



WILLIAM WOODS
UNIVERSITY

MED Athletics Administration Annual Assessment 2022-2023

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Graduate Annual Assessment 2022-2023

Master of Education in Athletics/Activities Administration

Program Profile

Program Mission

The Master of Education - Athletics/Activities Administration continues to support the William Woods mission of promoting student-centered learning, engaging them in the process of academic discovery within the program. The practical assignments throughout the program provides students with real-world experiences and allows them to create documents that supports the work of an Athletic/Activities Administrator. These experiences help prepare the students for leadership roles in athletics and activities.

School of Education:

Mission

Our mission is to provide aspiring educators a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. We strive as an Educator Preparation Program to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential activities for developing students into the kind of high-quality teachers and administrators needed to boost student achievement in our state and elsewhere.

Description

William Woods University is located in Fulton, Missouri and has been educating future educators in Callaway County and Mid-Missouri since 1914. The School of Education offers bachelors of science degrees in physical education, special education, secondary education, elementary education, art education, and middle school education. The School of Education offers the required coursework for 13 initial teacher licensure programs as well as two add-on certifications in early childhood education (undergraduate level) and special reading (graduate level). The undergraduate programs offered in Fulton provides students the necessary coursework to become CPI and Google certified. Additionally, the undergraduate degree programs have a close partnership with Fulton Public Schools, as evidenced by the Grow Your Own program. Graduate degree programs in educational leadership leads students to one of three advanced certifications including K12 school leader, superintendent, and special education director. Undergraduate coursework is offered on the main campus, and all graduate coursework is offered online. Graduate degrees are offered in the areas of teaching and technology, STEM education, athletic administration, educational leadership, curriculum and instruction, curriculum leadership, adult learning, and reading instruction.

Conceptual Framework

William Woods University officially became a college in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow — values that we have held onto since the beginning. One can still see these values, stronger than ever, at work among our faculty and students today. Our Education graduates continue to be outstanding teachers and leaders in the Missouri school system and beyond.

The William Woods University Professional Education Unit has refined its Conceptual Framework since 1999. Members of the Professional Education Unit who participated at that time were Education faculty and Secondary Area Academic Faculty. The School of Education refined the 1999 Conceptual Framework during Fall 2004 by expanding explanations of the unit's guiding principles. The precursor document was developed during the 2000-2001 academic year. During both

processes, the Unit's faculty (that included general education faculty, program methods faculty, and graduate faculty) provided guidance and input for its content and approval of the final forms.

University Mission Statement: William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

School of Education Mission Statement and Conceptual Framework: The foundations for the William Woods University teacher, school leader, and district leader mission and conceptual framework are that all educators must promote a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Our daily mission as an Educator Preparation Program is to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential activities for developing students into the kind of high-quality teacher needed to boost student achievement in our state and elsewhere. We believe that all K12 students, aspiring teachers, and aspiring educational leaders deserve effective and caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. The conceptual framework for teacher and educational leader preparation is articulated and defined by appropriate state and national preparation standards given that both the William Woods University and subsequently the Educator Preparation Program missions center upon professions-oriented preparation.

The mission of William Woods University and the Education Unit's Conceptual Framework are articulated and shared regularly among the professional education community and its stakeholders. Professional Standards for Educational Leaders, Missouri Leader Development Standards, and Missouri Teaching Standards are articulated and aligned in the syllabi with student learning objectives throughout graduate and undergraduate courses. Students demonstrate their competencies of these standards through field experience evaluations, creating appropriate artifacts, reflection activities, and self-guided inquiry.

Program Demographics

Total Enrollment 2021-2022

	Total Enrollment	Total Graduated
2021-2022	68	35
2022-2023	60	32

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Demographic_Worksheet__1_.pdf

Reflection on Demographic Data

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The Master of Education in Athletics/Activities Program has seen a decrease this past school year. We have not had to cancel any course this year which has not occurred for a few years past. We have though, had some rather large course enrollment numbers this year. However, our enrollment still allows for several adjuncts to add practical experiences to the courses for our students.

Program Delivery

Cohort
Online (selected)
Hybrid
Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes
No (selected)

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Our program Flyer has once again been updated (attached). We have included a recent graduate on the cover of it and some verbiage from another current graduate that has a few positive words about our program.

I believe our big highlight for this year is that we have become the official partner with the Missouri Interscholastic Athletic Administrators Association. We will be the Presenting Partner for the MIAAA Professional Development Academy. This will allow us to reach over 600 Athletic Directors in the state in many ways. I am excited about this opportunity and what it can do to support not only the MEA program, but in hopes of all programs.

Here are some of the benefits we will also receive:

- Speaking opportunities to membership – Spring conference & summer workshop.
- Section V hospitality recognition – NIAAA annual section V room, December.
- WWU information available at all LTI teaching functions, signage displayed if provided. (see attached picture of a LTC course at the 2023 MIAAA Conference)
- Free Double Booth at the Spring Conference, one free conference registration.
- A custom link to your website on the MIAAA website
- Company will be identified as the corporate partner for the Professional Development Academy in bi-annual newsletter (see attachment)

Marketing Attachments

Flyer_for_MED_Athletics_Admin_.pdf
Picture_from_MIAAA_Conference_2023.pdf
MIAAA_Newsletter_2023ConferencePreview__1_.pdf

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full

time or part time as well and how many classes they are teaching.

All Adjuncts in this program are all considered part-time. I have listed the adjuncts below and the number of courses that they have taught or will teach throughout the Fall of 2022, Spring 2023, and Summer of 2023.

Chance	Matt	3
Chapman	Keith	3
Garrison	David	1
Garner	Kevin	3
Gotsch	Tom	2
Holderbaum	Mark	3
Kuhlmann	Doug	4
Scott	Josh	4
Smith	Matt	4
Stoppel	Kaleb	3
Wescott	Dixie	4

Faculty Load Attachment

If you want to attach the load document you can do that here.

Program Objectives

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
MED .1	Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.
MED .2	Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
MED .3	Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
MED .4	Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
MED .5	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
MED .6	Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Alignment with Institutional Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

- Obj 2: Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
- Obj 5: Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
- Obj 6: Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
- MEA students will continue to learn throughout the program the best practices of an Athletics/Activities Administrator. This will occur, not only through the course required assignments, but through the required practical field experience hours that they complete throughout the program. Students will work alongside their Field Experience, On-Site Supervisor, engaging in opportunities to explore and learn from practical, relevant work of and athletic/activities administrator.

Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Represent the university by exhibiting values and behaviors that address self-respect and respect for others and enable success and participation in the larger society.

- Obj 1: Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.
- Obj 3: Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Obj 4: Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Obj 5: Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
- MEA students will continue to work toward the importance of supporting the school community in an ethical manner, while respecting and appreciating the involvement of the different stakeholder groups in a collaborative fashion.

Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus environment.

- Obj 3: Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Obj 4: Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- MEA students will demonstrate a supportive and engaging stance, allowing for collaborative work to exchange ideas and promote open dialogue from contributors.

Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

- Obj 2: Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
- Obj 3: Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- Obj 6: Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
- MEA Students will constantly work toward understanding an activities program through the preparation of assignments throughout the program. They too, will experience and replicate the role of an Athletic/Activities Administrator as they complete field experience hours in preparation for taking over an athletic/activities program.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

Master of Education Athletics/Activities Administration

	EDU 503	EDU 508	EDU 509	EDU 521	EDU 523	EDU 524	EDU 525	EDU 526	EDU 527	EDU 528
MED .1 Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.	A, M		M, A	I			R	A, M	R	
MED .2 Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.	A, M	A, M	A, M	I		A, M	R	R		
MED .3 Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	A, M	R	A, M	I	A, M		R	R	R	R
MED .4 Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	A, M	A, M	A, M	I	A, M		R	R	A, M	R
MED .5 Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	A, M		A, M	I			R		A, M	

MED .6 Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	A, M		A, M	I			R	A, M	R	
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Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should have on student learning?

There have not been in changes made to the MEA Curriculum map for the 2022-2023 school year.

Assessment Findings

Assessment Findings for the Assessment Measure level for Master of Education Athletics/Activities Administration

Standard/Outcome MED .1 Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.				
Assessment Measures				
EDU 503				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Title IX Self Audit - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	3 of 3, met the objective. 100%. There were more assessed but in the wrong template. This has been corrected.	EDU_503_Title_IX_Self_Audit.pdf	
EDU 509				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Athletics/Activities Administration Philosophy Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment.	35 of 35, met the objective. 100%.	EDU_509_Philosophy_Paper__22_23.pdf	

	been met yet? Met			
EDU 526				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Evaluation of a Mission Statement- 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	31 of 31, met the objective. 100%.	EDU_526_Mission_Statement__22_23.pdf	

Standard/Outcome				
MED .2 Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.				
Assessment Measures				
EDU 503				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Title IX Self Audit - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	3 of 3, met the objective. 100%. There were more assessed but in the wrong template. This has been corrected. Attachment is in Objective 1.		
EDU 508				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion BOE End of Year Report- 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Not met	Due to administration placing the incorrect template in this course, I have no data to provide. This template has been corrected.		

EDU 509				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Athletics/Activities Administration Philosophy Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	35 of 35, met the objective. 100%. Attachment is in Objective 1.		

EDU 524				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Current Issues Research Paper-90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Not met	Due to administration placing the incorrect template in this course, I have no data to provide. This template has been corrected.		

Standard/Outcome

MED .3 Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Assessment Measures

EDU 503				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Title IX Self Audit - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	3 of 3, met the objective. 100%. There were more assessed but in the wrong template. This has been corrected. Attachment is in Objective 1.		

EDU 509				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Athletics/Activities Administration Philosophy Paper - 90% of the students in this course will	35 of 35, met the objective. 100%.		

	receive at least a Proficient Score on the assessment. been met yet? Met	Attachment is in Objective 1.		
EDU 523				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Program Assessment - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Not met	Due to administration placing the incorrect template in this course, I have no data to provide. This template has been corrected.		

Standard/Outcome				
MED .4 Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.				
Assessment Measures				
EDU 503				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Title IX Self-Audit-90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	3 of 3, met the objective. 100%. There were more assessed but in the wrong template. This has been corrected. Attachment is in Objective 1.		
EDU 508				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion BOE End of Year Report- 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Not met	Due to administration placing the incorrect template in this course, I have no data to provide. This template has been corrected.		
EDU 509				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Athletics/Activities Administration Philosophy Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	35 of 35, met the objective. 100%. Attachment is in Objective 1.		

EDU 523				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Program Assessment - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Not met	Due to administration placing the incorrect template in this course, I have no data to provide. This template has been corrected.		

EDU 527				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Social Media Plan- 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	27 of 27, met the objective. 100%.	EDU_527_Social_Media_Plan__22_23.pdf	

Standard/Outcome

MED .5 Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Assessment Measures

EDU 503				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Title IX Self Audit - 90% of the students in this course will receive at least	3 of 3, met the objective. 100%. There were more assessed but in the wrong		

	a Proficient Score on the assessment. been met yet? Met	template. This has been corrected. Attachment is in Objective 1.		
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EDU 509				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Athletics/Activities Administration Philosophy Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	35 of 35, met the objective. 100%. Attachment is in Objective 1.		

EDU 527				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Social Media Plan- 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	35 of 35, met the objective. 100%. Attachment is in Objective 1.		

Standard/Outcome
MED .6 Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Assessment Measures

EDU 503				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Title IX Self Audit - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	3 of 3, met the objective. 100%. There were more assessed but in the wrong template. This has been corrected. Attachment is in Objective 1.		

EDU 509				
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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Athletics/Activities Administration Philosophy Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	34 of 35, met the objective. 97%. Attachment is in Objective 1.		

EDU 526				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Character Driven Coaching r-90% of the students in this course will receive at least a Proficient Score on the assessment. been met yet? Met	31 of 31, met the objective. 100%.	EDU_526_Champions_of_Character__22_23.pdf	

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The faculty in the MEd Athletic/Activities Program assessed all VIA assignments in the rubric template that was provided in the course to use. Some courses however, had incorrect templates placed in the courses. This would not be something that would be recognized/noticed as we progressed through the courses this school year. In working with Carrie McCray, this template "issue" should not occur again.

While this was disappointing to see "not met" in some areas of assessment, we still met areas of at least "two met" under each standard. I have always been told that this is the goal, so this is a time that it was good to over assess. I will work with adjuncts to make sure that they assess only in the area needed to be assessed, as the data appears to have assignments assessed in unnecessary objectives, instead of placing the N/A with it. This is our outcome:

Objectives Assessed:

- Objective 1 = assessed 3 times and met 3 times
- Objective 2 = assessed 4 times and met 2 times
- Objective 3 = assessed 3 times and met 2 times
- Objective 4 = assessed 5 times and met 3 times
- Objective 5 = assessed 3 times and met 3 times
- Objective 6 = assessed 3 times and met 3 times

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

Jen Brooks - Current Athletic/Activities Administrator at Ursuline Academy. Jen was named the Most Influential Business Woman 2022: Jen Brooks paves the way for women in sports. This occurred while she was a WWU student. Here is a link to that specific article: https://www.bizjournals.com/stlouis/news/2022/08/04/most-influential-business-women-2022-jen-brooks.html?fbclid=IwAR2_IsER0biYu6FdC6dQGYQHmhVWpkAVJvgAdH-NEFvMwyjLkD1pHoEdfs

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature

Kevin Garner received the 2022 NFHS Citation award. NFHS Citations are presented annually to outstanding athletic directors in recognition of contributions to interscholastic athletics at the local, state, and national levels. State association nominate athletic directors for NFHS Citations, and the NFHS Board of Directors approves recipients. You can read about it here.

Josh Scott received the Bruce D. Whitehead Distinguished Service National Award. Presented annually to NIAAA members, in recognition of their length of service, special accomplishments and contributions to interscholastic athletics at the local, state, and national levels. Nominations are submitted by state athletic directors associations, screened by the Awards Committee, and selected by the Board of Directors. You can read about it here.

Josh Scott serves on the MIAAA Board of Directors, as the Assistant Executive Director.

Dr. Doug Kuhlmann is on the MIAAA Board of Directors, as the LTC Co-Coordinator.

Dr. Kaleb Stoppel is now on the NIAAA Certification Committee.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Alumnus Eric Forsman recently earned his Certified Athletic Administrator (CAA) from the NIAAA.

Alumnus Chad Valadez recently earned his Certified Athletic Administrator (CAA) from the NIAAA.

Alumnus Jen Brooks was nominated for the NFHS Citation Award by the MIAAA.

Alumnus Joe Griem received the MSHSAA Distinguished Service Award for his outstanding service to Missouri students and athletes.

Alumnus Tyson Moyers was named the 2023 Athletic Director of the Year.

Ryan Richardson was named the Northeast District Newcomer AD of the Year.

Professional Development Opportunities

Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

Many of the current Adjuncts were involved with Professional Development courses through the NIAAA. Some also, were Instructors in courses. Some of the current adjuncts presented at the NIAAA National Conference in December 2022. Kaleb Stoppel helped with a presentation about the NIAAA Certification Process.

Adjuncts were present at the Quality Matters Missouri System, online PD on Friday, February 24.

WWU provided Summer PD, in 2022, to keep our Adjuncts updated in many areas of curriculum. This will occur again on May 25, 2023.

Through the NIAAA, Adjuncts have the opportunity to continually take LTC courses to have ongoing PD opportunities. This is on their own and not paid for by WWU.

Professional Development

Upload any documentation supporting the professional development offered.

Appendix

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	<input type="text"/>			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	<input type="text"/>			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	<input type="text"/>			
Faculty Teaching Loads weight: 1.000	✓ The program provides a detailed explanation of teaching loads outlining courses for adjunct and full time faculty. Data is provided that shows percentages and responsibilities in the program.	✓ The program provides a basic explanation who is teaching in the program with no data to provide a complete picture.	✓ The program provides a minimal explanation to no explanation of who teaches in the program.	✓ N/A
Comment:	<input type="text"/>			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	<input type="text"/>			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for decisions.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	<input type="text"/>			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	<input type="text"/>			
Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	<input type="text"/>			

Documentation provided on assessment findings weight: 1.000	✔ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✔ The program uploads all rubric and support information to support the claims in assessment findings.	✔ The program did not upload the data to support assessment claims in the assessment findings.	✔ N/A
Comment:	<input type="text"/>			
Assessment Findings weight: 1.000	✔ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✔ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✔ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✔ N/A
Comment:	<input type="text"/>			
Improvement narratives are selected with intentionality weight: 1.000	✔ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✔ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✔ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✔ N/A
Comment:	<input type="text"/>			
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:	<input type="text"/>			
Professional Development Opportunities weight: 1.000	✔ The program detailed the opportunities for PD as well as any additional PD completed by faculty in the program.	✔ The program provided a basic listing of PD options available and how many faculty participated.	✔ The program provided little to no description of the PD available or participation of faculty.	✔ N/A
Comment:	<input type="text"/>			

Appendix: Supplemental Data

William Woods University															
Assessment Data															
Program: Education Athletics-Activities Administration															
Academic Year															
	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17-18	18-19	19/20	20/21	21/22	22/23		
Declared Majors	Incoming Students ¹	0	0	24	26	3	19	12	41	24	18	18	13	7	
(As of fall census)	Total	81	119	102	62	49	59	91	124	90	75	82	68	60	-33.33%
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	1,103	1,403	1,367	1280	1232	951	716	-47.62%
Number of Cohorts		11	18	13	7	5	6	7							
Graduated Majors															
(9/1-8/30)		68	69	69	36	9	31	32	97	49	47	35	32		
Cohort Year															
Graduation Rate:²		07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	
Graduate College		90.7%	94.2%	94.5%	88.1%	89.5%	91.1%	86.50%	81%	61.70%	80.60%	54.80%	85.70%	74.20%	
Program		88.7%	92.6%	92.0%	94.3%	92.3%	94.1%	92.90%	100%	67%	76.50%	61%	88%	69%	
¹ = students new to the program in the fall semester															
² = % of students graduating or obtaining a certificate from program within 3 years, students earning more than one degree are excluded from the analysis															

Untitled Report

Generated by: Dixie Wescott 03/16/2023

Online MEA Program Objective Rubric

Query Name: EDU 503 Title IX Self Audit

Parameters Applied: Organization information:
Date range: 03/15/2022-03/15/2023 / Courses: Sports Law

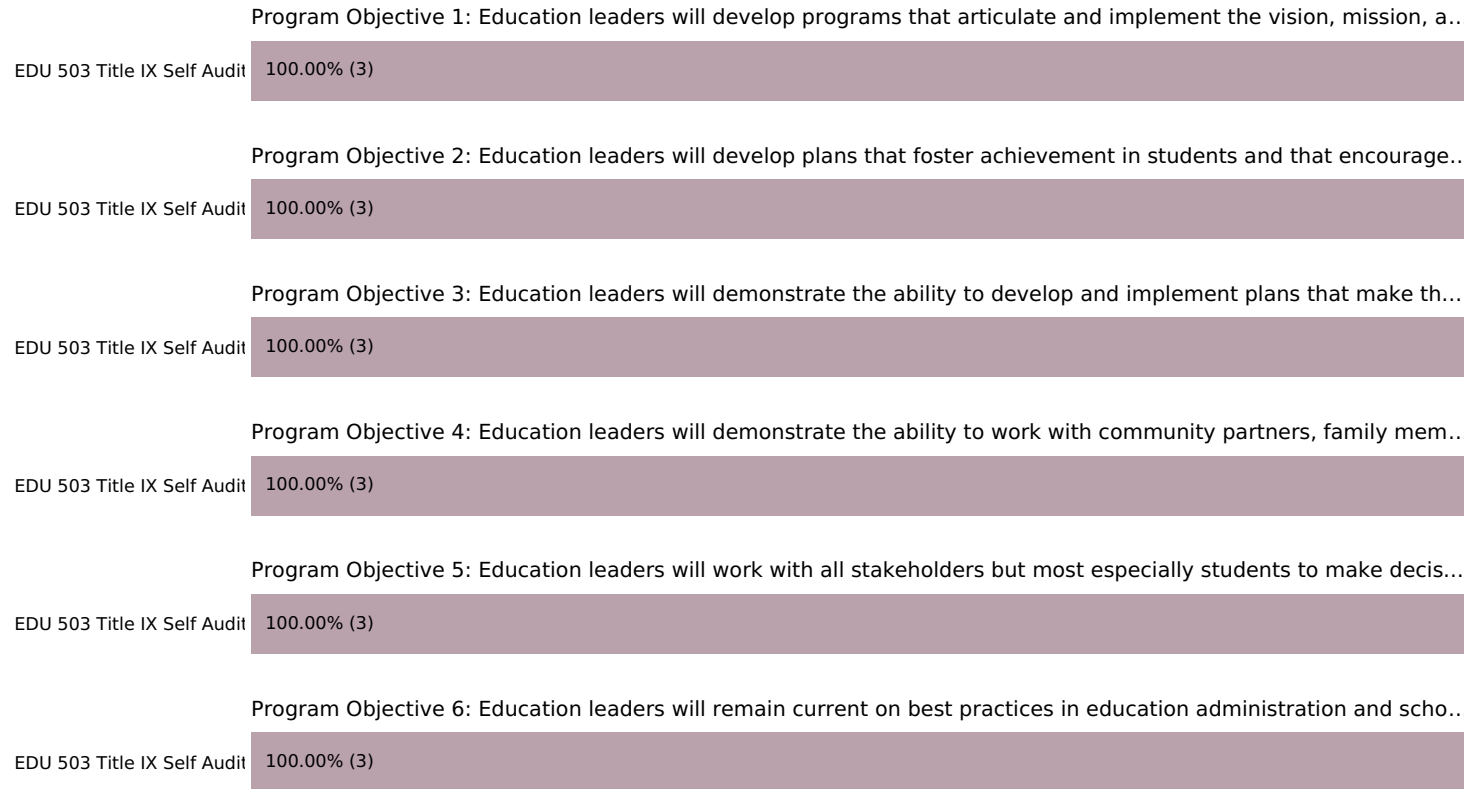
Online MEA Program Objective Rubric

Group by:	Element
Element:	Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts. / Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff. / Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources. / Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs. / Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position. / Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
Performance Level:	Insufficient / Developing / Proficient / Exemplary / N/A / N/A
Standard:	-

Rubric Results by Element

Untitled Report

Generated by: Dixie Wescott 03/16/2023



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU 503 Title IX Self Audit	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (3)	0.00% (0)	0.00% (0)	0	0
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff.	EDU 503 Title IX Self Audit	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (3)	0.00% (0)	0.00% (0)	0	0
Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources.	EDU 503 Title IX Self Audit	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (3)	0.00% (0)	0.00% (0)	0	0

<p>Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.</p>	<p>EDU 503 Title IX Self Audit</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>100.00% (3)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>
<p>Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position.</p>	<p>EDU 503 Title IX Self Audit</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>100.00% (3)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>

Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	EDU 503 Title IX Self Audit	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (3)	0.00% (0)	0.00% (0)	0	0
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Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
EDU 503 Title IX Self Audit	3	0	0

Untitled Report

Generated by: Dixie Wescott 03/16/2023

Online MEA Program Objective Rubric

Query Name: EDU 509 Philosophy Paper, 22-23

Parameters Applied: Organization information:
Date range: 03/15/2022-03/15/2023 / Courses: Athletic Admin Field Experiences

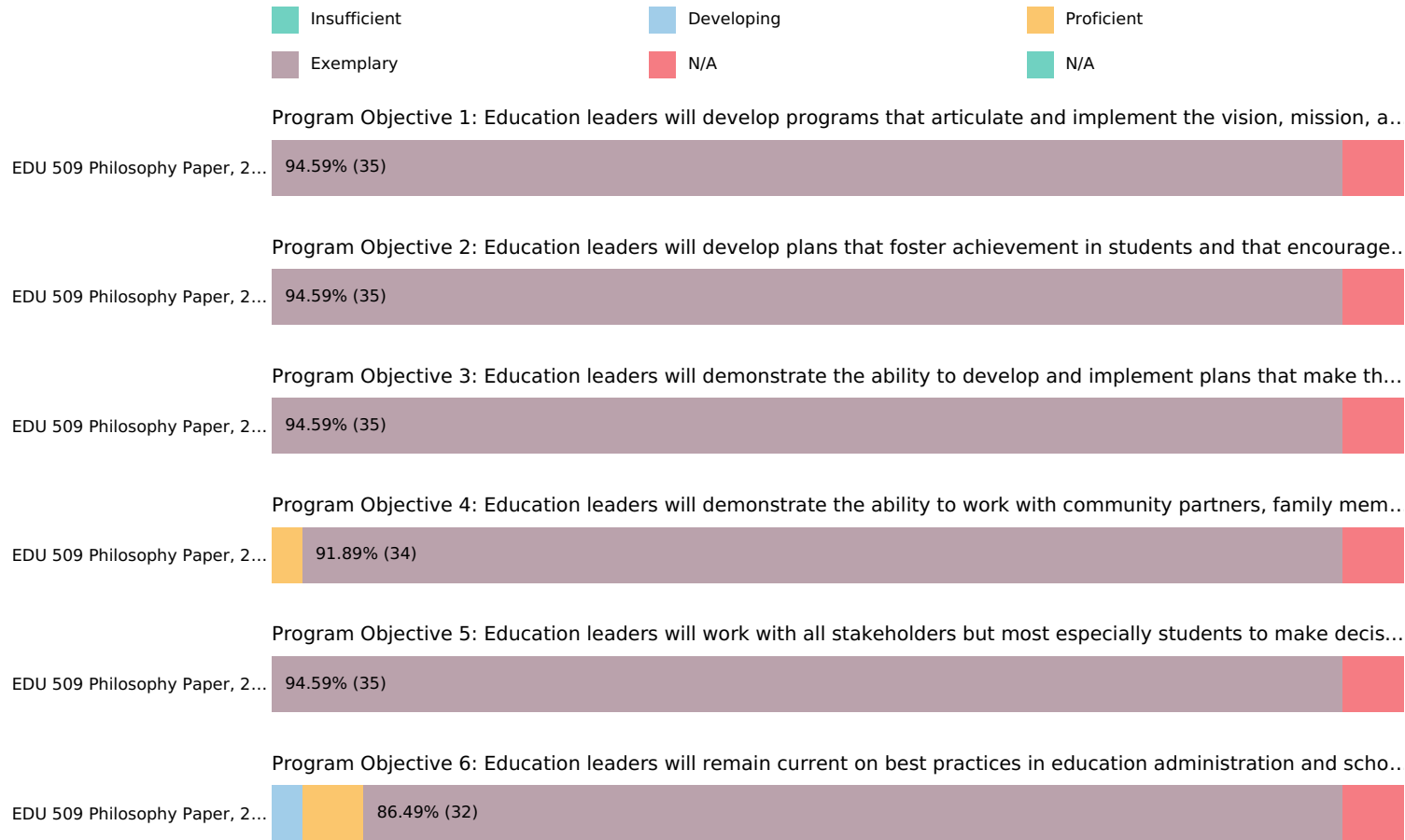
Online MEA Program Objective Rubric

Group by:	Element
Element:	Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts. / Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff. / Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources. / Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs. / Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position. / Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
Performance Level:	Insufficient / Developing / Proficient / Exemplary / N/A / N/A
Standard:	-

Rubric Results by Element

Untitled Report

Generated by: Dixie Wescott 03/16/2023



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU 509 Philosophy Paper, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	94.59% (35)	5.41% (2)	0.00% (0)	0	0
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff.	EDU 509 Philosophy Paper, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	94.59% (35)	5.41% (2)	0.00% (0)	0	0
Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources.	EDU 509 Philosophy Paper, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	94.59% (35)	5.41% (2)	0.00% (0)	0	0

<p>Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.</p>	<p>EDU 509 Philosophy Paper, 22-23</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>2.70% (1)</p>	<p>91.89% (34)</p>	<p>5.41% (2)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>
<p>Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position.</p>	<p>EDU 509 Philosophy Paper, 22-23</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>94.59% (35)</p>	<p>5.41% (2)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>

Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	EDU 509 Philosophy Paper, 22-23	0.00% (0)	2.70% (1)	5.41% (2)	86.49% (32)	5.41% (2)	0.00% (0)	0	0
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Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
EDU 509 Philosophy Paper, 22-23	37	0	0

Untitled Report

Generated by: Dixie Wescott 03/16/2023

Online MEA Program Objective Rubric

Query Name: EDU 526 Champions of Character, 22-23

Parameters Applied: Organization information:
Date range: 03/15/2022-03/15/2023 / Courses: Athl/Act Admin: Develop Charc & Cit

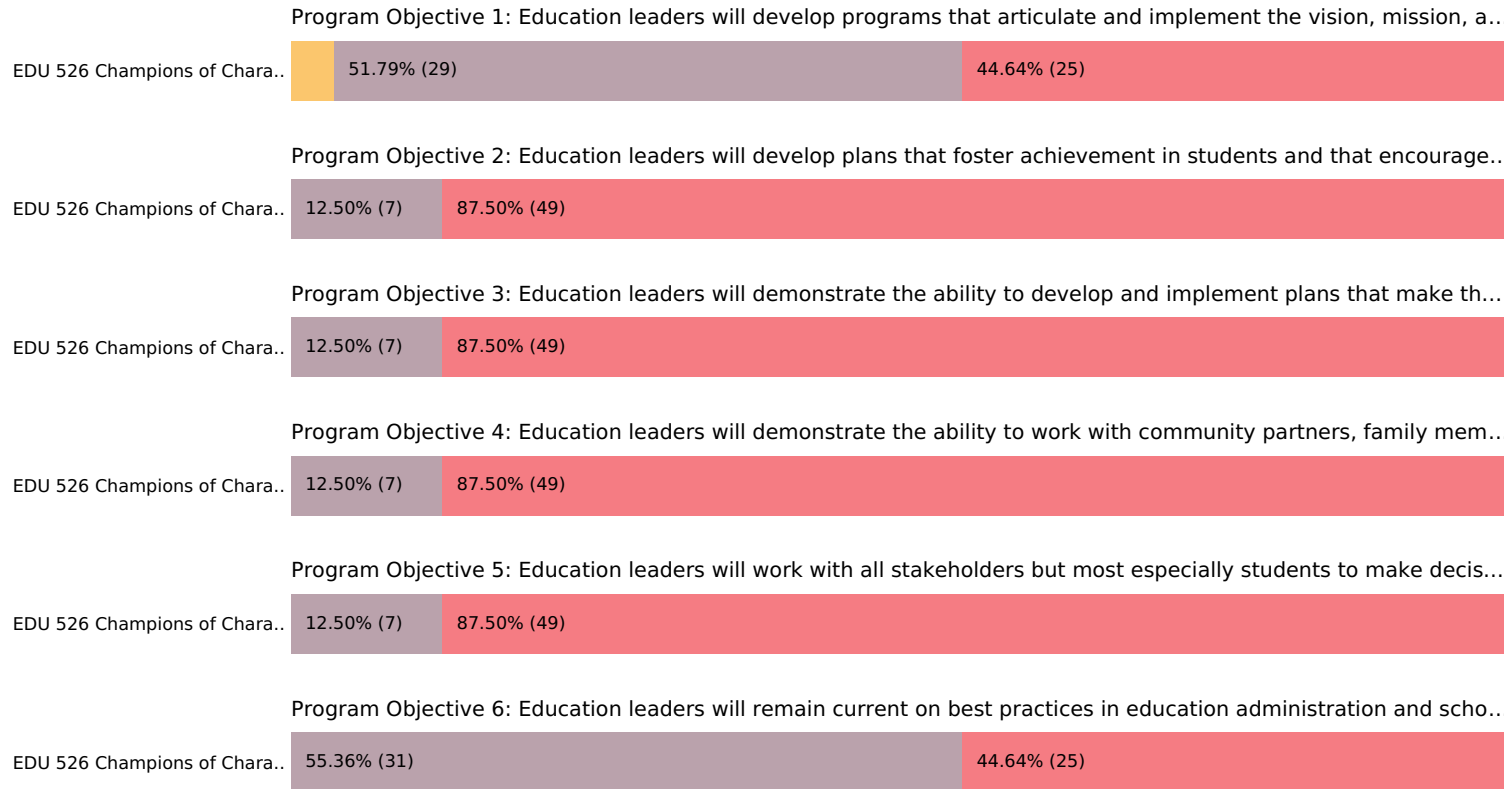
Online MEA Program Objective Rubric

Group by:	Element
Element:	Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts. / Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff. / Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources. / Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs. / Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position. / Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
Performance Level:	Insufficient / Developing / Proficient / Exemplary / N/A / N/A
Standard:	-

Rubric Results by Element

Untitled Report

Generated by: Dixie Wescott 03/16/2023



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU 526 Champions of Character, 22-23	0.00% (0)	0.00% (0)	3.57% (2)	51.79% (29)	44.64% (25)	0.00% (0)	0	0
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff.	EDU 526 Champions of Character, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	12.50% (7)	87.50% (49)	0.00% (0)	0	0
Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources.	EDU 526 Champions of Character, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	12.50% (7)	87.50% (49)	0.00% (0)	0	0

<p>Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.</p>	<p>EDU 526 Champions of Character, 22-23</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>12.50% (7)</p>	<p>87.50% (49)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>
<p>Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position.</p>	<p>EDU 526 Champions of Character, 22-23</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>12.50% (7)</p>	<p>87.50% (49)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>

Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	EDU 526 Champions of Character, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	55.36% (31)	44.64% (25)	0.00% (0)	0	0
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Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
EDU 526 Champions of Character, 22-23	56	0	0

Untitled Report

Generated by: Dixie Wescott 03/16/2023

Online MEA Program Objective Rubric

Query Name: EDU 526 Mission Statement, 22-23

Parameters Applied: Organization information:
Date range: 03/15/2022-03/15/2023 / Courses: Athl/Act Admin: Develop Charc & Cit

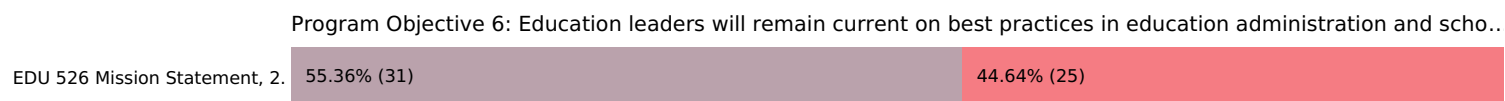
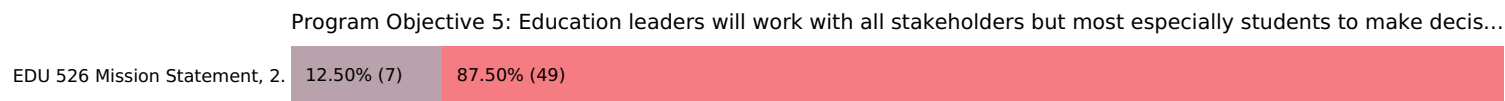
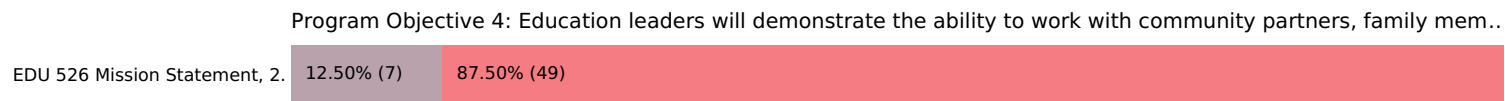
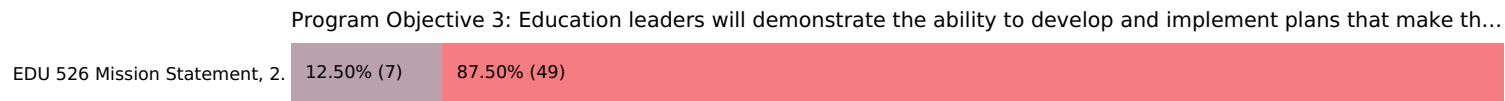
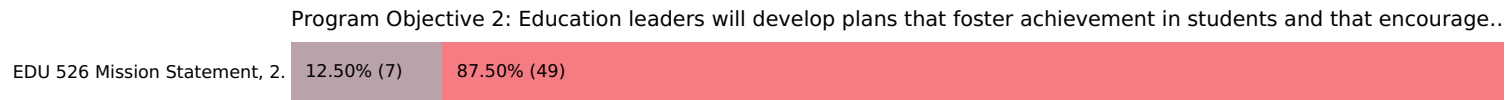
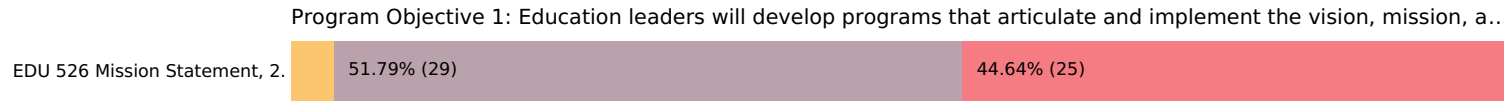
Online MEA Program Objective Rubric

Group by:	Element
Element:	Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts. / Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff. / Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources. / Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs. / Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position. / Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
Performance Level:	Insufficient / Developing / Proficient / Exemplary / N/A / N/A
Standard:	-

Rubric Results by Element

Untitled Report

Generated by: Dixie Wescott 03/16/2023



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU 526 Mission Statement, 22-23	0.00% (0)	0.00% (0)	3.57% (2)	51.79% (29)	44.64% (25)	0.00% (0)	0	0
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff.	EDU 526 Mission Statement, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	12.50% (7)	87.50% (49)	0.00% (0)	0	0
Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources.	EDU 526 Mission Statement, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	12.50% (7)	87.50% (49)	0.00% (0)	0	0

<p>Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.</p>	<p>EDU 526 Mission Statement, 22-23</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>12.50% (7)</p>	<p>87.50% (49)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>
<p>Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position.</p>	<p>EDU 526 Mission Statement, 22-23</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>12.50% (7)</p>	<p>87.50% (49)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>

Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	EDU 526 Mission Statement, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	55.36% (31)	44.64% (25)	0.00% (0)	0	0
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Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
EDU 526 Mission Statement, 22-23	56	0	0

Untitled Report

Generated by: Dixie Wescott 03/16/2023

Online MEA Program Objective Rubric

Query Name: EDU 527 Social Media Plan, 22-23

Parameters Applied: Organization information:
Date range: 03/15/2022-03/15/2023 / Courses: Athlet/Activities Program Promot

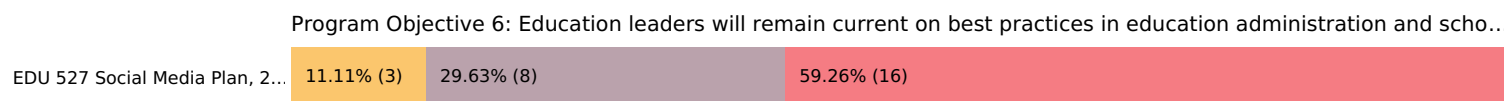
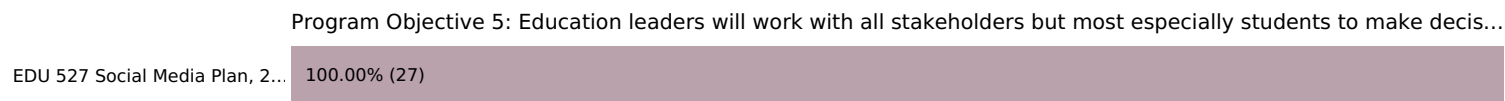
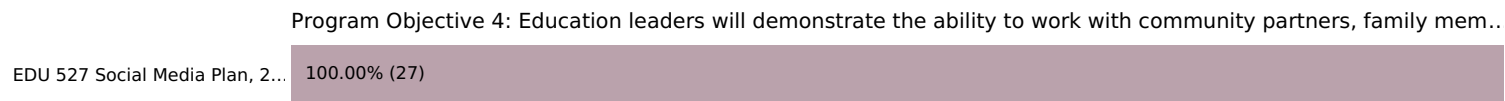
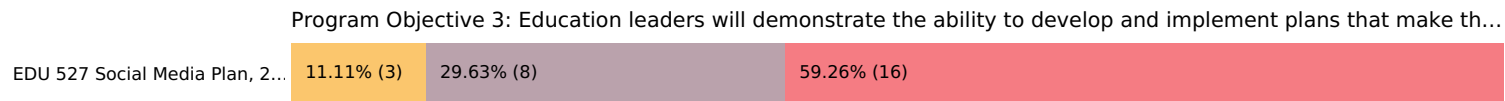
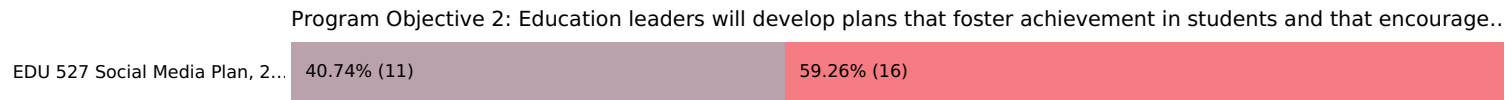
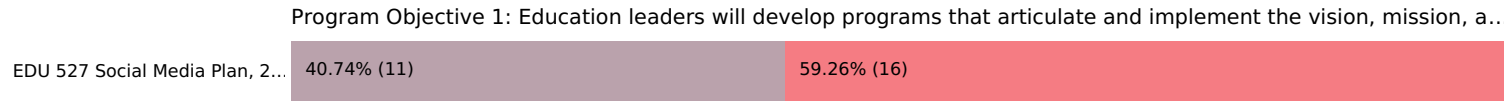
Online MEA Program Objective Rubric

Group by:	Element
Element:	Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts. / Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff. / Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources. / Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs. / Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position. / Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
Performance Level:	Insufficient / Developing / Proficient / Exemplary / N/A / N/A
Standard:	-

Rubric Results by Element

Untitled Report

Generated by: Dixie Wescott 03/16/2023



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU 527 Social Media Plan, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	40.74% (11)	59.26% (16)	0.00% (0)	0	0
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff.	EDU 527 Social Media Plan, 22-23	0.00% (0)	0.00% (0)	0.00% (0)	40.74% (11)	59.26% (16)	0.00% (0)	0	0
Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources.	EDU 527 Social Media Plan, 22-23	0.00% (0)	0.00% (0)	11.11% (3)	29.63% (8)	59.26% (16)	0.00% (0)	0	0

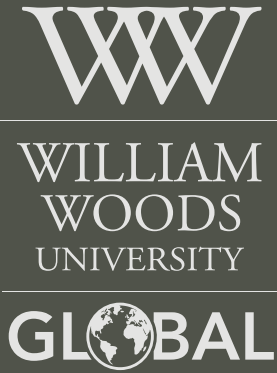
<p>Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.</p>	<p>EDU 527 Social Media Plan, 22-23</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>100.00% (27)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>
<p>Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position.</p>	<p>EDU 527 Social Media Plan, 22-23</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>100.00% (27)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>

Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	EDU 527 Social Media Plan, 22-23	0.00% (0)	0.00% (0)	11.11% (3)	29.63% (8)	59.26% (16)	0.00% (0)	0	0
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Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
EDU 527 Social Media Plan, 22-23	27	0	0



Online Master of Education in

Athletics/Activities Administration

Jennifer Brooks, CMAA
WWU M.Ed. in Athletics/Activities Administration '22
Athletic Director at Ursuline Academy



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~ Brian York,

WWU M.Ed. Athletic/Activities Administration '23
Athletic Director, West Middle School (Columbia Public Schools)



ADMISSION REQUIREMENTS

- » Completed application
- » Official transcripts (2.5 GPA or higher) sent from the college/university you graduated from

CAPSTONE REQUIREMENTS

- » 90 hours of practical field experiences, replicating the work of an Athletics/Activities Administrator. Students will write reflection papers detailing the field experience hours they completed.
- » Comprehensive Coaches Handbook for Athletics/Activities Administrator
- » Job Shadow a practicing Athletic/Activities Administration
- » Completion of their Philosophy Paper
- » Optional Certification, with the National Interscholastic Athletic Administrators Association

NIAAA CERTIFICATION

This program can lead to the initial certification through the National Interscholastic Athletics Administration Association; it is one of a few to be recognized by the NIAAA as meeting the educational requirements toward the Registered Athletic Administrator (RAA) and Certified Athletic Administrator (CAA) certification. NIAAA certification isn't required for most jobs in Athletics/Activities administration, but it is helpful for many positions, and sets the candidate apart.

Accreditation details can be found online at williamwoods.edu/accredited

Online Master of Education in Athletics/Activities Administration Courses

This 33 credit-hour graduate degree is comprised of 11 three-credit-hour courses; one of which is the Capstone Course.

EDU 521 Introduction to Interscholastic/ Intercollegiate Athletics/Activities Administration

Philosophical and organizational approaches to various athletic and activities programs, ranging from middle school level to intercollegiate programs.

EDU 544 Digital Tools in the Athletics/Activities Environment

Apply practical application of digital tools and mobile apps within the athletics/activities environment. Students will investigate available digital tools and mobile apps to support program administration and provide efficiency within various programs, consider available productivity tools to support program administration, gain experience using software applications to enhance functionality and skill development within athletics/activities programs, independently investigate how mobile apps can be leveraged to provide support for such programs, and develop the skills to utilize video to enhance/support the athletics/activities environment.

EDU 525 Foundation of Educational Administration

Attitudes, practices, and skills necessary to become an effective school leader.

EDU 523 Supervision of the Athletics/Activities Program

Managing and maintaining facilities; evaluating coaches and support staff, and supervising and managing athletic contests, including techniques of spectator management.

EDU 503 Sports Law

Laws, rules, and regulations for sports, sporting competitions, and related activities from middle school to intercollegiate athletics/activities programs.

EDU 527 Athletics/Activities Program Promotion

How to develop positive relations with the public, speaking in public, communicating with various public media, and raising money using fund development methods.

EDU 524 Current Issues/Common Challenges in Athletics/Activities Administration

A broad understanding and better perception of current issues and common challenges in the local and state educational community, as well as evolving national and global issues.

EDU 526 Athletics/Activities Administration: Developing Character and Citizenship

How to develop the traits of respect, responsibility, trustworthiness, integrity, sportsmanship, collaboration, and fairness in students participating in athletic programs.

EDU 528 Financing the Athletics/Activities Program

Department/school finance, program budgeting, profit/loss formulas, bookkeeping, bidding processes for equipment and services procurement, plus the basics of contractual agreements and compensation for officials.

EDU 508 Practical Aspects of Athletics/Activities Administration

Meeting eligibility standards, maintaining amateurism status, institutional contracts, planning for athletics contests, and the development of student-athlete and coaching manuals. A major, final project will be the development of a comprehensive tournament plan or major activity event/conference plan.

EDU 509 Athletic Administration Field Experience – Capstone Course

The capstone course for the program requires students to complete 90 practical, field experience hours replicating the work of an Athletics/Activities Administrator. The Field Experience hours may begin during their first course and continue throughout the entire program (with the support of their selected Onsite Supervisor). Students should have 75 hours completed before enrolling in this course. Students will also complete their comprehensive Coaches Handbook for Athletics/Activities Administrators, reflection papers about their field experiences, job shadow a practicing Athletic/Activities Administrator, and their final Philosophy Paper.



William Woods University is the official partner of the MIAAA Professional Development Academy.





MIAAAA

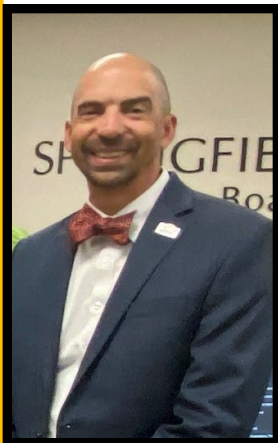
A Word from the Associate Executive Director—Josh Scott, CMAA

It's hard to believe that we are less than a month from all meeting at Jimmy Buffet's Margaritaville at Tan Tar A for professional growth and a little fun. Your MIAAA officers, district reps, and coordinators are working hard to offer a great experience for each of us. As usual, we have many topical presentations from communication with stakeholders, the importance of certification, MSHSAA transfers/appeals to mental toughness training techniques.

We are thrilled to announce that **Molly Grisham** will be our keynote speaker; she is widely sought after due to her ability to create "**lightbulb moments**" for audiences. Molly states, "***the success of your team—whether it's academic, athletic or corporate—depends on the strengths and relationship's of the team members, and the leader—YOU—directly influence that process.***" Make sure to get to both of her presentations Monday morning.

We are also proud to announce that the MIAAA has just entered a partnership where

[William Woods University](#) will become the
[Official Partner of the MIAAA Professional Development Academy.](#)



The partnership with WWU will not only allow the MIAAA to continue to offer quality professional development opportunities but provide the ability to extend our outreach and offerings. Thank you, William Woods University !

In addition, we again will have a large number of vendors in the exhibit hall on Sunday and Monday. Make sure you stop by to see what special deals they may have for you. And make plans to attend the Awards Banquet Sunday night and the Conference Luncheon on Tuesday—let's celebrate together.

I hope to see you all in April! Let's set another record!

- Joshua

Online Master of Education in Athletics/Activities Administration

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Our program can lead to the initial **certification** through the National Interscholastic Athletics Administration Association; it is **one of a few** to be recognized by the NIAAA as meeting the **educational requirements** toward the Registered Athletic Administrator (RAA) and Certified Athletic Administrator (CAA) certification.



Jennifer Brooks, CMAA
WWU M.Ed. in Athletics/Activities Administration '22
Athletic Director at Ursuline Academy



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THANK YOU PLATINUM SPONSORS





Keith Chapman, CAA,
Warrensburg High
School is in the 2nd
year of his term as the
MIAAA Board Pres.



Hello Spring!! The MIAAA Board has been working hard to finalize the planning of our Annual Conference at the Tan Tar A Resort/Margaritaville. The MIAAA Conference is April 1-4, 2023. Registration is open and can be found at <https://miaaa-mo.finalforms-amp.com/>

We are set with some excellent speakers including our keynote on Monday April 3 at 8AM. We have Molly Grisham speaking to us on the “Drama Triangle in Athletics.”

Please join us on Saturday April 1st for some social time at 6PM. This is our annual membership social. It will take place in the Driftwood meeting room. Also, make down the annual Awards Banquet for Sunday April 2nd at 6PM.

My time leading this great organization is about to end after the spring conference. It has been a pleasure working with so many great people. Leadership and service is how we continue to grow our profession. Good luck to everyone as we finish up the winter and head to the spring. I look forward to seeing everyone at our annual MIAAA conference.

Yours in Sportsmanship,

[Keith Chapman](#)

MIAAA President

“Finish Strong: It's an attitude”

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- Justin Anderson

Activities Director
Central City HS
Nebraska



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Opportunity—MIAAA/NIAAA 2023 Outreach

With the huge turnover in ADs in Missouri over the past three years, the MIAAA has identified a need to assist in supporting these new ADs. The MIAAA applied for and received an outreach grant from the NIAAA. The program goal is to provide professional development opportunities for athletic administrators who have difficulty attending state or national professional development conferences, and are not active in state or national associations.

The MIAAA with the NIAAA assistance will be offering three free Leadership Training Classes and all class materials. The classes are

- LTC 501 - Guiding Foundations & Philosophies
- LTC 502 - Strategies for Organizational Management
- LTC 503 - Enhancing Organization Management

LTC 501 and 502 will be taught at the MSHSAA office on Wednesday, August 2nd, 2023. The classes will be taught in 4 hour blocks, 8am-noon and 1-5pm. LTC 503 will be available online for a 60 day window. Lunch will be provided as well on this day.

Once all three classes have been completed, ADs will be eligible for the RAA certification- Registered Athletic Administrator. Also for each 10 registrants, the NIAAA will cover one registration and lodging costs for the NIAAA Conference. In addition, each participant will receive one year NIAAA membership for those ADs who have not previously been a NIAAA member.

This outreach is completely free, and our goals are to introduce ADs to Leadership Training Classes, provide an opportunity to earn the first level of national certification, and assist and support ADs by providing resources from each class while encouraging networking during this outreach.



MENTOR PROGRAM

What you need to know as a new Athletic Administrator

The MIAAA Mentor program exists to assist new athletic directors during their first few years on the job. Each section has a Mentor Coordinator that is responsible for connecting the rookies with a veteran. Here is the list the of Mentor Coordinators for each section:

Andy McGill	mcgilla@capetigers.com	SE
Jason Michel	jcmichel@spsmail.org	SW
Ryan Waters	rwaters@fulton58.org	NE
Mat Vleisides	mvleisides@odessar7.net	CEN
Chris Kendrick	ckendrick@midbuchanan.k12.mo.us	NW
Devon Payne	paynede@warhawks.k12.mo.us	SC
Mike Roth	mike.roth@whitfieldschool.org	STL
Gabe Middleton	mid-dletg@platteco.k12.mo.us	KC



Each new AD should have a veteran AD as mentor. The expectation is that Mentors and Mentees connect on a weekly basis checking in based on needs and what works best, texts/ emails/phone calls, etc. All new Athletic Directors are invited to a monthly zoom with Jen Brooks, our Mentor Program Coordinator. On these calls we talk about current events and issues happening in the world of high school athletics. Our next zoom call will be March 2 at 10am. Our topic of conversation that day will be LTI Certification.

If anyone has any questions about the program, please contact Jen Brooks, jbrooks@ursulinstl.org



Through support, the experiences of the new Athletic Administrators will be more positive and result in a higher retention of athletic administrators.

MIAAA CONFERENCE

April 1-4, 2023—Tan Tar A Resort

SATURDAY, APRIL 1

8:00 – Noon LTC 710A Current Issues in Education-Based Sports—An instructor(s) will lead small-group discussions related to important issues and effective response strategies for 3 contemporary topics (selected from 5 available for LTC 710-A).

8:00 - Noon LTC 630 - Interscholastic Contest Management – Planning, Preparation and Methods—This course examines the historic foundations and precedents for contest management as an extension of educationally sound sports programs.

1:00 – 5:00 PM LTC 723 – Administration of Professional Growth Programs For Interscholastic Athletic PersonnelThere is an ever-increasing demand for trained coaches at all levels of high school and middle school competition. Legal concerns, parental expectations and the objective of providing the best education-based approach for athletes have spurred this movement.

(1:00 – 5:00 PM LTC 501 Athletic Administration: Guiding Foundations and Philosophies—The flagship course of Leadership Training serves as an overview for interscholastic athletic administration.

6:00-8:00—Membership Social

SUNDAY, APRIL 2

8-noon—LTC 704—Recruit/Hire, Mentor & Retain— This course will cover numerous ways to actively recruit, mentor and retain high quality coaches and activity sponsors within your organization.

8-noon—LTC 720—Community Centered Educational Athletics—A Character Based Approach to Identifying and Unifying the Whole Team—Character-based school athletics can truly succeed only when the entire community—School Board, Superintendent, Principal, Parents and Boosters—support the values and views lived out daily by students in the school setting.

8:30-10—Retired AD Breakfast

9:00 am—Debbie Kee Souse’s Brunch

10-3:00—Registration

10-4:00—Exhibit Hall Open

11-12:00—Leadership Luncheon

11-12:00—First Time Attendee/Helpful Strategies

12:15-1:15—CAA Test Review

12:15-1:00—Workshop 1—Coach/AD Relationship, MSHSAA Transfers, Mental Performance and Parent Student Communication

1:15-2:15—Master Series Interview

3-4:00—MSHSAA Ballot Issue Round Table

5:30—Banquet Doors Open

6:00—First General Session—Awards Banquet

8:00 — Awards Recipients celebration

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KEVIN GARNER



NFHS CITATION

NFHS CITATION AWARD WINNER 2022



Congratulations to former Coach, Athletic Administrator, MIAAA Board member and MSHSAA Associate Executive Director Kevin Garner on your recognition.



MIAAA adds two Board Positions—2022

The two At-Large positions were initiatives to bring more diversity to the Board during the Strategic Planning work.

Congratulations the two newest members to the MIAAA Board—Teron Sharp, SLPS and Linda Heishman, Crest Ridge HS for winning the At-large Board elections in 2022.



Message from Dr. Rukstad, MSHSAA Exec. Director



It's spring! This could mean smooth sailing and you are getting in lots of contests! It also could mean a string of cancelations or cold, wet, and windy supervisions. Regardless, a bright spot each spring is the opportunity to gather at the Lake of the Ozarks with our colleagues to learn, develop and strengthen relationships, and get a much needed breather before the bulk of the spring season. The MIAAA State Conference was always a highlight of my year as an AD, and I am excited it is back as a regular part of life.

MSHSAA is proud of our strong relationship with the MIAAA. The partnership is a national model and our schools and students benefit greatly by the strong collaboration resulting in informed decision-making on the part of both organizations. MIAAA is committed to an impressive strategic plan which has established standards for professionalism among athletic administrators in the state of Mis-

souri. Professional development, especially in the form of LTI courses, has grown tremendously. The development of each athletic administrator is the strengthening of MSHSAA. Thank you for your commitment to your craft and the service of students through extra-curricular sports and activities!

At the conference, we will offer three sessions we hope you will consider. Our perennial session to discuss 2023 Ballot items will still be Sunday afternoon. In addition, we will host a session on transfers and a session on appeals. We hope to capture these sessions and use them in the future as we look to grow our administrator and coach education resources on our website. More will come from us soon about strengthening our services to our member schools.

See you soon at Margaritaville! Jen

CONFERENCE REGISTRATION UPDATE— JEFF WHITNEY, CONFERENCE COORD.

We hope everyone plans to attend the 2023 Spring MIAAA Conference at Tan-Tar-A/

Margaritaville. The Conference dates are March 31-April 4.

Join us Friday evening, March 31, at 6:00pm for the

Presidents Reception at Driftwood to kick-off the

Conference. Dinner will be available! The Conference Guest

Room rate is \$109 + taxes and fees. This Conference room

rate will end Thursday, March 2nd, so please be sure to get

reservations before March 2nd. Conference registration is

available thru our miaaamo.org website. We look forward

to seeing everyone there!



MIAAA CONFERENCE

April 1-4, 2023—Tan Tar A Resort

MONDAY, APRIL 3

7:15 am—Exhibits Open, Coffee and Pastry

8-9:20—Second General Session—**Molly Grisham - Three Challenges High School Coaches Find Exhausting**

9:50—CAA Test

9:50—10:40—Workshop II—**Molly Grisham**

11:15-12:00—Workshop III

- MSHSAA Appeals
- MS Games and Preparedness
- Mindset Training
- Road to Certification—RAA, CAA, CMAA

12:00—Box Lunch Provided

12-2:00—District Caucuses

*Elections: **KC, NW, SE, CEN**

TUESDAY, APRIL 4

8:00—Breakfast served

9-9:45—Workshop Session IV

- A. Coaches Summit
- B. Balance AD and Principal
- C. Esports 101
- D. Retirement

10:15-11—Third General Session—Business Mtg

Treasurers Report

MIAAA/NIAAA Reports

Strategic Plan Update

Election Results—Districts

At-Large Elections

11:15—Fourth General Session—Luncheon

Pass the Gavel Ceremony

Announcements/Adjournment





Strategic Plan Update 2023

With the adoption of our 2nd Strategic Plan in 2022, the MIAAA has been hard at work trying to accomplish some of the goals outlined in our 2nd plan. Below is a quick summary of the progress we have made:

Finance:

Investigate Vendor Fees/Sponsorships for State Conference- The MIAAA Board with the help of the conference coordinator and vendor coordinator has done this and made adjustments

Research new financial institution/debit and credit cards- Our treasurer has investigated this and is looking into it further

Operations:

Create and produce yearly video to promote the MIAAA Conference- With the help of the MSHSAA staff and Associate Executive Director, Josh Scott, the first conference video was produced last year

Clarify and define all duties and responsibilities for each leadership position- The MIAAA Board has completed this

Evaluate and revise new process for at-large board candidates- With our first election last year, the process was evaluated and changes recommended

Programs:

Support and grow our MIAAA mentoring program- Jen Brooks, our mentoring coordinator, has established district coordinator and assistant mentoring coordinator- Matt Vleisdes

Develop a path for athletic administrators to become LTC instructors- Our LTC Coordinators, Doug Kuhlman and Chris Muskopf have worked hard to create opportunities for all to become instructors

Recognize certification levels of athletic administrators via the MSHSAA website- Discussions have occurred with the MSHSAA staff to have this implemented this year. Also, a list will be published on the MIAAA website.

2022-23 Award Winners

Recent Recipients of the Gerald Linneman Lifetime Achievement

2022—Sharon Cole, CMAA & Tim Thompson, CAA

2021—Dory Smith, CMAA

2020—Dr. Kerwin Urhahn

2019—Stan Kee, CAA

2018—Don Rothermich, CAA

2017—Thaddeus Hamilton, CAA

2016—Marty O’Hern, CMAA

2015—Darwin Rold, CMAA

2014—Mike Gohn, CAA

2023 NIAAA State Award of Merit

Brandon Clark, CAA,
Nixa Schools



DISTRICT ATHLETIC ADMINISTRATORS OF THE YEAR

Chris Johnston, SW; Jason Cahill, KC; Kyle Middleton, CEN, Sara Williams, NE

Devon Payne, SC; Tyson Moyers, SE; Scott Harris, STL; Matt Blythe, NW



Blyth Hall of Fame 2016



SEAN ERWIN, CAA

For the past seven years Sean has been the Activities Director at Francis Howell High School. Prior to coming to Francis Howell he was the Activities Director at Sullivan High School for three years. Sean was also previously a teacher and coach at Lindbergh High School for eight years. Sean looks forward to serving the MIAAA in this new capacity. If you need to contact Sean he can be reached at sean.erwin@fhdschools.org

MIAAA Award Information

NEW MIAAA STATE AWARDS

The MIAAA Roger Estes New AD of the Year Award

Criteria:

1. Must be nominated by another AD
2. Must be in 2nd or 3rd year as an AD
3. Demonstrates leadership qualities outstanding work ethic, and good communication skills

The MIAAA Thaddeus Hamilton MS AD of the Year

Criteria:

1. Must be nominated by another AD
2. Must be currently serving as an MS AD
3. Must be a current member of the MIAAA
4. Demonstrates leadership qualities, outstanding work ethic, and good communication skills.

One AD will be forwarded to Sean Erwin per District as a Finalist—the MIAAA Board will select 1 State recipient for each Award.

ROGER ESTES NEWCOMER OF THE YEAR NOMINEES



Roger Estes

- Ryan Richardson, Harrisburg, NE District
- Nicki Carlson, St Joseph Christian, NW District
 - Bobby Simily, West County, SE District
 - Rich Neria, Carl Junction, SW District
 - Jaime Hoener, New Haven, SC District
 - Spencer Gudde, Holden, CEN District
- Bobby McCutcheon, Truman, KC District
- Matt Roach, Parkway South, STL District



THADDEUS HAMILTON MIDDLE SCHOOL ATHLETIC ADMINISTRATOR OF THE YEAR NOMINEES

- Jodi Rowe, Jefferson MS, NE District
- Scott Ussery, Princeton MS, NW District
- Beth Glore, Fredericktown, SE District
- Regina Fields, Carthage, SW District
- Kevin Steinmetz, Thomas Jefferson, CEN District
- Kasey Waterman, Northgate, KC District



Thaddeus Hamilton

*Congratulations to the Gerald Linneman Lifetime
Achievement Award Winners—2023*



Alan Spencer,
CAA, Monett,
retired.
Mark Linneman,
CAA, Lutheran
South



NIAAA HOF—MISSOURI		
2010	Don Sparks	Parkway
2016	Roger Estes	Mehlville
2019	Jim Gagen, CAA	Marquette
2021	Marty O'Hern, CMAA	Eureka

**NIAAA SECTION V—KEEP
MOVING—WE ARE CLOSE TO
OVERTAKING MICHIGAN AND NEW
YORK.**



**2019, 2020, 2021,
2022 MIAAA
Membership
Commendations**

- **Record Membership— (659)**
- **8.2% Membership Gain**
- **110.6% actual membership**
- **Most members gained by any IAAA in the NIAAA in three years**



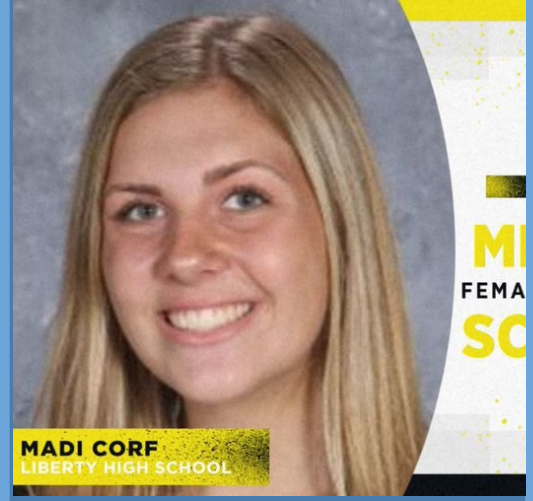


Ben Gould

Savannah High School

Athletic Administrator:

Chad Dreyer



Madison Corf

Liberty High School

Athletic Administrator:

Jason Cahil

2021- 2022 STUDENT SCHOLARSHIP WINNERS

The two Missouri NIAAA Scholarship Essay winners for 2022 were seniors Ben Gould, Savannah High School and Madison Corf, Liberty High School. Both student-athletes had outstanding essays and athletic credentials, as did many applicants. These student-athletes also had an outstanding record of civic duty. Their athletic directors spoke highly of their ability to give back to their community and of their devotion to other organizations within, and outside of the school.

Madison and Ben will receive a \$1000.00 scholarship from the MIAAA. They presented their essays via a MIAAA meeting with Athletic Directors from across the state of Missouri last April. The meeting took place at the Tan Tar A Resort scheduled during the Spring Athletic Director's conference awards banquet. Their essays went on to compete for an additional \$1500.00 scholarship at the NIAAA Section V meeting. Their essays competed with the scholarship winners from Kansas, Nebraska, South Dakota, North Dakota, and Minnesota. The Section V winners move on to compete for the \$2500.00 NIAAA national scholarship later in the summer of 2020.

The MIAAA also presented two runner-up awards of \$500.00 each. The female runner-up was Nathan Ryan, Troy Buchanan High School, Athletic Administrator Jason Smith. The female runner-up was Reagan Bradley from Central Park Hills High School, Chad Bradley Athletic Administrator.

For more information regarding the MIAAA/NIAAA scholarship program for Missouri, contact Eric Lawrence - CMAA, Athletic Administrator Bayless High School. elawrence@bayless.k12.mo.us



MIKE MCGURK, CMAA, LEE'S
SUMMIT NORTH

MIKE.MCGURK@LSR7.NET

MISSOURI

NIAAA Membership Commendation

2006 2008 2011

2017 2020 2021



2023 MIAAA Certification Update

The MIAAA is working hard at offering as many classes and information sessions as possible to encourage our ADs to become certified. We will be offering an outreach for newer ADs to get certified for a fraction of the cost. We hope you will take advantage of the classes, webinars and on-line classes that the MIAAA and NIAAA offer.

There are five different levels of certification in the NIAAA. They are Registered Athletic Administrator (RAA), Registered International Athletic Administrator (RIAA), Registered Middle School Athletic Administrator (RMAA), Certified Athletic Administrator (CAA), and Certified Master Athletic Administrator (CMAA). There is a level for everyone. If you have questions about the different levels, click on this link <https://members.niaaa.org/page/Certification>, or visit the MIAAAMO.org website where current information is posted as well.

In order to become a CAA, athletic administrators must sit for an exam. The MIAAA is trying to make it easier for all to be able to sit for the exam. We are offering classes at the MSHSAA/MIAAA summer workshop, regionally we are offering classes in November, and of course, at the annual spring conference. The MIAAA also has increased the number of people qualified to proctor the CAA exam. The annual testing options for the CAA are the summer workshop at the national conference and the spring conference. If those dates do not work, athletic administrators can take it in the comfort of their home through Proctor U for an additional \$42.50. There is a charge to take the exam, but the MIAAA offers a scholarship for each of the eight districts yearly. If you would like to apply for this scholarship, touch base with your district representative.

The process to become a CMAA is also easier to do than in years past. In order to become a CMAA, a written project was needed. Now, athletic administrators have the option of doing an oral project via a video platform. The MIAAA would like to challenge all current CAAs to become CMAAs this year. We are looking to significantly increase the number of CMAAs. We currently only have fifteen active ADs in Missouri who have their CMAA designation. If you have any questions about this process, you can always reach out to myself, Josh Scott, Doug Kuhlman, or Chris Muskopf. We are willing and able to assist anyone who wishes to start this process.

According to the NIAAA, certification with the NIAAA helps to develop a sense of personal and professional satisfaction. It demonstrates a commitment of excellence in the profession and allows for growth of professional knowledge and expertise. Being certified also increases the potential for employment opportunities or incentives. So, we are challenging the ADs of Missouri to reach a new certification level in 2023. Good luck!

Meet the MIAAA Professional Development Academy Team



**Doug Kuhlmann, CMAA—
Lutheran St. Charles**

An Oregon native, Doug moved to MO after attending college in NE. He coached football for 15 years before becoming Athletic Director for Lutheran St. Charles. Currently, Doug is the Asst. Head of School and works as a professor of Athletics Admin. at William Woods and Concordia Universities.



Chris Muskopf, CAA—SLUH

This has been a lifelong resident of St. Louis, graduate of SLUH and Mizzou—Coach Muskopf taught math and coached at Afton, CBC, MICDS before becoming AD at SLUH. This has been an AD for 6 years and joins the PDA Team this Spring. He has presented at the MIAAA and NIAAA multiple times.

Professional Development at the Conference

The MIAAA is proud to offer the NIAAA Leadership Training Institute at all of our conferences. We will offer LTI Courses and numerous workshops led by Athletic Directors from across the state. The program was established in 1996 to:

1. Promote the professional growth and prestige of athletic administrators
2. Provide an opportunity for athletic administrators to participate in the nations' largest professional organization whose activities are directed exclusively to high school and middle school athletic administrators.
3. Provide education programs as a resource tool for athletic administrators.
4. Promote quality in all programs conducted at the national, state and local level.

LEADERSHIP TRAINING UPDATE

Our MIAAA Leadership Training Course Program appreciates your support as you work towards your NIAAA certification by taking LTC classes. Our goal is to provide more opportunities to increase the number of certifications in our Missouri administrators, as well as offer a variety of classes in different platforms/locations. We hope to see you at a class at the spring conference!

In addition to the spring conference, make sure you read about the NIAAA Outreach opportunity held in Columbia next August for any Athletic Administrator wanting to begin the work toward certification. Congrats to our recent MIAAA Certification earners below.

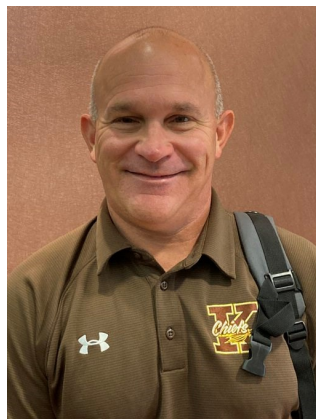
As always, you may take a course directly from the NIAAA as either a webinar or an on-demand course. The NIAAA webinars offer the opportunity to take courses from the comforts of the office or home and receive the same quality instruction, interaction and networking opportunities as is provided in a classroom setting. Each webinar costs \$125 for members and \$210 for non-members. The course fee includes the digital course manual and an acknowledgment of course completion. Each course is taught by trained and experienced faculty. More information can be found here:

<https://members.niaaa.org/general/custom.asp?page=LeadershipTraining>

Questions? Please contact one of our co-coordinators for professional development.

Chris Muskopf
cmuskopf@sluh.org
(314) 482-4254

Doug Kuhlmann
DKuhlmann@lhssc.org
(314) 497-3014



LOVE ALL OF IT— Jon Gordon

I sat for a while staring at the computer screen. I couldn't write. Not even a sentence. It had been a week since I started to write a new book but I had nothing. Each December I write a new book and it usually flows well, but not this time. This time I was filled with fear.

Fear that I would disappoint the people who enjoyed my other books. Fear that I couldn't live up to the success of [The Energy Bus](#). Fear that people would say my best writing was behind me.

Fear that I would write a piece of junk.

I knew I had to conquer this fear and in that moment I was filled with thoughts that would not only help me overcome my fears but also become a significant lesson in the book I was writing, [The Carpenter](#).

I realized the antidote to fear is love. So instead of the fear of failing I decided to focus on my love of writing, my love for the reader, and my desire to make a difference. From that moment on the book flowed, I wrote it in 2 1/2 weeks and discovered that if you focus on love, you will cast out fear.

Today I want to encourage you to do the same and build your life, work, business, school, project and team with love instead of fear. Remind yourself that if you aren't building it with love it won't become all that it can be. Only through love will you create something special, magnificent and compelling. Only through love will you build a masterpiece.

So if you are trying to build a business focus on the love you have of building it rather than the fear of losing it. If you work at a school focus on loving your students instead of fearing all the new testing standards. If you are a young athlete, dancer, musician or artist, focus on your love of playing and performing instead of your fear of failing. Worrying about the outcome and what people think will steal your joy and sabotage your success but loving and appreciating the moment will energize you and enhance your performance.

And if you are a coach or manager building a team, remember that that whatever you try to build with fear will eventually crumble. But that which is built with love will endure. If you build your team with love they will become more and do more than you ever thought possible.

Most of all, as you build with love, know that you will face many challenges and negative forces that can shift your focus back to fear if you let it. When this happens decide to LOVE ALL OF IT. When you love all of it you will fear none of it.

Love the struggle because it makes you appreciate your accomplishments.

- Love challenges because they make you stronger.
- Love competition because it makes you better
- Love negative people because they make you more positive.
- Love those who have hurt you because they teach you forgiveness.
- Love fear because it makes you courageous.

The secret to life and the greatest success strategy of all is to love all of it and fear none of it.

@jongordon11 www.JonGordon.com

THANK YOU

MIAAA

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“ONE OF THE GREAT MYTHS IN AMERICA IS THAT SPORTS BUILD CHARACTER. THEY CAN AND THEY SHOULD....BUT SPORTS DON'T BUILD CHARACTER UNLESS A COACH POSSESSES CHARACTER AND INTENTIONALLY TEACHES IT.” JOE EHRMANN – INSIDE OUT COACHING

Essential Legal Duties for Athletics Directors and Coaching Staff

By Dan Armstrong, CAA, and Zac Stevenson, CMAA on February 09, 2023— From www.nfhs.org

“In leadership, there are no words more important than trust. In any organization, trust must be developed among every member of the team if success is going to be achieved.” – Mike Krzyzewski

Athletic administrators have essential legal duties that must be performed to safeguard the health and well-being of student-athletes. As leaders in the athletic department and school, it is vital that trust is established with all staff in the department to execute that mission professionally, and athletic directors must trust their staff to carry out that mission.

Athletic directors’ knowledge of the essential legal duties only satisfies a portion of the responsibility. The front-line people such as teachers, coaches and athletic trainers must also understand those legal duties for the department to function properly. Every staff member in the department should be on the same page regarding these essential legal duties with a coordinated plan to proactively minimize issues, address problems when they arise, protect students, and reduce the desire to pursue litigation.

The question becomes, “How and why do we educate already busy, underpaid teacher-coaches, non-teacher-coaches, workers, and athletic trainers on the fundamental essential legal duties. How do we get that knowledge to our front-line workers?”

The National Interscholastic Athletic Administrators Association (NIAAA) has established the 14 fundamental duties in the Leadership Training Course (LTC) 504. Using these 14 categories of legal duties, while not attempting to re-teach the four-hour course to coaches and front-line workers, staff members can be educated through incorporation of these duties during preseason coaches’ meetings and trainings.

1. Planning—The duty to plan transcends all other duties. Written plans must be in place to fulfill all legal duties as imposed by the courts to protect student-athletes from harm. Coaches can be held liable for failing to plan and should have a documented comprehensive plan for their program that includes daily, weekly and monthly plans with detailed descriptions of practices, skills, drills, supervision and emergency response information. Using this duty to plan, emphasize the expectation that coaches should keep these plans for years in the future to protect themselves and the school corporation from possible future litigation. Consult district policies and state law for the required length of time that these records should be retained.

2. Supervision—The duty to supervise should be shared with coaches so that they understand their duty to supervise in both a general and specific manner. General supervision is the supervision of student-athletes for a reasonable time before and after athletic activity. Specific supervision is the supervision of student-athletes while engaged in the activity. While discussing the coach’s duty to supervise it is also a great opportunity to discuss why coaches need to supervise and the issues that arise when supervision is neglected. Use the duty to supervise as a segway to talking about district policies of harassment and social media. Harassment between students and social media issues can lead to problems in locker rooms, buses or in parking lots during general supervision periods. This is an opportunity to share district policies and drive home the duty to supervise to coaches.

3. Selecting/Training of Coaches—Do head coaches hire their own staff? What thought goes into hiring that staff when it is so difficult to find qualified assistant coaches? Do head coaches operate like CEOs? What procedures are in place for hiring qualified and certified staff? Discuss with coaches their duty to hire properly trained assistant coaches. Drive home any state mandatory coaching accreditation requirements along with any school district requirements such as CPR Certification.

4. Technique Instruction—Related to the duty of selecting and training coaches, is the duty to provide proper technique instruction that is sport specific and using qualified instructors. Inform coaches of the importance of utilizing multiple methods of communicating proper technique. Coaches should also know that they need to thoroughly inform athletes of risks involved in participation. We live in a time when lawsuits can be filed quickly when athletes are injured. Someone must pay the medical expenses that result from injury. Lawsuits based on improper technique instruction by coaches that may have led to the injury is one way to recover those medical expenses. Use this duty to discuss policies and expectations. In the age of the smartphone, filming technique instruction can create a paper trail if injury does occur.

5. Warnings—Student-athletes must be provided warnings regarding all the risks related to participation in athletics. Warnings should be shared in a detailed, clear, concise manner through multiple types of media. Adding sport-specific cautionary forms and other measures such as warning posters and announcements can add effectiveness to the warning process and increase safety in participation while reassuring parents and staff that protections are in place.

6. Safe Playing Environment—Discuss with coaches the importance that any issues with equipment, facilities or playing surfaces should be corrected immediately and prior to any participation. Coaches should conduct these inspections prior to participation every day. Include custodial and maintenance staff in these communications and stress the importance of rectifying issues immediately. Use the duty to provide a safe playing environment to discuss policies such as lightning, other threatening weather, and heat indexes and warnings with coaches.

7. Protective Equipment—Ensure athletes wear appropriate protective equipment for the activity. Enforce consistent use of safety equipment. Remind coaches and staff to remain current with the NFHS and state regulations regarding protective equipment. Coaches, trainers and equipment managers must be knowledgeable and vigilant regarding protective equipment. Athletes must be adequately warned about the use of protective equipment in a detailed, clear and repeated manner. Use different methods of communication such as verbal reminders, written guidelines and informational posters in locker rooms.

8. Evaluating Conditioning—Evaluate athletes for initial preparedness to safely participate in a sport or activity. This is especially important in the first practices and ongoing throughout the season. Use the duty to evaluate conditioning to discuss working athletes in slowly if they have not been conditioning prior to the season.

Discuss thresholds for heat indexes and adherence to heat index guidelines and recommendations. Establish who determines measuring heat indexes and warnings and when precautions are implemented. Remind coaches to err on the side of caution and practice protective judgement when weather conditions warrant. Administrators do not get a second chance if an athlete is injured due to negligence.

Use the duty to evaluate conditioning to discuss the importance of physicals and to establish who is responsible to ensure every athlete has a valid physical or other paperwork on file prior to participation. Discuss the importance of enforcement during the summer and off-season. Discussing concussion policies and protocols under the evaluating conditioning duty is a way to ensure all coaches are aware of the seriousness of head injuries and proper processes when an athlete has a concussion.

9. Evaluating Injury—Who evaluates injuries to athletes? Who makes a judgment on whether an athlete should play? Coaches need to understand that the evaluation of injury must be conducted by medical professionals and that coaches cannot supersede the education and licensing of medical professionals. Discuss and clearly define whose role it is to make medical decisions.

10. Matching/Equating Athletes—Athletic administrators and coaches must match and equate athletes in practice and competition based on the following criteria: size, age, strength, skill level, experience and incapacitating conditions. Ensure that coaches and personnel understand what it means to match and equate athletes. Provide examples to staff of proper practice techniques and highlight examples of improper use from an individual and team perspective.

11. Medical Assistance—We have an obligation to offer medical assistance to athletes and those in our facilities. This duty can be difficult for coaches and personnel to understand after directing them not to evaluate injury past the level of their training. Discuss the difference between diagnosing and evaluating an injury or medical problem and providing first aid or life-saving techniques. Take the opportunity to discuss why they must provide immediate medical assistance. This is a great opportunity to review the locations of all AED units. Include a trainer or school nurse in this conversation and invite these professionals to coaches' meetings.

National Initiative and Assistance Network

This committee coordinates the National Initiative & Assistance Network of the NIAAA. The purpose of the NIAN is for use by members in cases of medical or vehicular emergencies when traveling or to assist the office in the case of a natural disaster. The committee secures two emergency contact persons in each state and coordinates the publicity of this list of emergency contacts. The committee has one member from each of the eight NIAAA geographical sections and meets each year in conjunction with the NIAAA/NFHS National Conference for athletic directors.

An additional function of the NIAN is to raise awareness and funds to nationwide causes. The National Interscholastic Athletic Administrators Association has selected **No Kid Hungry as the 2023 Initiative.** No Kid Hungry is working to end childhood hunger by helping launch and improve programs that give all kids the healthy food they need to thrive.

Working together as an association driven to serve, please join us in making a difference for these children by encouraging all members to contribute.



12. Emergency Response Plan—Detailed emergency response plans should be posted inside and outside of all athletic facilities. These plans should be specific to each facility as every facility has different challenges that should be addressed in each plan. Discuss this emergency response plan with all coaches and staff and review where these plans are located. Stress the importance of why coaches and staff need to know the emergency response plan for each location and conduct practice drills for staff and students.

13. Safe Transportation—Discuss the duty of safely transporting athletes to and from a sporting event. What is the school corporation policy regarding athletic transportation? Discuss transportation expectations that are in place while riding on school-provided transportation. Use this time to discuss expectations and what school corporation policy is regarding athletes riding to and from events. If policy allows for students to ride separately from district transportation, discuss how this is clearly communicated and documented.

14. Sport-Related Disclosures—Discuss with all department coaches and staff the importance of always providing factual and true information to athletes. Work with school counselors and administrators on placing athletes on the right path for course work to satisfy NCAA/NAIA college requirements for admission. Provide accurate information to athletes and parents related to registering on the NCAA/NAIA Clearinghouse. Ensure the requirement is met to disclose whether the school corporation offers medical insurance coverage or disclose if the district does not offer coverage but requires athletes to have insurance coverage prior to participation.

BONUS DUTY! 15. Best Practices for Preventing and Addressing Bad Acts—Always follow school corporation or district policies. Communicate policies to all stakeholders and ensure all coaches and staff are well trained. Instill strong communications habits with coaches and staff and clearly define a conduit for reporting issues. Do policies exist for self-reporting incidents? Stress the importance of listening as a habit and to pay attention to conversations and actions.

If something feels like a bad act, call the principal and superintendent immediately. A failure to notify can and will result in issues. Coach coaches and staff to respond immediately if they know of a bad act and to never wait to see if hearsay and rumor is true. Stress that they should never ignore the fringe. Small problems add up to large problems that can lead to permanent damage to a program and can harm individuals. All of these duties and best practices will serve to safeguard students, staff and ourselves!

The information provided in this article is not a substitute for legal advice. There may be nuances of state or local law that could affect implementation of strategies or policies discussed. Readers are strongly encouraged to seek the advice of their state association or school district legal counsel.

<https://nfhs.org/articles/essential-legal-duties-for-athletics-directors-and-coaching-staff/>

MIAAAA/MSHSSA SUMMER MTG

AUGUST 2-3, 2023—SAVE THE DATE! COLUMBIA, MO

Future Dates to Remember

- August 2—3—MSHSAA Summer Institute
- December 9-13—NIAAA Conf.—Nashville, TN
- March 31-April 4, 2023—MIAAA Annual Meeting—@ Tan Tar A Resort
- April 5-9, 2024—MIAAA Annual Meeting—@ Tan Tar A Resort
- April 4-8, 2025—MIAAA Annual Meeting—@ Tan Tar A Resort



MOLLY GRISHAM

My hope is that I won't simply speak to a group, lead team-building exercises, or facilitate corporate team building but rather that I will provide a transformational experience for all participants.

HAPPY RETIREMENT DR. BLACKBURN

HAPPY RETIREMENT!



Dr. Mike Blackburn
Served the NIAAA for over 17 years

We'd like to wish Mike Blackburn a happy retirement and thank him for the 17+ years he served this organization. The NIAAA wouldn't be the same without him! Thank you Mike and we hope this next chapter is well spent with your family.



LEARNING CENTER

Course Highlight of the Month—Sportsmanship

The NFHS is an accredited institution by Cognia and exceeds the same high standards that are expected from schools across the country.

Sportsmanship is the foundation for interscholastic sports and activities. In this course, you will learn the definition of sportsmanship and highlights of what good sportsmanship looks and sounds like. Appropriate conduct and behavior will also be discussed, as it is at the core of creating and providing a positive interscholastic experience. Coaches, officials, parents, and fans all have a role in creating a positive environment for young people and understanding those roles is critically important. Do your part in contributing to good sportsmanship in your school and community and take the course *“Sportsmanship”*, available for free on the NFHS Learning Center.

WELCOME TO MSHSAA!



DARYL
BRADLEY



TONI
HILL

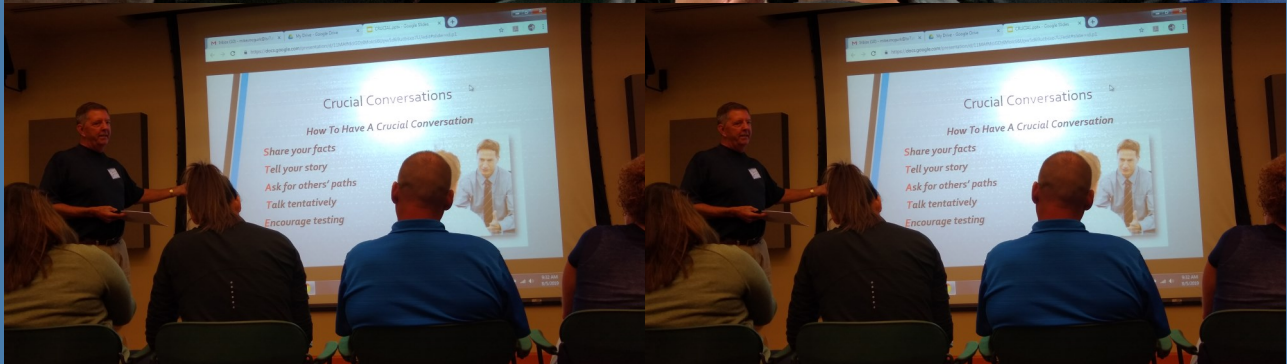


JAMES
MELTON



STEPHANIE
TURNER

Congrats Daryl, Toni, James and Stephanie—the MIAAA can't wait to start working with you all as you join Team MSHSAA.



BENEFITS OF MIAAA/NIAAA MEMBERSHIP

THE BEST PROFESSIONAL DEVELOPMENT FOR ATHLETIC ADMINISTRATORS

MIAAA

- MIAAA Female Coaches Association (new)
- New Athletic Director mentorship
- \$5,000 Term Life Insurance
- Scholarship Opportunities for students
- Professional Networking Opportunities
- Annual Conference and Workshop Attendance

NIAAA

- Quarterly IAA Magazine for Ath. Administrators
- Scholarship Opportunities—section/national
- Accredited Leadership Courses
- \$2 Million Liability Insurance
- \$2,500 term Life Insurance

2022-23 MIAAA Board of Directors

	First Name	Last Name	MIAAA Position	High School
OFFICERS	Marty	O'Hern, CMAA	Executive Director	Retired
	Josh	Scott, CMAA	Assoc. Executive Director	Springfield School District
	Keith	Chapman, CAA	President	Warrensburg
	Todd	Schrader, CAA	Past-President	Bolivar—Retired
	Jeff	Taggart, CAA	President-Elect	Parkway West
	Brandon	Clark, CAA	Treasurer	Nixa
	Bill	Deckelman, CAA	Secretary	Washington
DIRECTORS	Mat	Vleisides, CAA	Central	Odessa
	Chris	Kendrick, CAA	Northwest	Mid-Buchanan
	Tyson	Moyers	Southeast	Cape Central
	Todd	Anderson, CAA	South Central	Hermann
	Casey	Vokolek, CAA	Kansas City	N. KC Public
	Daryl	Bradley, CAA	Southwest	Monett
	Mike	Roth, CAA	St. Louis	Whitfield
	Tony	Brandt, CAA	Northeast	South-Callaway
	Teron	Sharp, CAA	At-Large	STL/KC
	Linda	Heishman	At-Large	Outer State
COORDINATORS	Jeff	Whitney, CAA	Conference Coordinator	Camdenton - Retired
	Sean	Erwin, CAA	Awards	Francis Howell
	Regina	Fields, CAA	Vendor Hall	Carthage, MS
	Jen	Brooks, CMAA	Mentoring	Ursuline Academy
	Doug	Kuhlmann, CMAA	LTC	Lutheran St. Charles
	Chris	Muskopf, CAA	LTC	SLUH
	Mike	McGurk, CMAA	Certification Coord.	Lee's Summit North
	Eric	Lawrence, CAA	NIAAA Liaison	Bayless
	Jim	Gagen, CMAA	Retired AD's	Retired
	Marlin	Hammond, CAA	Retired AD's	Retired
	Roger	Hodapp, CAA	Retired AD's	Retired
	Jeff	Starkweather, CAA	Retired AD's	Retired
	Del	Rinne	Retired AD's	Retired

MIAAAA

50 YR. ANNIVERSARY

MIAAA 50th Year

2022 marked the 50th year of providing the best professional development opportunities for Athletic Administrators across the state of Missouri. This could not have happened without the countless conference attendees, corporate partners and the past and present athletic administrators serving in roles on the board of directors. Thank you all, for your support of this great organization.

Thank you Silver Sponsors



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