

Faculty Fellow Written Report

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The UWYO1050 Student Athlete Academic Success course was only taught by myself in the Fall of this school year and both myself and Shaunece Smith co-taught UWYO3010 Student Athlete Leadership during the Spring 2021 semester. Shaunece is no longer at the University so I will be writing this report for both of our classes.

In both our UWYO1050 and UWYO3010 classes we had our students use multiple assignments to encourage them to further explore their own ethical principles as defined in the Daniels Fund Principles. For one project I had students write about and discuss their different identities and then present to the class what ethical principles they lived by and how living these principles were encouraged by their identities. This was done at the beginning of the semester and helped them to bring ethical principles that were important to them at the forefront of our discussions during the course of the semester. We also incorporated this after our various guest speakers in further discussion and weekly homework used to reflect on the experience with the speakers that we have and how their ethical principles could be incorporated into the various topics that we went into in class. Some of the discussions that we had included NCAA rules, abuse and sexual assault, Green Dot and building strong relationships. The crux of our conversations was inclusive of how a student can live out their ethical principles in different situations involving the different topics that we covered, which helps them to apply the principles in real time scenarios and situations.

Other projects that we spent time on in this class was having students practice budgeting, participate in community service and further prepare them for the job market by giving students the opportunity to do mock interviews/ Q and A panel with professionals from other Universities. All of these opportunities gave our students the chance to further explore what their own ethical principles are and what they stand for. The community service project for our class was helpful in this arena because we gave students a chance to choose what type of project was important to them and something that they want to participate in. Our semester culminated in student writing a final reflection and comparing their ethical principles to the Daniels Fund Principles and discussing any similarities or differences between them. Students really enjoyed the Daniels Fund presentation and it really helped students see the importance of essentially realizing what you stand for and that keeping your guiding principles at the forefront can help you to live your life in the way you truly want to live it.

Over the course of this school year it was great from my perspective as a first time fellow to personally learn more about the Daniels Fund and what it stands for along with my students. From the student's perspective they enjoyed getting to learn more tools to solidify who they are and what they stand for.

