## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>PET 4401</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Admittance to teacher education</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 hours</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Organization and Administration of Physical Education</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>3 hours</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Health, Physical Education &amp; Recreation</td>
</tr>
<tr>
<td>Required Instructional Software:</td>
<td>TASKSTREAM</td>
</tr>
<tr>
<td>Supplies:</td>
<td></td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Janet M. Sermon, Ph.D.</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>Room 420 - Multi-Purpose Complex/Teaching Gymnasium (MCTG)</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Room 442, Multi-Purpose Complex – Teaching Gymnasium</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday 11:15 – 1:15</td>
</tr>
<tr>
<td></td>
<td>Tuesday 11:00 - 1:00</td>
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<td></td>
<td>Wednesday 11:15 – 1:15</td>
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<td>Thursday 11:00 – 1:00</td>
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<td></td>
<td>Friday 11:15 – 1:15</td>
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<td></td>
<td>Saturday</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(850) 599-3365</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:janet.sermon@famu.edu">janet.sermon@famu.edu</a></td>
</tr>
</tbody>
</table>

### Course Description

This course is designed to provide a comprehensive and contemporary view of organizational management, leadership, and administration for individuals preparing for professions in physical education, athletics, recreation, and health fitness. Emphasis will be placed on management theories/concepts, skills and techniques governing organizations as well as current trends and crucial issues within the profession.

### Course Purpose

This course purposes to provide foundational information and knowledge for individuals pursuing varied management and administrative positions. The course content defines and explores management philosophy, management process, management styles, management functions, and explores the varied management positions. Issues affecting organizational management will be introduced including legal liability and current trends.

### Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
**DIVERSITY**

- **CF 1**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>F: 5,6</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5,6</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

- **CF 2**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>F: 12</td>
</tr>
<tr>
<td>2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>F: 12</td>
</tr>
<tr>
<td>2.7 (S)</td>
<td>Facilitate the use of technology by students.</td>
<td>F: 4,12</td>
</tr>
</tbody>
</table>

**VALUES**

- **CF 3**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
</tr>
<tr>
<td>3.2 (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
<td>F:11,6</td>
</tr>
<tr>
<td>3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
</tr>
<tr>
<td>3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
</tr>
<tr>
<td>3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
CRITICAL THINKING

• CF4
  • Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5
  • Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |

URBAN/RURAL EDUCATION

• CF6
  • Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |

Overall Goals of the Course

The overall goal of this course is to provide a comprehensive and contemporary view of organizational management, leadership, and administration for individuals preparing for professions in physical education, athletics, recreation, and health fitness. An understanding of management theories/concepts, functions, and responsibilities is emphasized as well as relevant issues and current trends affecting organizational management.

Specific Behavioral Objectives

Upon completion of this course, students will be able to:

1. Define terms essential to operating physical education and sport programs
2. Name and describe the traditional styles of management relative to physical education and sport. (FEAP 2)
3. Discuss decision-making and its importance and relationship to management issues.

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4. Identify varied techniques and strategies used in employee communication and motivation.
5. Identify skills and resources required while designing and managing physical education, health/fitness and sport facilities. (FEAP 8)
6. Discuss the process of human resource management and its importance in accomplishing goals for physical education health fitness and/or sports organizations
7. Discuss the relationship between long term and short term planning and its importance in organizational management. (FEAP 10)
8. Discuss formal an informal organizations and the importance of each.
9. Identify and discuss the essential management functions.
10. Name the types of budgets, differentiate them, and explain their usage in given physical education, health/fitness and sports settings.
11. Identify the sources of legal liability and responsibility; discuss relative operational policies and procedures.
12. Understand and identify relevant skills, knowledge, and professional preparation and/or certification required of varied, administrative or management personnel. (FEAP 3) (CF 5) (NASPE 6.2) (FTCE11.1)
13. Discuss and apply appropriate rules, strategies, and terms of play to game, tournament, and sports. (FTCE 9)
14. Discuss strategies for advocating the goals, objectives, and values of physical education, health/fitness, and sport programs. (FEAP 6)
15. Review the professional organization and administration literature, select research articles and summarize the findings. (CF 4) (NASPE 2) (FEAP 3.1, 4.1) (FTCE 9, 11.2)
16. Explain the importance of public relations and marketing in promoting physical education, health/fitness, and sports program. (FTCE 11)
17. Understand and discuss guidelines for planning a sound public relations program.
18. Clearly articulate a personal philosophy of leadership, while identifying a specific leadership style. (FEAP 2) (CF 3) (NASPE 6) (FTCE 1.2)
19. Design a physical education, health/fitness, sport or recreation facility including all relevant guidelines for operation. (CF 2.7) (FEAP 8) (FTCE 9) (NASPE 3)

**National and State Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Professional Organization/Learned Society Standards
National Association for Sport and Physical Education (NASPE)

<table>
<thead>
<tr>
<th>Standard 1: Scientific &amp; Theoretical Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation</td>
</tr>
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<table>
<thead>
<tr>
<th>Standard 2: Skill and Fitness Based Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns</td>
</tr>
<tr>
<td>2.2 Achieve &amp; maintain a health-enhancing level of fitness throughout the program</td>
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<table>
<thead>
<tr>
<th>Standard 3: Planning and Implementation</th>
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</thead>
<tbody>
<tr>
<td>3.1 Design &amp; implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs</td>
</tr>
<tr>
<td>3.2 Develop appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards that lead to student learning</td>
</tr>
<tr>
<td>3.5 Plan for the management of resources to provide active, fair, and equitable learning experiences</td>
</tr>
<tr>
<td>3.6 Adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Standard 4: Instructional Delivery and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats</td>
</tr>
<tr>
<td>4.2 Provide effective instructional feedback for skill acquisition, student learning, and motivation</td>
</tr>
<tr>
<td>4.3 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses</td>
</tr>
<tr>
<td>4.4 Utilize managerial rules, routines, and transitions to create and maintain an effective learning environment</td>
</tr>
<tr>
<td>4.5 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5: Impact on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives</td>
</tr>
</tbody>
</table>

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5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction

5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions

**Standard 6: Professionalism**

6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals

6.2 Participate in activities that enhance collaboration and lead to professional growth and development

Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers

6.4 Communicate in ways that convey respect and sensitivity

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**Florida Educator Accomplished Practices (FEAPs)**

2. COMMUNICATION

2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

1. CONTINUOUS IMPROVEMENT

3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

2. CRITICAL THINKING

4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. DIVERSITY

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

6. ETHICS

6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

8. KNOWLEDGE OF SUBJECT MATTER

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated
settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

9. **LEARNING ENVIRONMENTS**

9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

10. **PLANNING**

10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

11. **ROLE OF THE TEACHER**

11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

12. **TECHNOLOGY**

12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

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**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

**Physical Education K-12**

1 **Knowledge of the history and philosophy of physical education as a profession**

   1. Identify historical events and trends that have influenced the profession.

   2. Relate goals and values for physical education to the philosophies of education that they reflect.

2 **Knowledge of curricular theory and development**

   2. Identify various factors to consider in curriculum planning, such as students’ time, environment, equipment, facilities, space, and community resources.

   3. Identify ways that national and state documents, standards, benchmarks, trends, and philosophies can be used to design and develop curricula.

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4. Identify principles of long- and short-term planning to maximize learner participation and success.

3 Knowledge of instructional strategies

1. Identify strategies and adaptations that meet the needs of a diverse student population.
2. Identify various organizational strategies that promote maximum participation.
4. Identify and apply motivational theories and techniques that enhance student learning.
6. Identify a variety of self-assessment and problem-solving strategies inherent in reflective teaching.
7. Identify the role of feedback in facilitating learning.

4 Knowledge of human growth, motor development, and motor learning related to physical activity

1. Determine the relationship between human growth and development and appropriate physical activity.
2. Apply learning and human development theories to construct a positive learning environment that supports psychomotor, cognitive, and affective development.
3. Apply motor development and motor learning principles to the acquisition of motor skills.

5 Knowledge of skill and movement principles in physical activity

1. Identify and apply the concepts of spatial awareness, body awareness, relationships, and effort qualities as they relate to movement forms.
5. Apply mechanical principles of motion to movement forms.
6. Identify strategies to develop correct skill performance.
7. Analyze the mechanics of a skill or sequence of movements and identify ways in which the performer can improve the performance.
8. Identify how components of skill-related fitness affect performance.

6 Knowledge of health and wellness and its relationship to physical activity

3. Identify personal fitness programs that incorporate health-related components.
6. Identify health risks that can be reduced by physical activity.
10. Identify the physiological, psychological, and sociological benefits of physical activity.
11. Identify the contributions that physical education makes to lifelong physical activity and wellness.
12. Identify community resources that promote lifelong physical activity and wellness.

7 Knowledge of principles of social and emotional development through physical activity

Approved/Revised 10/30/07
1. Identify the role physical activity can play in developing an understanding of diversity and cultural differences among people.

2. Identify the role physical activity plays in developing affective skills.

8 Knowledge of developmentally appropriate assessment

5. Interpret results of assessment for curriculum design, lesson planning, student prescription, and program evaluation.

6. Select methods of assessment appropriate for an inclusive environment.

9 Knowledge of supervision, management, and laws and legislation that apply to the learning environment

1. Identify procedures for selecting and maintaining appropriate equipment and facilities to enhance student learning.

2. Identify organizational strategies that enhance classroom management.

3. Identify supervisory and behavioral management techniques that enhance student learning.

4. Determine appropriate action for the care and prevention of injuries in physical education.

5. Identify major federal and state legislation that impacts physical education.

6. Identify areas of legal liability applicable to physical education.

7. Identify guidelines and actions that promote safety.

10 Knowledge of appropriate rules, strategies, and terminology

1. Apply appropriate rules and strategies of play to game and sport situations.

11 Knowledge of professional development and advocacy strategies

1. Identify physical education professional organizations and activities that promote professional development.

2. Identify current professional literature, research, and other sources of information that enhance professional growth.

3. Identify ways to advocate the goals, objectives, and values of a comprehensive physical education program.

12 Knowledge of technology

1. Identify current technological resources for accessing information on physical activity and health.

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>PEU Conceptual Framework</th>
<th>Professional Organization (NASPE)</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Article Summary</td>
<td>Review the professional literature, select research articles and clearly report findings.</td>
<td>CF4 Critical Thinking</td>
<td>Standard 6 Professionalism</td>
<td>FEAP 8 Knowledge of Subject Matter FEAP 2: Communication</td>
<td>FTCE 11.2, 9 Knowledge of Supv., Mgmt Laws, etc</td>
<td></td>
</tr>
<tr>
<td>Interview of a Professional in the Field</td>
<td>Understand and identify relevant skills, knowledge, and professional preparation and/or certification required of varied, administrative and management personnel</td>
<td>CF5 Professionalism</td>
<td>Standard 6.2 Professionalism</td>
<td>FEAP 3 Continuous Improvement FEAP 2 Communication FEAP 10 Planning</td>
<td>FTCE 11.1 Knowledge of Profession Development</td>
<td></td>
</tr>
<tr>
<td>Facility Design Project</td>
<td>Design a physical education, health/fitness, or recreation facility including all relevant guidelines for operation</td>
<td>CF 2.7 Technology</td>
<td>Standard 3 Planning and Implementation</td>
<td>FEAP 10 Planning FEAP 9 Learning Environment FEAP 12 Technology</td>
<td>FTCE 9 Knowledge of Supv., Mgmt, Laws, etc</td>
<td></td>
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</tbody>
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Approved/Revised 10/30/07
## PET 4401: Organization and Administration of Physical Education

### Rubric

#### Research Article Summary

<table>
<thead>
<tr>
<th>FEAPS</th>
<th>CATEGORIES</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meets or Exceeds Standard</td>
<td>Approaching Standard</td>
<td>Standard Emerging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90% - 100%</td>
<td>80% - 89%</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>FEAPS 8</td>
<td>KNOWLEDGE OF SUBJECT MATTER</td>
<td>Clearly explains the content of the topic and appropriately connects its significance to the course of study</td>
<td>Explains the content of the topic and adequately connects its significance to the course of study</td>
<td>Marginally explains the content and minimally connects its significance to the course of study</td>
</tr>
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<td></td>
</tr>
<tr>
<td>FEAPS 2</td>
<td>COMMUNICATION</td>
<td>Concisely explains and presents the concepts examined via the paper</td>
<td>Explains and presents the concepts examined via the paper</td>
<td>Marginally explains and presents the concepts examined via the paper</td>
</tr>
<tr>
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## PET 4401: Organization and Administration of Physical Education

### Rubric

#### Interview

<table>
<thead>
<tr>
<th>FEAPS</th>
<th>CATEGORIES</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meets or Exceeds Standard</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>90% - 100%</td>
<td>80% - 89%</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>FEAPS 3</td>
<td>CONTINUOUS IMPROVEMENT</td>
<td>Appropriately and clearly identifies and explains key job aspects relevant to specific positions leading to career planning.</td>
<td>Identifies and explains key job aspects relevant to specific positions leading to career planning.</td>
<td>Marginally identifies and explains job aspects relevant to specific positions leading to career planning.</td>
</tr>
<tr>
<td>FEAPS 10</td>
<td>PLANNING</td>
<td>Clearly defines and explains pertinent information gained from professional resources</td>
<td>Defines and explains information gained from professional resources</td>
<td>Marginally defines and explains information gained from professional resources</td>
</tr>
<tr>
<td>FEAPS 2</td>
<td>COMMUNICATION</td>
<td>Concisely explains and presents the concepts examined via the project.</td>
<td>Explains and presents the concepts examined via the project.</td>
<td>Marginally explains and presents the concepts examined via the project.</td>
</tr>
</tbody>
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## PET 4401: Organization and Administration of Physical Education Rubric

### Facility Design Project

<table>
<thead>
<tr>
<th>FEAPS</th>
<th>CATEGORIES</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Meets or Exceeds Standard</td>
<td>Approaching Standard</td>
<td>Standard Emerging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90% - 100%</td>
<td>80% - 89%</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>FEAPS 9</td>
<td>LEARNING ENVIRONMENT</td>
<td></td>
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<td></td>
<td>Understands the importance of setting up effective learning environments utilizing specific techniques and strategies, considering varied populations</td>
<td>Identifies and utilizes most appropriate information, techniques and strategies in planning and designing a creative learning-service facility for varied populations</td>
<td>Identifies and utilizes information, techniques, and strategies in planning and designing a learning or service facility</td>
<td>Identifies and utilizes marginally acceptable techniques and strategies in planning and designing a learning or service facility</td>
</tr>
<tr>
<td>FEAPS 10</td>
<td>PLANNING</td>
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<tr>
<td></td>
<td>Seeks advice/information from appropriate resources to adequately plan a creative service and learning environment</td>
<td>Designs a creative learning and service facility including, detailed and descriptive operational guidelines, facility design plan, and consideration for varied populations</td>
<td>Designs a learning or service facility with operational guidelines, facility design plan and consideration of varied populations</td>
<td>Designs a learning or service facility that marginally meets the specified requirements for facility design, guidelines and populations served</td>
</tr>
<tr>
<td>FEAPS 12</td>
<td>TECHNOLOGY</td>
<td></td>
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<tr>
<td></td>
<td>Ability to effectively utilize technology in lesson and material preparation</td>
<td>Effectively utilizes creative technology in preparation and presentation of the facility design project</td>
<td>Utilizes technology in preparation and presentation of the facility design project</td>
<td>Utilizes limited technological applications in the preparation and presentation of the facility design project</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition

Approved/Revised 10/30/07
| FTCE 9.1 | KNOWLEDGE OF SUPERVISION, MANAGEMENT, AND LAWS AND LEGISLATION THAT APPLY TO THE LEARNING ENVIRONMENT | Identifies and effectively presents most appropriate information, techniques and strategies for planning and designing a creative learning/service facility to varied populations | Identifies and presents appropriate information, techniques and strategies for planning and designing a creative learning or service facility to varied populations | Identifies and presents information, techniques and strategies for planning and designing an average learning or service facility for varied populations |

<table>
<thead>
<tr>
<th>1. The Management Process</th>
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<td>1. The Management Process</td>
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<tr>
<td>2. The Management to Achieve Objectives of Physical Education</td>
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</tbody>
</table>

| Part Two – Management of Physical Education and Sport |
| 1. Physical Education Instructional Program |
| 2. Recreational Sports, Intramurals, Fitness, and Sports Club Programs |
| 3. Interscholastic, Intercollegiate and Other Competitive Sport Programs |

| Part Three – Management of Physical Education and Sport Programs in the Public and Private Sector |
| 1. Physical Education/Sports Programs in the Public and Private Sector |

| Part Four – Management Functions |
| 5. Human Resource Management and Supervisions |
| 6. Program Development |
| 7. Facility Management |
| 8. Fiscal Management |
| 9. Purchase and Care of Supplies and Equipment |
| 10. Management and the Athletic Training Program |
| 11. Legal Liability, Risk, and Insurance Management |
| 12. Public Relations and Marketing |
| 13. Office Management |

**Teaching Methods**

The methods utilized in teaching *Organization and Administration of Physical Education* will include but will not be limited to lecture, discussion, problem-solving, demonstrations, question and answer sessions, role playing, personal assessments, guest presentations, field experiences, research reports and group projects.
Course Evaluation
Class Participation and Attendance 5%
Chapter Assignments 5%
Philosophy/Leadership Style Paper 10%
Interview of Professional in the Field 10%
Research Article Abstracts 10%
Job Description Profiles 10%
Facility Planning Project 20%
Examinations (3) 30%
TOTAL 100%

Grading
A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and Below

Course Policies
All students are expected and required to attend class on a regular, punctual, and consistent basis. An excess of three (3) unexcused absences may result in dismissal from class (guidelines, established by the office of the University Registrar). Students should inquire concerning missed work or assignments provided during absences (excused or unexcused); all students will be held to the same standard. Class presentations, examinations, major class projects/assignments, etc., missed due to an unexcused absence may not be made up. Students are expected to actively engage in all aspects of the course, i.e. question and answer sessions, discussions, insightful experiences, etc. (Other experiences as indicated under teaching methods).

Tentative Course Calendar
August
24 - Introductions
26 - Course Overview
28 - President's Convocation
31 - Writing Sample

September
24 - Lecture & Discussion
25 – Lecture/Discussion
30 – Examination I

October
2 - Chapter 5
3 - Lecture/Discussion
7 - Chapter 6
9 - FAHPERDS Conference
12 –
14 – Chapter 7
16 -

September
2 - Chapter 1 Lecture
4 - Lecture & Discussion
7 - Labor Day
9 - Lecture/Group Activity
10 - Chapter 2
12 - Lecture/Discussion
14 - Lecture/Discussion
16 –Brainstorming Group
18 –Chapter 3 Lecture

October
19- Chapter 8
21 - HC Roundtable
23 –Homecoming Conv.
26 Chapter 9
28-

September
11 - Chapter 2
14 - Lecture/Discussion
16 –Brainstorming Group
18 –Chapter 3 Lecture

November
19- Chapter 8
21 - HC Roundtable
23 –Homecoming Conv.
26 Chapter 9
28-

November
22 - Chapter 9
28-

November
27-Thanksgiving
30- Chapter 14

December
30- Chapter 14
2 - Chapter 15
4 –
7 – Final Exams
9 -

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