Human Services and Educational Leadership  
EDLE 5307  
Organizational Management in Athletics Administration  

Fall 2021

**Instructor:** Dr. Summer Pannell  
**Phone:** 936.468.1450  662.274.1731 (cell)  
**Email:** Summer.Pannell@sfasu.edu

*You should expect a response to emails and phone calls within 24-48 hours*

**I. Course Description:**

Education-based athletic programs work as co-curricular programs to support student success in athletics as well as academics. Successful programs focus on student learning, personal growth, and total student-athlete welfare. This course builds a foundation in the general knowledge of management in the athletics program as well as examines the basic financial procedures in athletics administration, general legal liabilities, and critical incidence response.

**James I. Perkins College of Education Diversity Statement** is found at the following link:  
http://coe.sfasu.edu/about-us/

**II. Intended Learning Outcomes/Goals/Objectives:**

**Program Learning Outcomes**

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.  
2. The student will demonstrate an understanding of the basic principles and foundations of school leadership.  
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.  
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.  
5. The student will demonstrate building-level leadership skills in supporting P-12 student learning within a school.  
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.

**Student Learning Outcomes**

1. Students will understand basic financial procedures in athletics administration.  
2. Students will be able to identify appropriate critical incident response strategies and formulate
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments are embedded into the content of the course within each module. Guidelines and points for each assignment can be found in this section below. As an athletic administrator, you will need to organize your time and plan your activities. In this course, you will be expected to organize your work and develop timelines to complete all activities and other requirements by the assigned due dates and prior to the end of the course.

Public Relations Checklist (25 pts)
Public relations is an extremely important and often overlooked component of program building. You will develop a Public Relations Checklist to improve relationships with various stakeholder groups.

Facilities Scheduling Problem (25 pts)
A huge part of an athletic director's responsibility is to ensure teams have access to facilities to hold practices and host contests. You will tackle creating a practice and contest schedule for the sports teams in your school.

Transportation Scheduling Problem (25 pts)
Providing transportation to and from contests is an essential part of athletics administration. In this assignment, you will problem-solve to ensure an equitable resolution to a transportation issue that arises.

Budget Scenario (25 pts)
You have heard the saying that money will get you fired quicker than anything, and it is true! This assignment presents you with a budgeting issue that you must resolve in a fair and equitable manner.

Athletic Handbook (50 pts)
Efficient and effective organizations have a means by which they operate, and they typically publish these norms in the form of a handbook. For this assignment, you will develop an Athletic Handbook for an ISD athletics program.

A = 150-135  B = 134-120  C=119-105  F= below 105

It is expected that you will complete all assignments. Please note that failure to complete any major assignment will result in a reduction of the earned credit by one letter.

IV. Tentative Course Outline/Calendar:

The course outline is found in the D2L material.

A. Each student in this course is expected to take an active part in the discussion pieces as well as complete all assignments in a timely manner.
   • In a discussion, you must post your own response to the prompt and, if required, respond to other students. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material.
   • Feel free to reply to other students' postings with oppositional points of view, but you must speak respectfully.
   • Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected.
   • Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you
may not fully understand each module’s content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

B. **Departmental policy on late work – impact on grades.**

- All major assignments must be completed in order to receive an A in the course.
- Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 72.

Should a medical emergency or death in the family occur, it is the responsibility of the student to immediately notify the professor.

EDLE 5307 “Organizational Management in Athletic Administration” (3 credits; fully online) spans 8 weeks. The course contains extensive written content that includes the same information presented in a face-to-face lecture course, requiring students to engage in the online modules for at least six hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read short texts during the semester, complete quizzes/discussions over the course content, and complete multiple writing assignments that evaluate their ability to think critically, interpret scenarios, and respond to a variety of situations. For every hour a student spends engaging with the content, he/she spends at least three hours completing associated activities and assessments.

V. **Reading:**

**Required Text(s):**

**Other Readings:**
Assigned in D2L

VI. **Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. **Student Ethics and Other Policy Information:** Found at http://www.sfasu.edu/policies/

**Class Attendance and Excused Absence:** Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence
the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
● using or attempting to use unauthorized materials on any class assignment or exam;
● falsifying or inventing of any information, including citations, on an assignment; and/or;
● helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
● submitting an assignment as one’s own work when it is at least partly the work of another person;
● submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
● incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class (in an in-
person environment) and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing (in an in-person environment) will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing (in an in-person environment) will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Mental Health Information

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741