College of Charleston  
Department of Health and Human Performance  
Organization and Administration in Physical Education PEHD 458-02  
Organization and Administration of Physical Education and Sports Programs  
Spring 2017  3 Semester Credit Hours  

Time & Place  
Section 002 TR 10:50 AM–12:05 PM, Rm. 409, Silcox Center for Physical Education and Health

Instructor:  
Dr. Tom Langley, Rm. 406, Silcox Center for Physical Education and Health

Office Hours:  
Dr. Langley: 10:40 AM–11:00 AM TR and 1:30 PM–3:00 PM TR. (Please try to arrange appointments ahead of time.) Other times are available by appointment only.

Phone:  
953–5558 (Departmental Administrative Assistant)

E-mail:  
langleyt@cofc.edu

Prerequisites:  
Senior status (90 hrs).

Grading:  
A, A−, B+, B, B−, C+, C, C−, D+, D, D−, and F

Course Text:  

Professional Resources:  
SHAPE American (Society of Health and Physical Educators)  
http://www.shapeamerica.org  
American College of Sport Medicine  
http://www.acsm.org/  
American Physical Therapy Association  
https://www.apta.org/  
American Public Health Association  
http://www.apha.org/  
National Athletic Trainers' Association  
http://www.nata.org/  
National Strength and Conditioning Association  
Society for Public Health Education  
http://www.sophe.org/  
South Carolina Alliance for Health, Physical Education, Recreation, and Dance  
http://www.scahperd.org/  
American Occupational Therapy Association  
http://www.aota.org/  
American Nurses' Association  
http://www.nursingworld.org/  
American Council on Exercise  
http://www.acefitness.org/  

Healthy People 2020  
http://www.healthypeople.gov/  
1996 Surgeon General's Report on Physical Activity and Health  
http://www.cdc.gov/nccdphp/sgr/sgr.htm  
Youth Risk Behavior Survey  
http://www.cdc.gov/healthyyouth/yrbs/index.htm
Objectives: The student will
1. identify current issues and trends in the profession and discuss their impact on administration.
2. discuss identified principles and concepts of organization.
3. explain routes of communication within an identified organizational plan.
4. identify the characteristics of an effective leader.
5. write a performance-based objective for outcome-based administration.
6. identify various sources used to establish goals and objectives.
7. outline the methods and procedures used in program planning and strategic planning.
8. identify the role of sound policy construction in an exercise related business and apply specifically to the development of HIPAA policies in an identified HIPAA entity.
9. identify the five systems of law and describe how each would apply to exercise related professions.
10. differentiate between unintentional and intentional torts.
11. discuss our system of fault and its application to making an injured party whole again through liability for compensatory, speculative and punitive damages.
12. identify the four elements of negligence and identify a defense against negligence in a given setting.
13. identify risks within a given setting and describe risk management procedures for accepting, controlling, and eliminating the identified risks.
14. identify common intentional torts that can occur in the workplace and give defenses against and mechanisms to avoid each identified tort.
15. identify the minimum and maximum due process procedures associated with public employment.
16. identify the preplanning considerations in budget management.
17. identify the steps for budget preparation, planning, and process.
18. differentiate identified budgeting systems.
19. identify the elements of a contract and identify the most common ways in which contracts are voided.
20. discuss the personal right of equal treatment under the law granted by the constitution and the Civil Rights Act of 1964 and discuss how this right impacts the operation of various exercise-related professions.
21. discuss the constitutional and statutory grounds for equality in the areas of sex, race, age, and disability and relate each to exercise related professions, specifically sexual harassment.
22. discuss the selection and use of appropriate criteria for personnel evaluation and the use of the coaching process to overcome weaknesses in job performance.

Student Learning Outcomes
1. By the end of the 4th week of the semester, the student will develop a set of behavioral objectives that will include both measurable and observable outcomes for an identified client indicating when, how, and under what conditions the objectives will be accomplished. Students will work in pairs (preferably with someone in the same projected career field) to complete this SLO.
2. By the end of the fifth week of the semester, the student will collect a HIPAA privacy policy from an identified HIPAA entity and will evaluate that policy based on criteria given in class from the HIPAA of 1996. Students will work in pairs and evaluations of the policies will be discussed and compared in class.
3. At designated times during the semester (once in each of three units), students will complete a case analysis of an assigned negligence case. The analysis must identify the plaintiff and defendant, the grounds on which the plaintiff is bringing the case against the defendant, the circumstances leading to the bringing of the case, and the court decision/outcome of the case. The analysis must also include an opinion of the value of this outcome to the profession involved in the case. Students may work individually, in pairs, or in groups of three on this SLO.

4. By the end of the eleventh week of the semester, the student will develop an equipment budget for a program within their career interest. Prices are to be included for each piece of equipment selected and each piece of equipment must be related to a specified goal of the program.

Or
The student will design a facility for a program within their career interest. Designs must include dimensions and designations for each area included. Students must include a general statement of the purpose of the facility and the role each designated area of the facility will meet in accomplishing the purpose of the program.

Students will work in groups of 3–4 on either of these SLOs.

**Requirements:**

<table>
<thead>
<tr>
<th>Attendance/Participation</th>
<th>50 pts.</th>
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<tbody>
<tr>
<td>Case Analysis</td>
<td>120 pts.</td>
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<tr>
<td>Exam I</td>
<td>100 pts.</td>
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<tr>
<td>Exam II</td>
<td>100 pts.</td>
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<tr>
<td>Exam III</td>
<td>100 pts.</td>
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**Project Description:** 3 case reviews and analysis (1 each unit) 40 points each

Case articles will deal with a legal issue from the unit being covered. After reading the article, the student will write a one–two page analysis of the case. The conclusion of your analysis is to include statements regarding the value and/or impact of the case findings to the professional area for which it was written. The analysis is to be typed, double–spaced, and appropriately documented (when necessary). The APA style of documentation is to be adhered to. Since this assignment involves reviewing only one article, documentation will typically mean citing the page number (in parentheses) after a paraphrase or direct quote and correctly printing the bibliographic entry for the article being reviewed at the end of the analysis.

Article assignments and due dates will be made during each unit.

**Exams:**

- Exam I (100 pts.) This exam will cover material from chapters 2, 3, 4, 5, and 11.
- Exam II (100 pts.) This exam will cover material from chapters 12, 13, 14, and 16.
- Exam III (100 pts.) This exam will cover material from chapters 6, 7, 9, 10, 14, and 15.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90–100%</td>
<td>A</td>
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<tr>
<td>88–89%</td>
<td>A−</td>
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<tr>
<td>85–87%</td>
<td>B+</td>
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<tr>
<td>80–84%</td>
<td>B</td>
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<tr>
<td>78–79%</td>
<td>B−</td>
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<tr>
<td>75–77%</td>
<td>C+</td>
</tr>
<tr>
<td>Below 62%</td>
<td>F</td>
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Course Topics

Dates: Jan. 12

I. Introduction/Summary of Course

Learning Activities: lecture, question/answer session

Dates: Jan. 12, 17, and 19.

Wednesday, Jan. 18—Last day to drop/add

II. Contemporary trends and issues and their relationship to administration, Chapter 2

Trends and Issues

Learning Activities: lectures on current trends and issues with discussion on how these can be addressed administratively. Group brain-storming for suggestions from various concentration areas to present variance in methods depending on professional area.


Saturday, Feb. 4—Storm make-up day.

III. Principles and concepts of organization, Chapters 3 and 4, and Effective administration and planning, Chapters 5 and 11.

Principles of Organization
The Organizational Process
CofC Organizational Charts
Outcome-Based Model

Mission and Goals
Evaluation Model
Behavioral Objectives
Objective Example
Strategic and Tactical Planning
Six Program Planning Steps

Learning Activities: lectures on the basic principles of organization and administration. Emphasis will be placed on the importance of the planning process, the development of goals and objectives, and overall program evaluation. Students will write goals and objectives both individually and in groups.


Exam I on Chapters 2, 3, 4, 5, and 11


Sun.-Sat., Mar. 5-11, Spring Break
Thursday, Mar. 23—last day to withdraw from a course with a “W”.

IV. Risk management and legal issues related to areas of administration, Chapters 12, 13, 14, and 16.
What is Law?
Fault
Torts
Liability
Standard of Care
Variables that affect the standard of care
Defenses against negligence
Intentional Torts
Child Protection Act
HIPAA
Sexual Harassment

Learning Activities: Lectures will begin with an introduction to the law and concepts of legal fault and what those mean to the exercise–related professions. Tort law and risk management will then be presented in relation to facility planning and management. Case analyses will be used throughout this unit involving topics covered in this unit and in the previous unit to provide practical experience in dealing with administrative decision making in this area.

________________________________________
Dates: Mar. 28.
Exam II on Chapters 12, 13, 14, and 16.

________________________________________
Dates: Mar. 30, Apr. 4, 6, 11, 13, 18, 20, and 25.

V. Budgeting, facility management, and personnel management as related to constitutional and contract law, chapters 6, 7, 9, 10, 14, and 15.

Types of Budgets
Systems of Budgeting
Budget Preplanning
Seven Steps in Budget Planning
Criteria for Facility Planning
Facility Policy Guide
Contracts
Constitutional Rights and Due Process
Civil Rights Act of 1964
Personnel Management
Coaching Process
Conflict Resolution
Consensus Decision–making

Learning Activities: Lectures will center around constitutional and contract law and how these areas of the law influence and are influenced by personnel management and communication within an organization; class discussion which will focus on selected cases from a variety of professional settings in which students will identify the legal concept(s) involved, determine whether or not the concept was violated, and if so, how the violation could have been avoided; written case analyses following the same pattern as the class discussions; unit exam.

________________________________________
Dates: Unit III Exam, Section 02, Thursday, May 4, 12:00 PM–3:00 PM.
Exam III is on Chapters 6, 7, 9, 10, 14, and 15.

________________________________________
Attendance You have two unexcused absences for the semester. Otherwise, you are expected to be in class every day and you are expected to be prepared and ready
to participate. Excused absences are given for the following reasons: absence due to illness/hospitalization documented through the Undergraduate Dean's office, absence due to death of an immediate family member documented through the Undergraduate Dean's office, absence due to a court appearance documented by a copy of summons, and absence due to attendance of events as a representative of the College. Use your unexcused absences wisely because unexcused absences exceeding the two you are given result in a 5 point deduction from your participation/attendance score for each absence over the two allowed. Excessive absences (including both excused and unexcused) that exceed one fourth of the class meetings for this course can result in your receiving a WA for the course. One fourth of the class meetings for this class is seven classes; therefore, 8 absences “qualifies” you for a WA.

**Students Needing Accommodations:**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services (SNAP) located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**Electronic Devices:**
All cell phones, pagers, desk-top computers, etc. are to be turned OFF (“silent” or “vibrate” are not considered off) during the class session. Laptop computers may be used for note taking purposes; not for wireless communication (i.e. instant messaging or email). No electronic devices are to be on your desks during exams for any purpose. If you need further clarification on this matter, please see the instructor.

**Make-ups**
Make-up work is allowed at the discretion of the professor. Only extenuating circumstances warrant a make-up. It is the student’s responsibility to see the instructor if he/she has missed any work. Contact with the professor must be timely—as soon as you return to school after an absence or during an absence, if possible.

**Extra Credit**
Extra credit work is not given for any reason at any time.

**Honor System**