

CSRF 6329

Athletic Academic Advising and Counseling SEMESTER SPRING 2022



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Office Hours: By Appointment Wednesday and Thursday

Course Information

Course Description

This course provides an extensive overview of the processes and systems utilized in advising and counseling student athletes in collegiate settings.

Course Credits

Credit Hours (3-0-0)

Online Class: Meets completely online using Blackboard

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the **Athletic Academic Advising/Counseling** course.

Program Outcomes

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

1. Master Knowledge and Skills

Students will:

- Demonstrate advanced knowledge, skills, and values appropriate to the discipline.
- Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others.
- Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline.

2. Master Communication and Dissemination

Students will:

- Be required to demonstrate advanced oral and written communication skills, as appropriate, to the discipline.
- Demonstrate global perspectives appropriate to the discipline.

3. Master Leadership and Social Responsibility

Students will:

- Comprehend and practice the ethical principles appropriate to the discipline.
- Understand and value individual differences and have the skills for working effectively in a diverse, changing world.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Understand the key components for designing and implementing a year-round Athletic-Academic enhancement program module.	Research and write literature review over current practices in Athletic Academic Services.
Understand how to develop mini-workshops addressing student-athlete needs in relation to: life skills, academic achievement, awareness programs, and student success systems.	Pocketbook presentations 20/10 Workshops Freshman Orientation Design
Design programming for student-athlete covering essential policies and procedures for athletic-academic success.	Create a yearly programming Calendar project.

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 [ASU's Blackboard Learning Management System](#)

Required Texts and Materials

1. **Athletic Academic Advising and Counseling from www.Skyepack.com**
2. **Journal of Student-Athlete Educational Development and Success**

See Blackboard Start Here Page for More Information on textbooks

Recommended Texts and Materials

Departmental Handouts & Readings and On-line Posted Articles

Technology Requirements

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: [Angelo State University's Distance Education Website](#)

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Annotated Bibliography	10
Pocketbook/presentation/outline	10
20/10 Life Skills Program	10
Freshmen Orientation Design	10
Assessment Tests Group Projects	10
Discussion Board/Lectures	10
Quiz/Tests	10
Programming Calendar	20
Professionalism/Professional Development	10
Total	100%

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)

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 and Activity Descriptions

Discussion Board Activities: Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “**Online Discussion Rubric**” to support individual answers to the assigned questions throughout this course.

Annotated Bibliography:

Read JSAEDS Journal and create an annotated bibliography for each article. Each APA formatted citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the **annotation**. The purpose of the **annotation** is to inform the reader of the relevance, accuracy, and quality of the sources cited. 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

Pocketbook Presentation and Handout:

Choose a pocketbook (list of samples provided by the Professor). Create a presentation over the book including a handout. The handout should be a short summary on one side of 8.5 x 11 page and a “Bulletin Board Sign” on the back side with information to help a student-athlete remember the main point of this information. Submit video of presentation in Blackboard Discussion Board and include Handout. Submit Teaching Outline in Submit Assignments

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

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.

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|---------------------------------------|-------------------------|------------------------------|
| a. Drugs | e. Eating disorders | j. Media/Public Etiquette |
| b. Counseling Issues/Anger Management | f. Gender Issues | k. Sexual harassment |
| c. Alcohol | g. Steroids/supplements | l. Tobacco |
| d. Dating/Date Rape | h. Cheating/Plagiarism | m. Gambling |
| | i. Player agents | n. STDs and Staff Infections |

Monitoring/Counseling Articles:

Research and summarize one article for each topic listed:

- | | | |
|---|--------------------------------------|------------------------------|
| 1. Academic attendance | 9. Stacking/Clustering | 14. Support Services |
| 2. Study Halls | (groups of SA in same | 15. Career Pathways |
| 3. Tutorial Services | classes or majors) | 16. Off Campus |
| 4. Remedial skills development | 10. Advising | Housing/Involvement |
| 5. Academic major/Course Choices/Degree progression | 11. Degree Plan Analysis | 17. Psychological Counseling |
| 6. Career planning | 12. Relationships | |
| 7. Orientation | w/faculty/staff & non-athlete peers | |
| 8. Residence Halls Policies/Involvement | 13. Psychological Skills/mental game | |

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. Groups Assigned
2. Write a narrative explanation of all information on the test assigned to your group. (Attitudes and personal inventories (i.e. Strength Finder, DISC, Enneagram); 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.

Yearly Programming Calendar:

Create a Yearly Programming Calendar. This must be a unique creation. Directions will be in Blackboard. Submit in Blackboard.

Written Paper:

Written paper to be considered for Publication in JSAEDS Journal. Choose a topic.

Submissions most appropriate for JSAEDS include the following:

1. Applied research studies
2. Positional papers
3. Original reports that directly impact the profession
4. Reports on innovative designs
5. Special projects, unique materials
6. Creative program designs
7. Book reviews and annotated bibliographies

Additionally, general content areas to be found within the journal include, but are not limited to:

1. Applied research in student-athlete development
2. Innovative program designs
3. Innovative designs in student-athlete development
4. Psychology as it relates to student-athlete development
5. Administration of athletic-academic units

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site and or in the Discussion Board. This is for grading, documenting, and archiving 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. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty 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

Late Work 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.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

Online: 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.

Academic Integrity

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

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class at Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory [Facial Covering Policy](#) to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe

distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford

Director of Student Disability Services

Office of Student Affairs

325-942-2047

dallas.swafford@angelo.edu

Houston Harte University Center, Room 112

Incomplete Grade Policy

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. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

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.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

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 skill in expressing oneself orally or in writing
4. Learning how to find, evaluate, and use resources to explore a topic in depth

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>