

Course Syllabus

Athletics: Building or Revealing Character

Presented by the Institute for Character Development at Drake University

1. Course Description

As a parent or coach, you know how difficult it is. Professional athletes are always expected to win. Kids see how much stress is put on winning, and it's sometimes difficult for them to understand that losing doesn't mean you haven't succeeded.

Athletics: Building or Revealing Character is a 2-day class that will address this issue and much, much more.

Administrators, coaches, players, boosters and spectators of athletic programs can be a dominant force in shaping the culture and character within a school and community. This class will examine the impact of sports and how it influences the social character of America in a variety of athletic models.

Through a combination of presentation, group discussion and participatory experiences, participants will identify specific strategies and techniques to positively impact the character of athletic participants as well as how the athletic programs can assist in introducing or enhancing a character education initiative.

This class will address how athletics can improve in meeting the social, emotional and behavioral needs of students and the impact that extra-curricular activities have on the culture and climate of the school. By aligning the athletic activity with new or existing character education initiatives, student achievement will be positively impacted through--

- increased knowledge of the instructors
- improvement in student attitude and behavior and
- by establishing a consistency of expectation and reality by and between the school day and extra-curricular activities.

2. Objectives

Upon completion of the course, the student will be able to:

- Discuss the impact of coaches, educational and athletic administrators on the culture and climate of a school and its students, teachers, parents, and community
- Identify the impact of major social trends that will inevitably affect the values and character of athletes, coaches, and administrators
- List the principles that serve as the basis for the Nationally recognized Arizona Sports Accord
- Distinguish the objectives and purposes of the various models of athletic participation
- Identify strategies and techniques to realize the areas of competence needed for character building

3. Tentative Outline of Course Content:

Day 1:

- Welcome and Introduction of Trainer
- Introduction to the Institute for Character Development & CHARACTER COUNTS! In Iowa
- Introduction of Participants
- What is Character? What is Character Development? Who should teach character?
CHARACTER COUNTS! Overview
- Principles of the Arizona Sports Accord

Day 2:

- Strategies and Techniques: The T.E.A.M. Approach
- Action Planning
- Ethical Decision Making
- Sports Models
- Gamesmanship vs. Sportsmanship
- Practical application through group projects/presentation
- Summary and Evaluation

4. Textbooks/Readings Required

Participant Guide and selected readings

5. Attendance Policy

Students are expected to be in attendance for the entire 15 hours of the class and to participate in class activities and assignments in order to be eligible for graduate/staff development credit

6. Course Requirements

- Attendance at all the scheduled class sessions
- Actively participate in discussing and group activities
- Complete the reading assignments given in class
- Complete and submit all homework assignments given during the class
- Submit a written summary indicating the relevance and future use of the training information in participant's current position. This may include the development of a specific lesson plan or activity or may reflect an implementation plan for integration within existing programs. (Due 2 weeks from the end of class.)
- Post Survey must be completed online. Refer to class handout for web page address.

7. Method of Evaluation

Attendance and participation	35%
In class assignments	20%
Group presentation	20%
Written summary	25%

Grading Criteria

94 – 100%	A
87 – 93.9%	B
80 – 86.9%	C
79.9% and below	Fail

Return papers, with cover page including complete name of student, phone number, instructor of class, and date of class, to:

**Institute for Character Development
Attn: Director of Education
1213 25th Street
Des Moines IA 50311**

Assessment Rubric

Athletics: Building or Revealing Character

In class assignment/activity assessment: 40% of grade

Outcome	Exemplary	Accomplished	Not satisfactory
Define character, character development and character education	Able to analyze and designate verbally or in writing comprehensive definitions of character, character development and character education. Able to individually articulate in writing, verbally or through drawing the key virtues or characteristics they personally believe to be representative of good character.	Able to identify verbally or in writing a definition of character, character development and character education. Able to participate in group identification of key virtues or characteristics believed to be representative of good character.	Unable to identify definitions of character, character development and/or character education.
Understand the impact of coaches, educational and athletic administrators on the culture and climate of a school and of a school and its students, teachers, parents and community	Able to analyze the cause/effect relationship of athletic personnel on the culture and climate of a school community and identify three remedial actions that would improve the culture and climate	Able to analyze the cause/effect relationship of athletic personnel on the culture and climate of a school community and identify two remedial actions that would improve the culture and climate	Unable to identify the cause/effect relationship of athletic personnel on their constituents.
Identify the impact of major social trends that will inevitable affect the values and character of athletes, coaches and administrators	Able to articulate at least three examples from the research and best practices applications that impact the values of athletic coaches and administrators	Able to articulate at least two examples from the research and best practice applications that impact the values of athletic coaches and administrators.	Unable to identify any examples from the research and best practice applications that impact the values of athletic coaches and administrators.
List the principles that serve as the basis for the nationally recognized Arizona Sports Accord	Able to confidently articulate either verbally or in writing the 16 principles of the Arizona Accord	Able to articulate either verbally or in writing, the 16 principles of the Arizona Accord with a minimal amount of prompting or assistance.	Cannot articulate examples from the research and best practice application.
Distinguish the objectives and purposes of the various models of athletic participation.	Able to articulate the goals and objectives of all models of sports participation.	Able to articulate the goals and objectives of at least three of the models of sports participation.	Cannot identify the goals and objectives for any of the models of sports participation.
Development of a plan for implementing character development in the athletic arena of schools, communities, leagues or athletic conferences	Submits an action plan via form provided in class that lists a minimum of three short term action items complete with a timeline, who is responsible, potential barriers and assessment criteria and process.	Submits an action plan via form provided in class that lists a minimum of two short term action items complete with a timeline, who is responsible, potential barriers and assessment criteria and process.	Fails to submit either an action plan or submits an incomplete action plan.

Participation Assessment: 35% of grade

	Exemplary	Accomplished	Not satisfactory
	Actively models an appropriately assertive lead role in class small and large group activities.	Actively participates in small and large group activities.	Does not participate in class activities.
	Attends 100% of scheduled class time	With PRIOR APPROVAL from ICD Training Coordinator misses no more than one hour of class	Misses class time without prior approval. Misses more than one hour of class time.
	Adheres to and provides leadership in the use of class designed norms: including participating in a civil and respectful manner, punctuality and accountability for the learning of the entire group.	Adheres to the use of class norms: including participating in a civil and respectful manner and being punctual.	Does not adhere to the class norms.

Written assignment (due two weeks following class): 25 % of grade

	Exemplary	Accomplished	Not satisfactory—
Development of a plan for implementing character development in the athletic environment.	<p>Submits—on time—a professionally presented written reflection of the class <u>addressing examples of:</u></p> <ul style="list-style-type: none"> ▪ a raised consciousness regarding issues of character ▪ an increased competency in strategies for creating a climate either in the classroom, building or community that is informed and attentive to the social and emotional needs of students ▪ a commitment plan to utilize what was learned in their own setting/role ▪ Completes online post survey 	<p>Submits—on time—a professionally presented written reflection of the class <u>addressing examples of two of the following three areas:</u></p> <ul style="list-style-type: none"> ▪ a raised consciousness regarding issues of character ▪ an increased competency in strategies for creating a climate either in the classroom, building or community that is informed and attentive to the social and emotional needs of students ▪ a commitment plan to utilize what was learned in their own setting/role ▪ Completes online post survey 	<p>--Submits a paper that is not a professionally presented assignment</p> <p>--Does not address a minimum of two of the three areas of:</p> <ul style="list-style-type: none"> ▪ consciousness ▪ competency ▪ commitment <p>--Does Not Complete online post survey</p> <hr/> <p><u>Missing Papers</u> will be given a ZERO</p> <p><u>Late papers</u> will be given a zero unless PRIOR consent has been given by the ICD Education Director.</p> <p><i>Please note—due to this policy and the applied percentages for each component of your grade, graduate credit CANNOT be achieved if the written assignment receives a zero.</i></p>

Grading Criteria to pass this class: Graduate Credit requires an A or B; Staff development credit requires an A,B, or C

Grade of A—94-100% Grade of B—87-93.9% Grade of C—80-86.9% Grade of F—80% or lower