Intercollegiate Athletics in Higher Education  
Course Syllabus  
Fall 2017

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Course Overview:
This course is designed for college administrators from all disciplines with the intent of enhancing the understanding of intercollegiate athletics in higher education. Through an in depth examination of the history, present and future of sport within the context of colleges and universities, professionals will be prepared to work effectively with athletics administrators, coaches and student-athletes in the campus environment. Class participants will examine the role intercollegiate athletics plays within the higher education community and the reasons for the often perceived divide between the academic and athletics “sides” of campus.

Course Goals:
- Examine the role of intercollegiate athletics in supporting the institutional mission in order to prepare for effective interaction and collaboration with athletics department personnel.
- Develop a working knowledge of intercollegiate athletics as an integral part of a campus community through an examination of the structure of the NCAA and other governing bodies and through current research and trends.
- Examine assumptions about college sports and utilize research to achieve greater understanding of the dynamics of intercollegiate athletics.
- Examine intercollegiate athletics through a variety of lenses, including race and gender, and develop appropriate methods for addressing issues.
- Achieve an enhanced understanding of legal requirements and ethical expectations of Title IX and evaluate the potential for achieving Gender Equity.
- Encourage a collective approach to keeping the student focus in the college athlete experience.

Course Expectation:
The expected outcomes of this course will be measured by the following criteria:
- Active and informed participation in weekly discussion forums.
- Writing assignments and research paper.
- Power Point Presentation of major research assignment.

Student Learning Objectives:
- Demonstrate an understanding of the historical path and significance of intercollegiate athletics by presenting informed responses to questions/topics through active participation in relevant class discussions.
- Articulate the impact of the NCAA and other governing bodies through case study analysis.
- Demonstrate an understanding of a self-selected topic related to intercollegiate athletics in higher education through research and an online presentation.
Evaluation:
40% - Class Participation (80 pts)
30% - Final Research Paper (60 pts)
20% - Response Papers to Case Studies (2) (40 pts)
10% - Power Point Presentation of Research (20 pts)

Total Points Possible – 200

Final Grade Calculation:

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Discussion Board Requirements:
• Students will earn up to 8 participation points each week:
  o 8 possible points each week
    ▪ 3 quality postings on 3 different days (1 point each)
    ▪ One of these posts should respond/react to another’s post (2 points)
    ▪ One of these posts should include research from a reputable resource, other than the
textbook, followed by a citation (3 points).
    ▪ Class discussion begins on Mondays and is over on Saturdays at 8pm.

Final Research Paper:
• Students will submit one major research paper (12-15 pages) during the final week of the course (50 pts).
  Topics will be selected by the students (suggestions and guidance for selecting topics will be provided) and
  must be submitted for consideration by the end of Week 3 (5 pts). Students will be expected to provide a
  preliminary list of resources (with at least 3 peer reviewed studies included) by the end of week 6 (5 pts).

Case Studies:
• Each Chapter of the text provides a case study for consideration (20 pts each). You are required to submit a
  response to two case studies during the course of the semester. The response should be 2-3 pages in length
  and outside research should be included to support the position/response. Students should provide an
  overview of the case, identify primary issues of concern within the case and utilize the questions provided
to guide responses. First Case Study should be submitted by the end of Week 5 (10/1/17) and the second
  by the end of Week 9 (10/29/17). You are expected to complete the case study after the specific chapter
  has been assigned on the syllabus.

Power Point Presentation:
• All students will create a Power Point Slide Show that will present the research studies used in the Final
  Research Paper (20 pts). Presentations should be 6-8 slides and should include a basic overview of the
  research topic, the citations for each article, the findings and the student’s own conclusions about the
  research and subject area. Students are free to add audio to the presentation though this is not a required
  element. Presentation will be shared via the discussion board during the final 2 weeks of the course.
**Required Texts:**
Managing Intercollegiate Athletics (Referred to as Covell & Walker)
Edited by Daniel Covell and Sharianne Walker
Holcomb Hathaway, Publishers, 2016
ISBN: 978-1621590538 (print) 978-1621590545 (ebook)

45 Years of Title IX: The Status of Women in Intercollegiate Athletics (2017)
Authors: Dr. Amy S. Wilson, Director of Inclusion
Editors: Jessica Duff and Richard Zhu
Contributor: NCAA Research Department
Available at: http://www.ncaa.org/sites/default/files/TitleIX45-295-FINAL_WEB.pdf

Champions of Respect - Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs (referred to as Champions of Respect)
Authors: Pat Griffin and Hudson Taylor
Primary Editor: Karen Morrison
Available at: http://diii.sportgraphics.biz/p-4305-champions-of-respect-inclusion-of-lgbtq-student-athletes-and-staff-in-ncaa-programs.aspx as free pdf or iPad download

**Other Readings:**
Accessible through Stony Brook Library's e-journals

Acosta, R. V. & Carpenter, L. J., Women in Intercollegiate Sport; A Longitudinal Study 35 Year Update, 1977-2014


**Other Requirements:**
Students should have access to the Chronicle of Higher Education and Inside Higher Education list serve. Articles from these sources may be helpful for class discussions.
Schedule of Topics:

**Week 1 - Course Introduction 8/28/17**
This first week of class will be spent getting to know the class participants and sharing course expectations. Each student will be expected to create a short (1 or 2 minutes) video introducing themselves to the class. The format will be simple, shot from a web-cam, mobile phone, iPad or any other device that can shoot digital video. Students will be expected to touch on the following areas in the video:

- Name
- Current Occupation
- Reason for taking this class
- What is one question/comment you have about intercollegiate sport?
- What is one thing about you, few would ever guess?

Introductions will be posted on the course discussion board. *Note: Outside research is not required this week. Points will be awarded as follows: Posting personal introduction (3 points) and welcome to 5 classmates (1 point each)*

Students will begin their coursework with an examination of the early days of college sport and students will gain an understanding of how college sport came to be and the path that lead to the development of the National Collegiate Athletic Association (NCAA) and "takeover" of the Association of Intercollegiate Athletics for Women (AIAW).

**Readings:**
Covell & Walker - Chapter 1
Savage, C. W. (1930)

**Week 2 - National Governance of Intercollegiate Athletics – 9/4/17**
During Week 2, Students will be exposed to the varying governing bodies involved in intercollegiate athletics; while primary focus will be placed on the most commonly associated, NCAA, the National Junior College Athletics Association (NJCAA) and the National Association of Intercollegiate Athletics (NAIA) will also be examined. The significant role conferences play within the structure of College Sport will also be considered.

**Readings:**
Covell & Walker - Chapters 2, 3
Article: Covell, D. & Barr, C. (2001)

**Discussion:**
- Given your knowledge of the NCAA's three-level divisional classification system, which division best represents what you believe the mission of intercollegiate athletics should be?
- Of the NCAA's 16 Principles of Conduct for Intercollegiate Athletics, identify one or more that you consider to be most critical to ensuring positive participation experiences for student-athletes.
- What role do conferences play within the structure of college athletics? How does this role differ among the divisions? How important is conference membership for institutions?

**Week 3 - Missions and Goals – 9/11/17**
Week 3 will focus on institutional mission and the impact it has on the selection of NCAA divisional classifications; how does the athletic department's mission and vision impact the decision making process, philosophically and operationally; what benefits are there within each classification of the NCAA and in what way might athletic goals be in conflict with institutional mission. In addition, this week will consider organizational structure and human resource management as key aspects of intercollegiate athletics management.

**Readings:**
Covell & Walker - Chapter 4, 5
LaForge, L & Hodge, J. (2011)
Discussion:

• Take a look at the mission statement of the school are currently affiliated with or that of the school from which you graduated. Does it accurately explain a specific vision, mission, and goals? If not, how could it be changed so it would address those areas.

• If your school were looking to hire a new athletics director, what do you believe would be the most critical qualifications and duties in order to select the most qualified candidate?

Written Assignment: Topics for research paper due.

Week 4 - Finances - Myths vs Reality – 9/18/17
The idea that College Athletics translates to big money, is widely accepted as truth. In a few cases, the big money in the plus column is accurate. In a greater number, the big money on the red side is also accurate! Commonly, however, reality is somewhere in the middle. During Week 4, the class will examine levels and methods of funding intercollegiate athletics programs and consider the impact of elevating costs and expectations, on the institution.

Readings:
Covell & Walker - Chapter 6

Discussion:

• Reflect on the current NCAA financial distribution plan. Would you consider it to be equitable and on what do you base your opinion about this? How does the divisional classification impact the availability of resources?

• How would you expect the divisional classification of an institution to impact the effectiveness of a licensing program? What other methods of financing might be helpful for programs with a lower profile?

Week 5 - Who is the "Student-Athlete" – 9/25/17
Many people assume the majority of athletes are more focused on competing in their sport than on being a student and have it "easy" during their collegiate careers. During Week 5, we will examine what it means to be recruited as a student-athlete; what the expectations are for participation including academic requirements; what type of support services may be useful (sometimes available, sometimes not) for student-athletes.

Readings:
Covell & Walker - Chapters 7

Discussion:

• Identify some of the noteworthy limits on what can occur during official visits, and explain the rationale behind these limits. Be sure to note which Division you are referring to. Once a classmate has noted a limitation, move on to another. How difficult would you expect, are these rules to follow/track?

• Is the role of the Student Athlete Advisory Committee (SAAC) a significant one within the structure of an athletics department? Do you think student-athletes have the opportunity to advocate for their own interests? What role does the National SAAC play in the NCAA structure?

Written Assignment: First Case Study Due, Sunday 10/1/17
Week 6 - Following the Rules – 10/2/17
The higher the level of competition, the bigger the Rule Book! This week will focus on NCAA Rules and the enforcement of such. While "big cases" garner widespread news, there are violations that occur all the time, most inadvertently, and should be reported. We will consider the reasons rules are needed and the impact they have on the student-athlete experience. In the context of rules, we will consider academic standards and requirements, including some of the dirty, not so secret, secrets.

Readings:
Covell & Walker - Chapters 8 & 9

Discussion:
- Many observers of intercollegiate athletics have been quite vocal in their criticism of the NCAA’s compliance and enforcement procedures. Do you agree with this critique? Explain your answer and provide examples where possible.
- Define the difference between initial and continuing eligibility requirements, and highlight two NCAA bylaws that enrolled Division I student-athletes must meet. Once a bylaw is covered by a classmate, move on to another.
- How does division III continuing eligibility differ from Division I and II?

Written Assignment:
List of resources for research paper, including at least 3 studies from peer reviewed journals, due at the end of Week 6.

Weeks 7 & 8 - Title IX, Gender Equity & LGBTQ Inclusion in Intercollegiate Athletics – 3/9/17
Identified as the most important law for women in sport is Title IX and yet the topic of controversy from the time it was signed (1972) to today, more than 40 years later. Because the topic is expansive, it will be considered over the course of two weeks. During week 8, we will look at the history and the requirements of the law and examine various conflict caused by and blamed on Title IX within intercollegiate athletics. During week 8, the class will begin to reflect on answers to the questions of fairness and solutions to the problems identified. We will consider the growth of sport for women, under Title IX, and challenge the notion that providing for women, has taken away from men.

Week 8 will also focus on a topic related but not the same as Gender Equity; the challenges faced by members of the Lesbian, Gay, Bisexual, Transgender and Questioning Community (LGBTQ) to gain access to opportunities (participation, coaching, administration) in the college sports arena and respect from the heterosexual majority within the athletics community. Sociological and cultural perspectives regarding gender and sexual orientation have a significant impact within the microcosm of the sports culture and could be examined in a full semester course. This week will instead, focus on policy creation and implementation to ensure a respectful and positive environment within the athletics program.

Readings:

Case Study:
Baseball Players Harass Basketball Players – Available in Course Documents

Discussion:
- Discuss the history of the NCAA’s involvement with Title IX and gender equity. Comment on the evolution of the NCAA’s position, whether supportive or non-supportive, of Title IX and gender equity.
- One of the primary concerns regarding Title IX enforcement is that men’s varsity sport teams are being dropped by schools in an effort to comply with Title IX and therefore the male student-athletes are
experiencing reverse discrimination. Provide a review of the reverse discrimination concern arguments and the organizations that are involved in these discussions.

- Reflecting on the Wilson study, what aspects of the current day situation for women in sport surprise you? Why? Is the information encouraging or cause for continued concern?
- Several institutions and conferences have created videos through the “It Gets Better” and “You Can Play” initiatives. Research examples, share links with classmates and discuss the initiative. Do you think they may be helpful for LGBTQ student-athletes, coaches, staff members? What impact might it have on heterosexual members of the campus community?
- Are there aspects of sports in general which make heterosexism and/or homophobia more rampant in college athletics? Explain your response.

Week 9 - The Role of Recreational and Club Sports in Colleges and Universities – 10/23/17
This week, the class will examine the history and development of intramural sport in the college and university setting, the impact opportunities for club level sport participation has on institutional selection and current trends in facility development to accommodate such programs. While a shift has occurred distancing the connection between intramural and intercollegiate sport, for many institutions, shared facilities make positive interaction necessary.

Readings:
College Athletics - Intramural Athletics In U.s. Colleges And Universities - Programs, Activities, Recreation, and Students - StateUniversity.com http://education.stateuniversity.com/pages/1850/College-Athletics-INTRAMURAL-ATHLETICS-IN-U-S-COLLEGES-UNIVERSITIES.html#ixzz2Qv3NRGls


Discussion:
- Student Power Point Presentations

Written Assignment: Second Case Study due.

Week 10 – Ethical Concerns 10/30/17
During the final week of the course, we will examine issues related to ethics and various reform efforts that have occurred within the NCAA in the past and those currently under consideration.

Readings:
Covell & Walker – Chapter 10

Discussion:
- Student Power Point Presentations
- Several issues facing Athletics Administrators are covered in the text. Of those discussed, which do you feel are most critical to student-athletes in general or on your campus, specifically?
**Academic Policies for Stony Brook University**

**DISABILITY SUPPORT SERVICES (DSS) STATEMENT (must be the following language)**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities

**ACADEMIC INTEGRITY STATEMENT**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**CRITICAL INCIDENT MANAGEMENT**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**Course Content**

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