



KINE 3370
Recreation Administration
Fall 2023

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Office Hours: MW: 10:00-11:00 am, 1:30-2:30 pm; TT: 10:45-11:45 am, 1:30-2:30 pm; F: 9:30-11:30 am **or by appointment (email to set an appointment)**
Meeting: MWF 11:00 – 12:15 (In Person MW, Virtual F); Room 105
Required Text: Inclusive Access: Leisure Services Management, 2nd Ed.
Author: Amy R. Hurd, et al.
Publisher: Human Kinetics, Inc.

This class requires eBook/textbook access –
You do not need to purchase the eBook or textbook; this class is a part of Inclusive Access. Inclusive Access is a course material affordability program, designed by institutions and guided by the Department of Education to deliver digital learning resources to students, at a significantly reduced cost. The materials will be automatically provided to you digitally on or before the first day of class. All students should be sent instructions on how to access the material the day before the first day of class via email. If not the link to login to HKPropel is <https://hkpropel.humankinetics.com/>. If you have any issues, you can connect with the [Learner Experience](#) team and submit emails or call the Sul Ross helpline at: **800-758-0592**. This video can also help you get started: [Video: Student Registration for Blackboard with Inclusive Access](#).

Purpose of the Course

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

Marketable Skills

The following marketable skills are achieved in this course: 1. Students acquire communication skills. 2. Students acquire collaboration skills. 3. Students demonstrate creativity and problem-solving skills. 4. Students demonstrate critical thinking skills.

Program Learning Outcomes

1. SLO 1 - Knowledge of Human Cultures and the Physical and Natural World Through study in the areas of Exercise Science, Sport Management, K-12 Physical Education, Sport Psychology, and other sport, health, wellness, and fitness-related academic foci. Students will demonstrate written comprehensive competency.
2. SLO 2 - Integrative and Applied Learning, including: Synthesis and advanced accomplishment across specialized studies. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. This integration is demonstrated through the application of knowledge, skills, and responsibilities to new and familiar settings and through addressing complex problems in Kinesiology-related areas.
3. SLO 3 - Intellectual and Practical Skills. Practiced extensively, across the Kinesiology curricula, in the context of progressively more challenging problems, projects, and standards for performance.
 - A) Critical thinking. Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
 - B) Written communication. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
 - C) Oral communication. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the

listeners' attitudes, values, beliefs, or behavior.

D) Teamwork. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

GRADING POLICIES/TESTING/ASSIGNMENTS EXPECTATIONS

Grade calculation	% of Grade	Grading Scale	
Attendance	100 points (10%)	900 or more	A
Chapter Quizzes	13 @ 10 = 130 points (13%)	800-899	B
Tests	4 @ 50 = 200 points (20%)	700-799	C
Business Plan	13 @ 25 = 325 points (35%)	600-699	D
Final Project	150 points (15%)	Less than 599	F
Pre-Course Assignments	30 points (3%)	Total Points = 1000	
Class Activities	65 points (6.5%)		

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

TENTATIVE COURSE CALENDAR

Wk	Dates	Ch.	Content	Business Plan Component	Due – Quiz/Assign
1	8/28 to 9/3	1	Syllabus Review, Class Expectations, Blackboard Defining Management & Competencies		Pre-Course Assignments - 9/3 Competency Scorecard Ch. 1 Quiz – 9/3
2	9/4 to 9/10 Labor Day Holiday – 9/4	1	Foundations of Management	Business Idea	Ch. 2 Quiz – 9/10
3	9/11 to 9/17 Last Day to Drop – 9/13	2	Leisure Services Managers	Mission, Vision & Goals	Ch. 3 Quiz – 9/17
4	9/18 to 9/24	3	Legal Foundations for Managers	Waiver, Release, Contract	Test #1 (Ch. 1-3) – 9/24 Ch. 4 Quiz – 9/24
5	9/25 to 10/1	4	Organizational Structure	Biz sector, Org Chart	Ch. 5 Quiz – 10/1
6	10/2 to 10/8	5	Coordination of Resources, Programs, & Services	Biz Partner, Scheduling	Ch. 6 Quiz – 10/8
7	10/9 to 10/15	6	Planning and Decision Making	Policies, Master Plan	Test #2 (Ch. 4-6) – 10/15 Ch. 7 Quiz – 10/15
8	10/16 to 10/22	7	Marketing & Public Relations	Logo & Slogan, Social Media, Pricing	Ch. 8 Quiz – 10/22

9	10/23 to 10/29	8	Communication and Customers	Blog, Press Release, Email	Ch. 9 Quiz – 10/29
10	10/30 to 11/5	9	Personnel Procedures and Practices	Job Description & Application	Test #3 (Ch. 7-9) – 11/5 Ch. 10 Quiz – 11/5
11	11/6 to 11/12	10	Motivation, Rewards, and Discipline	Appraisals & Incentives	Ch. 11 Quiz – 11/12
12	11/13 to 11/19 Last Day to Withdraw 'W' - 11/17	11	Sources and Methods of Financing	Create a Fundraiser	
13	11/20 to 11/26 Thanksgiving Holiday – 11/22-24		No class this week! Happy Thanksgiving!		Ch. 12 Quiz – 11/26
14	11/27 to 12/3	12	Budgets and Financial Cost Analysis	Create a Budget	Ch. 13 Quiz – 12/3
15	12/4 to 12/10	13	Evaluation	Questionnaire	Test #4 (Ch. 10-13) – 12/10
16	12/11 to 12/13		Final Exams		Final Project

Course Requirements

Pre-Course Assignments (30 points total).

- Pre-Course Check & Quiz – 10 questions worth 10 points total, 1 point for each question. The Syllabus Quiz will demonstrate that you have read and understand the content located in various headings of the syllabus. By submitting the syllabus quiz, you are indicating that you have completely read the syllabus and understand what is expected of a student of this online course.
- Introduce Yourself Discussion – worth 20 points total (post your reply 10 points and 2 replies 10 points). This assignment will help you, your instructor, and your fellow class members get to know each other. Use the prompts that are given to introduce yourself to your classmates, and respond to at least 2 of your classmate's posts.

Chapter Quizzes (130 total points, 10 points each)

There are 13 chapters that will be covered in this course and are due before the start of each chapter (this is a “flipped classroom”). Chapter Quizzes must be done by the due date. **LATE WORK WILL NOT BE ACCEPTED.** All due dates for chapter readings are found in Course Calendar (**every Sunday @ 11:59 pm**). Highly encourage you to work ahead of the due dates. Students need to finish the Chapter Readings before starting the weekly test. There will be 1 Quiz due a week. The chapter quizzes will be taken and submitted in BlackBoard. You will get unlimited attempts for each chapter quiz (Will keep the grade of the highest grade). Chapter Quizzes include multiple-choice questions and True/False. Once you start a test, you will have unlimited time to complete. The questions are automatically scored after you take the quiz and are available after quiz completion.

TESTS (50 points each for Test 1-4; 200 points total).

Four tests will be given; No comprehensive Final Exam. Chapter Tests will be due every Sunday night @ 11:59 pm. You only get one attempt for each Test. Tests include multiple-choice and True/False questions. Once you start a test, you will have unlimited time to complete the questions. The questions are automatically scored after you take the Test. Each day Tests are turned in late carries a 30% deduction for 1-7 days late. PowerPoints for each chapter are posted in Blackboard which can be helpful while taking tests. Chapter Readings and class discussions/lectures will also be helpful; however, it is recommended that students take notes to better prepare themselves.

Business Plan (325 total points)

A business plan is an essential written document that provides a description and overview of your company's future. All businesses should have a business plan. The plan should explain your business strategy and your key goals to get from where you are now to where you want to be in the future. This will consist of 15 items, outlined in the course calendar.

Final Project (150 total points)

Details will be provided in BlackBoard.

Attendance (100 total points)

Get points for coming to class each day; ½ points deduction for coming late. If tardy, must talk to the professor after class in order to get ½ points. Don't assume the professor will automatically change your grade after the class. If come to class late and don't talk to the professor after class, points may not be awarded for being late and will stay a 0. If a class is missed without a verified, documented reason, the student will not receive the participation points for that class, and attending class does not in and of itself guarantee that a student will earn the points. In-class assignments and labs, which are missed due to class absence may not be made up unless the student has a verified reason in writing (medical, family funerals, a car breaks down on the way to class, military service, excused athletic travel & competition listed in their competitive schedule for SRSU student-athletes, etc., with written documentation) for missing class, and contacts the instructor via email, on the day missed or prior to making arrangements to complete the lab or to turn in missed work prior to the next class.

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 of Week 16 at 11:59 p.m.* 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 the above policy.

Be sure to complete all assignments by the due date.

Depending on the assignment, late assignments may not be accepted or may be accepted but will have points deducted!

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard. All work: **pre-course assignments, discussions, tests, and assignments carry a 30% deduction for 1-7 days late.** For consideration to turn in work passed 1 week late, must be approved by the professor for grading consideration. If approved by the professor, assignments turned in over 1 week late will carry a minimum 50% deduction.

UNIVERSITY POLICIES

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, 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 information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. 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.

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 to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

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.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

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.

Libraries 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. 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), or phone (432-837-8123).

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.

ADA 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. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, 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 rebecca.wren@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, SUI Ross State University, Alpine. Texas, 79832.

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 based on 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.

