KIN 443
Organization and Administration

Course Description
A study of policies and procedures essential for program development and implementation of physical education, intramurals, and athletics. Emphasis on problems dealing with leadership, curriculum development, facilities, and public relations.

Objectives
Upon completion of this course, each student will:
1. Describe (and provide examples of) goals and objectives of physical education for each of the three domains of learning. (PS)
2. Describe the steps involved in setting up a sport management/administration program. (PS)
3. Identify guidelines for developing administrative structure and functional structure, and constructing organizational charts.
4. Describe the sport/activity groups required in the physical education curriculums offered in Louisiana public schools. (CK)
5. Describe four organizational criteria used to set up/plan a physical education curriculum. (PS)
6. Describe the meaning the following terms and explain how they are useful to the curriculum planner: vertical curriculum, classification of activities, time allotments. (PS)
7. Describe six criteria for selecting physical education activities to be included in the physical education instructional program. (PS)
8. Define the following terms and describe how they differ (philosophically) from each other (athletics, physical education, recreation, adapted physical education, intramurals, recreation). (PS)
9. Describe five criteria for evaluating physical education instructional programs. (PS)
10. Describe the meaning/significance of the following terms/concepts as related to PE: basic stuff, wellness movement, movement education, lifetime sports, humanistic education, title ix, pl 94-142, variety of learning experiences, planning for the needs of all students, individualizing instruction, progression of learning activities & content, and maintaining records of meeting learning objectives. (PS, CK)
11. Describe five curriculum models and explain how they can be applied to the planning of physical education programs in the public schools. (SM)
12. Describe strategies physical educators could use to: (a) encourage non-participants to actively participate in PE class; (b) encourage students to take part in athletics, intramurals, or community recreation; (c) increase participation in physical activity during recess. (PS, KL)
13. Describe public relations strategies PE teachers could use to communicate and promote the importance and relevance of PE to students, colleagues, parents, the public, and the school community. (PS)
14. Identify community resources that could be used to enhance the PE curriculum. (SM)

Abbreviations refer to components of the Conceptual Framework for Teacher Education at Southeastern Louisiana University: Setting the Standard for Excellence through Best Practice: KL – Knowledge of Learner, CK – Content Knowledge, PS – Professional Standards, SM – Strategy/Methods

PASS-PORT
Candidates are responsible for entering hours for field experiences (observation and teaching at approved sites) and professional development into PASS-PORT. Artifacts to be used in portfolios must also be entered. If an artifact requires instructor evaluation, it is the candidate’s responsibility to request that evaluation after the artifact is loaded into PASS-PORT.
What is a Conceptual Framework?
A conceptual framework provides coherence and direction and serves as a means by which professionals describe important aspects of their work. The conceptual framework provides direction for the development of effective professionals, and is a living document that continuously evolves as opportunities and challenges emerge.

Components of the Conceptual Framework
Knowledge of the learner: an understanding of the learner is critical to providing effective and equitable instruction.
Strategies and methods: an understanding of a variety of teaching methods & strategies, as well as a sense of inquiry, creativity, and reflective thinking are goal characteristics of effective teachers.
Content knowledge: teachers should strive to gain a thorough understanding of their content areas of specialization.
Professional standards: standards that guide effective education, both generally and in each discipline area, are used to design our programs, and teachers should know and incorporate professional standards in everyday practice.
Diversity: The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.

Technology: Technology is emphasized throughout all programs and is used to support and improve student learning.