

EASTERN ILLINOIS UNIVERSITY  
College of Education and Professional Studies  
Kinesiology and Sports Studies Department  
Spring 2013

**KSS 4320 01 Organization, Administration and Curriculum in K-12 P.E.**

**INSTRUCTOR INFORMATION**

**Name:** Hasan Fehmi Mavi

**Office:** McAfee 1020

**Office Hours:** MTWTRF, 12:00-1:00pm or by appointment.

**Phone:** 581-7590

**Email:** use D2L email.

**COURSE INFORMATION**

**Location:** McAfee 1341

**Day:** MWF

**Hours:** 11:00-11:50am

**\*D2L WILL INCLUDE ALL LECTURE DOCUMENTS INCLUDING SYLLABUS, HANDOUTS, ETC.**

**\*USE D2L EMAIL TO COMMUNICATE WITH ME.**

**\*SUBMIT ALL YOUR ASSIGNMENTS ONLINE THROUGH D2L**

**COURSE DESCRIPTION**

The general goal of this course is to provide the student with the necessary background in administrative theory, curriculum theory, and administrative functions in order to become an effective practitioner in the professional setting.

**COURSE LEARNING OUTCOMES**

This course is designed to help students:

1. Understand and apply the organization, administration, and structure of Physical Education programs in school settings.
2. Examine the responsibilities and functions associated with the administration of Physical Education programs in schools.
3. Define and evaluate the components of the effective, healthy lifestyle approach to curriculum development in Physical Education.
4. Formulate Physical Education curriculum outcomes and objectives using NASPE and Illinois State Standards as developmentally appropriate benchmarks for all school levels.
5. Analyze facility strengths and weaknesses and plan for new facilities.
6. Analyze and develop a plan to order equipment and supplies for the school setting.
7. Develop a workable public relations strategy for Physical Education in schools.
8. Assess legal liability policies and risks in school Physical Education.

**REQUIRED TEXT**

1. Stillwell & Willgoose (2006). The Physical Education Curriculum. Sixth Edition.
2. Krotee & Bucher (2007). Management of Physical Education and Sport. Thirteenth Edition.

**INSTRUCTIONAL APPROACH**

Lecture, discussion, problem-solving activities, cooperative learning and examinations will be utilized and will provide the basis for class sessions throughout the course. Lecture topics generally follow the sequence of chapters in the basic text and relate to the reading assignments given to the students.

**RULES AND REGULATIONS**

**Attendance:** Students are **required** to attend class meetings as scheduled. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence.

Excellent attendance/participation record is equal to **100 points**. **You are allowed 1 unexcused absence.** Six

unexcused absences constitutes an “F” for the course (two tardies = 1 absence). Every unexcused absence will result 50 points deduction.

All EIU academic rules and regulations should be followed for this class. Please refer to EIU catalog for academic integrity, class attendance, etc. <http://catalog.eiu.edu/content.php?catoid=16&navoid=372>

**Late Assignments:**

Observance of due date of assignments are expected from all students as a professional behavior. By expecting unforeseen events, it is a good idea to begin the assignments well in advance of the deadline so that you can meet the deadline. In case of late assignment, you will lose some points from your work.

1 day late = - 25%; 2 days late = -50%; 3 days late = -75%; 4 days = -100%

**Special note:** If you have a documented disability and wish to receive academic accommodations, then please contact the coordinator of the Office of Disability Services (581-6583) as soon as possible.

**Student Success Center**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9<sup>th</sup> Street Hall, Room 1302.

Assignments	Points	Evaluation Scale
Article summary paper/Share	100 pts	A = 1000 - 900
Sport Law Case summary paper/Share	50 pts	B = 890 - 800
WebCT Discussions	50 pts	C = 790 - 700
PES News/Video Share	50 pts	D = 690 - 600
Activity Break	50 pts	F = 590 points and below
Curriculum Guide Evaluation /Share	100 pts	
Lecture Presentation	100 pts	
In-classroom Assignments	100 pts	
Quizzes	(4 x 25 pts each)=100 pts	
Final	200 pts	
Class Attendance/Participation	(45days x 2.23 pts) =100 pts	
Extra credit options	50 pts	

**ASSIGNMENTS**

**1. ARTICLE SUMMARY/SHARE (2):**

Read and summarize the findings of **2 recent articles** (2005-current) related to measurement and evaluation in K-12 physical education.

Your article should be a **practical article that comes from a journal like JOPERD, Strategies, etc.** Write a summary about the article’s content and include following sections as **headings** in your assignment:

- a. What was the purpose of the article?
- b. Summarize the importance points of the article?
- c. What did you learn from this article? Provide a reaction or reflection to the content. Your reaction or reflection is the **most important** section. Add your opinion on the important points from the article (agree?, disagree?, oppose?, why?)
- d. How does it relate to organization, administration, and curriculum in K-12 physical education?
- e. Cite it as a reference.

Your article **HAS TO** come from semi-professional or professional periodicals/journals related to physical education and sports (please refer to the list below).

## You can find research articles by visiting Booth Library

<http://www.library.eiu.edu/eresources/databases/websites.asp?Subcode=PHE>

<http://xe3qs2ub9w.search.serialssolutions.com/?V=1.0&L=XE3QS2UB9W&N=100&S=SC&C=SO0139>

### Suggested journals for your article summary

1. **Journal of Physical Education, Recreation and Dance**
2. **Strategies--Journal for Physical and Sport Educators**
3. **Journal of Teaching in Physical Education**(Booth Library Periodicals Collection)
4. **Teaching Elementary Physical Education**(Booth Library Periodicals Collection)
5. **Measurement in Physical Education and Exercise Science** (from 03/01/1997 to present in [Academic Search Premier](#) and [Health Source: Nursing/Academic Edition](#))
6. **Physical Educator** (from 09/22/2000 to present in [Expanded Academic ASAP](#))
7. **Quest** (Booth Library Periodicals Collection)
8. **Adapted Physical Activity Quarterly** (Booth Library Periodicals Collection)
9. **American Journal of Health Behavior**(from 01/01/2002 to present in [Academic Search Premier](#))
10. **European Physical Education Review** (from 02/01/1999 to present in [SAGE Premier 2008](#))
11. **International Journal of Physical Education** (Booth Library Periodicals Collection)
12. **Journal of Sport Behavior** (from 03/01/1993 to present in [Expanded Academic ASAP](#))
13. **Journal of Sports Medicine and Physical Fitness**(Booth Library Periodicals Collection)
14. **Research Quarterly for Exercise and Sport** (from 03/01/1993 to present in [Expanded Academic ASAP](#))

**Article summary must be accompanied by a photocopy of the article or online copy**, and should be typed, double-spaced, and at least 500-700 words (**max 3 pages**). APA style should be used in-text referencing and a reference page.

APA style writing:

<http://apastyle.apa.org/>

<http://flash1r.apa.org/apastyle/basics/index.htm>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Summarizing, paraphrasing, and quoting from Sources:

<http://www.eiu.edu/~writing/Important%20Points%20about%20Using%20Sources-APA.pdf>

Steps to complete article summary paper		
1st	Make sure that your article topic is appropriate.	5 points
2nd	Your article should come from a journal like JOPERD, Strategies.	5 points
3rd	Attach the photocopy of the article (or you can email me as attachment (use only .pdf or .doc file)).	5 points
4th	What was the purpose of the article?	8 points
5th	Summarize the importance points of the article?	8 points
6th	What did you learn from this article?	8 points
7th	How does it relate to organization, administration, and curriculum in K-12 physical education?	8 points
8th	Reference (use APA style citation).	3 points
		Total 50 points

## 2. SPORT LAW CASE PAPER/SHARE (1)

Liability, risk and insurance management is one of the management functions.

Athletic Business – <a href="http://www.athleticbusiness.com">http://www.athleticbusiness.com</a>	JOPERD - Law Review ( <a href="#">online</a> )
Athletic Management – <a href="http://www.athleticmanagement.com">http://www.athleticmanagement.com</a>	Journal of Law and Society ( <a href="#">online</a> )
Marquette Sports Law Review ( <a href="http://law.marquette.edu/cgi-bin/site.pl?2130&amp;pageID=190">http://law.marquette.edu/cgi-bin/site.pl?2130&amp;pageID=190</a> )	Law and Policy ( <a href="#">online</a> )
Sports and the Courts (KF 4166 – Booth shelves)	Findlaw ( <a href="http://caselaw.lp.findlaw.com">http://caselaw.lp.findlaw.com</a> )
Entertainment Law ( <a href="http://elr.ils.edu/">http://elr.ils.edu/</a> )	<a href="#">The Journal of the Legal Aspects of Sport</a>
Sports Illustrated ( <a href="http://sportsillustrated.cnn.com/writers/michael_mccann/archive">http://sportsillustrated.cnn.com/writers/michael_mccann/archive</a> )	<a href="#">NIRSA know Newsletter</a> has a legal Q/A section
Loyola Law School ( <a href="http://digitalcommons.lmu.edu">http://digitalcommons.lmu.edu</a> ).	<a href="#">Sport Law &amp; Strategy Group</a> ( <a href="http://www.sportlaw.ca">http://www.sportlaw.ca</a> )

You will read and summarize **1 recent legal cases** related to physical education and sport (e.g., negligence, intentional torts, and sport product liability).

1.	Summarize the case (1 page)	15 points
2.	Provide your critical evaluation/reflection/reaction	15 points
3.	Provide risk management and legal tips for people who manage in the physical education and sport setting.	20 points
	Total	50 points

Sport Law Case Paper should be typed, double-spaced, and at least 500-700 words (**max 3 pages**). **You do not need to provide a photocopy of the article.** However, you need a reference section to show the source of the legal cases.

## 3. WebCT DISCUSSIONS (5)

You will respond to discussion questions included in class WebCT ( 5 discussions throughout the semester). You should be able to write a detailed paragraph for the posted question. To be able to get full credit for this assignment, you need to reply to the postings of **at least 1** other student.

## 4. PES NEWS/VIDEO/HOMEPAGE SHARE (1)

1.	You will share a physical education and sport (PES) related news/video/homepage/internet resources with your classmates (elaborate why it is useful resource, how reliable it is, how it can help you to improve as P.E teacher).	15 points
2.	Prepare <b>2 questions</b> for your classmates to elaborate the PES news/video/homepage/internet resources.	15 points
3.	Post your resource link to wallwisher.com <b>at least 2</b> days before you present.	20 points
	Total	50 points

## 5. ACTIVITY BREAK (1)

This activity will give you a chance to explore the physical activity breaks for children/teens in the classroom environment. Physical activity breaks can promote cognitive, fitness, psychomotor, and psychosocial benefits among children. Physical education teachers as well as classroom teachers can implement them into the classroom. Each student will come up with a 5-min activity break to implement in class. I strongly suggested that you integrate your physical activity with another subject area (Math, Biology, Geography, etc.). Be creative (modify and come up with variations of your activity). Prepare **a page long document** ( typed, double-spaced) that includes the following information:

1.	Give your activity a short name (Year-round Fun, Aim for Fitness, etc).	2.5 points
2.	Mention which grade levels can use it (e.g, Kindergarten-3, 8-12 grade, etc.)	2.5 points
3.	Describe your activity clearly (make sure that a person who did not play your game before can easily follow the directions and help others to play). Include rules, cues, challenges, etc.	20 points
4.	Provide teaching tips.	15 points
5.	Suggest variations for your activity break.	10 points
6.	If you use any resource, cite it. I highly recommend you to create your own activity break.	
	Total	50 points

### 6. CURRICULUM GUIDE EVALUATION

Curriculum guide is a written document that builds on the philosophy of physical education program and might include goals, objectives, teaching activities, assessment ideas, etc. Curriculum guide shows what we are promising to achieve, how we will achieve our promises, and how we will show what we achieved at the end of the program.

You will search and **get one curriculum guide** for physical education program (it can be elementary, middle school, and high school P.E. curriculum guide). You will critically evaluate this document (I suggest you read **Chapter 6** from Stillwell & Willgoose book before you start this assignment). Curriculum guide evaluation should be typed, double-spaced, and at least 500-700 words (**max 3 pages**). Details will be provided during the 1<sup>st</sup> month of the semester.

1.	Describe your curriculum guide format and content	20 points
2.	Describe the strengths of the curriculum guide	20 points
3.	Describe the weaknesses of the curriculum guide	20 points
4.	Write your recommendations to improve the curriculum guide	20 points
5.	Use information/knowledge from Chapter 6	20 points
	Total	100pts

### 7. LECTURE PRESENTATION

You will present a lesson from your **Krotee & Bucher (2007)** textbook. Connect your topic to real life (do an internet search about your topic).

1.	<u>* Minimum criteria for presentation:</u> You should spent 20-25 min. to lecture your classmates.	10 points
2.	Place relevant pictures at least every other slide.	10 points
3.	Find <b>one video (3-5min.)</b> related to your topic	10 points
4.	Your presentation should include <b>at least 5</b> discussion questions	10 points
5.	Your presentation should include one <b>teaching activity</b> .	10 points
6.	Presentation evaluation by selected classmates and your instructor	50 points
	Total	100

Please send your PPT to your instructor **at least 2** days before your presentation if you want feedback. **This is your teaching moment; use it to practice your teaching skills.**

## 8. IN-CLASS ASSIGNMENTS

There will be various classroom assignments throughout this course (group work, written assignments, video reflections, etc.).

## 9. EXAMS

Multiple choice and essay items will be based on material covered in lecture and in the textbooks. There will be **4 quizzes and a cumulative final exam**. Make-up exams will be given for University-approved absences.

## 10. CLASS PARTICIPATION

Attendance will be count toward class participation. All students are required to participate in class activities. Class participation also means being on time and staying in the class until class is dismissed. Excellent attendance/participation record is equal to 100 points.

## 11. EXTRA CREDIT OPTIONS

Please see **appendix A** for extra credit options.

### TENTATIVE COURSE OUTLINE

Weeks	Topics	Days	Readings/Exams/Assignments/Imp. Days
<b>Week 1</b> Jan. 7-11	1. Society and the Celebration of Life	<b>Jan. 7</b>	Intro to course, syllabus, assignments, grading
		<b>Jan. 9</b>	Ch. 1 (Stillwell)
		<b>Jan. 11</b>	Ch. 1 - (Stillwell)- <b>Form a group and choose a lecture presentation topic</b>
<b>Week 2</b> Jan. 14-18	2. Educational Foundations	<b>Jan. 14</b>	Ch. 2 (Stillwell)
		<b>Jan. 16</b>	Ch. 2 (Stillwell)
		<b>Jan. 18</b>	Ch. 2 (Stillwell)
<b>Week 3</b> Jan. 21-25	3. The Student and Curriculum Objectives	<b>Jan. 21</b>	<b>M.L. King's Birthday Observed/No Classes</b>
		<b>Jan. 23</b>	Ch. 3 (Stillwell)
		<b>Jan. 25</b>	Ch. 3 (Stillwell)
<b>Week 4</b> Jan. 28-Feb.1	3. The Student and Curriculum Objectives	<b>Jan. 28</b>	Ch. 3 ; <b>Article summary/share#1</b>
		<b>Jan. 30</b>	Ch. 3 (Stillwell)
		<b>Feb. 1</b>	Ch. 3; <b>Quiz #1</b>
<b>Week 5</b> Feb. 4-8	4. Curriculum Planning in Physical Education	<b>Feb. 4</b>	Ch. 4 (Stillwell)
		<b>Feb. 6</b>	Ch. 4 (Stillwell)
		<b>Feb. 8</b>	Ch. 4 (Stillwell)
<b>Week 6</b> Feb. 11-15	4. Curriculum Planning in Physical Education	<b>Feb. 11</b>	Ch. 4 (Stillwell)
		<b>Feb. 13</b>	Ch. 4 (Stillwell)
		<b>Feb. 15</b>	<b>Lincoln's Birthday Observed/No Classes</b>
<b>Week 7</b> Feb. 18-22	5. Research and Curriculum Change	<b>Feb. 18</b>	Ch. 5 (Stillwell), <b>Student Lecture Presentations Starts</b>
		<b>Feb. 20</b>	Ch. 5 (Stillwell)
		<b>Feb. 22</b>	Ch. 5 (Stillwell)

<b>Week 8</b> Feb. 25-Mar.1	6. Program Organization	<b>Feb. 25</b>	Ch.6 (Stillwell)
		<b>Feb. 27</b>	Ch.6 (Stillwell)
		<b>Mar. 1</b>	Ch.6 (Stillwell) <b>Quiz #2</b>
<b>Week 9</b> Mar. 4-8	6. Program Organization	<b>Mar. 4</b>	Ch.6 (Stillwell); <b>Activity Breaks Starts; Article summary/share#1</b>
		<b>Mar. 6</b>	Ch.6 (Stillwell) <b>PES News/Video Share Starts</b>
		<b>Mar. 8</b>	Ch.6 (Stillwell)
<b>Week 10</b> Mar. 11-15	<b>Spring Break</b>	<b>Mar. 11</b>	
		<b>Mar. 13</b>	
		<b>Mar. 15</b>	
<b>Week 11</b> Mar. 18-22	7. The Elementary Physical Education Program, K–6	<b>Mar. 18</b>	Ch.7 (Stillwell) <b>Sport law case summary/share</b>
		<b>Mar. 20</b>	Ch.7 (Stillwell)
		<b>Mar. 22</b>	Ch.7 (Stillwell)
<b>Week 12</b> Mar.25-29	7. The Elementary Physical Education Program, K–6	<b>Mar. 25</b>	Ch.7 (Stillwell)
		<b>Mar. 27</b>	Ch.7 (Stillwell)
		<b>Mar. 29</b>	Ch.7 (Stillwell) <b>Quiz #3</b>
<b>Week 13</b> Apr. 1-5	8.The Secondary Physical Education Program,7-12	<b>Apr. 1</b>	Ch. 8 (Stillwell)
		<b>Apr. 3</b>	Ch. 8 (Stillwell)
		<b>Apr. 5</b>	Ch. 8 (Stillwell);
<b>Week 14</b> Apr. 8-12	10. Extracurricular Programs	<b>Apr. 8</b>	Ch. 10 (Stillwell)
		<b>Apr. 10</b>	Ch. 10 (Stillwell)
		<b>Apr. 12</b>	Ch. 10 (Stillwell)
<b>Week 15</b> Apr. 15-19	9. Adapted Physical Education 11. Curriculum Evaluation	<b>Apr. 15</b>	Ch. 9 (Stillwell)
		<b>Apr. 17</b>	Ch. 9 (Stillwell)
		<b>Apr. 19</b>	Ch. 11 (Stillwell); <b>Quiz #4</b>
<b>Week 16</b> Apr. 22-26	11. Curriculum Evaluation	<b>Apr. 22</b>	Ch. 11 (Stillwell); <b>Curriculum Guide Evaluation Assignment due</b>
		<b>Apr. 24</b>	Ch. 11 (Stillwell)
		<b>Apr. 26</b>	Ch. 11 (Stillwell)
<b>Week 17</b> Apr. 29-May. 3	<b>Final's Week</b>	<b>Apr. 29- May. 3</b>	<b>Final Examination Tuesday, April 30, , 12:30-2:30 p.m.</b>

**Notes.....**

- a. All work submitted by students must be TYPED
- b. Please turn electronic devices (phones, media players, etc.) off and remove earpieces prior to the start of class and leave them in your pocket or backpacks.
- c. Be ready to share your article summary and sport law case with your classmates during group activity at the due date.
- d. Make-up tests/assignments will not be permitted for unexcused reasons.

## APPENDIX A

<p><b>Extra Credit (pick one):</b> You need to prepare <b>one page reflection</b> of your activity and talk/present it to your classmates. Basically, share your experience and/or information. Provide evidence.</p>	
	<ol style="list-style-type: none"><li>1. Attend to a live webinar related to physical education and sport by visiting following link <a href="http://www.sparkpe.org/resources/webinars">http://www.sparkpe.org/resources/webinars</a></li><li>2. Listen a prerecorded webinar and prepare 1 page description, share it in class.</li><li>3. Join to a sport club and provide how that organization works.</li><li>4. Attend to a professional development activity (conference, symposium, workshop, coaching clinics, certification program, etc.)</li><li>5. Duties/volunteer work related to physical education and sport (volunteer coach, assistant coach, work with children/youth/adults)</li><li>6. Read a book related to administration, organization , and teaching physical education and sport</li><li>7. Watch a documentary related to administration, organization, and teaching physical education.</li><li>8. Organize a team and participate intramural games at EIU.</li><li>9. Organize a play day in P.E. class at one of the local school.</li><li>10. Organize a sport club at EIU.</li><li>11. Organize a sport tournament (Chapter 4, Bucher)</li><li>12. By using following link ( <a href="http://eiu.interviewstream.com/">http://eiu.interviewstream.com/</a> ) conduct a mock interview and write a reflection paper.</li><li>13. Attend to any career services event at EIU. <a href="http://www.eiu.edu/careers/events.php">http://www.eiu.edu/careers/events.php</a></li><li>14. Attend to any student success service workshop at EIU. <a href="http://www.eiu.edu/~success">http://www.eiu.edu/~success</a></li><li>15. Attend to any the writing center workshops at EIU. <a href="http://castle.eiu.edu/writing">http://castle.eiu.edu/writing</a></li><li>16. Attend to any Library workshops at EIU. <a href="http://www.library.eiu.edu/workshops">http://www.library.eiu.edu/workshops</a></li></ol>