

TITLE IX & GENDER EQUITY
EDH 712
Online course
University of Nevada, Las Vegas
College of Education

Instructor Information

FACULTY:

E-MAIL:

Course Information

3 credits:
Prerequisites: None
Section:

REQUIRED READING:

Carpenter, L.J. & Acosta, V. (2005). Title IX. Human Kinetics Publishing. ISBN: 0-7360-4239-3

Additional readings available under Course Content tab

Course Goals, Objectives & Competencies

Course Description: This course begins with an examination of the ways in which women in higher education have experienced discrimination and the law created to remedy sex discrimination within educational environments. From its enactment in 1972, Title IX has been oversimplified or misunderstood by both advocates and critics of the law. This course offers a balanced, comprehensive view of the issues faced within higher education directly related to Title IX while advancing understanding of the law's requirements for application both historically and in the current context. The course is intended to help you gain a solid understanding of Title IX, by examining the actual wording of the law and relevant legal interpretations. You will review significant lawsuits as you explore how the legislation has been applied and judicially clarified over the years through changing social and political climates.

Topics include Title IX regulations, policy interpretations, clarification letters issued, effects of the law over time, precedent setting case law, ongoing debates regarding discrimination and enforcement, settlements, and areas of application such as sexual harassment, financial aid, pay equity, occupational closure, and pregnancy / maternity issues. Experiences of women throughout the Academy will be examined, including student athletes, students, faculty, coaches and administrators. By looking at the filters and assumptions upon which dominant paradigms are organized in higher education,

we will define ways we can work to shift the institutional culture so it does not discriminate on the basis of sex but instead provides a culture where the environment values everyone equally. As we look to advancing a future of improved gender equity, we will identify perceived and real barriers closing off opportunities for women, as well as this legal remedy available to alleviate some discriminatory practices, including consideration of sexual harassment policy.

A key foundational construct for the course will be “*an athletic program is gender equitable when the men’s sports program would be **pleased to accept for its own the overall participation, opportunities and resources** currently allocated to the women’s program and vice versa.*” (NCAA Gender Equity Task Force, 2006). The construct can be applied to multiple areas within the educational environment, not just athletics.

Course Objectives

As a result of completing the Title IX & Gender Equity course, students will be able to:

- Define Title IX, including the historical context, changes over time and relevance to institutions of higher education today.
- Describe salient concepts proposed to promote understandings of gender equity both within intercollegiate athletic programs and academic programs.
- Describe the current status of women as students, faculty, and staff in U.S. higher education, including gains made in access, representation, and campus climate with regard to sexual harassment and gender equity.
- Detail the persistent problems and challenges facing women working and studying in U.S. institutions of higher education, including those producing disciplinary and occupational segregation and limitations.
- Define legal theories and diverse conceptual frameworks found to be particularly helpful in analyzing the complexities of gender equity and application of Title IX in higher education institutions.
- Outline some promising strategies for promoting gender equity within athletics, academic disciplines / fields of study, academic units and institutions of higher education broadly.
- Identify demographic differences among women’s experiences with Title IX, including race, ethnicity, sexual identity, disability and age.

Course Evaluation & Grading

NOTE: The instructor reserves the right to modify the schedule and adjust requirements for this course. You are responsible for adhering to any changes.

PARTICIPATION: DISCUSSION POSTS & RESPONSES TO POSTS (45 PTS)

This course requires students to engage in active participation. To receive full credit (**15 points each module**), students are expected to create **TWO original posts** and must contribute to **THREE other discussions posts** made by other students **every module** due on **Sunday by noon**. See course schedule for module due dates. The posts and comments must be related to the content in current module. Posts can be something interesting from the readings, a relevant current event or link, a personal story related to the content, a relevant connection or experience, journal article, facts, statistics, etc. Due to the nature of topics covered please know many controversial topics will be discussed. All original and supplemental posts must be respectful, thoughtful, intentional and meaningful.

ARTICLE REVIEW (15 PTS) Use the article review guidelines to critically analyze one of the scholarly articles posted under course content.

CASE REVIEW ASSIGNMENT (15 PTS)

Students will be required to review one of the Title IX cases from the AAU report. The case review guidelines should be used to prepare a two-page critical review.

CASE STUDY (25 PTS) Use the case study rubric as guidance for your written review of a recent Title IX case at an institution of higher education. All cases available on the Chronicle of Higher Education website.

NOTE: Late assignments discussion posts / responses counting as class participation will not be graded. Make-up assignments will not be offered, unless the student has a valid excuse, approved by the instructor prior to missing an assignment deadline.

Summary

Participation: 2 posts / 3 responses	45 pts
Scholarly Article Review	15 pts
Case review	15 pts
Case study	25 pts
Total	100 pts

Assessment of Grades

TOTAL POINTS POSSIBLE FOR THE COURSE: 100 PTS

GRADE	PERCENTAGE
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	Below 60%

Course Schedule and Assignments

The following table is designed to provide the student with an overview of the content to be covered in the class as well as the sequence of presentation of the materials. The table is a tentative outline for the summer session. The instructor reserves the right to make changes to this schedule. Any changes will be posted in the announcement section on webcampus.

Week Activity/Content	Readings/Assignments
Module 1: History of Title IX – chapters Scholarly articles – available under Course Content tab Power points – slides & notes Please note: All videos are supplemental. I do not expect you to view all videos. Please use what is best for you!	READ CHAPTERS 1, 3, 4, 5 MODULE 1 ASSESSMENT <hr/> Discussion Posts – 2 Response to posts - 3 Participation Due Sun 5.24 @ noon Article review due Sun. 5.24 <hr/> Follow guidelines to evaluate a scholarly article on Title IX
	READ CHAPTERS 6, 7, 8, 9 <hr/> Discussion Posts – 2 Response to posts - 3 Participation Due Sunday 5/31 at noon Case review due Sunday May 31 at noon
Module 2: <ul style="list-style-type: none"> • TITLE IX IN ATHLETICS – NCAA WEBSITE: GENDER EQUITY Cohen v. Brown University • TITLE IX IN IHE – AAU REPORT 	
Module 3:	READ Appendix A - F

<p>RECENT INVESTIGATIONS U of Iowa ruling U of Minnesota ruling CHRONICLE OF HIGHER ED TITLE IX TRACKING</p> <p>INSIDE HIGHER ED – AAUP Stance on Title IX crackdown</p> <p>OCR Clarification letters</p>	<p>Discussion Posts – 2 Response to posts - 3</p> <p>Participation Due Friday 6/5 @ noon</p>
	<p>CASE STUDY DUE Friday June 5 at noon</p>

UNLV Policies

Public Health Directives

[Face coverings are mandatory for all faculty and students in the classroom.](#) Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the

class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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 [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an

excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic

information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.