



**SUL ROSS**  
KINESIOLOGY DEPARTMENT

## **KES 3321**

### **Sports and Recreation Administration**

**SPRING 2022 – GPC 106 – Mon/Wed/Fri 9:00-9:50am**

**Mary Powers**

**GA/Instructor - Kinesiology & Human Performance**

**Office:** GPC 102C  
**Phone:** (432) 837-8209  
**Email:** mary.powers@sulross.edu  
**Office Hours:** MON/WED: 10a-12p TUE/THUR: 9a-12p  
**Required Text:** Title: Leisure Services Management, 2nd Ed. Author: Amy R. Hurd, et al. Publisher: Human Kinetics, Inc. Print ISBN: 9781492557111, 1492557110 eText ISBN: 9781492589921, 1492589926

### **Purpose of the Course**

The purpose of this course is to prepare students to be a manager in the field of commercial recreation, public agency, or the nonprofit sector.

### **Course Description**

This course provides students with an understanding of management functions in organizations that deliver recreation and leisure programs. Students will learn key elements in organizational

development and planning, issues related to interagency collaboration and contracts, components of successful marketing, and sound financial practices and principles (e.g., accountability).

The textbook outlines the essential knowledge and skills that successful managers need to have and helps students build those competencies by encouraging them to think as managers. This will be accomplished through activities, projects, and examples to help students connect the competencies to real-world situations. Students will learn what management is, what the manager's role is, and how their work affects their agency and their customers. They will also explore specific management areas such as:

- Marketing
- financial management
- human resources
- employee development
- Communication
- Evaluation

### **Course Student Learning Objectives**

Upon successful completion of this course students will:

1. Provide education for and promote the benefits of recreation and leisure services.
2. Develop a marketing strategic plan that represents the vision and mission of an organization.
3. Prepare budgets, financial analysis, and reports for financial operation of an organization.
4. Be able to perform personnel actions (e.g., disciplinary actions, coaching, recognitions, terminating, grievances).
5. Ensure agency compliance with national, state, and local laws and regulations.
6. Develop a comprehensive program plan.

### **Standards**

The physical education major understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

#### *Competency 009*

The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness

### **Marketable Skills**

The following marketable skills are achieved in this course:

*Critical Thinking/Problem Solving:* Exercise sound reasoning to analyze issues, make

decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

## **Program Learning Outcomes**

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).

2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).

3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

## **Style Of Teaching:**

The objectives of this course will be met through an integrated teaching style that will include online presentations and discussion boards. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. This is an online blackboard course. No assignments shall be accepted via email and all assignments shall be turned in on blackboard or during class.

## **Attendance/Participation**

Attendance for class is mandatory. Every class day is a grade. You will receive 100% credit for being on time, 75% credit for being tardy. One letter grade will be deducted for every absence after four (4). Students with zero (0) absences (not including athletic related absences) and with no missing assignments will be exempt from the final exam.

## **All Course Requirements Deadline**

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 15 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per policy below.

## Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. LearnSmartreadings must be completed by the due date for credit – no late work will be accepted.

## GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

| <b>Outcome Measure</b>    | <b>Points Per Item</b> | <b>Number of Items</b> | <b>Available Points</b> |
|---------------------------|------------------------|------------------------|-------------------------|
| Case Studies              | 50                     | 4                      | 200                     |
| Discussion Boards         | 50                     | 6                      | 300                     |
| Homework Assignments      | 50                     | 4                      | 200                     |
| Quizzes                   | 10                     | 13                     | 130                     |
| Final Project             | 100                    | 1                      | 100                     |
| Participation/Attendance  |                        |                        | 70                      |
| <b>Total/Final Grade*</b> | -                      | -                      | <b>1000</b>             |

\*Letter Grading as per SRSU policy will be used in this course.

## **COURSE REQUIREMENTS (include an explanation of the work the students will do)**

### **I. Chapter Readings** 13 Units

**II. Class Participation** Attendance, active participation in discussions and activities is required to earn daily credit, and may include an exit ticket for that class that day.

**III. Homework assignments.** Total of 4 homework assignments

**IV. UNIT TEST.** There will be a total of 13 quizzes and your final will be a submitted paper based off the work from the semester.

# Zoom Etiquette for Class

1. Join the meeting early – Show your respect for the other meeting attendees, join a Zoom meeting up to five (5) minutes before it is scheduled to start.
2. Dress appropriately – One of the magical things about working remotely is the freedom to wear anything to work. It's the dream, right? Still, there is no reason to show your fellow students your PJs and bedhead. Take a few minutes to throw on a clean shirt and brush your hair. The best part of actually getting ready while attending class remotely is that you will put yourself in the right headspace to be productive.
3. Be aware of your surroundings – Your fellow students will not be able to hear your ideas or take you seriously when there is a pile of dirty clothes in the corner behind you. You also want to avoid looking like you work from the inside of a cave because of bad lighting. Adjust your work setup so that you face a window or are exposed to plenty of light. And make sure your background is professional and work appropriate. While kids and pets are adorable (and a much needed distraction when you're feeling overwhelmed), your fellow students will not love having to talk over a screaming child or barking dog. So, be mindful of noise. This means: No beds (unmade or made) in the background No messy rooms or open closets where everyone can see your clutter No NSFW artwork
4. Mute your microphone when you are not talking – There is nothing more frustrating than hearing that alien echo noise from conflicting microphones. Save everyone from the ear-splitting madness by joining the meeting while on mute. Muting your microphone when you're not speaking gives other participants the ability to share their thoughts.
5. Have your camera turned on – Remember to look into the camera when talking instead of looking at yourself. If you are looking at yourself on the screen while you are talking, it will seem like your attention is elsewhere. Direct eye contact into the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Position your web camera and monitor at eye level If you are sharing a screen to discuss a report, chart, worksheet, etc., try to place the image on your screen close to your webcam, this will help your eyes align with the camera.
6. Speak up – Don't be afraid to project your voice. Your classmates will appreciate being able to hear you without having to strain their ears or turn their volume all the way up.
7. No food allowed – Try to eat a snack before your virtual class. No one wants to see you stuff your face with chips while discussing course work.
8. Stay seated and stay present – It may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't! You might miss out on key information or an opportunity to give input. If you are using your webcam, use attentive body language: sit up straight, do not make big extraneous movements, and do not let your eyes wander too much.

## **UNIVERSITY POLICIES**

### **Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **SRSU Library Info**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **Disability Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

### **Academic Integrity Statement**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

### **Academic Excellence Statement**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning.

Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.