

EASTERN ILLINOIS UNIVERSITY

College of Education and Professional Studies
Kinesiology and Sports Studies Department
Fall 2009

PED 4320 002 – Organization, Administration and Curriculum in P.E.

INSTRUCTOR INFORMATION

Name: Hasan Fehmi Mavi

Office: McAfee 1413

Office Hours: W 2:00-4:00p.m.- T &TR 10:00-11:00p.m. Or

By appointment

Phone: 581-7590

Email: hfmavi@eiu.edu

Internet: [WebCT](#)

COURSE INFORMATION

Location: MACF 2210

Day: TR

Hours: 2:00-3:15pm

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 expected 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. You are allowed **1 unexcused absence**. Every unexcused absence will result 10 point deduction. Six unexcused absences constitute an "F" for the course.

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>

Tardy or early departure from class:

For every tardy and/or early departure from class after one (1), 5 points will be deducted from the student's final point total.

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.

Evaluation

Article summary	10pts
Sport Law Case Study	10pts
P.E. Philosophy	10 pts
Special Topic Presentation	10pts
Class Attendance/Participation	10pts
Exams	(2@ 15 pts)=30pts
Final	20pts
Extra credit options	10 pts

Evaluation Scale

A = 100 - 90
B = 89 - 80
C = 79 - 70
D = 69 - 60
F = 59 points and below

ASSIGNMENTS

1. ARTICLE SUMMARY/SHARE (1):

Read and summarize the findings of **1 article** related to curriculum, teaching, and teacher education. Your article should be a **research article** where researchers set hypothesis (research questions) and collect data to investigate their research questions. Your article summary should include following sections:

- a. What was the question?
- b. What was done?
- c. What was found?
- d. What does the study mean?
- e. Reference

Your article should come from professional periodicals/journals related to physical education and sport.

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

Journal of teaching in physical education(Booth Library Periodicals Collection)	International Journal of Sports Marketing & Sponsorship (Online through EBSCO)
Teaching elementary physical education(Booth Library Periodicals Collection)	Journal of Sport Management (Booth Library Periodicals Collection)
Physical educator (from 09/22/2000 to present in Expanded Academic ASAP)	Journal of Sport Economics (Online, SAGE Premier 2008)
Quest (Booth Library Periodicals Collection)	Journal of Sport Media (from 2006 to present in Project MUSE - Premium Collection)
Adapted physical activity quarterly (Booth Library Periodicals Collection)	Sport Marketing Quarterly (Booth Library Periodicals Collection)
American journal of health behavior (from 01/01/2002 to present in Academic Search Premier)	

<p>European physical education review (from 02/01/1999 to present in SAGE Premier 2008)</p> <p>International journal of physical education (Booth Library Periodicals Collection)</p> <p>International journal of sport psychology (Booth Library Periodicals Collection)</p> <p>Journal of sport behavior (from 03/01/1993 to present in Expanded Academic ASAP)</p> <p>Journal of sport psychology (Booth Library Periodicals Collection)</p> <p>Journal of sports medicine and physical fitness(Booth Library Periodicals Collection)</p> <p>Research quarterly for exercise and sport (from 03/01/1993 to present in Expanded Academic ASAP)</p>	
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Article summary must be accompanied by a photocopy of the article, and should be typed, double-spaced, and at least 500-700 words (**max 2 pages**). APA style should be used for your paper.

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>

2. SPORT LAW CASE PAPER/SHARE (1)

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

Athletic Business – http://www.athleticbusiness.com	JOPERD - Law Review (Booth - online)
Athletic Management – http://www.athleticmanagement.com	Entertainment Law Reporter (Booth – online)
Journal of Legal Aspects of Sport (Booth – online)	Law and Policy (Booth - online)
Sports and the Courts (KF 4166 – Booth shelves)	Sports Lawyers Journal (Booth - online)

Your paper should include at least 2 legal cases about a common topic (e.g., negligence, intentional torts, and sport product liability), summarize the cases and provide legal tips for people who manage in the physical education and sport setting.

Sport Law Case Paper should be typed, double-spaced, and at least 500-700 words (**max 2 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. PHYSICAL EDUCATION PHILOSOPHY:

Your belief/understanding of P.E. will determine your decision making process as a teacher. You will write a personal P.E. philosophy paper.

4. SPECIAL TOPIC PRESENTATION (*groups of 3 or 4):

After you select a topic, you will prepare a presentation about your topic (See Appendix A). * Minimum criteria = 10+ slides, title slide, topic intro, background, findings, reference slide, emailed by due date. Prepare discussion questions to class about topic.

5. 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 10 points.

6. **EXAMS:** Multiple choice and essay items will be based on material covered in lecture and in the textbooks. There will be **2 exams** and **a final**. Make-up exams will be given for University-approved absences.

TENTATIVE COURSE OUTLINE

Weeks	Topics	Days	Readings/Exams/Assignments/Imp. Days
Week 1 Aug. 24 - 28	1. Society and the Celebration of Life;	Aug.25	Intro to course, syllabus, assignments, grading
	1. The Management Process	Aug. 27	Ch. 1 in both texts- Form a group and choose a presentation/activity topic
Week 2 Aug. 31 – Sept. 4	2. Educational Foundations;	Sept.1	Ch.1 in both texts
	2. Management Organization to Achieve Objectives of Physical Education and Sport	Sept.3	Ch. 2 in both texts
Week 3 Sept. 7 - 11	3. The Student and Curriculum Objectives	Sept.8	Ch. 3 in both texts
	3 Physical Education Instructional Programs	Sept.10	Ch. 3 in both texts
Week 4 Sept. 14-18	3. The Student and Curriculum Objectives	Sept.15	Ch. 3 in both texts, Guest Speaker
	3 Physical Education Instructional Programs	Sept.17	Ch. 3 in both texts
Week 5 Sept. 21 - 25	4. Curriculum Planning in Physical Education	Sept.22	Ch. 4 (Stillwell), Ch. 9 (Bucher); Article Summary is Due
	9. Facility Management	Sept.24	Ch. 4 (Stillwell), Ch. 9 (Bucher)
Week 6 Sept. 28 – Oct. 2	4. Curriculum Planning in Physical Education	Sept.29	Exam 1
	9. Facility Management	Oct.1	Ch. 4 (Stillwell), Ch. 9 (Bucher)
Week 7 Oct. 5 -9	5. Research and Curriculum Change	Oct.6	Ch. 5 (Stillwell)
	10. Fiscal Management	Oct.8	Ch. 5 (Stillwell),
Week 8 Oct. 12 - 16	6. Program Organization	Oct.13	Ch.6 (Stillwell), Ch. 11 (Bucher)
	11. Purchase and Care of Supplies and Equipment	Oct.15	Ch.6 (Stillwell), Ch. 11 (Bucher)
Week 9 Oct. 19 - 23	6. Program Organization	Oct.20	Ch.6 (Stillwell), Ch. 11 (Bucher);
	11. Purchase and Care of Supplies and Equipment	Oct.22	Ch.6 (Stillwell), Ch. 11 (Bucher)
Week 10 Oct. 26 - 30	7. The Elementary Physical Education Program, K–6	Oct.27	Ch.7 (Stillwell), Ch. 13 (Bucher); Sport Law Case Paper is Due
	13. Legal Liability, Risk, and Insurance Management	Oct.29	Ch.7 (Stillwell), Ch. 13 (Bucher)
Week 11 Nov. 2 - 6	8.The Secondary Physical Education Program,7-12	Nov.3	Ch.7 (Stillwell), Ch. 13 (Bucher)
	14. Public Relations and Marketing	Nov.5	Ch.7 (Stillwell), Ch. 13 (Bucher)
Week 12 Nov. 9 - 13	10. Extracurricular Programs	Nov.10	Ch. 8 (Stillwell), Ch. 14 (Bucher)
		Nov.12	Exam 2
Week 13 Nov. 16 - 20	4. Recreational Sports: Intramural, Fitness, Open, and Sport Club Programs	Nov.17	Ch. 10 (Stillwell)
		Nov.19	Ch. 10 (Stillwell)

	5 Interscholastic, Intercollegiate, and Other Competitive Sport Programs		
Week 14 Nov. 23 – 27		Nov.24 Nov.26	Thanksgiving Break/No classes
Week 15 Nov. 30 – Dec. 4	11. Curriculum Evaluation	Dec. 1 Dec. 3	Ch. 9 (Stillwell); Physical Education Philosophy Paper is DUE Ch. 9 (Stillwell)
Week 16 Dec. 7 - 11	11. Curriculum Evaluation	Dec. 8 Dec. 10	Ch. 11 (Stillwell) Ch. 11 (Stillwell)
Week 17 Dec. 14 - 18	Final's Week	Dec. 14-18	Final Examinations- http://www.eiu.edu/~registra/fafinals.html Monday, Dec 14, 2009, 2:45-4:45 pm.

Notes.....

- a. All work submitted by students must be **TYPED**
- b. Please turn phones and music players 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.**

APPENDIX A

Presentation Topics (choose one)	Assignment Description/Requirements
Interview with a P.E. teacher about administrative/organizational duties	In class as well as outside the class, P.E. teacher has management/administrative duties.
Interview with an athletic manager about sport programs and their duties (Chapter 10, Stillwell).	What sport program do they have (intramural, interscholastic athletic programs, etc.)? How do they decide what sport to include in their extracurricular programs?
Interview with a coach about managerial duties.	What are the some managerial/administrative functions of coaches? What are the coaching qualifications for K-12 athletic programs?
Critical examination of a curriculum guide (Chapter 6, Stillwell)	Evaluate a K-12 curriculum guide. What are the functions of curriculum committee? What is curriculum guide? Why it is important? What parts should a curriculum guide include? What does curriculum model (s) mean? Find one K-12 curriculum guide for P.E. and evaluate it in terms of strength and weaknesses.
Evaluate a facility (Chapter 9, Bucher)	Evaluate a K-12 sport facility in terms of safety; design, etc. Are there federal/state laws, regulations about sport facilities? Are there private organization enforced regulations about sport facilities?
Interview with a equipment/supply manager (Chapter 11, Bucher)	What equipments are needed for the quality physical education?
Design a campaign /activities to promote your P.E. program (Chapter 14, Bucher).	Interview a physical educator/principal or other administrative personnel to learn what they do to promote P.E. program.
Teacher job qualifications	What are the job qualifications of K-12 P.E. teacher? Interview a principle/or administrative personnel to learn what qualifications school is looking for. Examine some job search sites and

	learn/report NASPE P.E. Teacher qualifications for beginner teachers/and in-service teachers. What are the Illinois State requirements for P.E. teachers?
A place of adapted physical education in K-12 school settings (Chapter 9, Stillwell).	What is adapted physical education? Who teaches it? Who are eligible to be in adapted physical education? What is Individualized education program (IEP)? If possible interview with a adapted physical educator or regular physical educator/principal/or other administrative personnel to get information about adapted physical education related services.
Extra Credit (pick one): You need to prepare a talk/presentation for your classmates to share your experience and/or information.	
	<ol style="list-style-type: none"> 1. Attend to a professional development activity (conference, symposium, workshop, coaching clinics, certification program, etc.) 2. Duties/volunteer work related to physical education and sport (volunteer coach, assistant coach, work with children/youth/adults) 3. Homepage/internet resources/video to share with classmates (elaborate why it is useful resource, how reliable it is, how it can help you to improve as P.E teacher) 4. Read a book related to administer, organize, and teach physical education and sport 5. Organize a team and participate intramural games at EIU. 6. Organize a play day in P.E. class at one of the local school. 7. Organize a sport club at EIU. 8. Organize a sport tournament (Chapter 4, Bucher) 9. By using following link (http://eiu.interviewstream.com/) conduct a mock interview and write a reflection paper. 10. Attend to a Fall Career Both Camp at EIU on Saturday August 29th . http://www.eiu.edu/careers/bootcamp_students.php 11. Attend to a Fall Career Network day at EIU on Wednesday September 23. http://www.eiu.edu/~careers/cnd.php 12. Attend to a Fall job fair at EIU on Wednesday, November 4th, 2009. http://www.eiu.edu/~careers/fall_ed_fair.php 13. Attend to any career services event for Fall 2009. http://www.eiu.edu/careers/events.php 14. Attend to any student success service workshop for Fall 2009. http://www.eiu.edu/~success/SSCWorkshopSeriesFA09.pdf 15. Attend to any the writing center workshops for Fall 2009. http://www.eiu.edu/~writing/