



WILLIAM WOODS
UNIVERSITY

MED Athletics Activities Annual Assessment 2023-2024

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Graduate Annual Assessment 2023-2024

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 2022-2023

60

Total Enrollment 2023-2024

49

Graduating Students

Total Graduated 2022-2023

35

Total Graduated 2023-24

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

MEA_Education_Department_Report_.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 basically maintained enrollment numbers this past school year from the previous year.. We have not had to cancel any courses this year due to low enrollment. Due to changing some courses around we have had to add an extra session of EDU 508 to support the needs of our students. Our enrollment still allows for adjuncts to add practical experiences to the courses for our students in which they teach

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). The change includes the changes made to the program. This includes reducing the program from 33 hours to 30 hours (eliminated EDU525)

Another change that has occurred for the program is that we now allow students to transfer the National Interscholastic Athletic Administrators Association (NIAAA) curriculum LTC credits into WWU credits. Students can earn up to 9 hours of WWU credits by taking LTC 501, 502, and 503, through the NIAAA.

We have continued our official partnership with the Missouri Interscholastic Athletic Administrators Association. We will be the Presenting Partner for the MIAAAA Professional Development Academy. This continues to allow us to reach over 600 Athletic Directors in the state in many ways. I am excited about this continued opportunity and what it can do to support not only the MEA program, but in hopes of all programs.

I have also attached a variety of photos from the MIAAAA conference that includes WWU advertising, alumni and adjunct presentations too.

Lastly, I have included a document that includes errors that are still on the WWU website that needs to be addressed.

Marketing Attachments

MED_Athletics_Admin_Flyer_23_24.pdf

MIAAAA_Ad_2024_.pdf

Conf_Advertising_.pdf

MIAAAA_Newsletter_2024_Conference.pdf

Conf_Booth_Pic.pdf

Conf_Pic_Adjunct___Aumnus.pdf

Cong_Presentation_by_Adjunct___Alumnus.pdf

Errors_on_the_WWU_Website_for_the_MEA_Degree.docx

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 2023, Spring 2024, and Summer of 2024.

Barge	Jared	1
Chance	Matt	3
Chapman	Keith	3
Garrison	David	4

Garner	Kevin	3
Gotsch	Tom	1
Holderbaum	Mark	3
Kuhlmann	Doug	4
Scott	Josh	4
Smith	Matt	1
Stoppel	Kaleb	3
Wescott	Dixie	3

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	

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 any changes made to the MEA Curriculum map for the 2023-2024 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? Not met	16 of 19 met the objective. 84%.	EDU_503_Title_IX_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. been met yet? Met	25 of 25, met the objective. 100%.	EDU_509_Philosophy_Paper.pdf	

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	18 of 19, met the objective. 95%.	EDU_526_Mission_Statement__1_.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	17 of 19, met the objective. 89.5%. 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? Met	16 of 16, met the objective; 100%.	EDU_508_End_of_Year_BOE_Report.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. been met yet? Met	25 of 25, 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? Met	17 of 17 met objective, 100%	EDU_524_Current_Issues_Research_Paper.pdf	

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	18 of 19, met the objective. 95%. 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 receive at least a Proficient Score on the assessment. been met yet? Met	25 of 25, 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? Met	27 of 27, met the objective. 100%..	EDU_523_Program_Assessment.pdf	

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	18 of 19, met the objective. 95%. Attachment is in Objective 1.		

EDU 504				
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? Met	16 of 16, met the objective; 100%. Attachment in Objective 2.		

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	25 of 25, 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? Met	27 of 27, met the objective. 100%.. Attachment 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	6 of 6, met the objective. 100%.	EDU_527_Social_Media_Plan.pdf	
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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 a Proficient Score on the assessment. been met yet? Met	17 of 19, met the objective. 89.5%. 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 receive at least a Proficient Score on the assessment. been met yet? Met	25 of 25, 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	6 of 6, 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	18 of 19, met the objective. 95%. 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 receive at least a Proficient Score on the assessment. been met yet? Met	25 of 25, met the objective. 100%.. 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	21 of 21, met the objective. 100%.	EDU_526_Character_Driven_Coaching__6_.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.

Overall, we met all six objectives with over 90% proficient scores. As far as individual courses, EDU 503 scored a 84% in Standard 1; Vision. More emphasis will be put in place by the instructor to support a better understanding of Vision, with the Title IX Audit Assessment.

Objectives Assessed:

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

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

Josh Scott was named the Executive Director for the MIAAA, at the AD Conference in April, 2024.

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

David Garrison received the 2024 Kansas City District AD of the Year Award at the April 2024 AD conference.

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 Jen Brooks received the 2023 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.

Alumnus Jen Brooks is in the Mentoring Coordinator for the MIAAA.

Alumnus Brad Angel was named the 2024 Middle School Athletic Director of the Year, for the SW District. He earned his MEA Degree in 2015 from WWU. He is currently the AD at Carver Middle School.

Alumnus Kevin Steinmetz was named the 2024 Thaddeus Hamilton Middle School Athletic Director of the Year. He earned is MED in Secondary Education from WWU. He is currently the AD at Thomas Jefferson Middle School.

Alumnus Kirsten Ewigman was named the 2024 Northeast District Newcomer AD of the Year. He earned her MED from WWU. She is currently the AD at Marceline.

Alumnus Tyler Trover was named the 2024 Southeast District Newcomer AD of the Year. He earned his MED in School Administration from WWU. He is currently the AD at Portageville.

Alumnus Brad Young was named the 2024 Central District Newcomer of the Year. He earned his MED in Secondary Education from WWU. He is currently the AD at Lexington.

Alumnus Brad Blakemore was named the 2024 Northeast District AD of the Year. He earned his MED in Secondary Administration from WWU. He is currently the AD at Hallsville High School.

Alumnus Chris Kendrick was named the 2024 Northwest District AD of the Year. He earned his SpEd in Administration from WWU. He is currently the AD at Mid-Buchanan High School.

Alumnus Robert Ndessokia was named the 2024 Central District AS of the Year. He earned his MEA Degree from WWU. He is currently the AD at Capital City High School.

Alumnus Bill Deckleman was named the 2024 Athletic Director of the Year. He earned his MED in Secondary Education from WWU. He is currently the AD at Washington High School.

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 provided to Athletic Administrators Nationally. Some of the current adjuncts presented at the NIAAA National Conference in December 2023,

Adjuncts were present at the Online PD on Friday, February 23.

WWU provided Summer PD, in 2023, to keep our Adjuncts updated in many areas of curriculum. This will occur on May 24, 2024.

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.

Assessment Rubric:

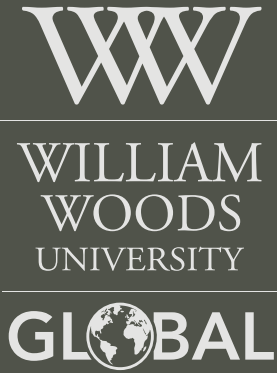
Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University 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:				
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:	the program does not offer any strategies on enrollment or how to increase - improve enrollment numbers.			
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:	Errors that need to be corrected also highlighted			
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:				
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:				
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:	no changes to the map reported			

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:				
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:				
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:				
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:				
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:	all assessments were met and no changes were determined necessary			
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:				
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:				

Appendix: Supplemental Data

Program Activity Report

Program		School				
Master of Education in Athletics/Activities Administration		Education				
Undergraduate and Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Total Enrollment	Total	49	60	69	82	75
	Fulton Campus	0	0	0	7	13
	Online	49	60	69	75	62
Undergraduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Total Enrollment	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
Full-Time Total	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
Part-Time Total	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Total Enrollment	Total	49	60	69	82	75
	Fulton Campus	0	0	0	7	13
	Online	49	60	69	75	62
Full-Time Total	Total	5	6	0	9	4
	Fulton Campus	0	0	0	0	0
	Online	5	6	0	9	4
Part-Time Total	Total	44	54	69	73	71
	Fulton Campus	0	0	0	7	13
	Online	44	54	69	66	58
Enrollment By Gender		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	Male	31	42	50	57	51
	Female	18	18	19	25	24
	Other	0	0	0	0	0
	Male %	63.27%	70.00%	72.46%	69.51%	68.00%
	Female %	36.73%	30.00%	27.54%	30.49%	32.00%
	Other %	0.00%	0.00%	0.00%	0.00%	0.00%
Enrollment By Status		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	Full-Time	5	6	0	9	4
	Part-Time	44	54	69	73	71
	Full-Time %	10.20%	10.00%	0.00%	10.98%	5.33%
	Part-Time %	89.80%	90.00%	100.00%	89.02%	94.67%
Enrollment By Race/Ethnicity		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	U.S. Nonresident	0	0	0	2	3
	Hispanic/Latino	3	4	3	4	1
	American Indian or Alaska Native	0	0	0	1	0
	Asian	0	0	0	0	0
	Black or African American	7	4	3	6	9
	Native Hawaiian or Pacific Islander	0	0	0	0	0
	White	36	49	60	66	60
	Two or More Races	2	1	2	3	2
	Race and Ethnicity Unknown	1	2	1	0	0
	U.S. Nonresident %	0.00%	0.00%	0.00%	2.44%	4.00%
	Hispanic/Latino %	6.12%	6.67%	4.35%	4.88%	1.33%
	American Indian or Alaska Native %	0.00%	0.00%	0.00%	1.22%	0.00%
	Asian %	0.00%	0.00%	0.00%	0.00%	0.00%
	Black or African American %	14.29%	6.67%	4.35%	7.32%	12.00%
	Native Hawaiian or Pacific Islander %	0.00%	0.00%	0.00%	0.00%	0.00%
	White %	73.47%	81.67%	86.96%	80.49%	80.00%
	Two or More Races %	4.08%	1.67%	2.90%	3.66%	2.67%
	Race and Ethnicity Unknown %	2.04%	3.33%	1.45%	0.00%	0.00%
Graduate Enrollment By Type		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Degree Seeking	First-Time	19	10	25	31	29
	Continuing / Returning	30	50	44	51	46



Online Master of Education in

Athletics/Activities Administration



THE WILLIAM WOODS DIFFERENCE

Over 150 years of academic excellence

100% online

Convenient schedules designed for busy lives

Comprehensive training for all levels - middle school, high school and collegiate

National network of successful practitioners

Tuition promise - no tuition increases as long as you stay continuously enrolled

Prepare to Lead an Athletics/Activities Program

PROGRAM OVERVIEW

Leading a high-profile school athletics or activities program requires skills in facilities management, recruiting and retaining high quality staff, budgeting, promoting programs, staff, students online and in the community, relevant laws and policies, public relations, and more.

The William Woods program is one of a handful of graduate degrees in the nation that trains you in these skills at all levels. Coursework helps prepare you to formulate effective practice, philosophy, and planning to lead a comprehensive athletics and activities program.

PROGRAM ADVANTAGES

At William Woods, you will be participating in a graduate program known for its excellence and for providing a significant number of leaders in Missouri and nationwide. As one of these students, you will have the opportunity to learn from active practitioners in the field and make the connections you need for leadership and career growth.

"I chose William Woods University because I wanted this specific program, the fact that it was online so I could continue working while getting my degree, and its affordability. I was a beginning Athletic Director when I started the program and I was getting by, but the courses in the program gave me so much more--philosophy, perspective, knowledge and information on so many relevant and practical topics. This program has helped me become a better Athletic Director. I would recommend it to any beginning or aspiring athletic administrator."

~ 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 Administrator
- » Completion of a 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 30 credit-hour graduate degree is comprised of 10 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 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 525 Foundation of Educational Administration
Attitudes, practices, and skills necessary to become an effective school leader.

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 submit their final Philosophy Paper.



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NIAAA Recognized

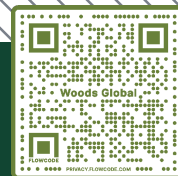


Our online programs are backed by **150+ years of academic excellence** and designed for busy lives.

Take your career to the next level with our Athletic/ Activities Administration and Educational Leadership graduate programs. Earn up to 9 credit hours by completing LTC 501, 502, and 503.

800-995-3199
globaladmissions@williamwoods.edu

williamwoods.edu/global



Untitled Report

Generated by: Dixie Wescott 05/02/2024

Online MEA Program Objective Rubric

Query Name: EDU 503 Title IX Self Audit

Parameters Applied: Organization information:
Date range: 05/22/2023-05/01/2024 / Courses: Sports Law

Untitled Report

Generated by: Dixie Wescott 05/02/2024

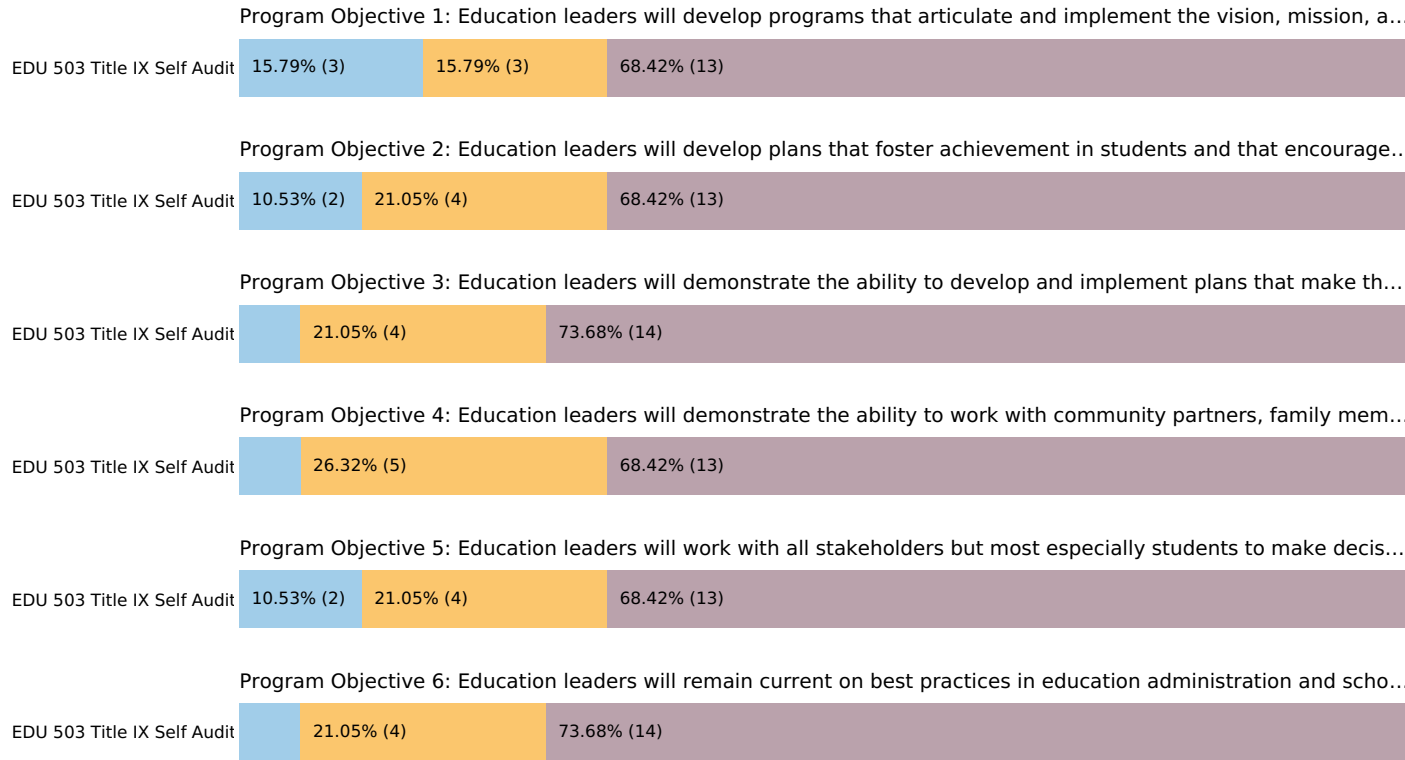
Online MEA Program Objective Rubric

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 05/02/2024



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Untitled Report

Generated by: Dixie Wescott 05/02/2024

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)	15.79% (3)	15.79% (3)	68.42% (13)	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)	10.53% (2)	21.05% (4)	68.42% (13)	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)	5.26% (1)	21.05% (4)	73.68% (14)	0.00% (0)	0.00% (0)	0	0

Untitled Report

Generated by: Dixie Wescott 05/02/2024

Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.	EDU 503 Title IX Self Audit	0.00% (0)	5.26% (1)	26.32% (5)	68.42% (13)	0.00% (0)	0.00% (0)	0	0
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.	EDU 503 Title IX Self Audit	0.00% (0)	10.53% (2)	21.05% (4)	68.42% (13)	0.00% (0)	0.00% (0)	0	0

Untitled Report

Generated by: Dixie Wescott 05/02/2024

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)	5.26% (1)	21.05% (4)	73.68% (14)	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	19	0	0

Untitled Report

Generated by: Dixie Wescott 04/28/2024

Online MEA Program Objective Rubric

Query Name: EDU508 End of Year BOE Report

Parameters Applied: Organization information:
Date range: 05/22/2023-04/28/2024 / Courses: Pract Aspects Athlet/Activ Admin

Untitled Report

Generated by: Dixie Wescott 04/28/2024

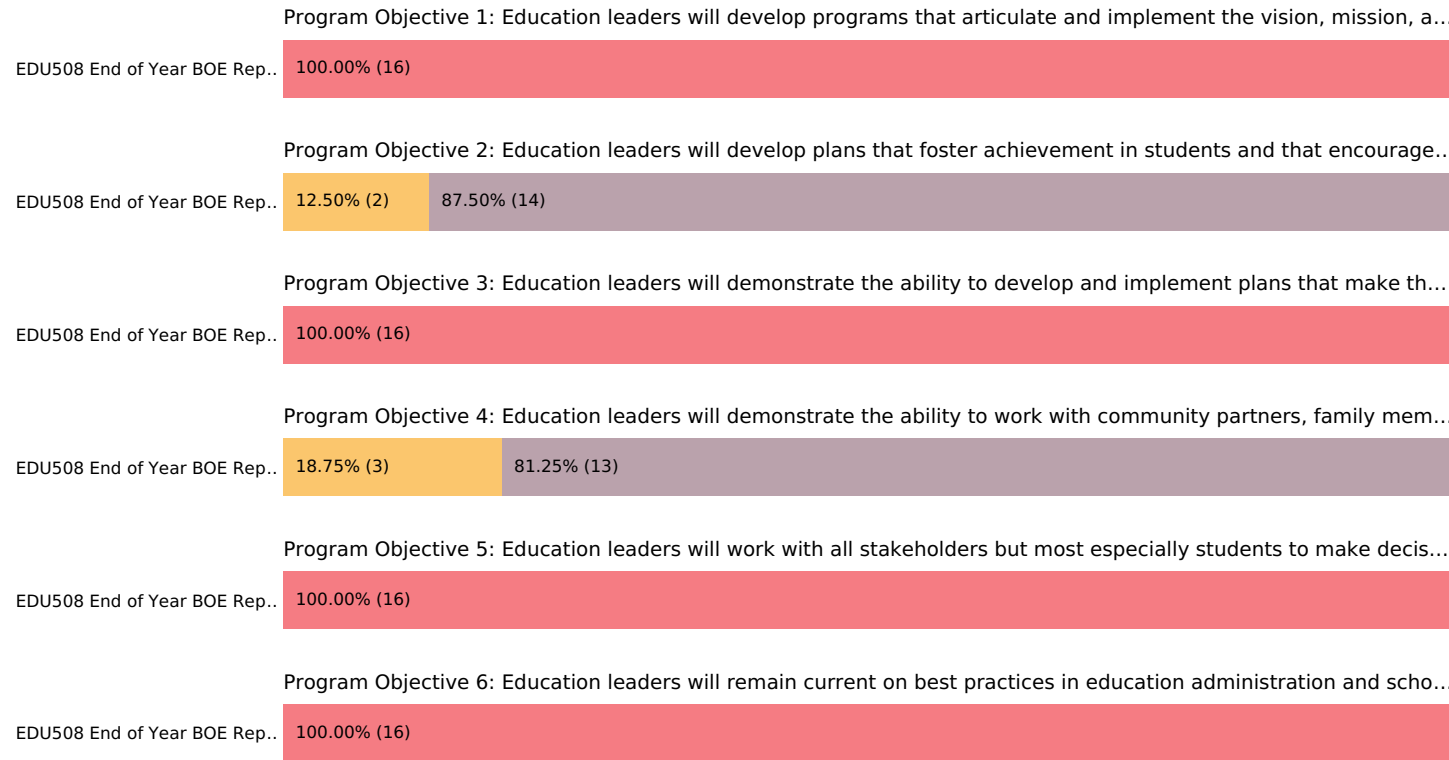
Online MEA Program Objective Rubric

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 04/28/2024



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Untitled Report

Generated by: Dixie Wescott 04/28/2024

Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU508 End of Year BOE Report	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (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.	EDU508 End of Year BOE Report	0.00% (0)	0.00% (0)	12.50% (2)	87.50% (14)	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.	EDU508 End of Year BOE Report	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (16)	0.00% (0)	0	0

Untitled Report

Generated by: Dixie Wescott 04/28/2024

<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>EDU508 End of Year BOE Report</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>18.75% (3)</p>	<p>81.25% (13)</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>EDU508 End of Year BOE Report</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>100.00% (16)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>

Untitled Report

Generated by: Dixie Wescott 04/28/2024

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.	EDU508 End of Year BOE Report	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (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
EDU508 End of Year BOE Report	16	0	0

Online MEA Program Objective Rubric

Query Name: EDU509 Philosophy Paper
Parameters Applied: Organization information:
Date range: 05/15/2023-04/19/2024 / Courses: Athletic Admin Field Experiences

Query Name: EDU509 Philosophy Paper
Parameters Applied: Organization information:
Date range: 05/15/2023-04/19/2024 / Courses: Athletic Admin Field Experiences

Online MEA Program Objective Rubric

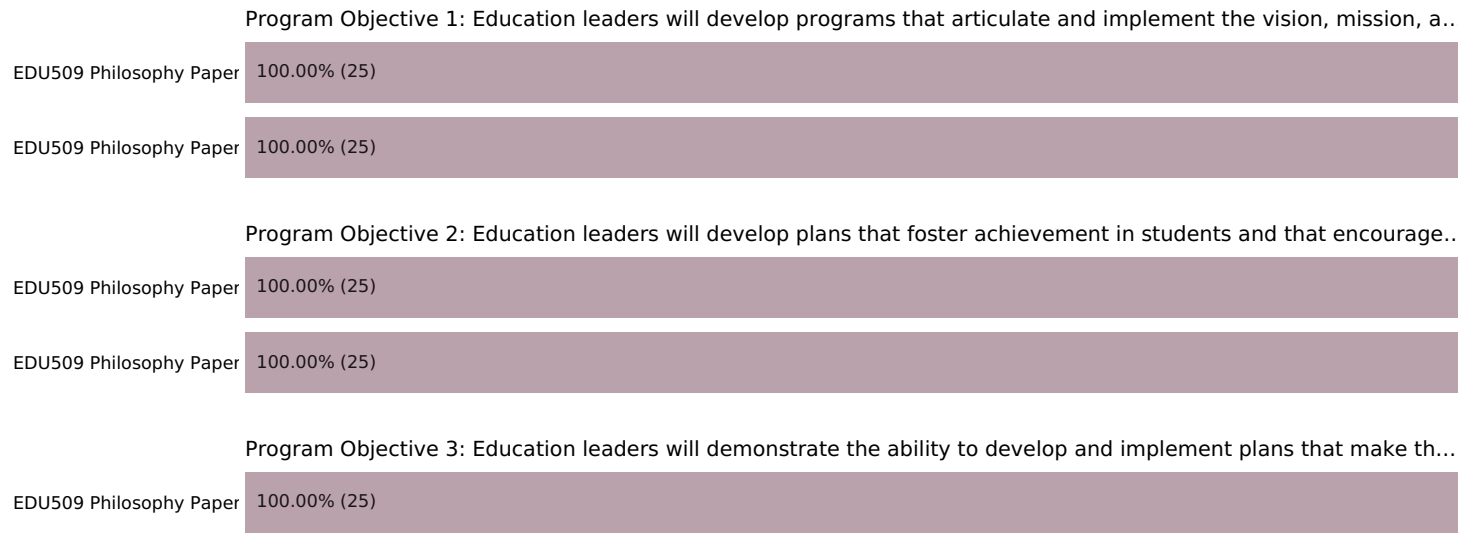
Group by: Element

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

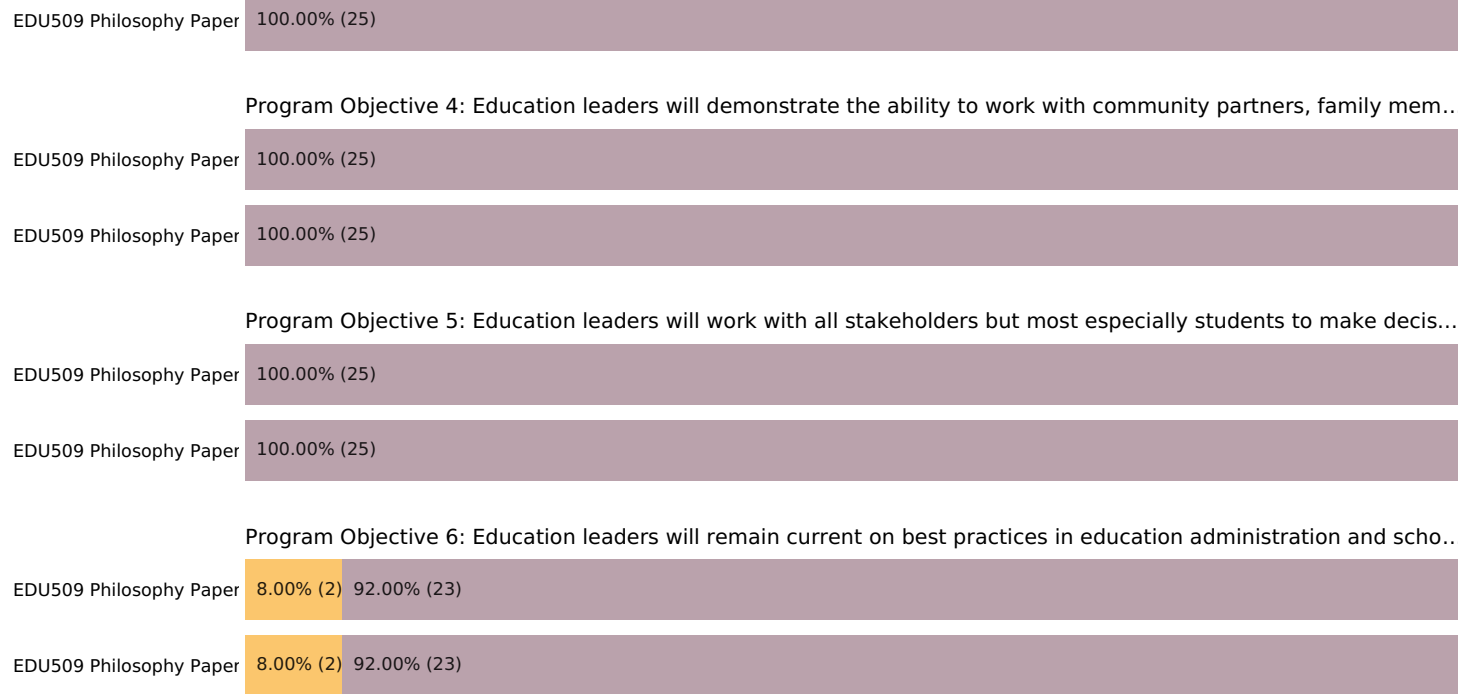
Standard: -

Rubric Results by Element



EDU509 Philosophy Paper Report

Generated by: Dixie Wescott 04/19/2024



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	0.00% (0)	0.00% (0)	0	0

EDU509 Philosophy Paper Report

Generated by: Dixie Wescott 04/19/2024

	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	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.	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	0.00% (0)	0.00% (0)	0	0
	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	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.	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	0.00% (0)	0.00% (0)	0	0
	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	0.00% (0)	0.00% (0)	0	0

EDU509 Philosophy Paper Report

Generated by: Dixie Wescott 04/19/2024

<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>	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	0.00% (0)	0.00% (0)	0	0
	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	0.00% (0)	0.00% (0)	0	0
<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>	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	0.00% (0)	0.00% (0)	0	0
	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (25)	0.00% (0)	0.00% (0)	0	0

EDU509 Philosophy Paper Report

Generated by: Dixie Wescott 04/19/2024

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.	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	8.00% (2)	92.00% (23)	0.00% (0)	0.00% (0)	0	0
	EDU509 Philosophy Paper	0.00% (0)	0.00% (0)	8.00% (2)	92.00% (23)	0.00% (0)	0.00% (0)	0	0

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
EDU509 Philosophy Paper	25	0	0
EDU509 Philosophy Paper	25	0	0

Online MEA Program Objective Rubric

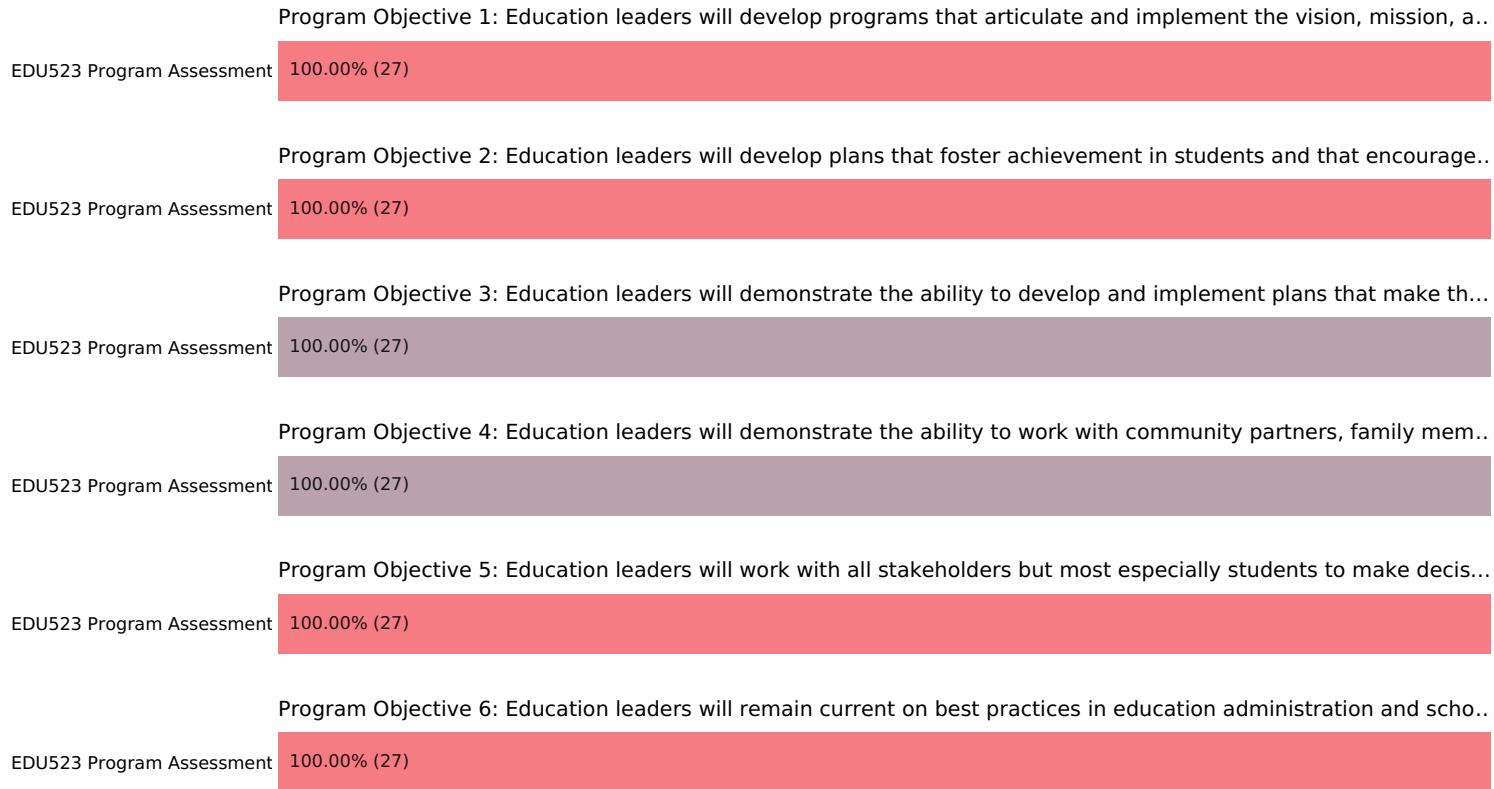
Query Name: EDU523 Program Assessment

Parameters Applied: Organization information:
Date range: 05/15/2023-04/19/2024 / Courses: Supervision Athletics/Activit Prog

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



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.	EDU523 Program Assessment	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (27)	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.	EDU523 Program Assessment	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (27)	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.	EDU523 Program Assessment	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (27)	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>EDU523 Program Assessment</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>EDU523 Program Assessment</p>	<p>0.00% (0)</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</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.	EDU523 Program Assessment	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (27)	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
EDU523 Program Assessment	27	0	0

EDU524 Current Issues Research Paper Report

Generated by: Dixie Wescott 04/19/2024

Online MEA Program Objective Rubric

Query Name: EDU524 Current Issues Research Paper

Parameters Applied: Organization information:
Date range: 05/15/2023-04/19/2024 / Courses: Curr Iss/Comm Challngs - Athl Admin

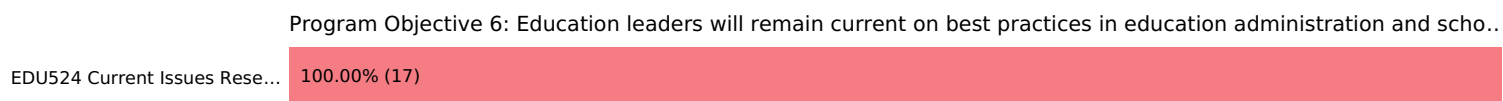
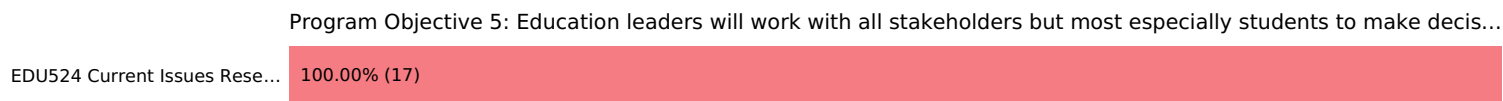
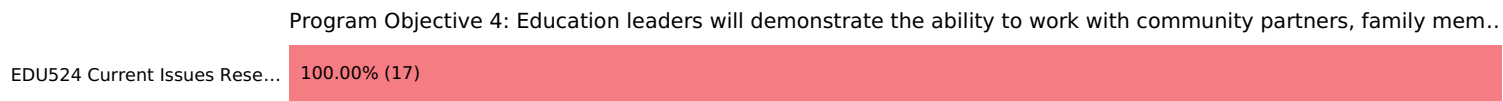
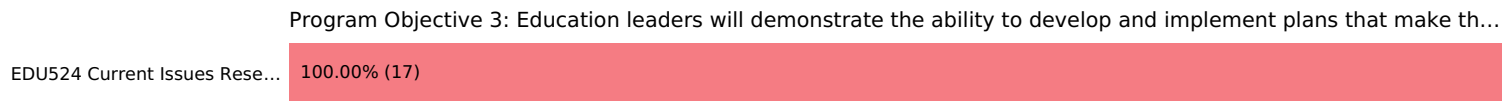
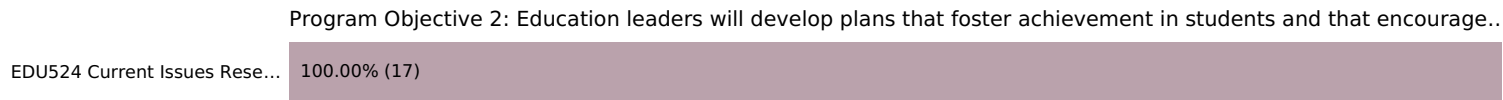
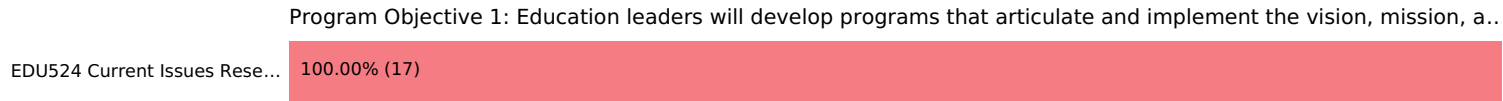
Online MEA Program Objective Rubric

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

EDU524 Current Issues Research Paper Report

Generated by: Dixie Wescott 04/19/2024



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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EDU524 Current Issues Research Paper Report

Generated by: Dixie Wescott 04/19/2024

Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU524 Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (17)	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.	EDU524 Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (17)	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.	EDU524 Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (17)	0.00% (0)	0	0

EDU524 Current Issues Research Paper Report

Generated by: Dixie Wescott 04/19/2024

<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>EDU524 Current Issues Research Paper</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>100.00% (17)</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>EDU524 Current Issues Research Paper</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>100.00% (17)</p>	<p>0.00% (0)</p>	<p>0</p>	<p>0</p>

EDU524 Current Issues Research Paper Report

Generated by: Dixie Wescott 04/19/2024

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.	EDU524 Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (17)	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	Stddev
EDU524 Current Issues Research Paper	17	0	0

Untitled Report

Generated by: Dixie Wescott 05/02/2024

Online MEA Program Objective Rubric

Query Name: EDU 526

Parameters Applied: Organization information:
Date range: 05/22/2023-05/01/2024 / Courses: Athl/Act Admin: Develop Charc & Cit

Untitled Report

Generated by: Dixie Wescott 05/02/2024

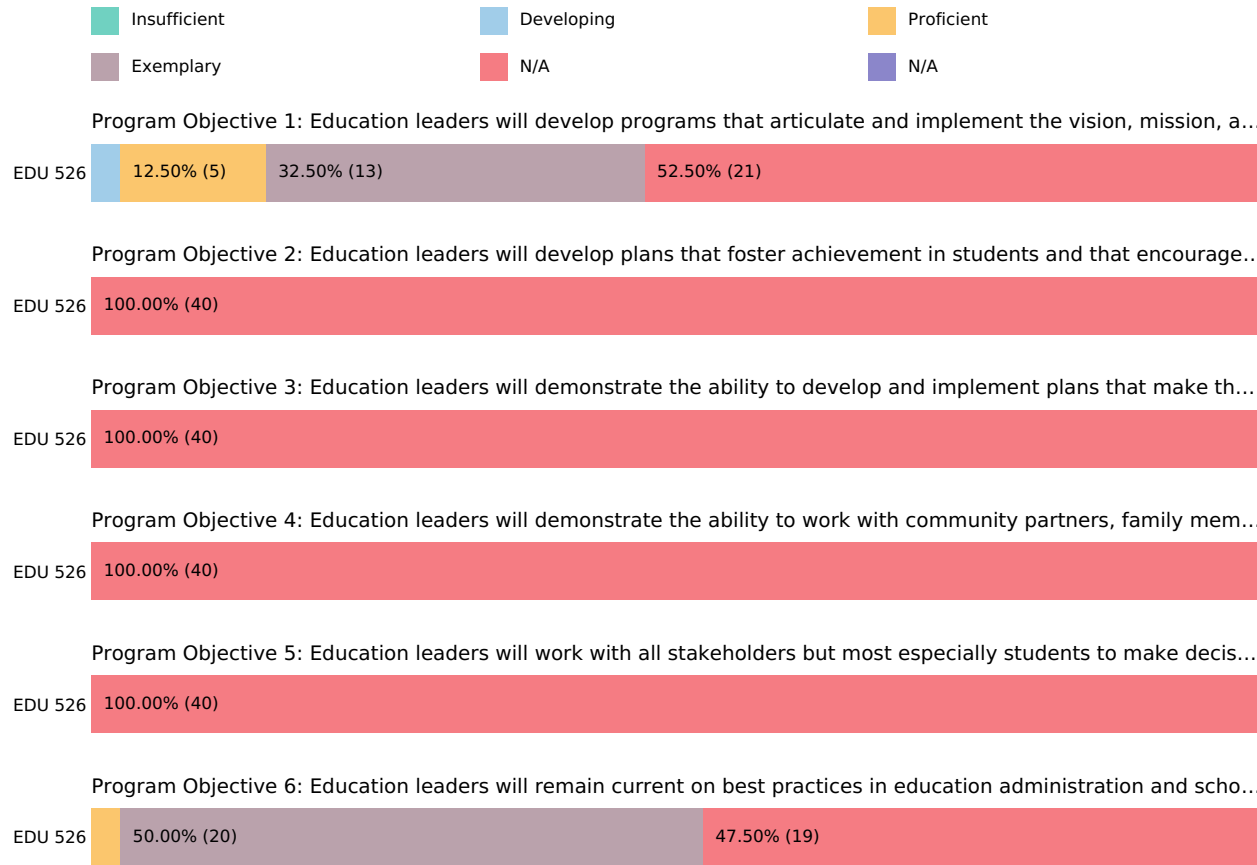
Online MEA Program Objective Rubric

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 05/02/2024



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Untitled Report

Generated by: Dixie Wescott 05/02/2024

Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU 526	0.00% (0)	2.50% (1)	12.50% (5)	32.50% (13)	52.50% (21)	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	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (40)	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	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (40)	0.00% (0)	0	0

Untitled Report

Generated by: Dixie Wescott 05/02/2024

Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.	EDU 526	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (40)	0.00% (0)	0	0
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.	EDU 526	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (40)	0.00% (0)	0	0

Untitled Report

Generated by: Dixie Wescott 05/02/2024

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	0.00% (0)	0.00% (0)	2.50% (1)	50.00% (20)	47.50% (19)	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	40	0	0

Untitled Report

Generated by: Dixie Wescott 05/02/2024

Online MEA Program Objective Rubric

Query Name: EDU 526

Parameters Applied: Organization information:
Date range: 05/22/2023-05/01/2024 / Courses: Athl/Act Admin: Develop Charc & Cit

Untitled Report

Generated by: Dixie Wescott 05/02/2024

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

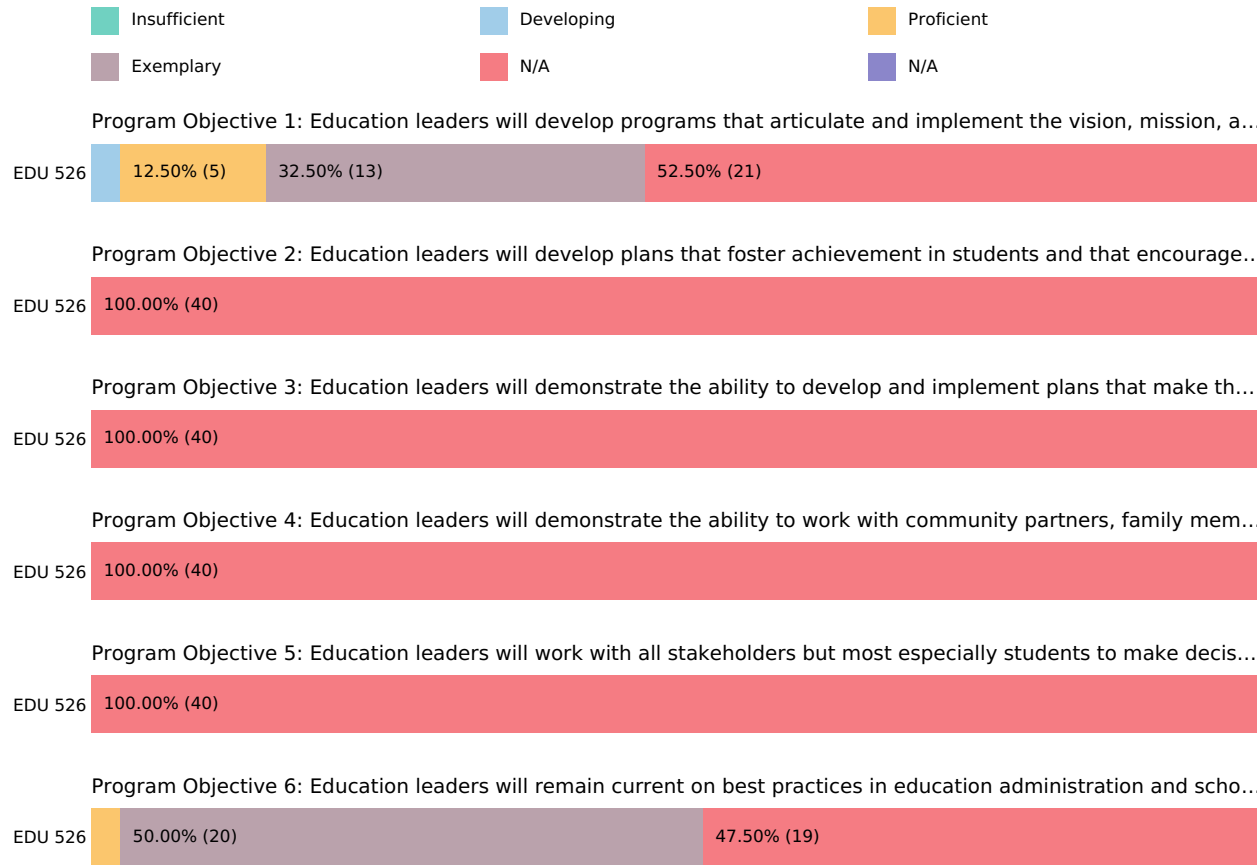
Standard:

-

Rubric Results by Element

Untitled Report

Generated by: Dixie Wescott 05/02/2024



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	N/A	Mean	Stdev
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Untitled Report

Generated by: Dixie Wescott 05/02/2024

Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	EDU 526	0.00% (0)	2.50% (1)	12.50% (5)	32.50% (13)	52.50% (21)	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	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (40)	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	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (40)	0.00% (0)	0	0

Untitled Report

Generated by: Dixie Wescott 05/02/2024

Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.	EDU 526	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (40)	0.00% (0)	0	0
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.	EDU 526	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (40)	0.00% (0)	0	0

Untitled Report

Generated by: Dixie Wescott 05/02/2024

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	0.00% (0)	0.00% (0)	2.50% (1)	50.00% (20)	47.50% (19)	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	40	0	0

Untitled Report

Generated by: Dixie Wescott 04/19/2024

Online MEA Program Objective Rubric

Query Name: EDU 527 Social Media Plan

Parameters Applied: Organization information:
Date range: 05/15/2023-04/19/2024 / Courses: Athlet/Activities Program Promot

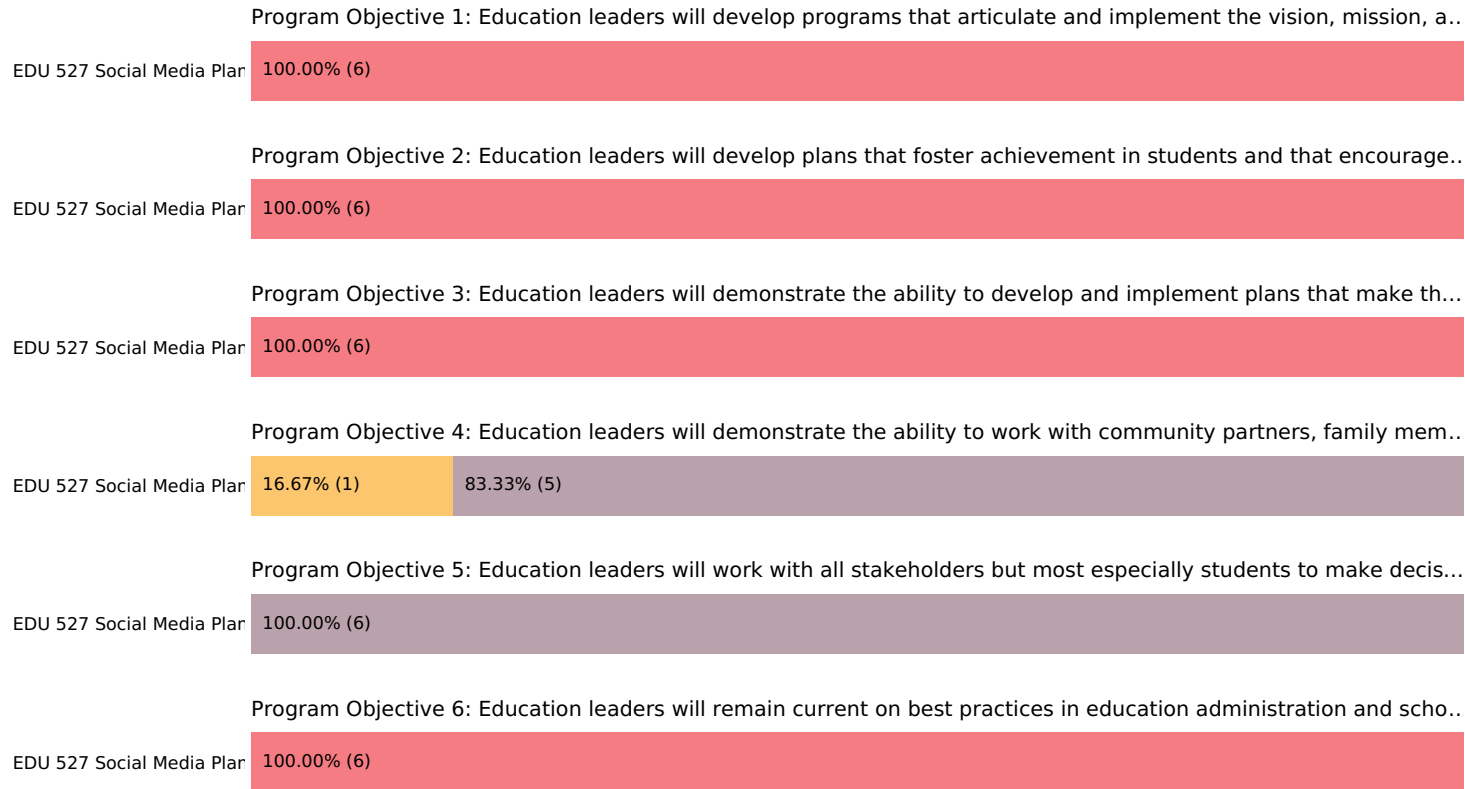
Online MEA Program Objective Rubric

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 04/19/2024



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	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	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	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	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	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	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</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>16.67% (1)</p>	<p>83.33% (5)</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</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>100.00% (6)</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	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	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	6	0	0

Errors on the WWU Website for the MEA Degree

Online Master of Education in Athletics/Activities Administration **Courses** Courses

This 30 credit-hour graduate degree is comprised of **11** 10 three-credit-hour courses; one of which is the Capstone Course.

<https://www.williamwoods.edu/academics/online/graduate/med-athletics-online.html>

Under the Requirements/Curriculum EDU525 is still listed.

https://www.williamwoods.edu/academics/online/graduate/master_of_education_in_athletics_activities_administration.html

Core Credits still states 33 hours and has EDU 525 still listed.

https://www.williamwoods.edu/catalog/graduate/degree_program_details.aspx?ADV_TREE_REQ_CDE=1MEDT



A Word from the Associate Executive Director

Josh Scott, CMAA

It's hard to believe that we are less than a month from 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.

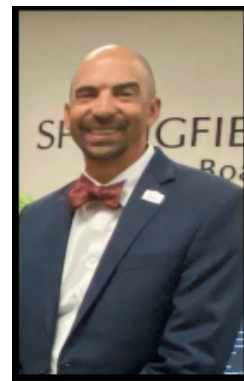
I am excited to announce a couple of new networking opportunities designed after the 2023 conference. Annually, our athletic administrators tell us they want more opportunities to connect with each other at the Lake. Through partnerships with HUDL and Boxout our Saturday member social will be an event to mark on your calendar along with the enhanced Monday night social brought made possible due to Daktronics and BSN. Both socials will be on campus and offer food and drinks along with the NCAA basketball games.

We are also proud to announce that the MIAAA has continued our 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 many 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!

- Josh Scott, CMAA





WILLIAM
WOODS
UNIVERSITY

GLOBAL

Online Master of Education in

Athletics/Activities Administration



THE WILLIAM WOODS DIFFERENCE

Over 150 years of
academic excellence

100% online

Convenient schedules
designed for busy lives

Comprehensive training
for all levels - middle
school, high school and
collegiate

National network of
successful practitioners

Tuition promise - no
tuition increases
as long as you stay
continuously enrolled

Prepare to Lead an Athletics/Activities Program

PROGRAM OVERVIEW

Leading a high-profile school athletics or activities program requires skills in facilities management, recruiting and retaining high quality staff, budgeting, promoting programs, staff, students online and in the community, relevant laws and policies, public relations, and more.

The William Woods program is one of a handful of graduate degrees in the nation that trains you in these skills at all levels. Coursework helps prepare you to formulate effective practice, philosophy, and planning to lead a comprehensive athletics and activities program.

PROGRAM ADVANTAGES

At William Woods, you will be participating in a graduate program known for its excellence and for providing a significant number of leaders in Missouri and nationwide. As one of these students, you will have the opportunity to learn from active practitioners in the field and make the connections you need for leadership and career growth.

"I chose William Woods University because I wanted this specific program, the fact that it was online so I could continue working while getting my degree, and its affordability. I was a beginning Athletic Director when I started the program and I was getting by, but the courses in the program gave me so much more--philosophy, perspective, knowledge and information on so many relevant and practical topics. This program has helped me become a better Athletic Director. I would recommend it to any beginning or aspiring athletic administrator."

~ 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 Administrator
- » Completion of a 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 30 credit-hour graduate degree is comprised of 10 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 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 525 Foundation of Educational Administration

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

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 submit their final Philosophy Paper.



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

Scan to request info



The MIAAA would like to extend a special **THANK YOU** to our sponsors. Your support continues to help MIAAA members in all aspects of Athletic Administration, across the state.





MESSAGE FROM OUR MIAAA BOARD PRESIDENT: JEFF TAGGART

Hello to all Missouri Athletic Administrators,

It's so good to reach out again to let you know of all the great things that have been happening within the MIAAA. Planning for the Spring conference is well underway. I got to tell ya, this is going to be a great conference.

The MIAAA Spring conference is set for **Saturday, April 6th through Tuesday, April 9th at Margaritaville Resort at Tan Tar A in the Lake of the Ozarks**. To register scan the QR code below or go to www.miaaamo.org and log into your account. Go to Conference Info, and click the registration link.

CONFERENCE REGISTRATION BELOW:

Plan on starting your Spring conference as our guest at the MIAAA member social on Saturday, April 6th at 6:00pm. Meet other Athletic administrators from across the state and create valuable networking opportunities.

The conference will have so many beneficial professional development options, I guarantee you'll walk away with new ideas to put to good use.



Our keynote speaker is **Mitch Hull, from the 3D institute**. Currently Mitch serves as the National Director of Professional Development and I've had the pleasure of getting to know Mitch and I can tell you, Mitch is contagious. Everytime I talk to Mitch I always walk away with a refreshed approach on how to dive deeper into what really matters in High School athletics. I have added his bio on page 35 so you can also gain insight on his purpose in helping schools create culture.

Good luck finishing the winter season strong and best wishes to start the spring. I'll see you in April at the spring conference!

Best wishes!

Jeff Taggart, CMAA
Parkway West High School
MIAAA Presiden4



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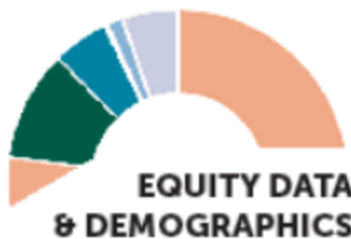
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- **Justin Anderson**
Activities Director
Central City HS
Nebraska



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AMP

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

The NIAAA offers a variety of certifications to meet your unique needs. Here are just a few benefits of gaining your Certification.

- Demonstrate commitment towards excellence and growth of professional knowledge.
- Increase potential for employment opportunities or incentives.
- Gain expertise in your leadership role as an Athletic Administrator.

Please view the requirements listed below to determine which certification in which you may qualify.

REGISTERED ATHLETIC ADMINISTRATOR	REGISTERED MIDDLE SCHOOL ATHLETIC ADMINISTRATOR	CERTIFIED ATHLETIC ADMINISTRATOR	CERTIFIED MASTER ATHLETIC ADMINISTRATOR
BASIC REQUIREMENTS	BASIC REQUIREMENTS	BASIC REQUIREMENTS	BASIC REQUIREMENTS
Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree
LTC 501, 502, 503	LTC 501, 502, 503	LTC 501, 502, 503	LTC 501, 502, 503, 504, 506
ADDITIONAL REQUIREMENTS	ADDITIONAL REQUIREMENTS	ADDITIONAL REQUIREMENTS	ADDITIONAL REQUIREMENTS
none	LTC 504, 700, 701	Employed as AD	Employed as AD
		2+ years experience	CAA
		LTC 504, 506	LTC 508, 510
		Pass CAA Exam	LTC 600 - Level (1)
			LTC 700 - Level (1)
			Elective Courses (3)
			Complete Project

COURSES ARE OFFERED ONLINE AND VIA WEBINARS to accommodate busy schedules when classes are not able to be attended in person.

Visit: www.niaaa.org

WHERE TO BEGIN... Professional Development Continued

There are a multitude of ways to obtain certification in-person or even online.. For a CAA, an athletic administrator must sit for the exam and will be offering courses and an opportunity to take the exam at the MIAAA Spring Conference.

Not available to take the test at the convention? Take it at home!

For an additional fee Proctor U can serve the need for those unable to be in person. The MIAAA offers a yearly scholarship for each of the 8 districts. Reach out to your district representative for more information.

CMAA- In previous years a completed project must be completed but now there is an option of an oral project via a video platform. 2024 is YOUR year as a leader, role model, and mentor in athletic administration to continue to build our CMAA numbers across the state. As of 2022, we only had 15 designated CMAA certifications. Let's continue to grow our numbers statewide in this effort.

QUESTIONS?

Contact the following:

Mike McGurk, CMAA

Lee's Summit North
MIAAA Certification Coordinator
Previously served as NIAAA President
816-986-3013

Josh Scott, CMAA

Springfield ISD
MIAAA Associate Executive Director
417-523-0084



Mike McGurk, CMAA

MEET THE MIAAA PROFESSIONAL DEVELOPMENT ACADEMY TEAM

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 one or more of our seven classes at the spring conference!

Access and benefits of NIAAA courses:

- In-person, webinar or an on-demand course - you can take it from the comforts of home or office.
- Whether in person or online - receive quality instruction, interaction, and networking opportunities.
- Includes digital course manual and acknowledgement of course completion.
- Courses taught by trained and experienced faculty.

Costs:

- Members \$125 per course
- Non-members \$210 per course.

Doug Kuhlmann, CMAA- Lutheran St. Charles



- Oregon native.
- Attended college in Nebraska.
- Coached football 15 years.
AD- Lutheran St. Charles
- Assistant Head of School
- Professor Athletics Admin at William Woods and Concordia Universities.

Doug Kuhlman, CMAA
Lutheran St. Charles
LTC Coordinator
636-928-5100



Chris Muskopf, CAA- St. Louis University



- Lifelong St. Louis resident.
- Graduate of SLUH and Mizzou.
- Previous coaching stops at Afton, CBS and MICDS
- Current AD at SLUH.
- 6 years as AD prior to joining PDA Team.
- Presented at state and national conventions multiple times.

Chris Muskopf, CAA
St. Louis University
LTC Coordinator
314-269-2146



TIME TO GET STARTED!!

Ready to start your certification?

Click on the QR code to find out more
On LTI courses and certification.



LTC SPRING COURSES

LTC 706 – Monday, February 26
LTC 790 – Thursday, February 29
LTC 631 – Monday, March 4
LTC 601 – Tuesday, March 5
LTC 511 – Wednesday, March 6
LTC 717 – Thursday, March 7
LTC 716 – Monday, March 11

LTC 627 – Wednesday, March 13
LTC 638 – Wednesday, March 13
LTC 608 – Thursday, March 14
LTC 603 – Monday, March 18
LTC 628 – Tuesday, March 19
LTC 704 – Tuesday, March 19
LTC 799 – Wednesday, March 20
LTC 709 – Thursday, March 21

**All webinars will be held from 6-10 p.m. EST.

MIAAA PROFESSIONAL DEVELOPMENT ACADEMY TEAM continued



Need to check current credentials?

NIAAA offers official transcripts for 25\$ to be sent directly to your email address from their online Store.

Why do I need a NIAAA transcript?

You will need proof of professional development if an organization requests for LTC's taken, this is definitely the way to go. Here's how you do it.

Directions

1. Log into NIAAA account
2. Go to profile
3. Under quick links select online store
4. Find the official transcript product and click view
5. Enter the address or email to send it to
6. Complete purchase.



QUESTIONS?: Contact Doug or Chris



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	mvlleisides@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	middletg@platteco.k12.mo.us	KC



Jen Brooks, CMAA
Mentoring Coordinator
Ursuline Academy
jbrooks@ursulinel.org

GOAL:

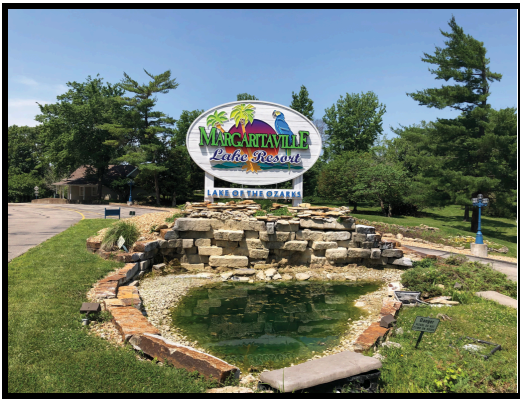
Connect veteran Athletic Directors with new AD's to learn, grow professionally, and gain insight on the leadership responsibilities as a leader within your school.

EXPECTATIONS:

- Connect weekly mentors and mentees based on needs (can be text, emails, phone call, teams).
- Monthly zoom meeting with Jen Brooks to discuss current events and issues at hand in HS Athletics.

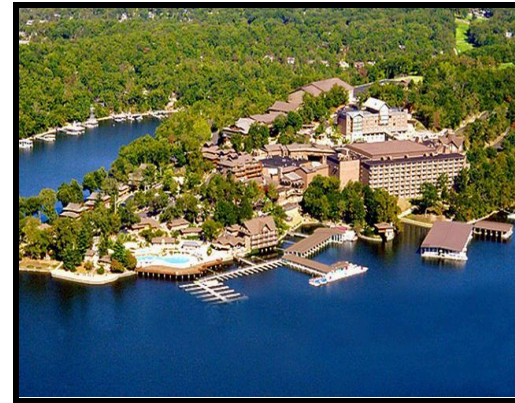
“The true strength of a new Athletic Director lies in their willingness to learn from the wisdom of others. Through mentorship with a seasoned AD you will be able to navigate uncharted waters, finding guidance, inspiration, and support turning challenges into triumphs”.

MIAAA CONFERENCE 2024



APRIL 6th-9th

Tan-Tar-A Margaritaville



JEFF WHITNEY, CONFERENCE COORDINATOR

M



Mark your calendars for the highly anticipated 2024 Spring MIAAA Conference taking place from April 6th-9th at Tan-Tar-A Margaritaville. Get ready to embark on a journey of learning and growth, surrounded by fellow professionals in the field.

Don't miss the President's Reception in the Driftwood room, Friday evening on the 5th at 6:00 PM where networking and camaraderie will flourish. Secure your spot by booking your rooms at the special **\$126.49** rate before the **MARCH 7th** deadline. Use special code **MIAA** for the specific conference rate. Visit our website to find out more and join us for a great experience. See you there!

2024 MIAAA SPRING CONFERENCE PROGRAM

April 6-9—Tan Tar A Resort

Tan-Tar-A Resort—Osage Beach, Missouri

“Building Impactful and influential culture in Athletics”

SATURDAY, April 6, 2024

LTI Courses are Sponsored by: William Woods University – MIAAA Professional Development Partner



8:00 – Noon LTC 503 Room-Escape

Enhancing Organization Management:

This course is a companion course to Strategies for Organization Management and outlines an approach to the fundamentals and methods of athletic administration and alerts and educates athletic administrators regarding potential problems and possible solutions in areas such as special events, public relations, awards, fundraising and Booster Clubs. The course also touches upon ways to increase or improve citizenship and sportsmanship through positive initiatives.

Athletic Administrators will have hands-on experience creating handbooks and a strategic plan for their school.

8:00 - Noon LTC 611 Room - Cedar Cove

Athletic Administration Concepts and Strategies for Interscholastic Fundraising, Marketing, Promotions and Booster Clubs:

This course will provide the athletic administrator with strategies and ideas to successfully promote and market the school's interscholastic programs and to enhance the success of supplemental fund-raising designed to create interest in, increase enthusiasm for, and enhance the image of, a school's interscholastic activities program are described. Models of supplemental fund-raising are summarized, including a focused segment on working successfully with booster clubs and safeguarding of funds that have been raised. The potential for raising funds through grants and outreach efforts for major gifts are introduced. Detailed information related to corporate sponsorship is provided. Appendices include sample materials that may be utilized for grant and corporate sponsorship applications, marketing plans, and booster clubs, as well as fund-raising resources.

9:00 – 11:00 AM MIAAA Board of Directors and Executive Board Meeting

Room – 63/64

1:00 – 5:00 PM LTC 617 Room – Escape

Administration of Interscholastic Sports Medicine Program:

This course examines the role of the athletic director and other school administrators in supporting and developing the interscholastic sports medicine program within a school or district. Coverage will include: (1) philosophy of sports medicine services; (2) roles and responsibilities of the Certified Athletic Trainer (A.T.C.); (3) roles of other members of the sports medicine team; (4) the high school sports medicine center – specifications and equipment; (5) helping parents, athletes and the general public understand the role of athletic trainers; (6) legal issues and risk management strategies; and (7)

contemporary administrative issues and response strategies. A series of appendices will also be developed to provide athletic directors and athletic trainers with helpful information.

1:00 – 5:00 PM

LTC 705

Room – Cedar Cove

Coach Centered Educational Athletics- A Character Based Coach to Coach mentoring program:

Character based coach to coach mentoring programs utilize the talents, strengths and qualities of the entire team of coaches to maximize the potential of the coaching staff. Mentoring is an attitude, a relationship and an investment which provides coaches the opportunity to support and nurture each other professionally, personally and ethically. This course will highlight mentoring models that demonstrate key behaviors to implement when establishing an effective mentoring program. It will also provide athletic administrators strategies and methods to develop and enhance successful coach to coach mentoring programs.

Sponsored by: Byrne & Jones, HUDL & Boxout

6:00 – 11:00 PM
Hall

MIAAA Membership Social

Wingate Exhibit

Sponsored by: Byrne & Jones, HUDL & Boxout



SUNDAY APRIL 7, 2024

LTI Courses are Sponsored by: William Woods University – MIAAA Professional Development Partner



8:00 – Noon

LTC 616

Room – Leeward 74

Management of Indoor Physical Plant Assets

This course considers spectator facilities, special use gymnasias, natatoriums, laundry rooms and locker rooms, and the various systems that support them. Mechanical system checklists for use in regular inspections and maintenance programming will be provided. In addition, considerations and issues related to construction and remodeling programs will be discussed.

8:00-Noon LTC 510 Room - Leeward 75
Legal Issues IV (Social Media, Transgender Participation, Event Management & Security, Pregnant & Parenting Student-Athletes, & Intellectual Property)
This course provides in-depth coverage of the legal standards governing the authority of schools to sanction student-athletes and athletics personnel for misuse of electronic communications tools and inappropriate postings on social media. It also includes strategies for developing and implementing effective social media policies, along with extensive coverage of the legal mandates imposed by courts and legislatures related to event management and security, legal issues regarding the participation by transgender students in school sports programs, the rights of pregnant and parenting student-athletes that must be respected by interscholastic athletics programs, and the intellectual property issues related to schools sports nicknames, logos, and mascots.

8:00 – Noon LTC 790 Room - 73
LEADERSHIP TRAINING INSTRUCTIONAL METHODS AND TECHNIQUES
Since its inception, the integrity of the NIAAA LTI program has been maintained through the consistent and accurate delivery of course curricula. LTC 790 ensures the consistent and accurate delivery of all LTI courses by first providing instructors with an awareness of the expectations that are placed upon them as course instructors, and then by providing instructors with the appropriate instructional strategies, methods and techniques necessary to properly deliver the courses to students. Current LTI National Faculty Instructors guide potential LTI instructors through a series of exercises and interactions that demonstrate best practices for the successful teaching all LTI courses. To become an LTI instructor, individuals must complete LTC 501, LTC 790 and the course the individual will be instructing.

8:30 – 10:00 AM Retired AD Breakfast Windward 70/71
(Sponsored by: Tan-Tar-A)

9:00 AM Debbie Kee Spouse’s Brunch Coral Reef
(Sponsored by: Gilman Gear & Stan Kee)

Presiders: Jane Taggart, Sara Chapman and Melinda Whitney

10:00 - 3:00 PM Registration Windgate Exhibit Hall

10:00 – 4:00 PM Exhibits Open Windgate Exhibit Hall

11:00 – 12:00 PM Leadership Luncheon Parasol II

Presiding: Dr. Brandon Clark, CAA (Nixa Public Schools)

11:00 – 12:00 PM First Time Attendees Orientation/Helpful Strategies for ADs Parasol I

Presiding: Keith Chapman, CAA Retired
Jen Brooks, CMAA – Mentor Program Coordinator (Ursuline Academy)

12:15-1:15 PM CAA Test Review Session Room-Escape

Presiding: Josh Scott, CMAA (Springfield Public Schools)

12:15 – 1:00 PM Workshop Session I

Parasol I

- A. Using Google Apps & Technology to Enhance Communication, Organization, and Your Brand

Presenting: Cody Davis Sullivan
Presiding: Todd Anderson, Hermann

B. MSHSAA Transfers

Room 63/64

Presenting: MSHSAA Staff
Presiding: Chris Kendrick, CAA Mid-Buchanan

C Building an Emergency Action Plan

Room 72/73

Presenting: Jordan Pannett, RAA - Lone Jack Chad Valadez, CAA - Oak Park
Presiding: Casey Vokolek, CAA North Kansas City School District

D. "Five Essential Leadership Covenants." Room 60/61

Presenting: Rob Davis, Retired Athletic Administrator Presiding: Erin Hesselbach
Nerinx Hall

1:00 - 1:45 PM Exhibits Open

Windgate Exhibit Hall

1:30 PM Door Prizes

1:45 - 2:30 PM Masters Series Interviews

Windgate Exhibit Hall

Presiding: Jen Brooks, CMAA (Ursuline Academy)

2:30 - 3:00 PM Visit Exhibits

Windgate Exhibit Hall

3:00 – 4:00 PM MSHSAA Ballot Issue Discussion Windgate Exhibit Hall

Platinum Partner Intro - Missouri National Guard

Presenter: Dr. Jennifer Rukstad, MSHSAA Executive Director
Presiding: Jeff Taggart, CMAA, MIAAA-President (Parkway West)

Partner Announcement & Closing – HomeTown Ticketing



5:00-5:30 PM Award Recipients Reception Room 63/64

Presiding: Sean Erwin, CAA (Francis Howell)
Marlin Hammon, CAA (Retired)

5:30 PM Banquet Doors Open Paradise B/C
(Sponsored by Clell Wade Coaches Directory)



Presiding: Jeff Taggart, CMAA, MIAAA-President (Parkway West)
National Anthem: Camdenton Bel Cantos Choir
Welcome: Mark Linneman, MSHSAA Board President
Opening Remarks: Jeff Taggart, CMAA, MIAAA-President (Parkway West)
Presentation of Awards: Sean Erwin, CAA (Francis Howell)
Presentation of NIAAA State Award of Merit: Brandon Clark, CAA (Nixa)
Don Rothermich Professional Development Award: Marty O'Hern
Presentation of NIAAA/MIAAA Scholarship Winners: Robert Ndessokia (Capital City)
Presentation of Gerald Linneman Award: Keith Chapman, CAA (Retired)
Innovation: Jen Brooks, CMAA (Ursuline Academy)
Dinner
Closing: Jeff Taggart, CMAA, MIAAA-President (Parkway West)

8:00 PM MIAAA Hospitality Room Parasol I/II
(Sponsored by : KidGuard)

MONDAY, April 8, 2024

7:15 AM Exhibits Open, Coffee and Pastry Windgate Exhibit Hall
(Sponsored by: Clell-Wade)

7:30 – 8:00 AM **Late Registration** **Windgate Exhibit Hall**

8:00 – 9:20 AM **2nd General Session** **Paradise A**
(Sponsored by Final Forms)



Keynote Speaker: Mitch Hull - 3D Institute

The ECOSYSTEM of High school sports; What’s the formula for change?

Introduction: Jeff Taggart, CMAA, MIAAA-President (Parkway West)

9:20 – 9:45 AM **Coffee Break, Exhibits, Door Prize** **Windgate Exhibit Hall**

9:50 AM **CAA Test** **Escape Room**

Presiding: Josh Scott, CMAA (Springfield Public Schools)

9:50 – 10:40 AM **Workshop Session II** **Paradise A**

Keynote Speaker: Mitch Hull from 3D

InstituteSuccess Versus Significance; How do we get both?

Presider: Jeff Taggart, CMAA, MIAAA-President (Parkway West)

10:30 – 11:10 AM **Coffee Break, Exhibits, Door Prize** **Windgate Exhibit Hall**

11:15 – Noon **Workshop Session III**

A. **MSHSAA Appeals** **Paradise A**

Presenter: MSHSAA Staff
Presiding: Mike Roth, Whitfield

B. **Effective Coaches meetings** **63/64**

Presenter: Tyson Moyers and Sean Erwin
Presiding: Tony Brandt, South Callaway

C. Retirement Parasol II

Presenter: Derald Snider Executive Director PSRS
Presider: Marty O'Hern, CMAA (Retired)

D. RAA/CAA/CMAA Road to Certification 60/61

Presenter: Chris Muskopf, CAA (SLUH) & Mike McGurk, CMAA
(Lee Summit North)
Presider: Katt Williams, St. Teresa's Academy

Noon Exhibits Close

Noon – 12:30 PM Box Lunch Main Lobby

Noon – 2:00 PM District Caucus / District Elections: SC, SW, STL, NE

SW- Parasol II
NW- 60/61
Central- 62/63/64
SE- 74/75
SC- 76/77
NE- Nautical Wheeler
STL- Paradise A
KC - Parasol I

6:00-11:00 PM MIAAA Monday Social TBA
Sponsored by: BSN and Daktronics



Tuesday April 9, 2024

8:30 AM	Coffee and Pastry (Sponsored by AstroTurf)	Paradise A
8:30 – 9:15 AM	Door Prize Drawing	Paradise A
9:15 – 10:00 AM	Workshop Session IV	
A.	14 Legal Duties Presenter: Chris Muskopf and Bill Deckelman Presider: Will Christian, Lebanon	Rooms 63/64
B.	Recruiting and Retaining the Teacher- Coach Presenter: Regina Field and Teron Sharp Presider: Michelle Hanock, Visitation Academy	Parasol II
C.	Creating a Championship Culture Presenter: Mike McGurk and Robert Ndesskia Presider: Andy McGill, Sikeston	Room 60/61
D.	Building the Coach/Parent relationship Presenter: Mitch Hull, 3D Coaching Presider: Dr. Doug Kuhlmann, CMAA - LHSSC	Paradise A
10:20 – 10:55 AM	3rd Gen. Session –MIAAA Business Meeting	Paradise A
	Presiding: Jeff Taggart, CMAA, MIAAA-President (Parkway West)	
A.	Approval of 2023 Business Meeting Minutes: Bill Deckelman, CMAA (Washington)	
B.	NIAAA Liaison Report: Robert Ndessokia, (Capital City)	
C.	Treasurer report: Andy McGill	

D. District Election Results: Jeff Taggart, CMAA MIAAA-President (Parkway West)

At-Large election results

E. Conference Evaluation Report: Mike McGurk, CMAA (LSN)

F. LTC Report: Chris Muskopf, CMAA (SLUH)

G. Tournament Results:

Golf: Jeff Starkweather, CAA (Retired) Poker: Jeff Starkweather, CAA (Retired)

Fishing: Alan Spencer, CAA (Retired)
(Sponsored by: Crown Trophy)

H. Old Business: Jeff Taggart, CMAA, MIAAA-President (Parkway West)

I. New Business: Jeff Taggart, CMAA, MIAAA-President (Parkway West)

J. . Announcements and Adjournment

11:00 AM 4th General Session – MIAAA Luncheon Paradise B
(Sponsored by Watchfire Signs)

Presiding: Jeff Taggart, CMAA, MIAAA-President (Parkway West)
Invocation: Jen Brooks, CMAA (Ursuline Academy)

A. District Door Prize Drawings: District Representatives

B. 50/50 Drawing: Kris Kellams/Susan Dean (Retired)

C. Announcements/Adjournment: Jeff Taggart, CMAA, MIAAA President (Parkway West)

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[DATRONICS.COM/WHYVIDEO](https://www.daktronics.com/whyvideo)



Congrats to Jen Brooks, current AD at Ursuline Academy and Mentoring Coordinator She was recognized at the NIAAA Convention for the Citation Award. Jen has been instrumental in starting the mentoring program and working with William Woods University to partner with MIAAA in their Masters Program. Congrats Jen!



According to NFHS:

“NFHS Citations are awarded to individuals whose contributions have impacted high school activity programs through their association with one of the following groups of professionals: state associations and NFHS staff, athletic directors, coaches, officials, music adjudicators and directors, and speech, debate and theatre directors.

Author:

Clay Burnett, CEO of FinalForms



7 Simple Steps to Streamline Your Athletic Clearance Process

It's never been more important to make sure only eligible athletes suit up and take the field. Fielding ineligible players comes with serious penalties at the department, district, and state level; not to mention the public relations and legal nightmares. Unfortunately, "eligibility" is becoming increasingly complex due to evolving, required consent, compliance, and waiver forms.

Suffice it to say that athletic clearance is complex — and it's even harder when you're relying on outdated systems. That being the case, optimizing athletic clearance needs to be a top goal for every district in order to keep kids safe and avoid negative outcomes.

With that in mind, let's take a look at some of the ways you can streamline your athletic clearance process and ensure only eligible athletes play.

1. Examine your current process

Before you change anything about your program, take a hard look at your current process. Document what's working and what needs improvement.

For example, it's possible your school has a stellar system in place for collecting information and preventing ineligible athletes from taking the field. If your district never has any issues with eligibility, it may just be a matter of further optimizing your system and digitizing your operations. On the other hand, if you're constantly running into problems, you may need to scrap your current system and start fresh.

Some key points to consider include:

Parent accessibility

Is your system ADA compliant, does it translate forms to any language, and is it easily accessible via any standard web browser?

Data delivery

Does your system automatically deliver data such as physical clearances, eligibility alerts, and return-to-play statuses?

Time commitment

Can you save time by employing a more efficient, more secure system so each stakeholder has fewer touch points and less duplication?

Investing in the right technology can improve all of these needs. Digitizing athletic clearance lowers operational costs, eliminates data-entry errors, and increases data security.

As an added bonus, it's also more convenient for parents, guardians, coaches, and students.

2. Collect feedback

Talking with parents, coaches, and students about digital options prevents pushback and allows each party to ask questions about hot-button issues like data security, health and safety protocols, and communication.

At this point, ask stakeholders how they feel about your current data collection process and see if they have any recommendations for improvement.

3. Find a vendor

It's important to be highly selective when sourcing an athletic management provider and partner with a company that offers real-time alerts, on-demand data delivery, and status updates.

Why? For example, an athlete may require a clearance review before the next game. If that's the case, the platform should automatically pick up on this, send out an alert to all necessary parties, and provide a list of action items and steps. This eliminates using email and third-party messaging apps to ensure no important messages slip through the cracks.

4. Form a migration strategy

Whenever you're implementing new tools and new processes, things can get a little dicey. For the best results, look for a technology partner that has a solid migration plan to ease your transition to a digital athletic program. This is something you should ask each vendor during the sales process.

It's also a good idea to ask the vendor for a plan on how they will help walk you through migration, so you don't wind up with a program that's overly complex to administer and manage.

Some questions you should ask include:

How long will the deployment take?

What to do with your current accounts?

What is the district's role in the migration process?

Athletic directors often ask whether a hybrid solution is possible, meaning one that allows parents to submit paper forms after going digital. While this is technically possible, it's not advisable, as it can create confusion and add risk. Making a clean switch to a digital program is far more effective.

5. Demonstrate the new solution

Once the platform is up and running, it's a good idea to show all stakeholders how to use it so there are no questions. It can be as easy as playing a video or sharing three to four screenshots. Heck, maybe the provider has a "Playbook" that helps your medical professionals, coaches, and parents understand clearances.

Remember, be patient with parents, coaches, and students during this process, as there may be some people who are not technologically proficient and need to be trained to use the platform productively.

6. Roll out the new platform

Sports programs start at different times throughout the year, making it easy to deploy your digital athletic management system slowly and methodically.

This staggered schedule allows you to roll out a new platform early on in the year, assess progress, collect feedback, and apply changes from season-to-season.

7. Use the platform daily

There is a big difference between a digital form solution and an end-to-end athletic management system. With the former solution, you roll out the product during registration, collect all the information you need, and shelve the platform until it's time to use it with another sports team.

An end-to-end management platform, on the other hand, becomes a core aspect of daily operations — a one-stop-shop for collecting information, issuing updates, and communicating with athletic stakeholders.

For example, [FinalForms](#) is a purpose-built athletic management platform designed to make managing athletic seasons easier than ever before.

Ready to take your first steps towards a streamlined and more compliant athletics program? Click the QR code to [Schedule a free demo](#) with a member of the FinalForms team.





AD HIGHLIGHT



TERON SHARP - CAA

ST. LOUIS PUBLIC SCHOOLS

One on one with AD Teron Sharp ...

Teron, tell us a little bit about yourself.

This is my 11th year as a PE teacher and Athletic Director. I was previously at Hazelwood and currently in my 8th year at St. Louis Public Schools.

As the District AD at St. Louis Public Schools what decisions do you have to make on a daily basis?

Being in one of the largest school districts in the state with 9 High Schools, 12 Middle Schools, and several Elementary Schools while also being short staffed it is difficult to get Everything done that I would like. We have one person who Assists with MS and Elementary intramurals (3rd-5th graders Co-ed) and I have one assistant in the office. When it applies To the High Schools I am responsibility for all duties. Our Building AD's are only part-time with a lot of turnover and Resources are scarce. From scheduling conference games to Assigning officials for all schools it can be overwhelming at times.



You were at at-large big to be a District Rep on the Board of Directors and currently in year 2. What have you gained by being on the board as part of the strategic plan adopted in 2022 to create initiatives bringing in more diversity?

That is a tough question as I have enjoyed being a district representative but if we really look at diversity statewide STL, KC, and parts of Springfield are the only areas that are more urban versus rural. At the NIAAA Convention NOMAD, National Organization of Minority Athletic Directors, had a gathering and it was great to hear what was taking place outside of St. Louis and in other states. I believe we can could even have a meet and greet at the MIAAA Conference about diversity, equity, and inclusion so we all learn and grow. It would be a start to better understand one another and see different challenges we all face.

What future challenges do you foresee?

I believe currently our biggest challenge is to get more women involved, this would include coaches, student athletes and even officiating. Girl sports are struggling and women coaches or AD's in their life can be a mentor to continue to move forward.



Message from Dr. Rukstad

MSHSAA Executive Director



It was a few years into being an educator when I began to connect how much the rhythm of the academic year impacted almost every part of my life, and how that rhythm was different than people in other walks of life. While every year comes with unique experiences, the predictability of how the time flows provides a stronghold on which to anchor. No matter how challenging the experiences of a given year, we can look forward to our gathering together in the spring for the MIAAA conference. Annual rituals like this provide hope within the day-to-day we don't really even notice. When you take the time to do so, you realize the assurance of seasonal reprieves is likely the spark that kept you going more often than you realized.

While the MIAAA has put a great deal of effort into providing other types of supports through the year for our state's athletic administrators, the spring conference is the main source of connection, comradery, and renewal for the hardest working people in education. We look forward to being together each year, and it is always a time to take a quick breath before charging into the fast and furious finish. The careful thought and tremendous work put forth by the MIAAA officers, board, retirees, and other organizers provide an excellent atmosphere to get just what is needed out of the few days together.

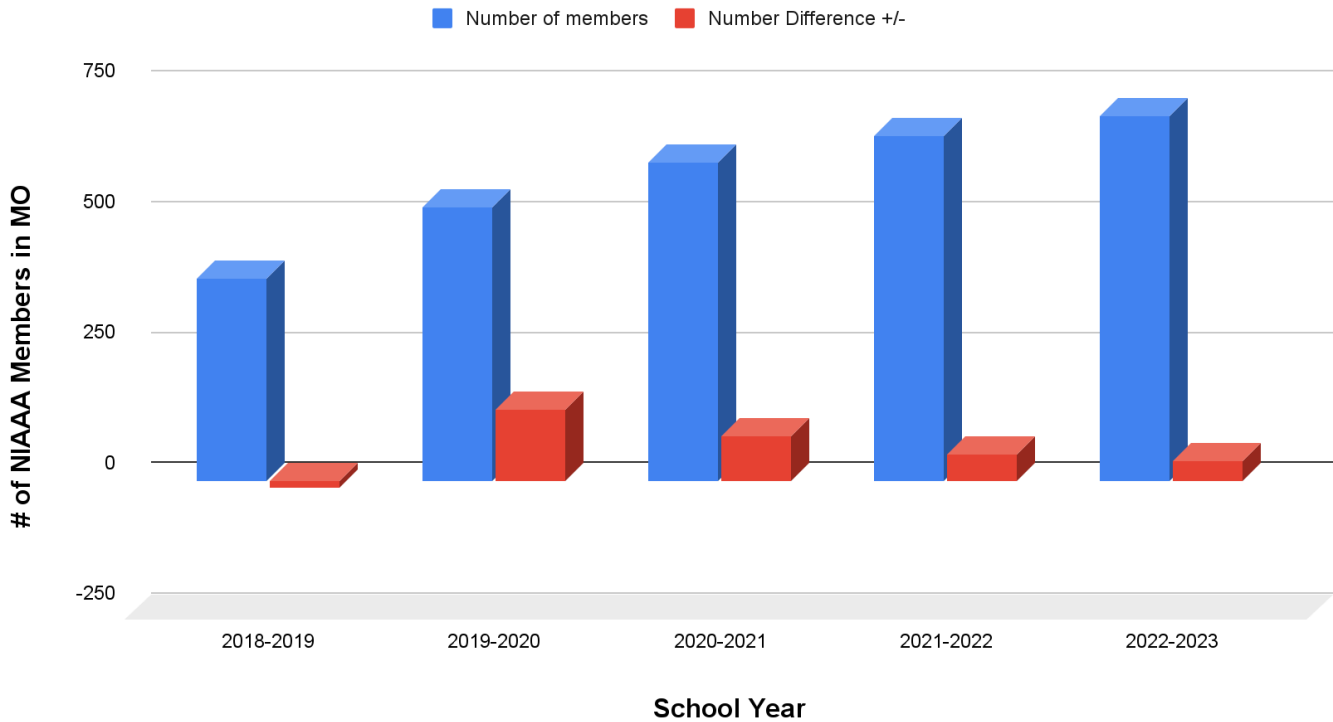
Please accept my thanks and the thanks of all the staff at MSHSAA for the job you do as the liaison between your member school and the staff. You don't get enough thanks or praise for the work you do in all aspects of your job, and we know the requirements around compliance in its many forms can sometimes be a distraction from the pressing needs of your school communities on a daily basis. The importance of those pieces might seem mundane when you are doing them well, and it can be easy to take for granted all that is possible in the lives of students when you regularly complete the tasks required by your school's membership. It matters. You matter. Even when the students don't know anything about what you have done to make their experiences possible, what you do matters. On behalf of us, and all the kids and adults who might not ever know why they should be grateful to you, THANK YOU.

I look forward to seeing all of you in April, and seeing you along the unpredictably predictable road of this school year.

Jen

NIAAA SECTION V CONTINUING TO CLOSE THE GAP FOR OVERALL NATIONAL MEMBERSHIPS NUMBERS

NIAAA Missouri Members 5 Year Trend



Missouri ranks in the top 5 in the country for membership with the NIAAA.

Michigan IAAA	738	Biggest % Increase	
New York (SAAA)	733	2019-2020	+34.80%
Ohio IAAA	714	Smallest %	
MISSOURI IAAA	697	2018-2019	-3.0%
Indiana IAAA	633		

Strategic Plan Update 2024

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.



THANK YOU TO ALL OUR MIAAA SPONSORS!



What is Culture? - Jon Gordon

I am often asked to define “culture” and here’s my definition:

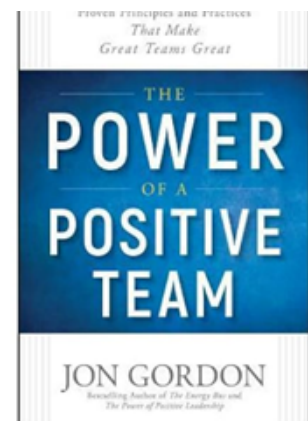
- **“Culture is the living breathing essence of what an organization values, believes, thinks, says and does”.**
- **Culture isn’t one thing. It’s everything.**
- **Culture is not one person. It’s everyone.**
- **Culture is not static. It’s dynamic.**

Every day, everyone in your organization creates your culture by what they value, believe, think, say and do.

Regardless of what your culture was like last year or even yesterday, what matters most is what you are doing today to build your culture and make it great.

Recently I had the honor and opportunity to speak to the Colorado Rockies entire organization. From the Owner, President, GM, Manager and Dominican coaches to athletic trainers, equipment managers, ticket sales, tech, etc. It’s rare for a professional sports team to bring everyone in the organization together, but the Rockies have a rare, special culture filled with amazing people.

As I gave talks on *Creating your Competitive Advantage* and the *Power of a Positive Team*, it occurred to me how important it was that everyone in the organization was learning the same principles and practices for enhanced mindset, leadership and teamwork at the same time.



What is Culture? - Jon Gordon (cont.)

Shared learning experiences like this create a common bond, a common understanding, a common language, and common practices, that reinforce and strengthen the culture and lead to collective growth.

While I'm a big believer of diversity of people, diversity of thought, diversity of ideas and diversity of innovative strategies in an organization, it's essential to connect and unite around a set of common principles, practices and core values.

For a culture to be strong, everyone in an organization must know what they stand for and live these shared principles and core values.

When a diverse group of people know and show their values consistently together, they are well on their way to creating a culture of greatness and creating great results.

Culture is created and you and your team can create a great culture starting today by what you value, believe, think, say and ultimately do.

Start by getting together and ask, "What do we stand for and what do we want to be known for?" Then decide how you will live it and show it.

*Credit: Jon Gordon, Author and Motivational Speaker





Title IX Compliance at the Middle School Level

Conducting a Title IX self-assessment of a school district's athletic program to measure compliance is a proactive leadership function of the athletic director and Title IX coordinator. Title IX applies to all types of athletics programs including interscholastic, intercollegiate, club and intramural programs.

Interscholastic programs are intended to mainly consist of the higher skilled student-athletes representing the high school, middle school and, where programs are available, elementary school. Therefore, a comprehensive assessment includes all levels of interscholastic programs in a school district including middle school. A school's middle school interscholastic athletics program may be a strong indicator of interest and abilities of females in the school and, therefore, should be included in the school's comprehensive Title IX assessment.

A thorough program assessment that includes middle school will take a comprehensive look at the school district's entire athletics program grades 7 through 12 or, in some cases 6 through 12, and determine if the program accommodates the interests and abilities of the students as a whole, and if specific program components detailed in the Title IX regulations are equitable for girls and boys.

It is important for the school's Title IX coordinator and athletic director to have a clear understanding of the two major areas of the Title IX athletics compliance framework:

(to read entire article and implement steps in your strategic IX plan scan the QR code below)

1) Accommodations of Interests and Abilities (the Three-Prong Test)

2) Other Athletic Benefits and Opportunities (the Laundry List).



Title IX Compliance at the Middle School Level (cont.)

While the first area uses the 'Three-Prong Test' to determine whether a school provides adequate athletic opportunities for its female students, the second area evaluates a "laundry list" of athletic benefits regarding:

- equipment and supplies;
- locker rooms and practice/competition facilities;
- allocation of travel/transportation/per diem benefits;
- years of experience, quality and salaries of coaches;
- institutional housing/dining facilities and services;
- game/practice times;
- scheduling;
- facilities for and access to training and medical services;
- academic tutoring services for student-athletes;
- institutional support services; and
- recruiting resources provided to student-athletes;

Similar to assessing a school's high school athletics program, the focus of Title IX at the middle school level is on overall program comparability and quality of athletic programs, not exact component comparisons between specific sports. Title IX does not require that male and female athletes receive identical support and services. Instead, it requires that male and female athletes receive the same quality of support and that the program for each gender equally meets the needs of the athletes involved.

When school district athletic personnel understand the importance of gender equity in athletics and commit to providing girls and boys with similar opportunities, treatment and respect at all levels, then both genders stand to win and school athletic programs stand to grow. Athletic directors, coaches and school administrators need more than vision to implement programs and deal with equity issues, including creating more participation opportunities for girls.

-Credit: Peg Pennepacker, CAA on November 08, 2023

*Article is not listed in entirety. The complete document can be found at www.nfhs.org



REMINDER:

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National Initiative and Assistance Network

2024 Initiative: My Stuff Bags Foundation

The 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.



My Stuff Bags Foundation

An additional function of the NIAN is to raise awareness and funds to nationwide causes. The National Interscholastic Athletic Administrators Association has selected **MY STUFF BAGS FOUNDATION** as the 2024 Initiative. My Stuff Bags Foundation provides duffels of new belongings to children who must be rescued from abuse, neglect, domestic violence and homelessness. Traumatized by the events leading to their placement in foster care and crisis shelters, these children often arrive with nothing of their own.

2024 MIAAA CONVENTION KEYNOTE SPEAKER

Mitch Hull, 3D Institute National Director of Professional Development



Mitch Hull has been involved in the athletic world most of his life. A 3-sport athlete in High School, Mitch won a State and National title in wrestling. After playing two years of football at Kansas State, Mitch wrestled three years at the University of Wisconsin where he was a Big Ten Champion and All-American. He also wrestled for the United States in the World Championships in both of the Olympic Styles. Mitch finished his competitive career placing second in the Olympic Trials.

Mitch coached wrestling for 4 years as an assistant Coach at Wisconsin before he went on as an Assistant Coach at Purdue University for two years and then the Head Coach at Purdue for four years. As the Head Coach, Purdue Wrestling had its best two seasons in the past 65 years, placing 7th and 12th at the NCAA Championships.

Mitch left coaching and served as the National Teams Director for USA Wrestling from 1992 until 2013. He was responsible for overseeing the training, direct financial support and the competition of the USA World and Olympic Teams and served as the delegation leader for wrestling with the US Olympic Committee for six Olympic Games.

During that time Mitch was also involved in the redesign of the USA Wrestling Coaches Education Program that has placed a much greater emphasis on the values that 3D Coaching is working to provide for coaches of all sports.

'His purpose is to help schools build a culture in sport that students want to be part of that impacts lives. To do this his focus is in two areas: 1) helping schools build systems and processes that are essential in leading, managing and sustaining sport culture 2) leading coaches to identify their purpose, then providing the tools to help them maximize that purpose, on and off the field of play.'

-Jeff Taggart- MIAAA President

Future Dates to Remember

April 6-9, 2024 - MIAAA

Annual Meeting @ Tan Tar A Resort

August 7-8, 2024—MSHSAA

Summer Institute

December 13-17, 2024—NIAAA

Conference— Austin, TX.

April 4-8, 2025- MIAAA

Annual Meeting @ Tan Tar A Resort



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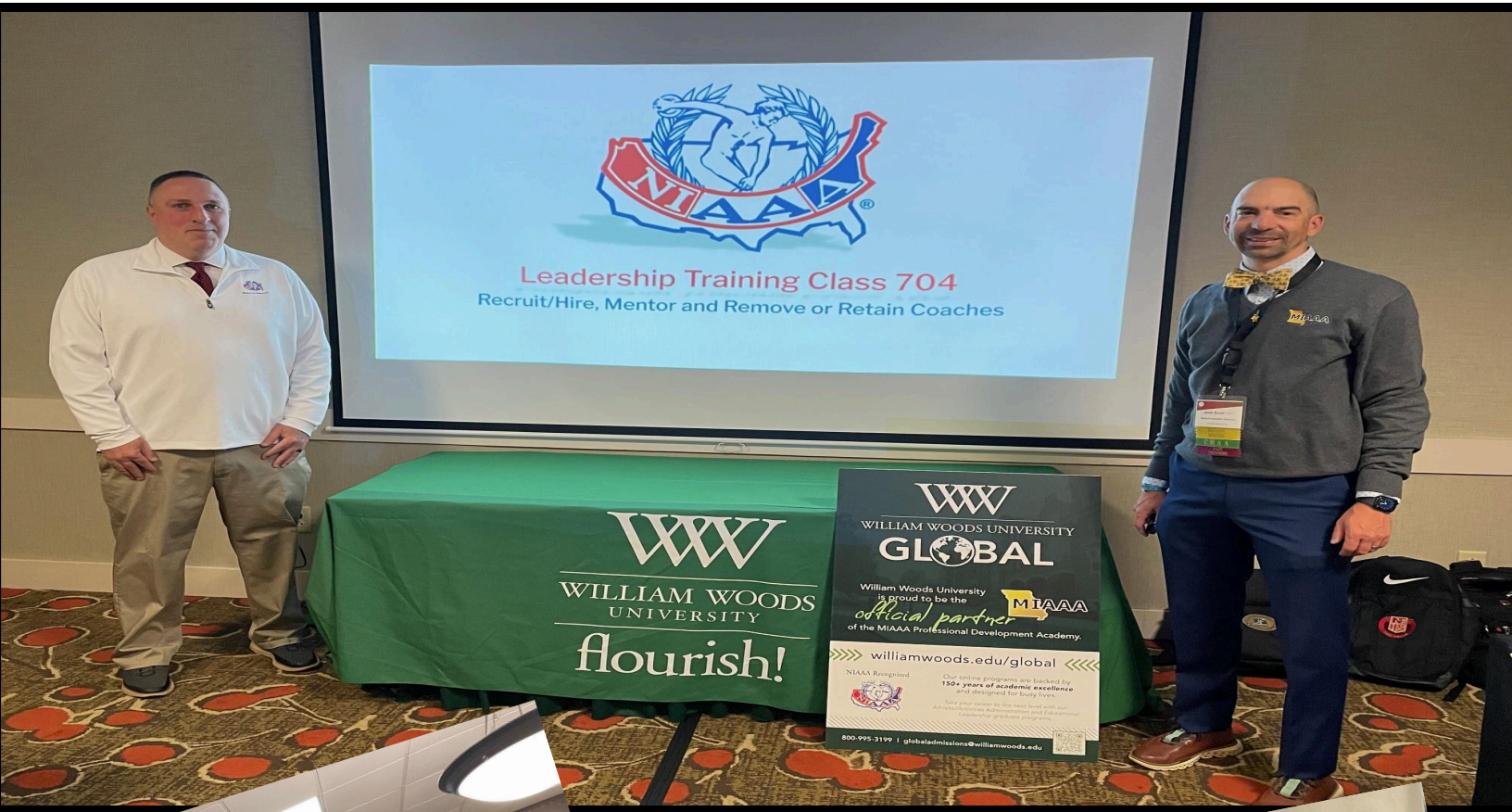
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2023 MIAAAA Convention



2023 MIAAAA Convention



Tribute to Del Rinne 1941-2024

In the wake of the recent passing of a revered figure in the MIAAA community, we want to acknowledge and remember Del Rinne who dedicated decades to the organization and left an indelible mark on all who had the privilege of knowing him.

Del's commitment to the MIAAA was unparalleled, as evidenced by his remarkable attendance at every conference from 1979 to 2023. Post-retirement, he took on the crucial role of overseeing the sale of 50/50 tickets, a responsibility that saw him raise substantial funds for both the MIAAA and the scholarship fund. For those who frequented the registration area, Del was a familiar face, embodying the spirit of camaraderie and community that defines the MIAAA.

His benevolence extended beyond fundraising efforts. Del served as a mentor to many, generously sharing his wealth of knowledge with fellow athletic directors. Always a constant at the card game and a participant in the Fishing Tournament, Del brought not just expertise but also a sense of joy and camaraderie to every event.

Del's contributions to the MIAAA extended to leadership roles, including his tenure as the South Central Representative from 1985-1993, President-elect from 1993-95, and President in 1995-96. His outstanding service earned him the NIAAA Award of Merit in 1997 and the Gerald Linneman Lifetime Achievement Award in 2008 – testaments to his enduring impact on the organization.

Beyond his accolades, Del was a fixture in the athletic community as the longtime football coach and athletic director at Union High School. The stadium field bears his name, a fitting tribute to a man whose influence transcended his official roles.

Yet, it was not just Del's professional accomplishments that endeared him to those around him. He was, above all, a kind and approachable soul. Many of us cherish the hours spent in conversation with Del, appreciating his wisdom, warmth, and genuine camaraderie. His absence leaves a void that cannot be filled, and we will miss those cherished times spent with him.

As we bid farewell to a true icon, let us remember Del not only for his contributions to the MIAAA but for the lasting friendships, memories, and inspiration he leaves behind. May his legacy continue to inspire generations of athletic directors to come.

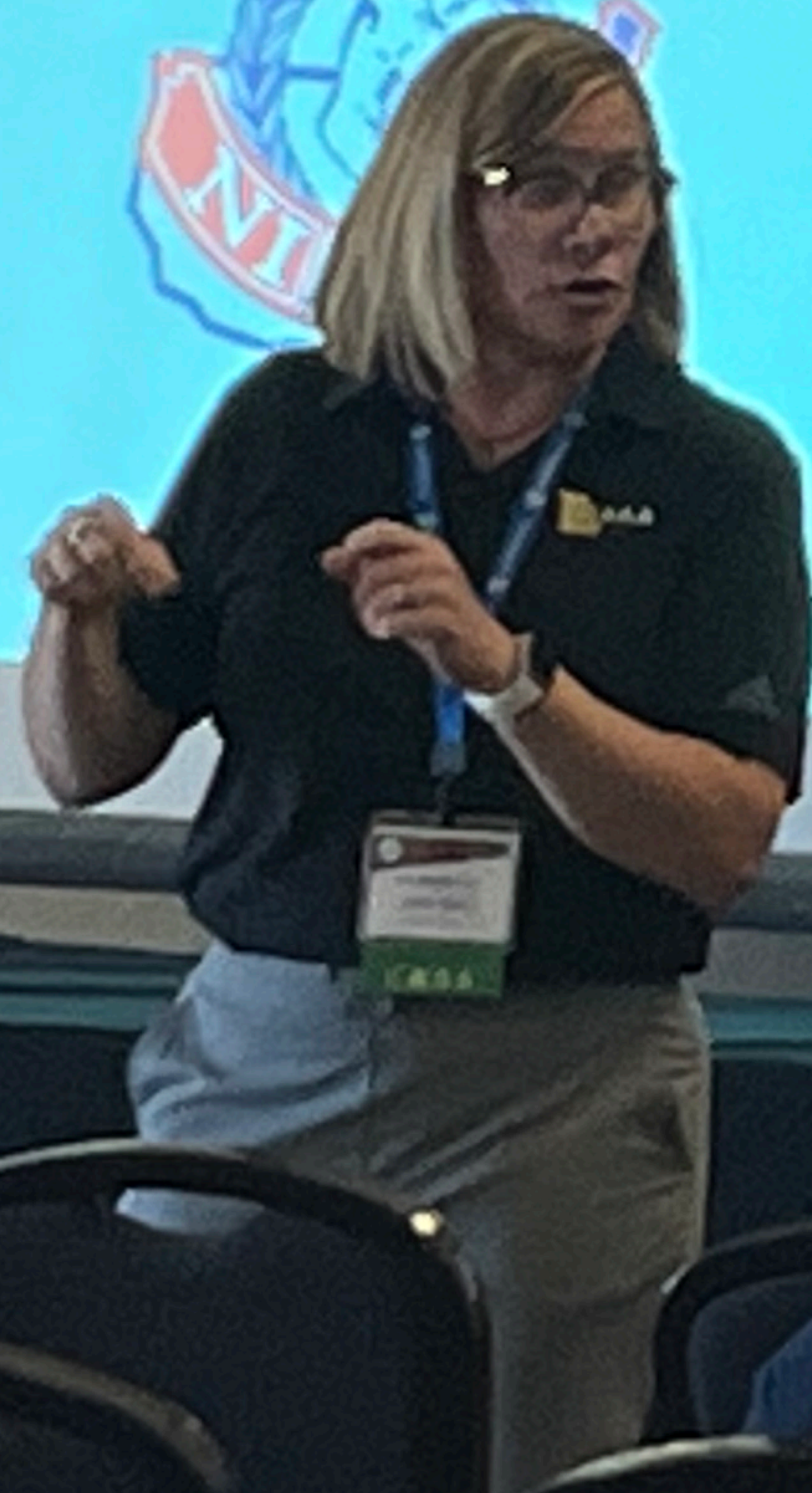
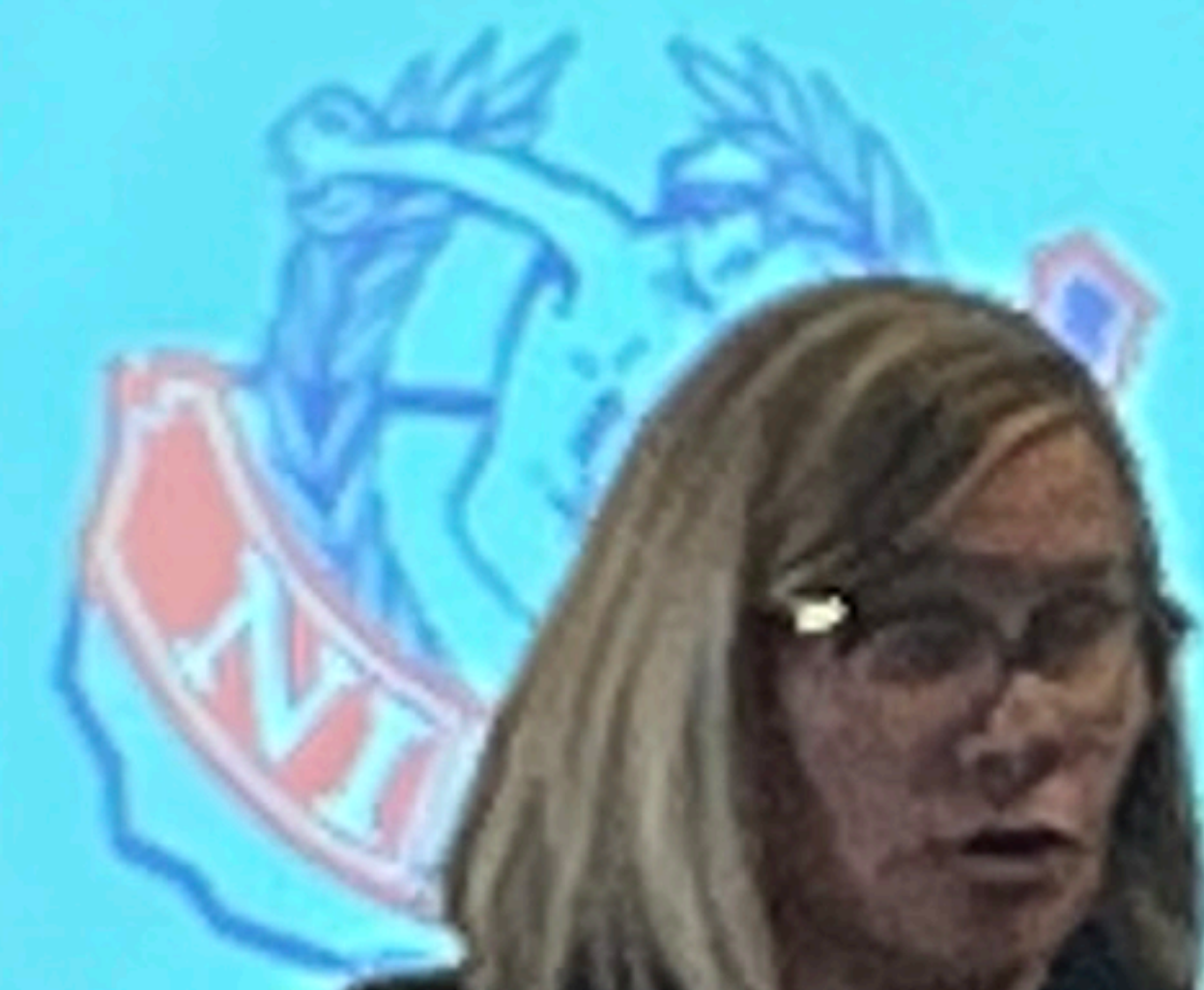


	First Name	Last Name	MIAAA Position	High School
OFFICERS	Jeff	Taggart, CAA	President	Parkway North
	Brandon	Clark, CAA	President Elect	Nixa
	Andy	McGill	Treasurer	Sikeston
	Bill	Deckelman, CMAA	Secretary	Washington
	Keith	Chapman, CAA	Past-President	Retired
	Marty	O'Hern, CMAA	Executive Director	Retired
	Josh	Scott, CMAA	Associate Executive Director	Springfield School District
DISTRICT REPS	Mark	Carey	Central	Knob Knoster
	Chris	Kendrick, CAA	Northwest	Mid-Buchanan
	Tyson	Moyers, CAA	Southeast	Cape Central
	Todd	Anderson, CAA	South Central	Hermann
	Casey	Vokolek, CAA	Kansas City	North KC Public Schools
	Will	Christian, CAA	Southwest	Lebanon
	Mike	Roth, CAA	St. Louis	Whitfield
	Tony	Brandt, CAA	Northeast	South-Callaway
	Teron	Sharp, CAA	At-Large	STL Public Schools
	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/Exhibits	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
	Meredith	Doyle	Newsletter	KC Public Schools
	Robert	Ndessokia	NIAAA Liaison	Capital City
	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



MIAAA & NIAAA Information & Updates



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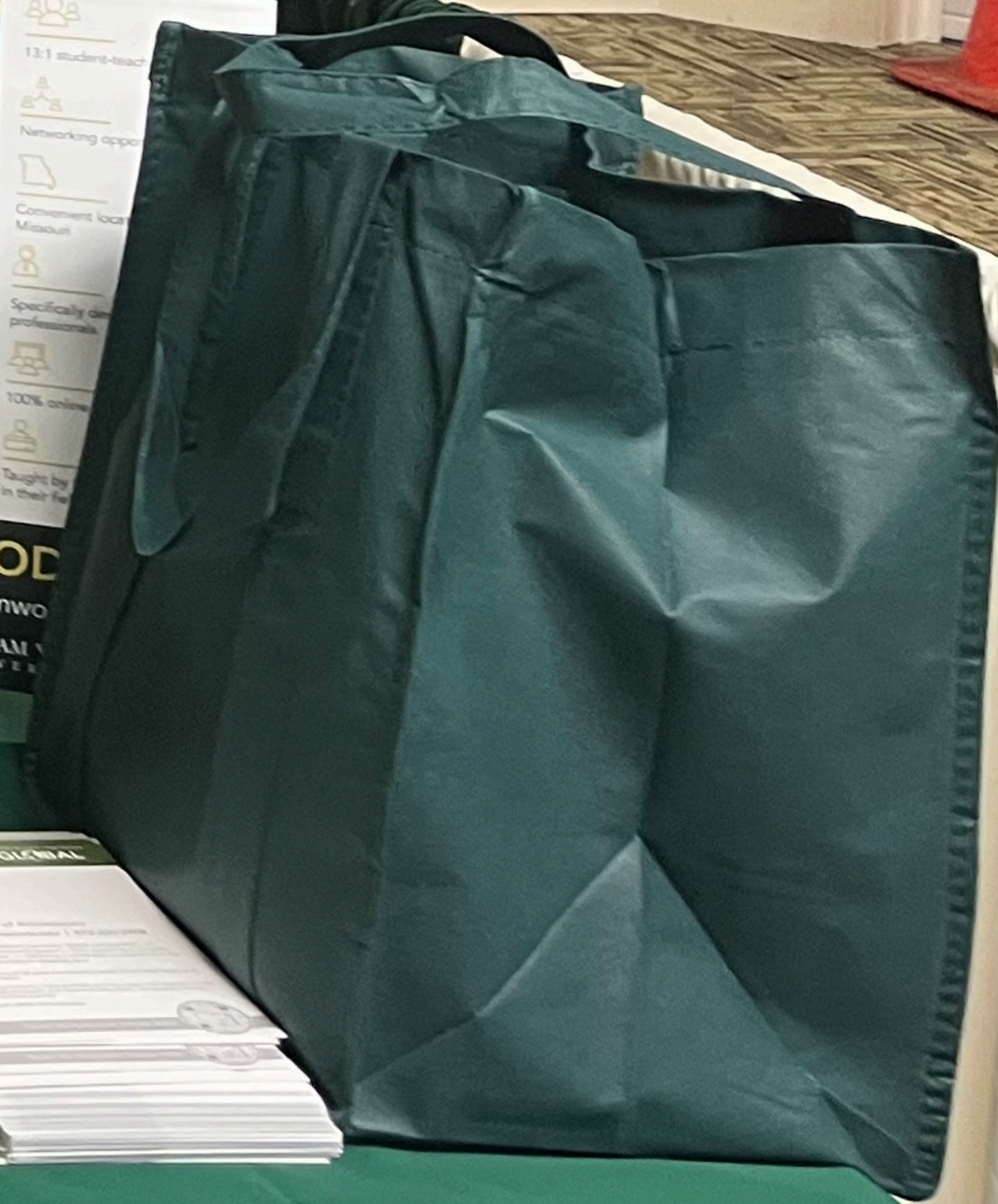
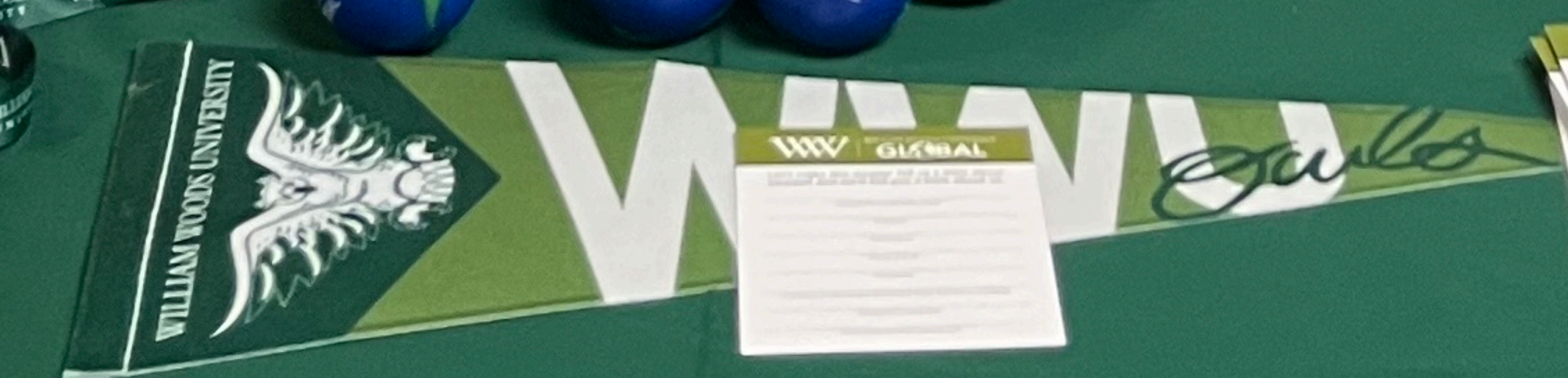
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A sign on a silver tripod stand. The sign has a dark background with white text and a light background with dark text. At the top is the 'WW' logo, followed by 'WILLIAM WOODS UNIVERSITY' and 'GLOBAL' in large letters. Below that, it says 'William Woods University is proud to be the official partner of the MIAAA Professional Development Academy.' with the MIAAA logo. A URL 'williamwoods.edu/global' is centered. The bottom section includes 'NIAAA Recognized' with a logo, a paragraph about academic excellence, and contact information: '800-995-3199 | globaladmissions@williamwoods.edu' and a QR code.



