Course Change Request

New Course Proposal

Date Submitted: 11/16/17 2:25 pm

Viewing: RPTS 674 : Administration, Management and Leadership in Youth Programs

Last edit: 11/28/17 12:03 pm
Changes proposed by: susan-g-scott

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Susan Scott</td>
<td><a href="mailto:susan-g-scott@tamu.edu">susan-g-scott@tamu.edu</a></td>
<td>979-845-5350</td>
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Course prefix    RPTS  
Department    Recreation, Park & Tourism Sc
College/School    Agriculture & Life Sciences
Academic Level    Graduate
Effective term    2018-2019
Complete Course Title    Administration, Management and Leadership in Youth Programs
Abbreviated Course Title    ADMIN MGT LEADERSHIP YOUTH PROG

Catalog course description
Organizational behavior, administration and management of public, non-profit and for-profit youth programs and agencies; foundations of management and organizational behavior in the context of youth organizations; organizational culture; strategic planning; capacity building; evaluation; marketing and communication; human resource management; financial resource development; budgeting and fiscal management; contemporary issues facing the youth development field.

Prerequisites and Restrictions

Concurrent Enrollment    No
Should catalog prerequisites / concurrent enrollment be enforced?    No

Crosslistings    No  Crosslisted With

Stacked    No  Stacked with

Semester    3
Credit Hour(s)    3
Lecture:    3  Lab:    0  Other:    0
Repeatable for credit?    No

Total    3

In Workflow
1. RPTS Department Head
2. Curricular Services Review
3. AG Committee Preparer GR
4. AG Committee Chair GR
5. AG College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 11/21/17 2:53 pm
   Scott Shafer (shafer): Approved for RPTS Department Head
2. 11/28/17 12:06 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 11/29/17 8:36 am
   Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer GR
4. 12/01/17 8:25 am
   Dawn Kerstetter (dkerstetter): Approved for AG Committee Chair GR
5. 12/01/17 8:26 am
   Dawn Kerstetter (dkerstetter): Approved for AG College Dean GR
6. 01/02/18 4:47 pm
   LaRhesa Johnson (ljohnson): Approved for GC Preparer
7. 01/20/18 9:41 pm
   LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu//courseleaf/approve/
Three-peat? No
CIP/Fund Code 3101010001
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.
Learning outcomes and coursework correspond to higher levels of Bloom’s Taxonomy.

Hours
Does not meet traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.
At least 45 hours of instruction and 90 hours of outside work will be included in an online learning format. No in-person classes or meetings will be required.

Will this course be taught as a distance education course? Yes
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes
Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program) Program(s)

(MS-RPTS) Master of Science in Recreation, Park and Tourism Sciences

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus 674_Syllabus_2018_rev11-16-17.docx

Letters of support or other documentation No
Additional information
Reviewer Comments

https://nextcatalog.tamu.edu/courseleaf/approve/
Sandra Williams (sandra-williams) (10/20/17 11:30 am): Rollback: Syllabus missing link to student rule. "Late assignments will not be accepted"...what about University excused absences?
Sandra Williams (sandra-williams) (10/26/17 10:49 am): Update received.
Dawn Kerstetter (dkerstetter) (11/01/17 10:26 am): Rollback: Must include instructor information and A-F grading scale on syllabus
Sandra Williams (sandra-williams) (11/12/17 10:18 pm): Moving forward, however, are two syllabi required - one for traditional format and one for non-traditional format?
David W. Reed (dwreed) (11/16/17 10:36 am): Rollback: This needs to reflect "web based" and not distance education--needs clear definition. Is this traditional or non-traditional? Is this a blended course? Approved by GPC pending these changes.

Reported to state?

Add
Course Syllabus
Department of Recreation, Park and Tourism Sciences

RPTS 674-700
Administration, Management, and Leadership in Youth Programs - Online

Instructor Information

Instructor: Dr. Jill Martz
Phone: 979-862-8819
Email: jill.martz@tamu.edu

Office Hours: By Appointment
Available via Skype, Google Hangout, Phone

Course Purpose:
The realities of the environment in which today’s youth serving agencies operate require successful youth development professionals to understand the practical administrative aspects of their organizations. The purpose of this course is to provide graduate students with an understanding of principles and strategies for managing and leading youth agencies and organizations.

Course Description:
This course will focus on the organizational behavior, administration, and management of public, non-profit, and for-profit youth programs and agencies. This course is designed to examine the foundations of management and organizational behavior in the context of youth organizations. Topics will include: organizational culture; strategic planning; capacity building; evaluation; marketing and communication; human resource management; financial resource development; and budgeting and fiscal management. We will also look at key contemporary issues facing the youth development field.

Prerequisites:
None, although RPTS 670 and 671 would be useful in understanding the relationship of the material to youth programs.

Course Outcomes:
- Identify the operational effects of the culture and environment on youth serving organizations;
- Demonstrate an understanding of the challenges and opportunities associated with stakeholder management, including working with boards and advisory groups;
- Assess the strategic planning processes used in youth development organizations;
- Evaluate organizational capacity and capacity building in youth serving organizations, including initiating, developing, and sustaining partnerships;
- Articulate the rationale for and processes used in organizational and program evaluation;
- Demonstrate an understanding of the role of marketing and public relations in youth serving organizations;
- Describe principles, processes, and techniques used in selecting, organizing, motivating, disciplining, and evaluating personnel to meet the objectives of the organization;
- Identify sources of revenue and methods of acquiring financing to support youth programs;
- Develop budget processes and financial analysis methods used in youth serving organizations;
- Discuss and articulate key contemporary issues facing youth serving organizations based on youth development principles;
- Build a comprehensive organizational evaluation of a youth organization.
Course Resources and Texts

- Course readings, videos, and other content will be posted on eCampus.
- The following are suggested supplemental reading materials for graduate students, though they are not required.
  - Robbins & Judge, Essentials of Organizational Behavior, 15th or 16th Edition (Pearson)
  - Duhigg, Charles, The Power of Habit
  - Drucker, Peter, Managing the Non-profit Organization: Principles and Practices
  - Collins, Jim, Good to Great and the Social Sectors: Why Business Thinking is Not the Answer

Method of Instruction

This course is online. Material for the course will be posted on e-Campus (ecampus.tamu.edu). Technical Help for E-Campus can be found:

- Help Desk: http://helpdesk.tamu.edu/ (979-845-8300)
- E-Campus Help Site: http://ecampus.tamu.edu/student-help.php

Student Responsibility, University, and Classroom Information

Participation & Collaboration

While this course is online, it does require participation and collaboration. Some assignments are to be completed collaboratively. Successful completion of the course is dependent on how well students communicate and work (remotely) in small teams.

Communication

- Office visits: I am available to meet with you by phone, video chat, or by email. If you have any questions, ideas you wish to explore, problems related to the class, or just need to talk, please contact me. In most cases, conversations are more helpful before a “crisis” rather than after.
- Emails: Emails sent Sunday-Thursday will be answered within 24 hours. Emails sent Friday-Saturday will be answered on Monday.
- Grading: Assignments will be graded early in the next week following the deadline.
- Announcements: Check eCampus regularly. If I make changes to the syllabus/schedule or if I am behind on grading, I will notify you there.

Aggie Honor Code

“An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/.

Diversity and Inclusion

Diversity is strength of our society. In this class, I ask that you maintain an open mind to the differences around you, and I encourage you to respect those differences. Points of view may be actively argued but each speaker is to be respected. I encourage you to acknowledge diversities by listening actively to one another. It is especially important that you listen to students whose opinions differ from you own, arguing with the opinions while remaining respectful of the individuals who hold them. Diversity describes who we are, inclusion describes what we do.

The Americans with Disabilities Act (ADA)

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 would like to be considered for disability accommodations, you must first register with Disability
Services and provide medical documentation to support your request for consideration. Disability Services is currently located at the White Creek complex on west campus. For additional information, call 979-845-1637 or visit http://disability.tamu.edu.

Student Learning Center
The Student Learning Center (Peer Academic Services) provides academic support for free to all TAMU student, such as: Supplemental Instruction (SI), tutoring, transfer student services and Independent Study Labs (ISL) for developmental education students. PAS provides training for SI leaders, tutors and peer mentors. http://slc.tamu.edu.

Writing Center - provides one-to-one consultations on writing or public speaking with a College Reading and Learning Association certified consultant. Two types of consultations are available: online or in-person. Locations: Evans Library or West Campus Library locations or call the Write Line at (979) 845-2160. http://writingcenter.tamu.edu/

Assignments
Papers must be: typed (12 point font and double-spaced with the use of proper grammar and formal English composition). Points will be subtracted for inaccurate or informal written language.

Review your work, use spell check and a dictionary or thesaurus as needed and follow the American Psychological Association, APA, 6th edition, publication manual for references.

Students must submit written assignments on or before due dates. Late assignments will not be accepted without documentation of a university-excused absence. Exceptions will be made only if arrangements have been made with the instructor prior to the deadline. Details on university policy can be found at http://student-rules.tamu.edu/rule07.

Papers
Papers must be: typed, double-spaced, and use proper grammar/formal English composition. Review your work, use spell check, and use resources available to you such as the Writing Center. Please follow the American Psychological Association, APA, 6th edition, publication manual for references.

Grading Scale
A – 90% and above
B – 80% or greater but less than 90%
C - 70% or greater but less than 80%
D - 60% or greater but less than 70%
F – Less than 60%

A = Assignments must be virtually free from errors in writing, word usage, and sentence structure. The paper will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.

B = Assignments will be organized and written well although there may be writing errors and a partial lack of focus. The paper will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.

C = Assignments in this grade category will show serious difficulty in managing completion of the assignment, weakness in analytical thinking, and/or writing errors that interfere with readability. The paper will illustrate a basic understanding of the topic.

D = Assignments in this category will fail to meet the major requirements of the assignment, including tasks or questions that are ignored, misconstrued or redefined to accommodate what the students’ wants or is able to say. Work at this level will include: little or no development of ideas, no clear progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing though indications of the students attempt to understand the assignment will be present.

F = Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate
RPTS 674 Assignments/Grading

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Hours Required</th>
<th>Instruction Hours</th>
<th>Work Hours Required</th>
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<tbody>
<tr>
<td>Reading Quizzes (Submitted Online, Weekly Unless Noted)</td>
<td>45</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Each week, students will complete a quiz covering key content from assigned readings and lectures. The purpose of these assessments is to review concepts related to youth development, prepare for class discussions, <strong>Quizzes, when due, will be due Sundays at 11:59pm.</strong></td>
<td>12 @ 8 points each 19%</td>
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<tr>
<td>Weekly Assignments</td>
<td>90</td>
<td>10</td>
<td>16</td>
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<td>Students will be assigned short assignments each week. Submissions should address and reference course content, personal reflection, and other relevant content (news stories, research, popular culture, personal experience). Questions to help guide each assignment will be provided. The purpose of these assignments is to encourage students to review key concepts, make connections between course content and personal experience, question personal assumptions, explore ideas and difficult questions, and integrate new ideas into their understanding of managing youth organizations. <strong>Reflections, when due, will be due Sundays at 11:59pm.</strong></td>
<td>12 @ 8 points each 19%</td>
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<tr>
<td>Organizational Assessment</td>
<td>30</td>
<td>15</td>
<td>30</td>
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<td>Throughout the semester, students will assess youth serving organizations using course concepts and available assessment tools. These assessments will culminate in a comprehensive final project and receive in-depth instructor feedback.</td>
<td>1-5 @ 25 points each Final = 35 points 32%</td>
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<tr>
<td>Class Participation/Discussion</td>
<td>16</td>
<td>10</td>
<td>16</td>
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<tr>
<td>The quality of this course is dependent on quality discussion and student participation. Each module includes assigned activities and discussion assignments in lieu of normal in-class interaction. Some of these assignments will be completed through online collaborative assignments. <strong>Participation Assignments, when due, will be due Thursdays and/or Sundays at 11:59pm.</strong></td>
<td>12 @ 8 points each 19%</td>
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<tr>
<td>Content Review Quizzes (2)</td>
<td>12</td>
<td>10</td>
<td>16</td>
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<td>There will be two content review quizzes. Quizzes will take place in class unless otherwise noted. The purpose of these quizzes is to gauge whether students have a basic understanding of key concepts related to organizational behavior and management.</td>
<td>2 @26 points each 11%</td>
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**Total**

100% | 45 | 90
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<tr>
<th>Wk</th>
<th>Date</th>
<th>Topics</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>Course Introduction</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion</td>
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<td></td>
<td>Introduction to Organizational Behavior and Management</td>
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<td>2</td>
<td></td>
<td><strong>Organizational Diversity</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion</td>
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<td>3</td>
<td></td>
<td><strong>Success in Youth Organizations</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion, Organizational Analysis Pt. 1</td>
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<td>Human Resources Policies and Practices</td>
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<td>4</td>
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<td><strong>Attitudes and Job Satisfaction</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion</td>
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<td>Human Resources Policies and Practices</td>
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<td>5</td>
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<td><strong>Management Theory</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion, Organizational Analysis Pt. 2</td>
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<td></td>
<td></td>
<td>Human Resources Policies and Practices</td>
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<td>6</td>
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<td><strong>Organizational Management</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion</td>
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<td>Organizational Culture</td>
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<td>7</td>
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<td><strong>Managing Emotion and Moods</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion, Organizational Analysis Pt. 3</td>
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<td>8</td>
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<td><strong>Personality and Values</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion, Content Review</td>
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<td></td>
<td>SPRING BREAK</td>
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<td>No Assignments Due.</td>
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<td>10</td>
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<td><strong>Perception and Individual Decision Making</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion, Organizational Analysis Pt. 4</td>
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<tr>
<td>11</td>
<td></td>
<td><strong>Motivation Concepts</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion</td>
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<td>12</td>
<td></td>
<td><strong>Motivation Concepts and Applications</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion, Organizational Analysis Pt. 5</td>
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<tr>
<td>13</td>
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<td><strong>Group Behavior &amp; Work Teams</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion</td>
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<td>Organizational Change</td>
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<td>14</td>
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<td><strong>Communication and Leadership</strong></td>
<td>See eCampus for Lectures, Readings &amp; Assignments, Due: Reading Quiz, Weekly Assignment, Discussion, Content Review</td>
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<tr>
<td>15</td>
<td></td>
<td><strong>Course Wrap Up</strong></td>
<td>Complete Organizational Analysis Due</td>
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<tr>
<td>16</td>
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<td>Any Final Revisions</td>
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