health education teacher knows how to plan and implement effective school health instruction.</td>
</tr>
</tbody>
</table>

**Major Course Determinants Method of Determining Final Course Grade**

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Quizzes</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>2) Self-Assessment</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>3) Participation</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>4) Final Exam</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

**Grading Criteria and Conversion:**

**A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below**

I = Incomplete (Only issued under extraordinary circumstances that are beyond a student’s control.)
**Detailed Description of Major Assignments:**

<table>
<thead>
<tr>
<th>Assignment Title or Grade</th>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (10%)</td>
<td>Candidates are expected to come to class in a consistent manner as outlined</td>
<td></td>
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<tr>
<td></td>
<td>by Prairie View A&amp;M Policy</td>
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<tr>
<td>Web Assignment (30%)</td>
<td>Will be posted online.</td>
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<tr>
<td>Exams (60%)</td>
<td>Exams will assess candidates’ understanding of course material. All test</td>
<td></td>
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<tr>
<td></td>
<td>material will be administered in the class. (2) Quiz’s Exams account for (20%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the classroom grade and will be administered throughout the semester. (40%)</td>
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</tr>
<tr>
<td></td>
<td>Self Assessment of the classroom grade.</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER CALENDAR (Tentative)**

<table>
<thead>
<tr>
<th>Week 1 Topic Description:</th>
<th>READ CHAPTER 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Predicting the Process</td>
</tr>
<tr>
<td></td>
<td>CHAPTER 2: Management Organization to Achieve Objectives of Physical Education and Sport</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td>COMPLETE SELF ASSESSMENT/ QUIZ JUNE 4-5</td>
</tr>
<tr>
<td>Week 2 Topic Description:</td>
<td>JUNE 6-12</td>
</tr>
<tr>
<td>Week 4 Topic Description:</td>
<td>Chapter(s)</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
</tbody>
</table>
|                          | READ CHAPTER 3-5  
|                          | CHAPTER 3 Physical Education Instructional Programs  
|                          | CHAPTER 4 Recreational Sports: Intramural, Fitness, Open, And Sport Club Programs  
|                          | CHAPTER 5 Interscholastic, Intercollegiate, And Other Competitive Sport Programs  
| Assignment(s)            | COMPLETE SELF ASSESSMENT/ QUIZ JUNE 12-13  
|                          | JUNE 13-19  
|                          | READ CHAPTERS 6-8  
|                          | CHAPTER 6 Physical Education & Sports Program in Public & Private  
|                          | CHAPTER 7 Human Resource Management & Supervisor  
|                          | CHAPTER 8 Program Development  
| Assignment(s)            | COMPLETE SELF-ASSESSMENT/QUIZ JUNE 19-20  
|                          | JUNE 20-27  
|                          | CHAPTER 9-11  
|                          | CHAPTER 9 Facility Management  
|                          | CHAPTER 10 Fiscal Management  
|                          | CHAPTER 11 Purchase and Care of Supplies and Equipment  
| Assignment(s)            | COMPLETE SELF-ASSESSMENT/ JUNE 27 FINAL EXAMS REVIEW  
|                          | JUNE 28-30 & JULY 1-2  
|                          | CHAPTER 12-14  
|                          | CHAPTER 12 Management and The Athletic Training Program  
|                          | CHAPTER 13 Legal, Liability, Risk & Insurance Management  
|                          | CHAPTER 14 Public Relations and Marketing  
| Assignment(s)            | COMPLETE SELF-ASSESSMENT & JULY 1&2 FINAL EXAM  
|                          | JUNE 28-30 & JULY 1-2  
|                          | COMPLETE SELF-ASSESSMENT & JULY 1&2 FINAL EXAM  
|                          | JUNE 28-30 & JULY 1-2  

<table>
<thead>
<tr>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>Assignment(s)</td>
</tr>
<tr>
<td>Week 7 Topic Description:</td>
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4
<table>
<thead>
<tr>
<th>Topic Description:</th>
<th>Chapter(s)</th>
<th>Assignment(s)</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 8</strong></td>
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<tr>
<td><strong>Week 9</strong></td>
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<td><strong>Week 10</strong></td>
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<td><strong>Week 11</strong></td>
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<td><strong>Week 12</strong></td>
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<td><strong>Week 13</strong></td>
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<td><strong>Week 14</strong></td>
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<td><strong>Week 15</strong></td>
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</tbody>
</table>

Assignment(s)
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: TI-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 (3) 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.

COVID-19 PROTOCOLS

In accordance with public health guidance, continued safety protocols include, but are limited to, the following:

- Recommend and encourage face coverings in all public spaces, such as hallways, entryways, open cubicle areas, and elevators;
- Encourage physical distancing wherever possible;
- Encourage virtual meetings;
- Limit group size to the extent possible;
- Continue the use of signs that describe how to stop the spread of germs through social distancing;
- Utilize maximum occupancy limits in meeting rooms and elevators where possible;
- Attempt to close communal spaces or restrict the number of people so that everyone can stay 6 feet apart;
- Create options where possible for students, faculty, and staff to eat meals outdoors while maintaining social distancing;
- Continue enhanced cleaning measures; and
- Check for symptoms of COVID-19 every day and avoid reporting to the office if symptoms are present or the individual is
### Knowledge

- **K 1** – Knows and understands how to use existing and personal research to analyze and assess educational problems.
- **K 2** – Knows how to apply and interpret fundamental principles of assessment.
- **K 3** – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development.
- **K 4** – Knows the importance of diversity in a global educational context.
- **K 5** – Knows and understands how to use new and existing technologies to continuously enhance teaching and learning among diverse populations.

### Skills

- **S 1** - Demonstrates intellectual curiosity through creative and collaborative projects.
- **S 2** - Uses critical reflection to improve professional practice.
- **S 3** - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement.
- **S 4** - Creates learning environments that foster respect, safety, and trust.
- **S 5** - Demonstrates the effective use of current technology in teaching and learning.

### Dispositions

- **D 1** - Demonstrates the ability to find and implement new information, best practices and educational concepts.
- **D 2** - Values professional interactions.
- **D 3** - Demonstrates ethical behavior in personal and professional relationships.
- **D 4** - Acts in a manner that demonstrates the belief that all children can learn.
- **D 5** - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations.

(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