



Location: LLHSLC Rm. 205 – T/Th 1:30-2:20

Semester / Year: Fall / 2017

Course Start Date: 8/24/2017

Course End Date: 12/5/2017

Professor Name: Jordan Nowell

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Course Description:

This course is a study of administrative philosophy and techniques in administering physical education, health and athletic programs. The course also includes the principles of financial management, personnel management, public relations, and legal aspects.

Standards:

This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and InTASC. These standards include:

InTASC:

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environment

Standard 5: Application of Content

Standard 6: Assessment

Standard 8: Instructional Strategies

Standard 10: Leadership and Collaboration

ESPB:

08025.1 Content Knowledge

08025.4 Management and Motivation

08025.5 Communication

08025.10. Collaboration

Course Objectives:

The course lecture, assignments, and lab activities are intended to provide for the class members to become knowledgeable in the following areas:

- A. Students will demonstrate critical thinking skills necessary to complete hypothetical administrative duties and/or decisions related to one or more of the following programs: health, physical education, intramurals, and athletics.
- B. Students will demonstrate the ability to effectively communicate content information both verbally and in writing.
- C. Students will demonstrate the ability to apply content knowledge in a practical situation, (ie. Fundraising or games, management project)
- D. Students will be able to access relevant information from each of the following: course required text book, a research journal, and one or more internet resources, through analysis and synthesis, the student will, in time frame allotted, discern what are professionally accepted policies and procedures.
- E. Students will be able to work cooperatively within a cooperative learning group in class and in a mock role as an administrator/teacher, and /or coach in a public school setting.

Institutional Mission Statement:

Trinity Bible College & Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see his love demonstrated.

Spiritual Formation Statement:

Students are expected to recognize the connection between physical and spiritual health and ways to direct students toward healthy lifetime habits. Students should also realize the importance of leadership within an organization. Learning how to be a good leader and developing team members throughout is vital to the success of any school and athletic system.

Required Textbooks/Supplies:

Required Supplies

Parkhouse, B. L. (2005). *The management of sport: its foundation and application*. (4th ed.). New York, NY: McGraw Hill.

Course Outline:

8/24	Thursday	Syllabus Day	
8/29	Tuesday	Chapter 1	History of Sports Management
8/31	Thursday	Chapter 2	Research and Inquiry
9/5	Tuesday	Chapter 3	Ethics in Sport Management
9/7	Thursday	Class Activity	(Assignment #1)
9/12	Tuesday	Chapter 5	Functions of Management
9/14	Thursday	Chapter 6 Notes	Organizational Theory and the Study of Sport
		(Review)	
9/19	Tuesday	Test #1	
9/21	Thursday	Chapter 7 Notes	Sport Governance

9/26	Tuesday	Chapter 9 Notes	Managing the Facility
9/28	Thursday	Chapter 10 Notes	Basic Law Applied to Sport
10/3	Tuesday	Class Activity	(Assignment #2)
10/5	Thursday	Chapter 11 Notes	Economics and Sport
10/10	Tuesday	Chapter 12 Notes	Accounting and Budgeting
10/12	Thursday	Chapter 13 Notes	Financing Sport
10/17	Tuesday	Test #2	
10/19 – 10/22		Fall Break	
10/24	Tuesday	Chapter 14 Notes	Sport Marketing: Strategies and Tactics
10/26	Thursday	Chapter 15 Notes	Sponsorship
10/31	Tuesday	Chapter 16 Notes	Group Decision Making and Problem Solving
11/2	Thursday	Class Activity	(Assignment #3)
11/7	Tuesday	Chapter 17 Notes	Human Resource Management in Sport
11/9	Thursday	Chapter 19 Notes	Experiential Learning Through Field Experiences
11/14	Tuesday	Out of Class Activity	
11/16	Thursday	Class Activity	(Assignment #4)
11/21	Tuesday	Out of Class Activity	
11/22 – 11/26		Thanksgiving	
11/28	Tuesday	Out of Class Activity	
11/30	Thursday	Chapter 20 Notes-Sport Management: Scope and Career Opportunities	
12/5	Tuesday	Final Exam	

Methodology:

- A. Assigned Reading
- B. Lectures with class discussions
- C. Assigned questions from class
- D. Participation
- E. Tests/quizzes/chapter review

Course Requirements:

Assignments

Attendance, assignments being turned in on time, and dialoging during discussions are expected. Students are required to read the text material before the lecture and be prepared to participate in class discussion.

- A. Four one page papers based on theoretical situations that Sports Administrators face. These assignments are designed to get the students to think critically and logically as if they were an administrator faced with a situation. The five situations are: **(Each worth 50 points) (200 Total) (Standard 5, 6, 8, 10, 08025.1, 08025.4)**

1. "Booing and jeering during a basketball game from the home crowd"
2. "Coach receives a playbook prior to a football contest and uses it"

3. "Hazing within the sports teams"
4. "Insubordinate Assistant Coaches"

(See the attached rubrics for the assessment of these assignments.)

B. Three 50 point tests. **(Each worth 50 points) (150 Total) (Standard 1, 2, and 08025.1)**

C. Complete a SWOT analysis. **(100 points) (Standard 5, 6, 8, 10, and 08025.4)**

In class assignment based off of the facilities at Trinity Bible College and Graduate School.

Handout will be given in class after the chapter on facilities.

D. Mock Interview: **(100 points) (Standard 3, 5, 6, 8, 10, 08025.5, and 08025.10)**

Students will be required to create a list of questions in order to hire a high school coach in the sport of their choice. Rubric will be handed out prior to assignment being given

E. Participation: **(50 points) (Standard 3, 6, 08025.1)**

Participation points will be awarded for attendance, attentiveness and class participation in discussion. Twenty-five points are possible before and after midterms for a total of fifty points.

Attendance:

Class Final-

Classes Per Week	2
Personal Absences Without Penalty	6
Personal Absences That May Incur Penalty	0-0
Total (Administrative and Personal) Absences Resulting in Failure	7

Tardiness: Students are considered late for class if they arrive after class has started. Three instances of tardiness will be charged as one absence. Similarly, except for emergencies, students may not leave class early without the prior approval of the instructor.

Grading Procedure:

A	100-94	C	76.99-73
A-	93.99-90	C-	72.99-70
B+	89.99-87	D+	69.99-67
B	86.99-83	D	66.99-63
B-	82.99-80	D-	62.99-60
C+	79.99-77	F	59.99-0

Course Breakdown:

Papers	200 points
Tests	150 points
SWOT	100 points

Interview	100 points
Participation	50 points
Total	600 points

Addendums:

InTASC Standards:

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ESPB:

08025.1 Content Knowledge The program requires study of physical education content and disciplinary concepts related to the development of a physically educated person. The teacher candidate studies biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and biomechanical analysis, first aid, nutrition, and injury prevention.

08025.4 Management and Motivation The program requires study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities, encouraging positive social interaction, active engagement in learning, self-motivation, use of a variety of strategies to institute behavior change, manage resources, (to include selection, purchase, care and maintenance of facilities, equipment and supplies) promote mutual respect

and self-responsibility, and motivate students.

08025.5 Communication The program requires study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

08025.10. Collaboration The program requires study of how to foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being.

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expresses or implied, and is subject to change without notice.

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