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 examines the challenges faced by 21st century athletic administrators, explores personal leadership philosophies related to education-based athletics, and examines strategies to manage an athletic program that reflects those principles.

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 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 develop a guiding philosophy for education-based athletics that supports total student-athlete welfare for athletic and academic success.
2. Students will be able to explain the athletic director’s role in personnel system planning, recruiting, hiring, mentoring, retaining, developing, and evaluating coaches and programs.
3. Students will be able to explain the athletic director’s role in effective communication.
4. Students will be able to explain the athletic director’s role in player and program management for education-based athletics.

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 the 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.

**Introduction Animoto (5 pts)**

**Reflection Assignment (10 pts)**

**Discussions x2 (10 pts each)**

**Reading Quizzes x 5 (10 points each)**

**State Athletic Association Presentation (20 pts)**

Research the Texas High School Athletic Directors Association and identify 8-10 services provided to athletic administrators. Prepare a presentation that details these services and their importance in support of athletic directors.

**Interpersonal Communication Skills Action Plan (10 pts)**

Everything hinges on communication! Successful athletic administrators communicate well with staff, students, and the wider community. Complete the Interpersonal communication skills inventory and identify one area of strength and two areas in need of improvement based on your scores. Develop a professional learning plan to enhance the two areas of interpersonal communication in which you scored the lowest.

**Strategic Athletic Program Plan (25 pts)**

Challenges exist to keep athletic programs alive and well, especially during times of budgetary reductions. A comprehensive education-based athletics program can thrive because of the value they add to the school and community. Develop a strategic plan for designing a co-curricular athletic program including a vision, mission, goals, objectives, core values, and priorities. Be sure that each of these components support education-based athletics and bring enough value to ensure your program is a vital part of the education community.

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<th>Assignment</th>
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<td>Introduction Animoto</td>
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<td>Discussions</td>
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<td>Reading Quizzes</td>
<td>50</td>
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<td>State Athletic Association Presentation</td>
<td>20</td>
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<td>Communication Analysis</td>
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<tr>
<td>Strategic Athletic Program Plan</td>
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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 5305: Leadership and Ethics in Athletic Administration (3 credits; fully online) spans 8 weeks. The course contains extensive written content that includes the same information if presented in a face-to-face lecture course, requiring students to engage 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):
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 absense.

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**

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 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concern, or seeking help, 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:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person — mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

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