

MANAGEMENT AND ORGANIZATION IN PHYSICAL EDUCATION AND SPORTS

1	Course Title:	MANAGEMENT AND ORGANIZATION IN PHYSICAL EDUCATION AND SPORTS	
2	Course Code:	BED4001	
3	Type of Course:	Compulsory	
4	Level of Course:	First Cycle	
5	Year of Study:	4	
6	Semester:	7	
7	ECTS Credits Allocated:	4.00	
8	Theoretical (hour/week):	1.00	
9	Practice (hour/week):	2.00	
10	Laboratory (hour/week):	0	
11	Prerequisites:	None	
12	Language:	Turkish	
13	Mode of Delivery:	Face to face	
14	Course Coordinator:	Öğr. Gör. MİNE TOPSAÇ	
15	Course Lecturers:		
16	Contact information of the Course Coordinator:	mtopsac@uludag.edu.tr, 02242940697 Uludağ Üniversitesi, Eğitim Fakültesi, Beden Eğitimi ve Spor Bölümü Görükle/Bursa	
17	Website:		
18	Objective of the Course:	Bringing students who will be physical education teachers in sense and importance of physical education and sport for people with disabilities before they start teaching; bringing students in living together with people with disabilities; giving information about reasons of disability and its prevention; giving information about features, rules of sports that are done by people with disabilities; activity examples for age groups and sport organizations.	
19	Contribution of the Course to Professional Development:		
20	Learning Outcomes:		
		1	To explain the definition and history of physical education and sport for people with disabilities lesson, principles of special education. To explain the structuring of special education in Turkey.
		2	To explain the preventing the presence of disability and reasons of disability.
		3	To explain the feelings of children with disabilities's parents.
		4	To explain the entegration in special education.
		5	To explain the features and classifications of people with disabilities.

	6	To explain the aims of physical education for children with disabilities and the special physical education types.
	7	To explain the sport organizations which are organized for people with disabilities all over the world and in Turkey. To use the social media.
	8	To comprehend the individual physical education programs and the evaluation of children with disabilities on physical education lessons.
	9	To use the students' creativity.
	10	To interpret the tests which are used on evaluation of physical suitabilities of people with disabilities.

21	Course Content:	
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Course Content:		
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Week	Theoretical	Practice
1	Meeting. General and specific explanations about lesson. Informations are given about subject(s), aims of lesson; student acquirements; basic terms and definitions.	Students share the informations that are searched from different resources with their friends.
2	Giving information about reasons, prevention and classification of disability; principles of special education; entegration on special education.	Students choose an entegration school and spend their time there with children. Then students share their experiences with their friends.
3	Explaining the feelings of children with disabilities' parents, structuring of special education in Turkey, sport organizations which are organized in Turkey and all over the world.	Students share the informations that are searched from different resources with their friends. Students find visual materials about sport organizations which are organized in Turkey and all over the world.
4	Explaining the definition and classification of people and children with mental disabilities, developmental features of children with mental disabilities, important points on physical activities for people with mental disabilities.	Students choose a school for children with mental disabilities and spend time there with children. Students share their experiences with their friends.
5	Definition and classification of visually impaired people and children, developmental features of visually impaired children, important points on physical activities for visually impaired people.	Students choose a school for visually impaired children and spend time there with children. Students share their experiences with their friends.
6	Definition and classification of hearing impaired people and children, developmental features of hearing impaired children, important points on physical activities for hearing impaired people.	Students choose a school for hearing impaired children and spend time there with children. Students share their experiences with their friends.
7	Definition and classification of people and children with physical disabilities, developmental features of children with physical disabilities, important points on physical activities for people with physical disabilities.	Students choose a school for children with physical disabilities and spend time there with children. Students share their experiences with their friends.
8	Definition and classification of people and children with pervasive developmental disorder, emotional dysregulation and behaviour disorder; developmental features of these children; important points on physical activities for these people.	Students choose a special rehabilitation center or a school where children with with pervasive developmental disorder, emotional dysregulation and behaviour disorder go and spend time there with children. Students share their experiences with their friends.
9	General Again	General Again

10	Subjects and aims of physical education for children with disabilities, contributions of physical activities to the development, perceptual motor disorders, special physical education types which were developed for children with disabilities.	Students study on aims and subjects of physical education for people with disabilities, contributions of physical activities to the development, perceptual motor disorders and perform all of these. Students have their friends done special physical education types which were developed for children with disabilities.
11	Evaluating children with disabilities in physical education lesson.	Students apply evaluation motor sufficiency tests which were developed for people with disabilities in classroom.
12	Motor sufficiency tests which were developed for people with disabilities.	Motor sufficiency tests which were developed for people with disabilities in classroom.
13	Individual physical education programs, teaching techniques which are used on teaching of children with disabilities	Students apply teaching techniques which are used on teaching of children with disabilities in classroom.
14	Game rules of branches of sports that are done by people with disabilities.	Students apply the branch of sports by taking into consideration the game rules of branches of sports which are chosen by the students.

22	Textbooks, References and/or Other Materials:	<ol style="list-style-type: none"> Özsoy, Y. Özyürek, M. Eripek, "Özel Eğitime Giriş". Çağ Matbaası, Ankara, 1998. Alpkalyon, T. "Spor Hekimliği". Gata Basımevi, Ankara, 1997. E.N.Ç.M. "Görme Engelliler Gelişim Uyum ve Eğitimleri". Sevinç Matbaası, Ankara, 1972 Özer, D. "Engelliler İçin Beden Eğitimi ve Spor". Nobel Yayın Dağıtım, Ankara, Mayıs, 2001 Alpkalyon, T. "Özürülerde Spor". Bağırğan Yayın Evi, Ankara, 1997 Özel Olimpiyat Oyunları Türkiye Organizasyonu, "Özel Olimpiyat Oyunları Resmi Spor Kuralları" Özer, D. Özer, K. "Çocuklarda Motor Gelişim" Kazancı Kitap A.Ş. İstanbul, 2000 Ataman, A. "Özel Eğitime Giriş" Gündüz Eğitim ve Yayıncılık. Ankara 2003
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23	Assesment
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TERM LEARNING ACTIVITIES	NUMBE R	WEIGHT
Midterm Exam	1	40.00
Quiz	0	0.00
Home work-project	0	0.00
Final Exam	1	60.00
Total	2	100.00
Contribution of Term (Year) Learning Activities to Success Grade		40.00
Contribution of Final Exam to Success Grade		60.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course		

24	ECTS / WORK LOAD TABLE
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Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	1.00	14.00
Practicals/Labs	14	2.00	28.00
Self study and preperation	14	4.00	56.00
Homeworks	1	14.00	14.00
Projects	0	0.00	0.00
Field Studies	2	2.00	4.00
Midterm exams	1	1.00	1.00
Others	0	0.00	0.00
Final Exams	1	1.00	1.00
Total Work Load			119.00
Total work load/ 30 hr			3.93
ECTS Credit of the Course			4.00

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	0	0	3	0	0	0	0	0	0	4	0	0	0	0	0	0
ÖK2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK3	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0
ÖK4	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
ÖK5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
ÖK6	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0
ÖK7	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
ÖK8	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0
ÖK9	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0
ÖK10	0	0	0	0	0	4	0	0	0	0	0	0	0	3	0	0
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low			2 low			3 Medium			4 High			5 Very High			