

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

FALL 2022

Course Title: Program Organization and Administration

Course Number: **HECC 4353.060**

Credits: 3 Hours

Prerequisites: None

Days/Hours of Class: Online

Room: Canvas

INSTRUCTOR INFORMATION

Name and Title: Njororai W. W. Simiyu, Ph.D., Professor

Office Location & Phone Number: HPC 220A

(903) 565 5530 : Cell phone 940 595 9190

Email Address: wnjororai@uttyler.edu

Emergency Number (Office): (903) 566-7031 (Tina McDonald)

Office Hours: Online and electronically as well as Tuesday and Thursday 9:00 to 12 Noon face to face.

TEXTBOOK

Lussier, R. N. and Kimball, D. (2020). Applied Sport Management Skills. Champaign, Ill: Human Kinetics. ISBN 13: 9781492570158

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
- Demonstrate an appreciation of Human Diversity and Multiculturalism

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 and Cognitive Knowledge level according to Bloom's Taxonomy of Learning ([Bloom's Taxonomy](#) | [Center for Teaching](#) | [Vanderbilt University](#)):

The student should be able to:

- 1. Foundational Knowledge:** Demonstrate an understanding of principles, concepts, processes and theories of management within the area of sport (**Understanding Level**).
- 2. Application:** Generate a blog post that addresses planning, organizing, leading, and controlling a road racing event in a local community (**Evaluating level**).
- 3. Integration:** Justify why football should or should not be introduced at UT TYLER (**Evaluating level**).
- 4. Learning how to learn:** Generate scholarly essays via blogs, discussion board and Journals after reading literature on Sport Management (**Creating Level**).
- 5. Care:** Recommend ways in which student-athletes' mental health can be mitigated amidst the Covid-19 pandemic (**Evaluating level**).
- 6. Human Dimension:** Assess impact of Covid-19 on American sporting activities at individual, institutional, club, leagues or even competitions over a 24 -Month period in pictures and offer a reflection on its disruption (**Creating Level**).
- 7. Foundational Knowledge:** Demonstrate an understanding of the importance of strategic and operational planning to accomplish individual/organizational goals (**Understanding level**).
- 8. Human Dimension:** Discuss the pros and cons of multiculturalism in the sporting and Institutional workplace (**Understanding Level**).
- 9. Application:** Create a portfolio that includes a resume, a letter of application, reference and document your accomplishments for a vacancy in sports management/leadership/coaching/teaching (**Creating Level**).

Methods of Instruction:

Student learning experiences to include but not limited to: a. observation and analysis of motor performance, b) reading designated textbook and supplementary material c. online engagement via CANVAS through YouTube, audio lessons, PowerPoint presentations, blogs, journals, and discussion board.

Course Procedures: Offered Online via CANVAS

Please read this syllabus carefully and in its entirety before you do anything else in the course. Note important details, but especially take note of the categories of information in this syllabus. The syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that THIS COURSE IS 100% Online. You will do all your work via canvas. Make sure you finish your tasks in the stipulated times. Please, ensure that after your initial reading of this syllabus, you check the various links in the course (in Canvas) to start to familiarize yourself with "what is where."

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 call 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 4353.060" 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 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 Canvas for this course. 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 Canvas (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 Canvas page will have most of your learning tasks including information about assigned reading, assignments, and other important information. Please familiarize yourself with these links, as well as journals, discussion board, quizzes, examination, pretest/posttest, and blogs, at the beginning of the course; you will use them a lot throughout the course.

Discussions

Online discussions are an essential component of this course. To do well in the course, you must participate regularly and insightfully in the online discussions. To stay abreast of discussions, I strongly recommend that you check the discussion forums at least daily. Participation in discussions is so important that you will receive points toward your course grade based on the quantity, and especially the quality, of your participation. More information related to online discussions, including details of the themes/topics for your participation, is presented later in this syllabus.

Assignments

1. Pre and posttest: The pretest is 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 to know 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.

2. 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 Online.

3. Blogs: This is an opportunity for you to express your thoughts on given issues based on experience, observation and reading in between 300 and 400 words. This is meant to capture your informed opinion based on knowledge derived from reading and how that knowledge applies in real life situations. Make sure to cite research sources in your post. Your perspective is important and articulate it here! Indicate the references and the number of words at the end of your posts.

4. Discussion Board: This is where you comment on given themes (200-300 words) and give your reaction to two other posts made by other students in the course using at least 100 words for each response. Make sure you cite research sources/textbook/articles in your main post. This is interactive. Let us be as civil with our language as possible. Stick to issues under discussion without use of derogatory language even when disagreeing. Indicate the references and number of words at the end of your posts.

Also observe these course Norms for Discussion Boards: This course includes discussion boards where you respond to fellow course participants about different themes. The DBs offer space for participants to extend their conversations with other course-takers. Maintaining appropriate etiquette for online forms of communication—or netiquette—is crucial to ensuring that these discussion forums offer a rich learning experience for all participants. Participants in the Course are asked to kindly follow six norms for proper netiquette:

- **Actively participate.** The Course experience is more enriching when it includes a greater number of voices and perspectives. By actively participating, course-takers have an opportunity to engage in discussions that further their understanding of different topics by broadening their perspectives.
- **Read and respond to the discussion threads.** The Course is designed for learners to learn from one another because research shows that learning is enhanced by engaging in meaningful discussions. A discussion does not take place by solely reading and responding to the initial prompts, but rather by reading other course-takers' posts and providing feedback, offering encouragement, and sharing relevant resources.
- **Embrace the diversity among course-takers.** In this course, you will be part of a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course-takers are respectful of these differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.
- **Be timely.** Research shows that discussions are most beneficial when people respond to one another in a timely manner. We ask that you do your best to stay on the same schedule as your classmates to maximize learning for all course-takers.
- **Be specific.** We encourage you to offer specific evidence from the posts or your own classroom experiences when posting to the discussion forums. Citing evidence whenever possible not only allows you to effectively support your ideas but also helps paint a picture for your readers, who may have different perspectives or who have had different experiences.
- **Use an appropriate tone and language.** Without nonverbal cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your use of tone and language before submitting posts in the discussion areas.

Feel welcome and enjoy interacting with one another as well as the content.

5. Journals: The Journals require you to articulate the key concepts and ideas that have stood out during your reading of a chapter. Each takeaway should have a minimum of 100 words and supported by a citation. These are concepts you deem important for you, career and possibly life lessons. Every takeaway should be explained well and cite the source and page number where the takeaway is derived from in the course textbook ie. Answer the questions "what did I learn? And why is it important? Indicate the reference and number of words at the end of your posts.

6. Group Project: Group project entails you collaborating with your peers to address a given topic. The essence is to build relationships among students, and harness their collaborative problem-solving skills, creativity, communication, and critical thinking. It is expected that you will generate a scholarly report as a group. The group project assignment will earn you up to 10% of your overall grade. Group assignments are useful in preparing you for jobs after graduation, when working in a team is often essential for success. Collaborative assignments not only let you get to know your classmates better; they also encourage the exchange of ideas and information. Group projects can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008; Mannix & Neale, 2005). Positive group experiences, moreover, have been shown to contribute to student learning, retention, and overall college success (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006). Through this group project, you will be called upon to autonomously lead yourselves, coordinate your efforts, set up and follow through with intragroup communication, delegate tasks, assume responsibility and be accountable to your group. The first listed on the group will convene the first meeting where you select a team leader and a secretary. Even if it is a group project, only maximum participation, from the first meeting through compilation and submission of the research report, will earn you maximum points.

Citing and reference examples

1. **Read examples for a citation in the posts using APA style** (http://student.ucol.ac.nz/library/onlineresources/Documents/APA_Guide_2017.pdf) or In-Text Citations: The Basics // Purdue Writing Lab
2. **Referencing course text:** Lussier, R. N. and Kimball, D. (2020). Applied Sport Management Skills. Champaign, Ill: Human Kinetics.
3. **Citing course text:** According to Lussier and Kimball (2020) or Sport Management refers to a “multidisciplinary field that integrates sport and management, and the same management skills have application to both business and sport” (Lussier and Kimball, 2020, p. 6)

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 course has set due dates for Canvas assignments but each one of you can reach me in case you need more time. 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. DB, Blog and Journal posts are graded and feedback, where necessary, given for correction to earn full credit. Take advantage of this opportunity to improve your writing and grade.

Exams

Exams will be accessible only at certain times on dates in the schedule below (e.g., for a period of 2 days). Take note of the key dates in the schedule below.

Time Requirements

In general, you should expect to spend a similar amount of time completing the requirements of this online course as you would spend on the same course taught in the traditional classroom format. 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. The course is set up, so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule and more rigorous expectations as the course goes along. Therefore, it is advisable to work ahead on readings, quizzes, blogs, discussion boards and journals when that is possible.

You will have access to all course materials systematically including exams, certain assignments, and certain discussion board forums, from the start of the course to the end, just as you move through a book from start to finish. This is a self-paced course but guided by due dates. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (like a class in the traditional format). There will be quizzes, journal entries, blogs and discussion boards and the week in which they should be done. There are due dates for completing blogs, journal and discussion boards, but there is no penalty for submitting late as “life happens to us”. Just explain to me if you are not able to submit on time due to circumstances beyond your control.

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

TECHNICAL SUPPORT

UT Tyler's IT Support department provides technical support for this online course. Information about technical support for Canvas and this online course is available on your Canvas login page (<http://ccs.uttyler.edu/?page=Canvas>). 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 22 and ends on Saturday, December 10, 2022. 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 only online, you must be diligent in the way you learn. You need to be diligent and disciplined in reading and following up on learning tasks on your own. 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 Canvas. Ensure to sign up for notifications via your smart phone or have a way of checking daily.

Grading expectations

- 2 exams which will be administered at mid semester and end of semester 26% (13% for each exam), Portfolio (8%), Class project and report (10%), Journals (7%), Board (8%) and Blogs (6%) and Quiz/posttest (35%).
- Note that all quizzes are self- grading, and you will see feedback as soon as you submit the assignment. For mid-term and end-term, feedback will be after everybody has attempted. However, for blogs, journals, and discussion boards, I will endeavor to grade daily. In most cases, I grade as soon as I see between 10 and 20 posts pending grading. This helps me to avoid having a backlog and it helps you to know whether you need to make additions or to correct your work to get maximum points.

3. Grading range

A= 90-100%

B=80-89

C=70-79

D=60-69

F=59 and below

NOTE SEMESTER KEY DATES:

- Classes Begin – August 22
- Census Date (11th Class Day) – September 2
- Labor Day Holiday- September 5
- Filing for summer 2023 graduation- September 15
- Last Day to Withdraw from Classes – November 4
- Thanksgiving break – November 21- 26
- Study Day – December 5
- Final Exams for fall semester – December 6 - 10

Week and date	Module and Chapter	Assignments and online content and text coverage	Field observation and Online Journal/blog/discussion
1. Week of August 22	Introduction, syllabus review and classroom policies and expectations;	<p>a. Course Syllabus and pre-test Quiz Online under “Getting Started”</p> <p>b. Listen to Instructor’s welcome message and Read Chapter 1 on Managing sports, view you tube videos</p>	<ul style="list-style-type: none"> Familiarize with Canvas under getting started and Faculty Information Attempt Syllabus Discussion Board and Pretest <p>Discussion Board 1 (300 words): Post your self-introduction capturing who you are in terms of names, place of birth, birth day, leisure time activities and hobbies, favorite sports and sports teams, career interest</p>

			<p>and favorite motivational quote, your 3 expectations from the instructor and one characteristic the instructor should expect from you throughout the semester. Also respond to what two other persons have said in their posts (100 words each). Use citations in your main post and include references and word count.</p> <p>GROUP PROJECT: Collaboratively assemble and label 20 press pictures (one per month March 2020 to October 2021) which would tell the story of 20 months of COVID-19 and its impact on USA sports sector (Creating Level). Add a conclusion (group's overall takeaway) and generate two challenges and three benefits of working together in the group. Include citations, references and indicate number of words.</p>
2. August 29	Module 1: Managing Sports	1. Read chapter one; Chapter One quiz	Discussion Board 2 (250-300 words): Using the concepts of planning, controlling, leading, and organizing, define and discuss how they would apply in your future chosen career. Also respond to what two other persons have said in their posts (100 words each). Use citations in your main post and include references and word count.
3. September 5	The sport industry environment-globalization, ethics, and social responsibility	Read Chapter 2, view videos, power point slides and take quiz 2 online. MODULE 1 DUE SEPTEMBER 11	Blog 1 (300-400 words): By the end of your Undergraduate College experience, you are supposed to possess a high level of Leadership skills, Communication skills, Technological competence, Ethical behavior, and Multicultural skills. Define these concepts, reflect on your life to date and evaluate your status on how you are accomplishing these skills both formally and informally. Use specific examples. Indicate number of words, use citations, and add reference list.
4. September 12	Module 2: Planning-Creative Problem Solving and decision Making	Case study on Sports Leadership	Journal Reflection 1 (400 words): Explain any FOUR key takeaways, TWO from each of chapter 1 and 2 respectively. Indicate citations, references and number of words for the post.
5. September 19	Module 2: Strategic and operational planning	Read Chapter 4 and do quiz 4 online. MODULE 2 DUE SEPTEMBER 25	Journal Reflection 2 (400 words): Explain any FOUR takeaways, TWO each from chapters 3 and 4 respectively. Indicate citations, references and number of words for the post. Discussion Board 3 (250-300 words): You have been appointed as The Athletics Director

			of Athletics at University of Texas at Tyler. Generate a SWOT analysis and Discuss the pros and cons of introducing a Football Program in order to expand the sports offerings to students. Cite sources to support your arguments and include references. Also respond to what two other persons have said in their posts (100 words each). Use citations in your main post and include references and word count.
6. September 26	Module 3: Organizing- Organizing and delegation work	Read Chapter 5 and do the quiz Online	Discussion Board 4 (250-300 words): Put yourself in the role of Athletics Director at a local Community College. Research on Collegiate Athletics and recommend ways in which selected Collegiate Athletics events can be carried out in the spring of 2021 while bearing in mind the presence of Covid-19. Respond to what two other persons have said in their posts (100 words each). Use citations in your main post and include references and word count
7. October 3	Module 3: Sport Culture, Innovation and Diversity	Read chapter 6 and take online quiz 6	Blog 2 (300-400 words): Do you believe University of Texas is a melting pot where people blend? Or is it more like a kaleidoscope where students, staff and faculty hold on to their unique differences? What would you do to help promote” harmony within diversity”? Indicate number of words, use citations to discuss the issue and add reference list.
8. October 10	Module 3: Human Resource Management	Read Chapter 7 and do quiz 7. Revise quizzes 1-7 and feedback given and take Midterm examination on October 12 and 13 MODULE 3 DUE OCTOBER 16	Journal Reflection 3 (300 words): Explain any THREE takeaways, ONE each from chapters 5, 6 and 7 respectively. Indicate citations, references, and number of words for the post.
9. October 17	Module 4: Leading-Behavior in Organizations	Read chapter 8 and do quiz 8	Discussion Board 5 (250-300 words): Think about a misunderstanding that arose when you and another person perceived the same situation differently. Which perceptual biases do you think contributed to the misunderstanding? Also respond to what two other persons have said in their posts (100 words each). Use

			citations in your main post and include references and word count.
10. October 24	Module 4: Team Development	Read chapter 9 and do quiz 9	Blog 3 (300-400 words): You have been appointed as a Director of a 10K road race in Tyler to raise funds for American Heart Association. Generate a plan, procedures and controls that you would put in place to accomplish the task. Indicate number of words. Use citations and add reference list plus word count.
11. October 31	Module 4: Communicating results	Read Chapter 10 and take online quiz 10.	Discussion Board 6 (250-300 words): Should coaches and athletic directors punish athletes based on informal grapevine communication? Why and why not? Also respond to what two other persons have said in their posts (100 words each). Use citations in your main post and include references and word count.
12. November 7	Module 4: Motivating to win Module 4: Leading to victory	Read Chapter 11 and 12 and take online quizzes 11 and 12. •MODULE 4 DUE November 13	Journal Reflection 4 (500 words): Explain any FIVE takeaways, ONE each from chapters 8, 9, 10, 11 and 12 respectively. Have ONE takeaway for each chapter. Indicate citations, references, and number of words for the post.
13. November 14	Module 5- Controlling: Controlling quality, financials, productivity and managing people Module 5: Facilities and event management	• Read Chapters 13 & 14 and take quizzes 13 & 14 online.	Journal Reflections 5 (400 words): Explain any FOUR takeaways, TWO each from chapters 13 and 14 respectively. Indicate citations, references, and number of words for the post.
THANKSGIVING BREAK NOVEMBER 21 – 26			
14. November 28	HARD DEADLINES	<ul style="list-style-type: none"> • Submission of portfolio on November 28 • Final group report submitted individually November 30 • Post Test on November 30 and December 1 	Blog 4 (300-400 words): Final detailed reflections on your five KEY takeaways from the course and your overall thoughts on the strengths of the course and what can be improved upon. Use citations and add reference list as well as word count.

		<ul style="list-style-type: none"> • ALL MODULE ASSIGNMENTS AND CORRECTIONS DUE NOVEMBER 30 	
15. December 6 - 10	7 and 8	FINAL EXAMINATION ONLINE	

UNIVERSITY POLICIES: Visit - (<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>)

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry: We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- ☐ Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ☐ Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- ☐ Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- ☐ Being reinstated or re-enrolled in classes after being dropped for non-payment

□ Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

□ copying from another student's test paper; □ using, during a test, materials not authorized by the person giving the test;

□ failure to comply with instructions given by the person administering the test;

□ possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

□ using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;

□ collaborating with or seeking aid from another student during a test or other assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors have designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. **“Plagiarism”** includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 - iii. **“Collusion”** includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
 - iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses
- UT Tyler Counseling Center (903.566.7254)
- Covid-19 Information and updates: <https://www.uttyler.edu/reboot/>

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.

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

Appendix 1:

HECC 4353.001 CHECKLIST FOR YOUR PORTFOLIO (8% of the overall grade)

A. Explain how you have accomplished the program learning outcomes including the following (12 points):

- i. Mastery of knowledge in Health and Kinesiology via study, class discussions, online assignments, journals etc.
- ii. Development of ethical behaviour and perspectives via different settings such as scenarios, group and team projects, adherence to rules and etiquette;
- iii. Application of leadership skills in planning, organizing, and monitoring the class project;
- iv. Application of technological skills;
- v. Demonstration and application communication Skills;
- vi. Application of critical thinking skills in deciding on the class project, planning and organization of the event.

B. Demonstrate how you have accomplished FIVE of the NINE listed course learning objectives (10 points).

C. Job application (10 points).

- i. Identify and job advertisement in the media, apply for it and attach a copy.
- ii. Cover Letter: make it 'short and sweet'.
- iii. Resume- have it reviewed at the University Career Center.
- iv. 2 Letters of reference, one from a professor that has taught you.