

UNLV
College of Education

EDH 603
Sport in Higher Education
Spring 2016
3 credit hours

PROFESSOR: **OFFICE LOCATION:**
OFFICE PHONE: **E-MAIL:**

COURSE INTRODUCTION

This course is designed to provide you with an understanding of the current challenges and issues emanating from sport programs operating within higher education institutions. Through analysis of relevant scholarly literature, governing body bylaws and current media accounts, you will experience the expectations placed on a higher education administrator responsible for oversight or involvement with a collegiate sport program, including policy evaluation, development, implementation, interpretation and enforcement. Additionally, legal challenges will be examined including issues such as amateurism, image retention rights, use of social media by coaches and student athletes, coach's contracts, and equity issues.

PRINCIPLES ADDRESSED

The students will be provided with experience in identification and analysis of contemporary problems and issues in intercollegiate athletics while utilizing methods to create solutions that will impact colleges/universities, administrators and student-athletes in a positive way now and in the future.

KNOWLEDGE

After completing this course, students should have an understanding of the following topics:

- Use of college sport to attract students, money and prestige
- Economic Issues such as compensation, conference realignment, and pay-for-play
- Equity Issues in College Sport – including gender, race, and distributive justice
- Governance aspects including NCAA Rules and the De-regulation movement
- Student athlete recruitment, development and well being
- Current legal challenges to sport in higher education

PERFORMANCE SKILLS

- Critical analysis of current problems & issues in intercollegiate athletics
- Argument development and critique through class debates
- Utilization of methods to create solutions that will impact colleges/universities and student-athletes in a positive way now and in the future
- Communication enhancement through class discussions, professional presentations and team work / collaborative problem solving

HOW TO APPROACH CLASS

- Demonstrate commitment to professional ethics that influence behaviors toward colleagues, student-athletes, coaches, the university and community
- Exhibit motivation and evidence of development as an administrator or educator
- Exhibit professional demeanor guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

REQUIRED TEXTBOOK(S), ETC.

Introduction to Intercollegiate Athletics, E. Comeaux (2015); Johns-Hopkins Press

NCAA Division I Manual (available online) / Course readings available via webcampus

SUPPLEMENTAL MATERIALS

NCAA.org

Knightcommission.org

NCAA.com

Sports & Athletics in Higher Education: ASHE Reader Series, 2012; Pearson Learning Solutions

ASSIGNMENTS / EVALUATION

1. **Environmental Scan:** Record your personal perceptions and existing knowledge regarding the state of college sport prior to the interviews. Interview 3 friends / family members regarding their perceptions and knowledge of college sport. Write a 2-3 page reflection on 1) the common themes emerging from the interviews, 2) your perceptions / beliefs about college sport and it's role within higher education (noting any changes to your personal perceptions based on interviews conducted) 3) identify three current problems in college sport that need to be addressed through further study (50 points)
2. **Weekly discussion questions:** Prepare one thought provoking question from each assigned chapter / reading, reflecting a degree of understanding of the content. Questions will be due on webcampus by 1 pm the day of class, and should be brought to class. 5 points available each week.
3. **Book review with power point presentation:** Select one of the books listed to review using guidelines provided. Prepare a paper discussing 1) an overview of each chapter (15 points) and 2) a critical analysis of the core themes in the book based on concepts discussed in class (10 points); Present a power point presentation covering the material in the written analysis (25 points) (50 total points)
4. **Position Papers:** Students will be required to complete 2 **position papers** on assigned topics to coincide with **debates**. Each paper will be worth **25 points**, must be posted by the due date, and must include the following:
 - 1) 4 articles (minimum) summarized and critically analyzed and integrated into the position to support arguments: all 4 cited in APA style within the paper (5 pts)
 - 2) Copy of 4 articles (electronic; posted to webcampus to be available to peers)

- 3) Citation of university or NCAA rules and **integration of the rules** into position (5 pts)
- 4) Position paper: present the assigned position and solution to the issue/problem citing the information contained in the articles submitted, as well as the university or governing body rules that apply. Length: 2 double spaced pages **minimum; 5 page maximum** with references cited in APA format. **Article citations must be included.** Be direct, concise and **decisive** in your position. However, approach the issue as a professional providing as much dialogue as is dictated by the topic/issue. (10 pts)
- 5) **Winning teams earns 5 points.**

5. **Case Study Assignment:** (power point including notes and in-class presentation)

- Research a current problem in college sport you intend to solve.
- Develop a written analysis of the case. Including a) the core issue b) SWOT analysis from an institutional perspective c) 3 potential solutions to the issue or challenge d) your recommended solution with rationale / justification for your solution. 45 pts.
- Include specific university policies or NCAA rules that apply to the case. Explain how they are related or apply to the issue (within the introduction / background of 2-3 page minimum; also include on power point). 25 pts
- Power point presentation of this case study will be worth 20 pts.
- Reference list in APA citing all sources used will be worth 10 pts.
- Total = 100 points.

6. **Exam:** A final exam will be given, including material from power points, assigned readings class assignments and presentations. The final exam will be worth 100 points.

*****Late Assignments will not be accepted.***

PERFORMANCE ASSESSMENTS

Evaluation summary:

| | | |
|--------------------------------|---------------|------------|
| Environmental scan | 1 @ 50 | 50 points |
| Weekly Discussion questions | 10@ 5 each | 50 points |
| Book review & presentation | 1 @ 50 | 50 points |
| Position papers: (for debates) | 2 @ 25 each = | 50 points |
| Case Study: | 1 @ 100 | 100 points |
| Final Exam | 1 @ 100 | 100 points |
| <hr/> | | |
| Total Possible = | | 400 points |

Grading Scale (% of total points):

| | | | | | |
|----|--------|----|-------|----|---|
| A+ | 97-100 | B+ | 87-89 | C+ | 77-79 |
| A | 93-96 | B | 83-86 | C | 73-76 |
| A- | 90-92 | B- | 80-82 | C- | 72 or lower will result in failure of the class |
| B+ | 87-89 | | | | |

Absence Policy:

It is recommended that you make every effort to avoid any absence. Unexcused absences will result in the loss of one grade increment per absence, with no make-up opportunity available.

Excused absences must be approved by the instructor **prior to** the absence except in cases of emergency. If an emergency occurs that requires a student to miss class without prior notification of the instructor, the student should contact the instructor as soon as possible after the absence. Also, a student who has a note from a physician will be excused for the dates and times indicated. However, absence from class does **not** give the student an excuse for not knowing about any changes in class material, scheduling, assignments, exams, and other announcements or activities given to the class. Failure to complete the make-up assignment will result in the loss of one grade increment (i.e. A to A-) per absence, for the course.

College of Education definition of Plagiarism

The College of Education abides by the policy on academic dishonesty, as described on the Provost's website. This policy defines academic dishonesty in the following way: Academic dishonesty includes, but is not limited to, dishonesty on quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Plagiarism is a specific type of academic dishonesty that involves claiming credit for work done by others. Plagiarism includes the following:

- Borrowing the organization or ideas of others without acknowledging the original source
- Copying the words of others without putting them in quotation marks and providing a citation
- Handing in a paper or assignment written by someone else as if it were yours
- Copying answers from another person or from the book on a test or homework

In short, if you put your name on work that you did not do, this is plagiarism.

UNLV Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—*Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.*

Transparency in Learning and Teaching—*The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:*

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills

for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

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Sport in Higher Education
Spring 2016 Schedule

| Date | Topic / Reading | Assignment / Activities |
|-------------|---|---|
| 1/20 | Introductions and class overview Assign Environmental Scan | *College Sport 101 Debate topics / Case Study topics |
| 1/27 | Historical Analysis / Governance | *Debate 1 topic / group selection |

| | |
|---|---|
| <p>due</p> <p>Ch 1 Sports page to front page</p> <p>Ch 2 Org / Governance of NCAA</p> | <p>Discussion questions (DQs)</p> |
| <p>2/3 Leadership & Ethics</p> <p>Ch 3 Leadership in ICA</p> <p>Ch 4 Ethical Issues in ICA</p> <p>Tony</p> | <p>Debate preparation / DQs due</p> <p>Environmental scan due</p> <p>*Guest speaker: / Tina or</p> |
| <p>2/10 Theoretical view / SA Experience</p> <p>Ch. 5 Theoretical tenets of HE / ICA</p> <p>Ch. 6 Today's College Athlete</p> <p>Ch. 8 ICA climate: Effects on SA, Faculty</p> | <p>Position paper #1 due / DQs due</p> |
| <p>2/17 Academic Reform Movement</p> <p>Ch. 26 Advising to the APR</p> <p>Ch. 27 Revenue v Nonrevenue sports</p> <p>Ch. 28 Career transition programming</p> | <p>Debate #1 / DQs due</p> <p>*Guest speaker: Jeff or Becky</p> |
| <p>2/24 Business of College Athletics</p> <p>Ch. 9 Taxation of College sport</p> <p>Ch. 10 Spending & Academic mission</p> <p>Ch. 11 Have's vs. Have nots</p> <p>Ch. 12 Millionaire College coaches</p> | <p>DQs due</p> <p>*Guest speaker: Tina or Tony</p> |
| <p>3/2 Book review presentations</p> | |
| <p>3/9 Race & Ethnicity issues</p> <p>preparation Ch. 13 Campus climate for diversity</p> <p>Ch. 14 Miseducation of AA male SAs</p> <p>Ch. 15 Colored girls & feminist thought</p> | <p>Debate #2 topic / group</p> <p>DQs due</p> |
| <p>3/16 Conference realignment</p> <p>due</p> <p>Ch. 16 Demise of academic mission</p> <p>Ch. 23 Amateurism</p> | <p>Debate # 2 preparation / DQs</p> |
| <p>3/23 Spring Break</p> | <p>No class</p> |
| <p>3/30 Gender equity & compliance</p> <p>due</p> <p>Ch. 17 Effects of Title IX</p> <p>Ch. 18 Key case law & legislation</p> | <p>Position paper #2 due / DQs</p> <p>Guest: Lisa or Cindy</p> |

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|-------|--|---|
| 4/ 6 | Title IX & Women leaders Ch. 19 Title IX Compliance Ch. 20 Barriers to leadership for women *Women coaches & coaching women | Debate #2 / DQs due |
| 4/13 | NCAA Policy concerns Ch. 21 College Athlete's rights Ch. 22 Recruiting in ICA | DQs due Case Study: Obannon vs. NCAA |
| 4/20 | Athlete rights Ch. 24 Freedoms lost Ch. 25. The athlete / U contract | DQs due Athletic Dept tour – Chris P. |
| 4/27 | Community college athletics & Rec Sports Ch. 7 MVP: 4 year transfer from CC | Tour Rec Sports – Erin F. Case Study due |
| 5/ 4 | Review for Final Exam | Case Study presentations |
| 5/ 11 | Final Due | |

Have a great semester!