

**Dewar College of Education and Human Services
Valdosta State University
Department of Kinesiology & Physical Education**

**KSPE 4220
MANAGEMENT OF PHYSICAL EDUCATION AND COACHING PROGRAMS
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Elements – Teacher candidates will:

- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- 6.4 Communicate in ways that convey respect and sensitivity

GA PSC Standards

Standard 1: Professional Knowledge

1.1. The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

Elements - Teacher candidates will:

1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

Standard 6: Professionalism

6.1. The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.

6.0101. The program shall prepare candidates who can demonstrate behaviors that are consistent with the belief that all students can become healthy and physically educated individuals.

6.0102. The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

6.0103. The program shall prepare candidates who can model appropriate professional behaviors.

COURSE DESCRIPTION

Also offered as CHPE 4220. Prerequisite: KSPE 2999. A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Lussier N. R., & Kimball C. D. (2014). Applied Sport Management Skills 2nd Edition. Human Kinetics

ISBN-10:1-4504-3415-0

ISBN-13:978-1-4504-3415-7 (and other instructor provided reading resources).

COURSE OBJECTIVES: For satisfactory completion of this course the student will:

1. Describe the nature, scope and processes of administrative functions (**InTASC S4**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.
2. Describe the relationships among administrators (**InTASC S4**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.
3. Understand the role of the administrator and the responsibility for personnel (**InTASC S4**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam Discussion board.
4. Understand the philosophy of physical education and interscholastic athletics and their place in the educational curriculum (**InTASC S4., NASPE 1.4., GA PSC 1.0104**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board case Case Studies
5. Develop critical thinking skills, leadership skills, policies and procedures and display an understanding of their implications (**InTASC S10., NASPE 6.2, 6.3 & 6.4., GA PSC 6.0101,6.0102, 6.0103**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies

6. Describe the levels of control in school and sport administration (**InTASC S4., NASPE 6.3 & 6.4., GA PSC 6.0103**) **Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies**
7. Demonstrate knowledge and concepts of management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment and the factors to be considered in designing facilities (**InTASC S4**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies, Pseudo-budget preparation
8. Develop and understand ethical and professional communication skills that could be useful with students, parents, teachers, administrators, coaches, and the general public (**InTASC S4, NASPE 6.4**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies,
9. Demonstrate knowledge of school and sport law relating to tort liability (**InTASC S4., NASPE 1.4., GA PSC 1.0104**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies,
10. Demonstrate professional qualities essential to effective management such as delegation of authority, acceptance of responsibility, ethical behaviors, leadership, critical thinking, communication, and productivity (**InTASC S9 & S10., NASPE 6.3 & 6.4., GA PSC 6.0101, 6.0102, 6.0103**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies,
11. Develop the ability to establish and maintain favorable public relations (**InTASC S4, NASPE 6.2**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.
12. Understanding on how to avoid negligence in providing management of physical education and sport programs (**InTASC S4., NASPE 1.4., GA PSC 1.0104**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies,
13. Understand effective utilization of facilities, equipment, and supplies and the ability to make decisions on the selection and purchasing of equipment (**InTASC S4**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies.
14. Demonstrate the ability to relate to colleagues in a professional manner (**InTASC S9 & S10, NASPE 6.4., GA PSC 6.0103**) **Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.**
15. Understand the sociological and psychological principles and problems related to sport and physical activity. (**InTASC S4., NASPE 1.4., GA PSC 1.0104**)
Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.
16. Understand and model ethical and professional practices pertaining to the use of various electronic resources including websites, legal liability case studies and videos.
Activities/Assignments:-Tests/quizzes Comprehensive knowledge exam, Classroom discussions, Case Studies and micro presentations.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

COURSE EVALUATION

Evaluation

1.	Tests/quizzes (3x50)	150 pts.
2.	Comprehensive knowledge exam	100 pts.
3.	Discussion board	50 pts.
4.	Case studies	50 pts.
6.	Pseudo-budget preparation	50 pts.
	Total Points	400 pts.

Grade System

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

ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Your responsibility is to initiate constructive and professional interaction and participation. Do not wait for opportunities to come to you and tap you on the shoulder. **Lack of active participation could result in a deduction of classroom participation points.** If you are not in class, you are not participating. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Cell Phones

All cell phones must be turned off during class time. Cell phones must be turned off and out of sight during tests. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

PROFESSIONALISM

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Unforeseen Circumstances

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.