

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

COURSE NUMBER: PED 412 - 01
 Fall 2009 TUESDAY 4-5:50 pm MC 220
 COURSE TITLE: Organization and Administration of Physical Education Programs K-12
 INSTRUCTOR: Dr. Robin Kirkwood Auld
 OFFICE: Murray Center 140
 OFFICE HOURS: M, W 11-12 pm; T 1-2 pm; Th. 4-5 pm; and by appointment
 TELEPHONE: 401 456-8880 e-mail: rauld@ric.edu

A. COURSE INFORMATION:

Prerequisites:

Completion of or concurrent enrollment in PED 413; permission by the instructor.

Required Texts:

Jenson, C. & Overman, S. (2003). Administration and Management of Physical Education and Athletic Programs (4th ed.). Prospect Heights, IL: Waveland Press.

Class Format:

Class time will be devoted to discussions and practical application of management and leadership issues as well as subjects involved with administering physical education and sport programs. Teacher Candidates (TC) are expected to be actively involved in all class discussions led by the instructor, guest speakers, and peers. All in-class activities will be group oriented for hands on experiences with leadership roles. **All take home assignments must be approved by Dr. Auld and need to be completed by the deadline.** All reading must be done prior to class.

Class attendance is **vital**. One absence will be allowed. All subsequent absences will affect the final grade (5 points per absence will be deducted). Two late arrivals or early departures will count as one absence. TC are responsible for all announcements, assignments and material covered in class. Check with peers before the next class to get assignments or changes in the syllabus (if absent).

B. COURSE DESCRIPTION

Catalog Description:

Practical organizational aspects of decision-making, program planning, and evaluating, as well as administrative concerns associated with finance, public relations, personnel, and legal issues relating to programs in physical education, athletics, intramurals, and selected special areas are covered. This course is a two semester hour credit, offered Fall Semester.

Extended Description:

Major areas considered include the relation of physical education and athletic programs to the total school and community values and outcomes. Organizational structure and functions relating to curriculum design, personnel selection and evaluation, budget development, public relations, and liability issues are also covered.

Relationship to Professional Programs:

This course introduces TC to the macro level of organization and administration, that is, those levels which are beyond the regular mainstream instructional responsibilities. Such situations require knowledge initially introduced in earlier courses, but intended to be applied by one teacher with one class. This course compliments students' earlier preparation by focusing on their interests, abilities, and skills on broader applications such as preparation and management of budgets, personnel relationships, curriculum development (beyond a lesson or unit plan) and evaluation, promotion, advocacy, and other related topics. In addition, this course assists TC as they study organization, administration, delivery, and supervision of athletic and after-school experiences.

Relationship to Conceptual Framework and FSEHD:

This course relates well to the FSEHD and its framework. A reflective, humanistic approach is applied consistently and rigorously throughout each major topic covered. The development of the "reflective administrator" is the goal, and the instructor's objectives are focused on this outcome. TC will be asked to consider different problem solving approaches to accommodate the multicultural populations that their decisions may affect. One of the requirements of the course is to create a professional relationship, via e-mail, with an established sport administrator. This experience will offer a chance to communicate with a professional in the field to complement what is discussed in class.

C. COURSE OUTCOMES

TC will:

1. understand the hierarchy of school systems, athletic departments and community organizations in order to participate as a productive member (C.F. Knowledge; RIPTS 1, 2; NASPE 1).
2. illustrate how a study of organization and administrative practice is necessary for one who expects to teach and/or administer physical education programs and possibly lead an athletic program (C.F. Knowledge; RIPTS 1, 2; NASPE 1).
3. demonstrate the need for a philosophical position and the implications of various philosophical positions on administrative decision-making (C.F. Knowledge, Professionalism; RIPTS 1; NASPE 1).
4. describe how an administrator's leadership philosophy would affect his/her reliance, invitation and use of faculty participation in the decision-making process (C.F. Knowledge; RIPTS 1).
5. identify strategies which will enhance the motivation of staff members toward professional growth, development and effective instruction (C.F. Knowledge; NASPE 1).
6. become familiar with the varied management responsibilities that an administrator facilitates.
7. acquire a knowledge of the different programs associated with physical education or sport, as well as, what the concerns and priorities are for each (C.F. Knowledge; RIPTS 1; NASPE 1).
8. find sources and resources to make educated decisions on planning, organizing, staffing, directing, coordinating, reporting, budgeting, and evaluating physical education, athletic, and sport projects (C.F. Knowledge, Professionalism; RIPTS 1, 2, 3, 6, 8).
9. begin to network within their profession by using e-mail to dialog with established administrators to gain insight and perhaps a different perspective on topics discussed in class (C.F. Professionalism; RIPTS 1, 7, 11; NASPE 6).
10. work in small groups to discuss, debate, and brainstorm upon solutions to issues related to education and athletics (C.F. Professionalism; RIPTS 7, 11).
11. understand liability laws as they pertain to physical education and athletics (C.F. Knowledge, Professionalism; RIPTS 1, 11; NASPE 1).
12. use resources to modify or reconstruct facilities and equipment to stay within budget (RIPTS 2).

D. TENTATIVE SCHEDULE, TOPICS AND ASSIGNMENTS

Aug. 31	Introduction to Course Concepts of Administration Role of Administrator Structure of Organizations	Read: Chapters 1 & 2
Sept. 7	Aspects of Administration (interpersonal, technical, and conceptual) The Art of Administrating Organizing Groups and Teams	Read: Chapters 3 & 4 Chapter 5 (Bolman & Deal)
Sept. 14	Framing Organizations Review of Bolman & Deal Parts 2-5	Read: Chapter 17 (Bolman & Deal)
Sept. 21	Public Relations and Advocacy Title IX	Read: Chapter 8
Sept. 28	Liability and Safety	Read: Chapter 9
Oct. 5	Financial Management & Budget Fundraising and Grant Writing	Read Chapter 7
Oct. 12	NO CLASS (Mon. classes meet)	
Oct. 19	Equipment Purchase & Care	Read Chapter 10
Oct. 26	Facilities	Read: Appendix C (bring copy to class)
Nov. 2	Evaluation -staff and program -interview process	Read: Chapters 6 & 11
Nov. 9	School Physical Education Programs (bring NASPE & RI PE Standards)	Read Chapters 12 & 13
Nov. 16	Continue Curriculum Development and Administration in School Physical Education Programs	
Nov. 23	Intramural Programs & Special Events	Read: Chapter 14
Nov. 30	Athletics	Read: Chapter 15 & 16
Dec. 7	Athletics (Equipment Presentations)	

E. COURSE REQUIREMENTS

Point deductions will be made for each **calendar weekday** an assignment is late. No assignment will be accepted after one week of the due date. If there are any questions about a grade on a returned assignment or exam, talk with the professor no later than one week after the grade was posted. Be sure to contact the professor immediately when the material becomes confusing, extra help is needed, or conflicts with class time arise. **TC must use their RIC e-mail address for all correspondence. The instructor will use Blackboard and/or RIC e-mail addresses for announcements.**

1. TC will be a contributing member of an organization when completing the in-class assignments. These assignments are designed to charge the group with devising solutions for scenarios related to class discussion and the readings. Upon deciding on a solution, the group will be responsible to discuss the rationale for their decisions and the group dynamics throughout the process. Therefore studying how the decision was reached as well as the solution itself is the objective. Each TC also will be given a current issues topic prepare a 15 minute discussion to begin each class (Outcomes 1, 2, 3, 5, 10).
2. TC will take written quizzes covering the material read in the text. The quizzes may be unannounced. They will take 15-20 minutes and are multiple choice or short answer/essay questions. Quizzes also may be take home assignments, which must be completed for the start of the next class. If absent, the student must take a make-up quiz prior to the next class meeting or get the assignment prior to the due date in order for it to count (Outcomes 4, 5, 6, 7, 8).
3. Event Administration – In groups of 4-5, TC, will form an organization to create and direct a physical activity event for the college community, school, or other organization. The group's responsibilities are described on the Event Production Sheet. Assessment will be based on the group's final written report, the supervisor's report, and each individual's journal entries that reflect **every stage** of the event. **The last journal entry should include a self-evaluation and peer evaluation of your colleagues in regards to productivity within the group.**

The final report, supervisor's report, and journal entries are due one week after the event.

The event should take place during October or November the earliest possible time is the week of October 11. The following are the first steps to take once the group is formed and you have met and decided on the event. 1. Make initial contact with the receiving organization on the feasibility of running the event. 2. Meet with Dr. Auld with a proposal of your event. 3. Meet with the receiving organization (PE teacher, Principal, YMCA Director) to present the proposal. **The event may not be a sport tournament for RIC students unless there is a professional or educational benefit** (Outcomes 5, 6, 8, 10, 11).

4. Administrative Communication - TC will develop a line of communication with a school, athletic, or community health/fitness administrator. **Check with Dr. Auld to confirm your choice.** This must be confirmed by the third week of classes – Sept. 14, 2010 (Outcome 6, 9).

a. Complete and pass in **Five (5) separate** e-mail correspondences. The communications need to be made with the accepted administrator concerning topics discussed in class. The questions you choose to send should be specific in nature and free of grammar/spelling errors. TC will sign up for topics in class and should keep a copy. A printout of the e-mail question posed along with the response must be passed in prior to the Nov. 30 class meeting.

b. Go to a meeting that your administrator is presiding over **or** shadow the administrator for a half day. These times must represent a typical day for the administrator and one where you are apt to see a variety of duties performed. Students will then complete a 2-3 page **reflection** paper on observations concerning such topics as: running a meeting; delegating responsibility; solving problems; time management; personnel, student, or consumer issues; decision-making; administrative style; prioritizing; and evaluation. Reference must be made to how the administrator recognized and solved problems through the Structural,

Human Resource, Political, and Symbolic Frames. TC should also reflect on how they foresee themselves handling the same problems.

5. Take Home Assignments – TC will choose what assignments to complete (choices need to be approved by Dr. Auld). The assignments could include but are not restricted to:

a. Constructing a piece of equipment that is more cost effective than what can be found in a catalog or at a conference. TC will give a 5 minute class presentation during the last class meeting, showing a picture or giving a description of the original equipment, show the newly constructed piece and demonstrate how it works, then discuss how it was made. Be sure to include the materials used and the savings achieved. A one page paper showing a picture of the catalog piece of equipment or the original piece itself and the cost of the materials used to make the equipment must be provided to the instructor prior to the presentation.

b. Collection of materials for the construction or renovation of an athletic facility. The type of facility should be restricted to a gymnasium or annex, high school or community field/track, or swimming pool. Begin the project with a description of the existing facility and the improvements that need to be made. The project should be put in a 3-ring binder, have a cover page, table of contents, and be organized in a way that is user friendly (e.g., separating materials by category). TC will collect specifications, descriptions of and price lists for the various materials and equipment their facility will need. Be sure to consider building materials for lightning (indoor and outdoor), flooring, partitions, heating/cooling systems, ceiling/wall material, bleachers, lockers, apparatus, drainage surfaces, and fencing. Be sure to represent the different options for building materials (e.g., wood versus a composite floor). Do not just put whole catalogs in the binder – how the material is presented is a major portion of the assignment. The binder represents the materials you would take to your superior to propose the project.

c. Go to a school, college, or community athletic event with the game supervisor (Athletic Director or Liaison). Observe how the event is set up, how the work is delegated, what is done prior to, during and after the event by the administrator. Write a 2-3 page **reflection** paper briefly describing what you observed, how the situations were handled, what you learned about administering an athletic event, what you might do differently, and what you will remember for when you are an administrator. The paper should contain more **analysis** of what was observed instead of reporting what happened.

d. Go to a meeting (e.g., department, school committee, conference). TC will then complete a 2-3 page **reflection** paper on your observations concerning such topics as: running a meeting, delegating responsibility, solving problems, time management, personnel, student or consumer issues, decision-making, administrative style, prioritizing, and evaluation. Reference must be made to the Structural, Human Resource, Political, and Symbolic Frames in respect to how the administrator recognized and solved problems. Students should also reflect on how they foresee themselves handling the same problems. **Include the meeting agenda.**

e. Propose an alternative project (e.g., development of an elementary or secondary school curriculum, scheduling an athletic or intramural season, intramural program, inventory, grant proposal). **Alternative Projects must be proposed to Dr. Auld to be acceptable** (Outcomes 1, 2, 4, 6, 7, 9, 11).

Take Home Assignments are due no later than the beginning of the class on November 30.

F. EVALUATION

- 10% Participation in class discussion
5% In-class & Homework Assignments
- 20% Quizzes
- 25% Event Administration
Group Report (10%)
Individual Journal (10%)
Supervisor's Report (5%)
- 20% 5 e-mail correspondences (10%)
Shadow or Meeting with e-mail Administrator (10%)
- 20% Take Home Assignments (choose from the following or propose your own – all listed assignments are worth 10% unless noted). Choices must have prior approval by Dr. Auld before September 28.
- equipment construction
 - facility presentation (20%)
 - event management observation
 - school committee meeting
 - faculty or department meeting
 - intramural observation
 - assist at an athletic event
 - attend a Rhode Island Interscholastic League meeting
 - attend a conference (Big East, Little East, ECAC) meeting
 - inventory spreadsheet (see guidelines)
 - intramural tournament schedule & handbook (see guidelines)
 - athletic season schedule & coaches' handbook (see guidelines)
 - curriculum development (see guidelines)

100%

Grading Scale

93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
63 - 66	D
60 - 62	D-
59 - 0	F

G. RESOURCES:

Athletic Management Magazine

Bridges, F. & Roquemore, L. (1996). Management for athletic administration, Georgia: ESM Books.

Elliot, E. & Manross, M. (1996). Physical educators and the internet. TEPE, Vol. 7, No. 9 6-9.

Hinson, C. (1996). The yearly promotional plan. TEPE, Vol. 7, No. 9, 12-13.

Horine, L. (1991). Administration of physical education and sport programs. Dubuque: William C. Brown.

Huddleston, S. & Hamilton, N. (1995). Budget cuts: Just a trim please. Strategies, Vol. 8, No. 1, 5-8.

Jensen, C. (2000). Physical education and athletic programs. Philadelphia: Lea & Fefiger,.

Parkhouse, B.L. (2001). The management of sport. New York: McGraw-Hill.

www.AthleticManagement.com

www.charactercounts.org/CDS

www.ncaa.org

H. OTHER:

The instructor reserves the right to change the syllabus at any point in the semester. Students will be notified in class of any changes.

Student's assignments may be duplicated and utilized anonymously for the Health and Physical Education Department's program folios for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

RIC Academic Dishonesty Policy

3.9.1 Academic Dishonesty* (*As amended by the Council of Rhode Island College – 11/07/08*)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

- i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

- ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
- iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, *Harbrace Guide to the Library and Research Paper*, p.39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported. Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards.

The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty. A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i. A low or failing grade on the assignment in which the offense occurred.
- ii. An additional assignment.
- iii. Reduction of the final grade up to and including failure.
- iv. Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

(c) Vice President for Academic Affairs Role

The Vice President for Academic Affairs shall maintain a file of any and all reports of academic dishonesty. At the discretion of the Vice President for Academic Affairs and depending upon the severity of the infraction, the student may be informed in writing about possible consequences of further infractions.

In the case of multiple infractions, the Vice President for Academic Affairs will refer the student's name to the Board of College Discipline for review and possible action.

d) Board of College Discipline role

The Board of College Discipline shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any of the penalties ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the College.

- i.* Appeal - Any student accused of academic dishonesty may appeal action taken by the instructor in a case to the Board of College Discipline.
- ii.* Appeals Procedure
 - Appeals or referrals to the Board will follow the standard procedure of the Board.
 - The Board shall inform the student, the faculty member, and Vice President for Academic Affairs of its decision.
 - A record of the cases concerning academic dishonesty will be kept in the Office of the Vice President for Academic Affairs.
 - A student may appeal the decision of the Board of College Discipline (concerning academic dishonesty) to the Vice President of Academic Affairs. Appeals may be considered on the basis of new information or procedural errors.

* Rhode Island College Handbook of Policies, Practices, and Regulations. (2010, Spring). Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.

Students with Disabilities: Request for Reasonable Accommodations
(<http://www.ric.edu/disabilityservices/faq.php>)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.