Eastern Illinois University
Revised Course
PED 4320, Organization, Administration, and Curriculum in K-12 Physical Education

PART I: CATALOG DESCRIPTION

1. Course prefix and number: PED 4320
2. Title: Org Adm Curr/PE
3. Long title: Organization, Administration, and Curriculum in K-12 Physical Education
4. Class hours per week: 3-0-3
5. Term(s) to be offered: On Demand
6. Initial term of offering: Spring, 2008
7. Course description: Administrative theory and philosophy, management structures for teacher certification Physical Education and sport programs, curriculum theory and application, school program structure, facility and fiscal management, legal liability, public relations, and new trends in school Physical Education and Athletic Programs.
8. Registration restrictions:
   a. No equivalent courses
   b. Prerequisite: Grade of ‘C’ or better in PED 1500
   c. Chair can waive prerequisites.
   d. Co-requisites: None
   e. Repeat status: Course may not be repeated.
   f. Major to which registration in the course is restricted, if any: PED teacher certification majors and minors.
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: none
9. Special course attributes: Writing intensive
10. Grading methods: Standard letter
11. Instructional delivery method: Lecture

PART TWO: ASSURANCE OF STUDENT LEARNING

1. Objectives: The student will:
   - Understand and apply the organization, administration, and structure of Physical Education programs in school settings.
   - Examine the responsibilities and functions associated with the administration of Physical Education and Athletic programs in schools.
   - Define and evaluate the components of the effective, healthy lifestyle approach to curriculum development in Physical Education.
• Formulate Physical Education curriculum outcomes and objectives using NASPE and Illinois State Standards as developmentally appropriate benchmarks for all school levels.
• Analyze facility strengths and weaknesses and plan for new facilities
• Analyze and develop a plan to order equipment and supplies for the school setting
• Develop a workable public relations strategy for Physical Education in schools.
• Assess legal liability policies and risks in school Physical Education.
• Understand implications of future trends in Physical Education.

a. This is not a general education course.
b. This is not a graduate level course.

2. Assignments and evaluation:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Course Content</th>
<th>Writing Assignments = 35 %</th>
<th>Tests = 25 %</th>
<th>Midterm and Final = 30 %</th>
<th>Class Participation &amp; presentations = 10 %</th>
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</thead>
<tbody>
<tr>
<td>1 Understand, org, admin, &amp; structure</td>
<td>Weeks 1, 2, 3</td>
<td>X</td>
<td>X</td>
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<td>2 Examine responsibilities and functions</td>
<td>Weeks 1, 2, 3, 7, 11</td>
<td>X</td>
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<td>3 Define and evaluate healthy lifestyle approach to curriculum development</td>
<td>Weeks 4, 5, 6</td>
<td>X</td>
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<td>4 Formulate outcomes and objectives using NASPE and Illinois standards</td>
<td>Week 6</td>
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<td>X</td>
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<td>Week</td>
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<td>Week 8</td>
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<td>Analyze facility strengths and weaknesses</td>
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<td>Analyze and develop a plan to order equipment and supplies</td>
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<td>Develop a workable public relations strategy</td>
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3. Explain how the instructor will determine students’ grades for the course:

**EVALUATION:**
- Writing Assignments: 210 points
- Tests: 150 points
- Midterm and Final: 180 points
- Class participation and presentations: 60 points

**GRADING SCALE:**
- 91% is the lower limit of an A: 546 – 600
- 82% is the lower limit of a B: 492 – 545
- 73% is the lower limit of a C: 438 – 491
- 64% is the lower limit of a D: 384 – 437
- < 64% is an F: < 384

The students must demonstrate competency on the following assessments:
- Three written reviews of articles pertinent to the profession which show the ability to summarize, synthesize, and analyze content.
- One written statement of philosophy demonstrating the ability to articulate the theoretical basis for choosing the profession.
- One written paper summarizing the student’s experience interviewing an individual who
had some influence in the student’s career choice. The student must show the ability to conduct a logical and informative interview, summarize the salient features of the interview, and critically evaluate the information contained within the interview.

- Understand the functions and skills necessary to develop and manage effective curriculum and programs in the school setting by passing quizzes and tests with a minimum of 72%.
- Develop a mini-curriculum for a specific level using NASPE and state standards as guidelines
- Develop criteria for facility and equipment management and maintenance
- Understand the components of a school Physical Education public relations program and be able to develop a marketing plan.
- Understand risk management and legal liability in school Physical Education by passing quizzes and tests with a minimum of 72%.
- The course is writing intensive due to the number of writing assignments. One of the papers must be revised in order to qualify for the student’s writing portfolio. The total number of points for these writing assignments will constitute 35% of the student’s total grade.

4. The course is not technology delivered.
5. This course is not a graduate level course.
6. The course meets all of the criteria for a writing intensive course. Writing assignments count 35% of the total course grade.

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PART III: OUTLINE OF THE COURSE

Course meets for three-50 minute class periods over 15 weeks.

**Week 1:** Introduction to course and concepts regarding management (1 week, 150 minutes lecture/discussion)

1. Current professional issues
2. Management definition
3. Manager characteristics
4. Employment experiences

**Week 2:** Explore functions of a manager/administrator, managements structures, personal philosophy (1 week, 150 minutes lecture, discussion)

1. Management functions
2. Management structures within school systems
3. Physical education using NASPE and school code
4. Educational philosophy and personal philosophy (in relation to Physical Education)

**Week 3:** Examine the status of Physical Education in schools presently (1 week, 150 minutes lecture/discussion)

1. Status of Physical Education within the schools; strengths of the “New Physical Education”
2. Future roles within the profession.

**Weeks 4 – 6:** Curriculum development in Physical Education (3 weeks, 450 minutes of lecture/discussion)

1. Steps in curriculum design
2. State and national standards
3. Developmentally appropriate curriculum at all school grade levels.
4. Implications of Title IX on Physical Education
5. State and national standards curriculum committee work.

**Week 7:** Interscholastic Sports in school programs (1 week, 150 minutes lecture/discussion).

1. Management personnel involved in sports programs
2. Management functions in interscholastic programs
3. Management concerns in interscholastic programs.
4. Title IX and its effects on sports in schools

**Weeks 8 - 10:** Evaluation and assessment, introductions to facilities and fiscal management of school Physical Education programs (3 weeks, 450 minutes testing, lecture, discussion).

1. Facilities for Physical Education programs – planning, structure, maintenance.
2. Funding, fiscal management, and budget preparation related to facilities and programs in schools
3. Acquisition of supplies and equipment for school Physical Education programs.

**Week 11:** Office and personnel management (1 week, 150 minutes lecture/discussion).

1. Office management tasks, building management and office staff relationships, records and reports, evaluation of office staff.
2. Human resource management and supervision, recruitment, orientation of new staff, in-service training, group dynamics.

**Week 12:** Legal liability and risk management (1 week, 150 minutes lecture/discussion).

1. Legal concepts in Physical Education, negligence, defenses
2. Examples of lawsuits
3. Risk management

**Week 13, 14:** Public relations, student presentations, evaluation (2 weeks, 300 minutes lecture/discussion)

1. Publicity and the media in schools
2. Public relations program development in public school physical education
**Week 15:** Future trends in Physical Education (1 week, 150 minutes lecture, discussion, assessment)

1. Trends in school Physical Education
2. Role of Physical Education in society

**PART IV: PURPOSE AND NEED**

1. **Rationale:**
   PED 4320 is being revised so that only students in the teacher certification option will be taking this course. The course material will be organized to apply to the school setting only.
   a. This is not a general education course.
   b. This course will not be technology delivered.

2. **Justification of the level of the course:**
The students taking this course are junior/senior students in the teacher certification option and minors with teacher certification who are preparing to student teach. All material will be appropriate to what they will be experiencing during their student teaching/teaching experiences. Pre-requisites: A ‘C’ or better in PED 1500.

3. **There is no similarity to existing courses.**
   a. The course contents do not duplicate those of an existing course.
   b. PED 4320 is being revised so that only students in the teacher certification option will be taking this course. The course material will be organized to apply to the school setting only.

4. **Impact on Program(s):**
   a. This course is required for all Physical Education teacher certification majors and minors.
   b. This is not a graduate course.
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   Deborah W. Wolf, Brent Walker
2. There is no additional cost to students.
3. Text and supplementary materials to be used (Include publication dates):
   Prospect Heights, IL, Waveland Press.

COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school
   ____________________________9/22/06_________________________

Date approved by the college curriculum committee ____10/9/06____________

Date approved by the Honors Council (if this is an honors course) _____________

Date approved by CAA ____10/26/06____________