



PET 4401
Classroom Management, Organization, & Administration
of PE
83260 001
Fall 2026

Instructor Name

Vickie Grooms Denny

University Course Description

This course will examine the various classroom management approaches, professional ethics, school law, safety, and the organization and administration of physical education programs. Attention is given to management theory, supervision, purchasing, fiscal management, safety, legal liability, and classroom management procedures to ensure an effective environment. It will also include critical events and individuals in the history of physical education.

Course Requisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

In completing the requirements for this course, the student will be able to:

Evaluate current trends and status of physical education and physical activity from historical, psychological, philosophical, and sociological perspectives. (NCATE 1a;

FLCS 1; ASPE 1; CF 2)

Identify and demonstrate effective classroom management via managerial routines, organizational techniques, and appropriate motivational techniques to ensure an effective physical education instruction. Create a web site that reflects this content. (FEAP 2a, 2b, 2c, 2h, 4e, 5d; ASPE 3, 4; FLCS 9; CF 1, 5, 6)

Describe and demonstrate professional and ethical behaviors of physical education teachers through familiarity of Florida Code of Ethics for Teachers and professional organizations that relate and/or support physical education, utilizing professional literature and educational associations, understanding the roles of a physical education teacher, and the attributes that will enable them to become effective educators. (FEAP 5a, 5b, 5d, 5e, 5f, 6; ASPE 6; FLCS 12; CF 1, 2, 4, 5; NCATE 5, 8, 10)

Develop a management and discipline plan for the preK-12 physical education program including strategies to help students demonstrate responsible personal and social behavior that promotes positive relationships and an environment conducive to learning (such as mutual respect, support for others, safety and cooperation. (FEAP 2a, 2b, 2c, 2h, 4e, 5d; ASPE 3, 4; FLCS 9; CF 1, 5, 6)

Describe procedures utilized by the physical education teacher with respect to the management of and decision making for other personnel, planning, fiscal management, facility care, involvement of school and community, organization and staffing the program, equipment care and purchasing, and program assessment. (FEAP 4c, 4e; ASPE 3, 5, 6; FLCS 2, 8, 9; CF 2, 4, 6)

Use the library, journals, and internet sites to determine appropriate resources for research and resources for the profession of physical education. (FEAP 5b, 5e; ASPE 5, 6; FLCS 2-13; CF 2, 4)

Develop a philosophy of administration and leadership in a physical education setting. (FEAP 6; ASPE 6; FLCS 1; CF 1, 6)

Course Objectives

The instructor will present current trends and status of physical education and physical activity from historical, psychological, philosophical, and sociological perspectives.

(NCATE 1a; FLCS 1; ASPE 1; CF 2)

The instructor will present strategies for students to identify and demonstrate effective classroom management via managerial routines, organizational techniques, and appropriate motivational techniques to ensure an effective physical education instruction. Create a web site that reflects this content. (FEAP 2a, 2b, 2c, 2h, 4e, 5d; ASPE 3, 4; FLCS 9; CF 1, 5, 6)

The instructor will discuss professional and ethical behaviors of physical education teachers through familiarity of Florida Code of Ethics for Teachers and professional organizations that relate and/or support physical education, utilizing professional literature and educational associations, understanding the roles of a physical education teacher, and the attributes that will enable them to become effective educators. (FEAP 5a, 5b, 5d, 5e, 5f, 6; ASPE 6; FLCS 12; CF 1, 2, 4, 5; NCATE 5, 8, 10)

The instructor will assist students to develop a management and discipline plan for the preK-12 physical education program including strategies to help students demonstrate responsible personal and social behavior that promotes positive relationships and an environment conducive to learning (such as mutual respect, support for others, safety and cooperation. (FEAP 2a, 2b, 2c, 2h, 4e, 5d; ASPE 3, 4; FLCS 9; CF 1, 5, 6)

The instructor will present procedures utilized by the physical education teacher with respect to the management of and decision making for other personnel, planning, fiscal management, facility care, involvement of school and community, organization and staffing the program, equipment care and purchasing, and program assessment. (FEAP 4c, 4e; ASPE 3, 5, 6; FLCS 2, 8, 9; CF 2, 4, 6)

The instructor will provide access to the library, journals, and internet sites to determine appropriate resources for research and resources for the profession of education. (FEAP 5b, 5e; ASPE 5, 6; FLCS 2-13; CF 2, 4)

The instructor will assist the student in developing a philosophy of administration and leadership in a physical education setting. (FEAP 6; ASPE 6; FLCS 1; CF 1, 6)

Required Texts and/or Readings and Course Materials

All readings can be found on Canvas.

Lumpkin, A. (2016) Introduction to Physical Education, Exercise Science, and Sport Studies (10th edition, McGraw-Hill Education. Chapters 7, 8, & 9

Ensign, J., & Henninger, M. (2021). Transitioning From Students of Teaching to Teachers of Students: Maximizing Your Marketability. *Journal of Physical Education, Recreation & Dance*, 92(7), 25-30.

Gaudreault, K. L., Olive, C., Mellor, C., & Hushman, G. (2021). Advocating for Physical Education Through Visibility and Relationship Building. *Journal of Physical Education, Recreation & Dance*, 92(5), 14-17.

Horine, L. and Stotlar, D. (2013 - reissued). Administration of Physical Education and Sport Programs(5th edition). Long Grove, IL: Waveland Press, Inc. Chapter 7 and 8.

Rink, J.E. (2013). Teaching Physical Education for Learning (7th edition). Humanities and Social Science. – Chapter 6

Rink, J.E. (2002). Teaching Physical Education for Learning (4th edition). Humanities and Social Science. – Chapter 7

Samalot-Rivera, A., Treadwell, S. M., & Sato, T. (2018). Instructional strategies to consider when teaching Hispanic English-language learners in physical education. *Strategies*, 31(2), 26-30.

Sato, T., & Burge-Hall, V. (2010). Strategies for including English language learners in physical education. *VAHPERD Journal*, 31(2), 8-11.

How to Succeed in this Course

To be successful in this course, you will need effective time-management skills, appropriate communication skills, independence, basic technical skills, and persistence. I recommend reading the required readings prior to coming to class and be prepared to discuss the topic(s) during class.

Grading Scale

USF	Grading	Scale	Grading Scale
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USF	Grading	Scale	Grading Scale
A+ = 97.5 – 100	B+ = 87.5 – 89.99	C+ = 77.5 – 79.99	D+ = 67.5 – 69.99
A = 93.5 – 97.49	B = 83.5 – 87.49	C = 73.5 – 77.49	D = 63.5 – 67.49
A- = 90 – 93.49	B- = 80 – 83.49	C- = 70 – 73.49	D- = 60 – 63.49

Grade Categories and Weights

Grade Categories and Weights	
Grade Categories	Weights
Assessment	Weighted Final Grade
Professionalism	5%
Law Exam	13%
History Quizzes and Discussion Post	13%
Ethics Scenario	10%
Classroom Management Plan*	14%
Equipment Discussion Board Post	6%
Website Project	10%
Interview Reflection	8%
Portfolio	20%

Professionalism (25 points) AP 6; CF 5; NASPE 6.1-6.4; FLCS 7.1

All assignments must be submitted by the due date. **Late work will be penalized by 10% each day it is late.** If an emergency occurs, it is the student's responsibility to communicate with the instructor prior to the due date. Assignments will not be accepted more than one week past the original due date. **Students must complete ALL assignments to pass the course.**

All assignments are to be word-processed and uploaded/submitted through Canvas by the due date. No handwritten work will be accepted (except exams/work completed in class).

Attendance is mandatory. Promptness, preparation for, and active participation in class is expected. There are many reasons for absences and tardies, (emergencies, sickness, etc.), however, your attendance in class is mandatory. Please review the following policies regarding absences and tardies.

- Each absence will lower your professionalism grade by 10%. However, **STUDENTS SHOULD NOT COME TO CLASS SICK!** If students are

sick, they should inform the instructor prior to the missed class. Absence due to illness will be evaluated on a case-by-case basis.

- If a student must miss class due to a **university-sanctioned** event (athletic event, field trip for another class, etc.), or **religious observance**, written notice must be provided to the instructor PRIOR TO the absence.
- Missing more than 3 classes will result in the student needing to repeat the course. **This includes absences that are pre-arranged with the instructor and absences due to illness.** Students are responsible for all class material when absent-- regardless of the reason for the absence. University attendance policy URL:
<http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
- Arriving late (tardy) or leaving early (for any reason) will lower your Professionalism grade by 10%. Tardies or early departures over 30 minutes are considered an absence (also a 10% deduction from the Professionalism points).
- Lack of professionalism in class (lack of participation or preparation, checking email, texting, searching the internet, taking phone calls, phone ringing, use of foul language, etc.) will lower your Professionalism grade by 5% for each instance.

Law Exam* (50 point) 1 & 2

One exam (worth 50 points) will be given during this course. These will come directly from the required readings and class lectures. The exam will focus on Law (Horine, ch 8), Risk Management (Horine, ch 9), and the Florida Code of Ethics.

History Quizzes and Discussion Post* (3*15 points Quizzes + 15 discussion post=60 points) 1 & 2

Three quizzes (worth 15 points each) will be given during this course. These will come directly from the required readings and class lectures. The quizzes will focus on Historical Aspects in Physical Education (Lumpkin, ch 7-9)

Ethics Scenario Presentations (20 points) 3

Each student will choose a scenario (see articles in Modules) to analyze according to the Florida Code of Ethics.

Classroom Management Plan* (40 points) 4

Each student will be required to develop a Classroom Management Plan on the teaching level (elementary, middle school, or high school) of preference. The plan will be comprised of questions answered in detail, communication/notification forms, a philosophy of discipline/management, and list of class rules.

Equipment Discussion Post (10 points) 5

Each student will complete a discussion board post related to purchasing in physical education based upon the equipment that was inventoried in the USF PETE program.

Website Project (20 points) 6

Each student will be required to develop a professional web space. The purpose of the web space is to establish a digital identity as a prospective physical education teacher. Creative liberty will be granted, but each website must include: a bio, a mission statement with goals & objectives, a curriculum content map, class policies & procedures, class rules, information on assessment & grading, links to sites of interest, a contact page, easy navigation, and aesthetically pleasing visuals/images. Each area will be worth 2 points (2 X10 = 20 total points). It is highly recommended that the website is updated after completion of and to include the resume and portfolio assignment at the end of the semester.

Interview Reflection (20 points) FEAP 5a, 5e, 5f, 6 CF 2, 4 NASPE 8 FSM 3

Each student will participate in a mock interview. This will be in preparation for the job application process upon graduation. A 2-3 page analysis/reflection will be due following the interview.

Portfolio (80 points) 7 & 8

Each student will be required to prepare a portfolio as a tool for self-reflection and organization/preparation for the employment process. The portfolio will be due on the mock interview date at the start of the interview and be comprised of the following 1-2 page documents:

- Resume (10 points)
- Self-Evaluation (10 points)
- Professional Goals (10 points)
- Letter Templates- letter of inquiry, letter of interest, follow up letter (10 points)
- Philosophy of Teaching (10 points)

- Philosophy of Physical Education (10 points)
- Philosophy of Leadership (10 points)
- Philosophy of “Choice”...i.e., Coaching, Physical Fitness, Health Education, etc (10 points)
- Philosophy of Discipline/Management (include from Classroom Management assignment)
- Class Rules (include from Classroom Management assignment)

Instructor Feedback Policy & Grade Dissemination

Under normal circumstances for weekly assignments, the instructor will provide feedback and a grade within 48 hours. For major assignments and papers, instructor will provide feedback and a grade within a week. You can access your scores through Canvas.

Major Topics and Course Schedule

Tentative Course Schedule

Date	Content	Readings	Due
Week/Date	Topics Covered	Reading	Assignments Due at 11:59PM unless otherwise noted
Week 1	M 8/24 Syllabus Review	Ch. 7 Lumpkin	History Quiz 1
	W 8/26 Out of Class – History of Physical Education Ch. 7 – Early Heritage in Sport & Gymnastics		

Date	Content	Readings	Due
Week 2	M 8/31 Out of Class – History of Physical Education – Early American Physical Education &	Ch. 8 and Ch. 9 Lumpkin	History Quiz (2 total) Discussion Post
	W 9/2 Out of Class – History of Physical Education –20 th & 21 st Century Physical Education, Exercise Science, & Sport		
Week 3	M 9/7 – Labor Day – No class		
	W 9/9 SHAPE Florida Presentation Preparation		
Week 4	M 9/14 Law in Physical Education & Sport	Ch. 8 Horine and Ch. 9 Horine	
	W 9/16 Risk Management in Physical Education & Sport		
Week 5	M 9/21 Florida Code of Ethics — Begin ethics scenarios	<i>Florida Code of Ethics packet</i>	Ethics Scenarios
	W 9/23 Work on Florida Code of Ethics		

Date	Content	Readings	Due
Week 6	M 9/28 Work on Florida Code of Ethics	<i>Ppt Due</i> <i>In class Presentations</i>	
	W 9/30 Florida Code of Ethics Presentations Florida Code of Ethics Presentations	<i>Due</i>	
Week 7	M 10/5 Physical Education and Sport Law Exam Review		Law Exam
	W 10/7 SHAPE Florida Presentation Final Preparation		
Week 8	M 10/12 Classroom Management Plan	Rink Ch. 7	Classroom Management Plan
	W 10/14 Out of Class – Work on Classroom Management Plans		
Week 9	M 10/19 How to Inventory and Begin Inventory of PETE Equipment	See Links on Canvas Bodie (2014)	Equipment Discussion Post
	W 10/21 Finish Inventory of PETE Equipment		

Date	Content	Readings	Due
Week 10	M 10/26 Communication and Conflict	Sato & Burge-Hall (2010)	
	W 10/28 Communication and Conflict cont.	Samalot-Rivera et al. (2018)	
Week 11	M 11/2 Marketing Yourself – Begin and work on Websites with Portfolio (2 part project)	Gaudreault et al. (2021) Active Schools Guide	Website Project
	W 11/4 Out of Class – Work on Websites		
Week 12	M 11/9 Preparing For Employment – Resume Writing & Interview	Ensign & Henninger (2021)	Resume Draft
	W 11/11 Veteran’s Day- No Class		
Weeks 13	M 11/16 Work on Portfolios		
	W 11/18 Work on Portfolios		
Week 14	No Class – Thanksgiving Break ☺		

Date	Content	Readings	Due
Week 15	<u>NO CLASS – Just attend your Mock Interview this week!</u> <u>– Look for the sign-up sheet</u> Portfolio and Mock Interview		Portfolio Due at day of Mock Interview Work on interview reflections due last day of class before finals

* Note: The Schedule is subject to revision

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of

the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

Plan on attending the first day of class.

Late Work Policy:

All assignments must be submitted by the due date. Late work for any reason will be penalized by 10% each day it is late. Assignments will not be accepted more than one week past the original due date. Computer and technology problems are not excuses for assignments not being ready. Early assignments will be accepted but will not be graded earlier than the rest of the class papers. All assignments must be typed and submitted to Canvas except when noted by the instructor. All assignments are to be individual efforts unless directions state otherwise

Questions About Grades:

It is the responsibility of the student to check their grades and review feedback. Any questions about graded assignments need to be submitted to the instructor within 2 weeks of being graded. The instructor holds the right to not change a grade following this time period if not contacted by the student. Exceptions will be evaluated on a case-by-case basis. Students should not wait until the end of the semester to get in contact with their instructor regarding grades.

Extra Credit Policy:

There is no extra credit offered in this course.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever

comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's

assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made

available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing.

Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)