ANGELO STATE UNIVERSITY

Coaching, Sport, Recreation, and Fitness Administration

CSRF 6329
Athletic Academic Advising/Counseling
Spring 2019
Dr. Veronica Snow
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COURSE NUMBER
CSRF 6341

COURSE TITLE
Athletic Academic Advising/Counseling

CREDITS
Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard and Collaborate

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Coaching, Sport, Recreation, and Fitness Administration. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course. http://www.angelo.edu/student-handbook/

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.
An extensive overview of the process utilized for advising and counseling student-athletes in collegiate settings. This includes: Life Skills Development Programs; Awareness Programs; Academic and Psychological Testing Paradigms; Tutorial/Study Hall Module Creation; Recruiting Monitoring; and Study Skills and Career Planning. The effects and interrelationships of the above will be studied and discussed in conjunction with athletic academic achievement in educational settings.

Upon completion of the program of study for the Coaching, Sport, Recreation, and Fitness Administration program, the graduate will be prepared to:

1. Understand the key components for designing and implementing a year-round Athletic-Academic enhancement program module.
2. Understand how to develop mini-workshops addressing student-athlete needs in relation to: life skills, academic achievement, awareness programs, and student success systems.
3. Design a proper student-athlete academic handbook covering essential policies and procedures for athletic-academic success.

Life Skills for the Student-Athlete by Scott Street
Departmental Handouts & Readings and On-line Posted Articles

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
• High Speed Internet Access
• Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
• Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
A = 90.00-100 points
B = 80.00-89.99 points
C = 70.00-79.99 points
D = 60.00-69.99 points
F = 0-59.99 points (Grades are not rounded up)

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

Text Book Outline ........................................................... 10%
20/10 Pocket Book Outline/Presentation/Handout.......10%
20/10 Life Skills Program ................................................ 10%
20/10 Awareness Program ............................................. 10%
Freshman Orientation Design .................................10%
Testing Group Projects.................................................10%
Discussion Boards/Lectures .........................................10%
Articles and Summaries ...........................................10%
Program/Manual Design ............................................10%
Professionalism/Professional Development ..........10%
TOTAL COURSE GRADE ...............................................100%

TEACHING STRATEGIES
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.
ASSIGNMENT/ACTIVITY DESCRIPTIONS

Textbook Outline:
Read and outline the entire textbook. Be detailed, as if you were required to teach the information only using your outline. Use 1” margins, include page numbers and a cover page. Submit in Assignments.

Freshmen/Transfer Orientation Programs:
Watch the instructor videos and participate in discussion board in Blackboard for more detailed instructions. Outline a 3-4 day program including, which aspects of program should be mandatory for student-athletes and how to get student-athletes involved. Submit plan in Blackboard.

Book Review/Outline (20-10):
Choose a book from a list provided by the Professor and outline the entire book. Create a presentation that is 20 minutes in length that you would be presenting to 10 student-athletes; include a handout. The handout should be a short summary on one side of 8/12X11 page and A Bulletin Board Sign on the other with information to help a Student-Athlete remember the main point of this information. Submit all In Blackboard. Presentations will be scheduled in Blackboard.

Life Skills Program Presentation:
Create an oral presentation on the life skills topic as assigned, including a full educational handout. Submit presentation handout in Blackboard and Presentation will be scheduled via Blackboard.

   a. Study Skills
   b. Reading comprehension
   c. Note taking
   d. Personal finances
   e. Tutorial usage
   f. Writing communications
   g. Time management
   h. Life in the balance
   i. Etiquette and decorum
   j. Career development
   k. Speaking and oral communications
   l. Remedial work & effort
   m. Blending with general student population and campus community
   n. Choosing proper major
   o. Role modeling and university representation

Awareness Program Presentation:
Create an oral presentation on the awareness program topics as assigned, including a full education handout. Submit presentation handout in Blackboard and Presentation will be scheduled via Blackboard.

   a. Drugs
   b. Counseling Issues/Anger Management
   c. Alcohol
   d. Dating/Date Rape
   e. Eating disorders
   f. Gender Issues
   g. Steroids-supplements
   h. Cheating/Plagiarism
   i. Player agents
   j. Media/Public Etiquette
   k. Sexual harassment
   l. Tobacco
   m. Gambling
   n. STDs and Staff Infections
Monitoring/Counseling Articles:
Research and summarize one article for each topic listed:

a. Academic attendance  f. Psych skills/mental game
b. Advising  g. Career planning/career pathways
c. Study halls  h. Support services
d. Tutorial services/remedial skills  i. Orientation
dev.  

e. Relationships w/faculty/staff & non  j. Residence Halls Policies/Involvement
   athletic peers

Testing Group Presentation:
Take the assigned test. As a group, write a narrative explanation of all information on the test, including sample questions, how it is graded, and how it is useful for Student-Athletes in Athletic Academic Advising. Submit all work in Blackboard.

1. Create groups (four different groups.)
2. Write a narrative explanation of all information on the test assigned to your group. (Attitudes and personal inventories (i.e. Strength Finder); Kudor preference inventory; Myers-Briggs inventory; Strong Interest Inventory.
   
a. Post a copy in the discussion board to be shared with everyone.
b. Include sample questions,
c. How it is graded.
d. Explain how it is useful for Student-Athletes in Athletic Academic Advising.
e. Take test if at all possible.

Program/Manual Designs:
Create a student-athlete handbook, designed to give to a student-athlete, incorporating not only your own work but everyone else’s in the class. This must be your own creation with a name creatively chosen that does not currently exist. You should include format for a booklet which can be professionally printed to hand out. This handbook should be a complete Student-athlete Handbook. Minimum of 16 pages (5.5” x 8.25”) booklet. Submit in Blackboard.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:

- ASU Undergraduate Catalog located on the ASU website [https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog](https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog)
IMPORTANT UNIVERSITY DATES
January 14 ............................................................. First Day of Class
January .................................. Last day to register or make changes
March 11-15 .................................................................. Spring Break
March 29 .................................................................... Spring Holiday
May 6-10 .............................................................. Final Exams Week
May 10 ........................................................... Spring Semester ends
May 121 ...................................................... Spring Commencement

STUDENT RESPONSIBILITY & ATTENDANCE

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)
ASSIGNMENT SUBMISSION
In this class, all written work/projects MUST be typed and turned in on time or early in order to receive a grade. All papers MUST be written in APA format. All assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at veronica.snow@angelo.edu and attach a copy of what you are trying to submit. This lets me know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Archer College of Health and Human Services adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/.
STUDENTS WITH DISABILITIES

1. “Angelo State University is committed to the principle that no qualified individual with a
disability shall, on the basis of disability, be excluded from participation in or be denied the
benefits of the services, programs, or activities of the university, or be subjected to
discrimination by the university, as provided by the Americans with Disabilities Act of 1990
(ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent
legislation.”

2. The Office of Student Affairs is the designated campus department charged with the
responsibility of reviewing and authorizing requests for reasonable accommodations based on a
disability, and it is the student’s responsibility to initiate such a request by contacting the Office
of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211(TDD/FAX)
or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs
will establish the particular documentation requirements necessary for the various types of
disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have
documented disabilities.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please
contact faculty if you have serious illness or a personal misfortune that would keep you from
completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in
writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given
articles and/or chapters. You are expressly prohibited from distributing or reproducing any
portion of course readings in printed or electronic form without written permission from the
copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the
course content. If changes become necessary during this course, the faculty will notify students
of such changes by email, course announcements and/or via a discussion board announcement.
It is the student’s responsibility to look for such communications about the course on a daily
basis.
COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
4. Developing skill in expressing oneself orally or in writing
5. Learning how to find and use resources for answering questions or solving problems
6. Learning to analyze and critically evaluate ideas, arguments, and points of view

RUBRICS FOR ASSIGNMENTS
End of syllabus.