Washington State University
MAJOR CURRICULAR CHANGE FORM - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 01/01/2012

☐ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit
☐ Increase credit (former credit ________)
☐ Number (former number ________)
☐ Crosslisting (between WSU departments)
(Must have both departmental signatures)
☐ Conjoint listing (400/500)

☐ Repeat credit (cumulative maximum ________ hours)
☐ Lecture-lab ratio (former ratio __________)
☐ Prefix (former prefix __________)
☐ Cooperative listing (UI prefix and number __________)
_taught by: WSU ☐ UI ☐ jointly taught ☐
☐ S, F grading

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _________ (Must have GenEd Committee Approval)
☐ Professional course (Pharmacy & Vet Med only)
☐ Graduate credit (professional programs only)
☐ Other (please list request) ____________

SpMgt 569

SpMgt course prefix 569 course no.

Sport in Higher Education

Title

Admission into the Sport Management Graduate program; or with permission of the instructor

3 3 3

credit lecture hrs lab hrs studio hrs per week per week per week

Description (20 words or less) This course examines sport in higher education institutions from the historical, cultural, and administrative perspectives.

Instructor: Tammy Crawford

Phone number: 335-8337

Email: tammycr@wsu.edu

Contact: Lynn Buckley

Phone number: 335-9117

Email: buckleyl@wsu.edu

Campus Zip Code: 2136

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date 9-26-11

Dean/date 2-2-12

General Education Com/date

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary) *

Graduate Studies Com/date

All-University Writing Com/date

Academic Affairs Com/date

Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
To the Graduate Studies Committee:

The Sport Management Graduate Program would like to submit a new course (SpMgt 569 - Sport in Higher Education) for your approval.

According to a 2011 research report conducted by the market research firm Eduventures, a research contractor for WSU, examining education-related programs sports management appears to be one of the more attractive areas for future consideration, with a strong growth rate, positive conferral growth (69%) from 2005 and 2009 and a comparatively small number of providers (62) nationally.

In spring 2012, the Sport Management Graduate Program will begin offering courses for an online version of our Master’s degree, as approved by the Dean of the College of Education and the Provost. The online initiative stems from the above (Eduventures) assessment that there is an unmet demand for such a program, and that it will attract students from a diverse population in the sport industry, including place-bound students already working in the industry. To bolster our program curriculum for both the anticipated and current enrollment, the faculty has decided to offer a new course, SpMgt 569 (Sport in Higher Education).

SpMgt 569 will allow our program to fill a critical gap in our Master’s degree curriculum necessary to meet the needs of our online students as well as our traditional, face-to-face students, especially to those who aspire to a career involving sport in an educational setting. As of now, the program offers a general Sport Management curriculum, which is business-oriented. The addition of SpMgt 569 will also help the program to align closer with the College of Education’s mission.

Sport in Higher Education will examine the role of intercollegiate athletics in higher education. We anticipate the online student demographic will be comprised, in large part, by persons who are currently employed by institutions of higher education and those who aspire to work in collegiate sport at the university and community college levels. The course would also significantly strengthen the curriculum for our traditional face-to-face graduate students, as we plan to offer this course on campus in the future. This course will also be of interest to graduate students in other programs within the College of Education, such as those in Higher Education, Education Leadership, Educational Counseling Psychology, who may have to interact with athletic department personnel as well as student athletes in their future career.
Below is the syllabus for EdAd 521 – Sport in Higher Education
This special topics course currently being taught (Sp 2012) online. The request is made to have this course be assigned the prefix SpMgt 569 as a regularly scheduled face to face and online course.
Acquisition of knowledge about Title IX, gender equity, compliance and eligibility
Exploration about current issues associated with intercollegiate sport

To succeed in this course you must:
- Complete all assignments.
- Use the assigned resources and seek out additional resources on your own to complement the assigned materials.
- Actively and thoughtfully participate in discussion forums. Engage with classmates and the materials.
- Think about and share how course resources and activities relate to your own experience.
- Successfully complete the final course assignment.

COURSE GOALS
The goals for this course are to:
- Learn about the history of intercollegiate sport and examine the impetus for reform.
- Gain an understanding of the different organizational structures that exists in college athletics (variations by NCAA Division and by conference).
- Gain insight about the role of the athletic director and the role of his/her associate and assistant athletic directors.
- Learn about current trends and issues facing those administrators.
- Examine revenues sources and expenses associated with Football Bowl Subdivision (FBS) and smaller athletic programs.
- Examine the structure of and influence of the NCAA as a governing body.
- Examine the impact of Title IX and academic reform.
- Learn the importance and implementation of a risk management plan in intercollegiate athletics.

COURSEWORK
The bulk of your time in this course will be spent reading, viewing, or listening to relevant materials, as well as seeking out material from professionals in the intercollegiate athletic industry and then commenting on that material. Given that this is a graduate level course, it is expected that you will contribute to discussions with a critical analysis (not a generic, stereotypic response).

All assignments and discussion posts have a specific deadline, which is listed on the Course Schedule. Assignments are submitted via the appropriate dropbox in the Assignments folder on the left and discussion forums are accessed on the Discussion Board.

Please carefully read the assignment guidelines within each lesson. Points may be lost for:
- Not addressing the assignment topic or questions
- Lack of reference to readings and other relevant materials
- Insufficient support for your position and arguments
- Improper sentence structure (grammar, syntax, spelling, etc.)
Individual Essays - Essay questions are intended to assess your knowledge of course material and allow you to analyze and/or critique.

Analysis: Compliance Infraction - You will work in small groups to review a alleged rules violation by an NCAA program.

Financial Analysis of Two Programs - This assignment requires you to compare and contrast the financial goals/philosophy of two programs. Then you will read the analysis of one (assigned) classmate and compare their analysis to your own.

Final: Case Analysis
The final assignment will be a scenario-like case study and will require you to present both an analysis and a solution to a problem.

Other Course Policies

Writing Policy
It is expected that students enrolled in a university will exhibit a proficiency in writing (spelling, grammar, sentence mechanics, and syntax). Therefore, to ensure that high standards and expectations are met, points will be deducted for misspelled words, poor sentence mechanics, and improper syntax. Please write all essay and case analysis assignments in Times New Roman 12-point font with one-inch margins. Use of references must be done using APA format.

Academic Integrity and Plagiarism

WSU's Academic Integrity Statement* "As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty." *Can be found on page 136 of current WSU Spokane Student Handbook.
Academic Integrity Statement and link to WSU's policy:

WSU is committed to principles of truth and academic honesty. In addition to the Academic Integrity statement, be aware that definitions for academic dishonesty and acts of dishonesty can be found at http://www.conduct.wsu.edu/default.asp?PageID=343. Included in the WAC 504-26-010 definitions are cheating, falsification, fabrication, multiple submissions, plagiarism of print or electronic materials, and complicity in helping or attempting to help another person or persons commit an act of academic dishonesty. Students caught in violations of academic integrity policies may receive a letter grade of “F” for the class.
- Participate! Share your relevant knowledge, thoughts, and ideas with others for constructive class discussion.
- Use appropriate language; no put-downs. Address differences directly and positively. Respect one another’s opinions, beliefs, and ideas.
- Posts should not be meant to offend or be hostile to a particular person or belief.
- All students should maintain academic honesty and integrity in all of their actions and verbal interactions. Plagiarism is not allowed; this includes posting original material in discussions.
- Don’t assume. Ask for clarification if you aren’t sure what was being said.
- Never use the word "wrong". No one is wrong; no one’s opinion is wrong—just different.
- Think before you push the send button. Did you say just what you meant? How will the person on the other end read the words? While you can’t anticipate all reactions, do read over what you’ve written before you send it. Also check for spelling errors!

**LATEWORK POLICY**
You are expected to complete and submit all assignments by the due date and time listed on the Courses Schedule. Assignments received after the due date may earn only half credit.

**INCOMPLETE GRADE POLICY**
Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.
2. The request must be signed and dated by the student (or identified by student’s e-mail address), and must explain the reasons behind the request for the incomplete.
3. In order to be considered for an incomplete, there are two main conditions:
   - a student must complete a minimum amount of the assigned course work. Specifically, a student must complete 75 percent of the course work.
   - a student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
4. If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented, the professor/instructor retains the discretion to grant an incomplete even if the minimum conditions outlined above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue. Otherwise, an automatic grade of "F," or failing, will be entered on the student’s transcript).
Washington State University M.A. Sport Management

Course: Sport in Higher Education
Course number: SpMgt 569
Instructor: Dr. Tammy Crawford
Contact: tammycr@wsu.edu Office phone: 509.335.8337
Office hours: M/W 10:00am to 11:00am

The instructor will make every effort to be in the course space 3 times each week (Mon-Fri) and to respond to questions within 36 hours (Mon-Fri).

Required Text

Other Required Reading
Assigned unit readings are available on the course lesson page; each unit has its own folder.

Other Readings of Interest


COURSE OVERVIEW
This 3-credit, graduate course is designed to help students understand various aspects of intercollegiate athletics. Material will be presented with reference to theoretical concepts as well as practical experience. People in American society view intercollegiate athletics from a variety of perspectives. If you are a former athlete, an administrator, a parent, booster, alumnus, a coach, or a fan, your knowledge and opinions about the ever-changing events associated with intercollegiate sport are likely to be different than other students enrolled in the course. Regardless of your point of view, one goal of this course is to better educate each student about the numerous facets associated with intercollegiate sport. I ask that you keep an open-mind and that you think critically.

SpMgt 569 will be taught as a blended course (online and face to face); obviously the online delivery differs in some respects from the courses offered on WSU’s Pullman campus. The course will employ multiple communication venues in order to support student collaboration and social construction of knowledge. Although online students will not have the benefit of face-to-face interaction as found in a traditional classroom, online students are by no means isolated. In fact, research indicates that online students are more engaged and involved with course materials, classmates and the instructor than are traditional students in high enrollment courses. Regular participation and active engagement in discussion forums is a central and required element of this course.

Topical areas covered in this course include:
- A review of the history and governance of intercollegiate athletics
- Exploration and examination into finances (revenues and expenses) of intercollegiate athletic programs
- Acquisition of knowledge about Title IX, gender equity, compliance and eligibility
- Exploration about current issues associated with intercollegiate sport
To succeed in this course you must:
- Complete all assignments.
- Use the assigned resources and seek out additional resources on your own to complement the assigned materials.
- Actively and thoughtfully participate in discussion forums. Engage with classmates and the materials.
- Think about and share how course resources and activities relate to your own experience.
- Successfully complete the final course assignment.

**COURSE GOALS**
The goals for this course are to:
- Learn about the history of intercollegiate sport and examine the impetus for reform.
- Gain an understanding of the different organizational structures that exists in college athletics (variations by NCAA Division and by conference).
- Gain insight about the role of the athletic director and the role of his/her associate and assistant athletic directors.
- Learn about current trends and issues facing those administrators.
- Examine revenues sources and expenses associated with Football Bowl Subdivision (FBS) and smaller athletic programs.
- Examine the structure of and influence of the NCAA as a governing body.
- Examine the impact of Title IX and academic reform.
- Learn the importance and implementation of a risk management plan in intercollegiate athletics.

**COURSEWORK**
The bulk of your time in this course will be spent reading, viewing, or listening to relevant materials, as well as seeking out material from professionals in the intercollegiate athletic industry and then commenting on that material. Given that this is a graduate level course, it is expected that you will contribute to discussions with a critical analysis (not a generic, stereotypic response).

All assignments and discussion posts have a specific deadline, which is listed on the Course Schedule. Assignments are submitted via the appropriate dropbox in the Assignments folder on the left and discussion forums are accessed on the Discussion Board.

Please carefully read the assignment guidelines within each lesson. Points may be lost for:
- Not addressing the assignment topic or questions
- Lack of reference to readings and other relevant materials
- Insufficient support for your position and arguments
- Improper sentence structure (grammar, syntax, spelling, etc.)
Discussion Forums
Weekly contributions to discussions are required. Follow the assignment instructions as explained in each of the relevant lessons. Discussion forums are our primary way of interacting and exchanging ideas about the things you will learn in this course as well as to further our learning from one another. Full-class and possibly smaller team discussions will be utilized as a venue to share findings, promote learning, and become more knowledgeable yourself.

The topic, prompting questions, or assignment for each lesson’s discussion is described or that lesson’s page. You will be required to post a minimum of three messages in each forum. You are encouraged to make your original post responding to the prompts before the weekend and post your final responses by 11:55PM on Sunday. Although this recommended timing is not required, if you consistently make all posts shortly before the Sunday evening due date, your grade may be affected. Refer to the Course Schedule for the dates and times by when original and response posts are due.

Posts will be evaluated on the timing of your participation, as well as the depth, insight, and quality of your contribution. Posts must also be written in a professional manner (be respectful of others’ opinions) and written with proper grammar and spelling.

Please read these ground rules below before engaging in discussions.

- Be open-minded to learning new information and/or another point of view.
- Participate! Share your knowledge, thoughts, and ideas with others for constructive discussion.
- Use appropriate language; no put-downs. Address differences directly and positively. Respect one another’s opinions, beliefs, and ideas.
- Posts should not offend or be hostile to a particular person or belief.
- Don’t assume. Ask for clarification if you aren’t sure what was being said.
- Never use the word "wrong". No one is wrong; no one’s opinion is wrong—just different.
- Consider how the reader will interpret your comments. While you can’t anticipate all reactions, do read over what you’ve written before you submit it. Also check for spelling errors!

Assignments

- **Introduction / Personal Survey** - Using a survey template provided in the lesson, you will to complete a short bio of yourself and picture (optional).
- **Cartoon - History of ICA** - Using a creative and fun software application, you will graphically illustrate transitions and historical changes in ICA.
- **Quizzes** - Quizzes are intended to assess your knowledge of terminology, events, and content from assignment readings.
- **Athletic Director Characteristics** - This is a brief research project where you will consolidate, compare, and contrast skills, knowledge, educational background, and professional objective between three athletic directors employed in different divisions.
- **Mission Statement Analysis of ICA Programs** - You will find and assess the mission statements from three ICA programs. You will compare and contrast these statements and analyze the goals.
- **Editorial Responses** - Editorials are often written about different aspects of intercollegiate athletics. This assignment will allow you to respond to two such editorials.
- **Individual Essays** - Essay questions are intended to assess your knowledge of course material and allow you to analyze and/or critique
- **Analysis: Compliance Infraction** - You will work in small groups to review a alleged rules violation by an NCAA program.
- **Financial Analysis of Two Programs** - This assignment requires you to compare and contrast the financial goals/philosophy of two programs. Then you will read the analysis of one (assigned) classmate and compare their analysis to your own.
- **Final: Case Analysis**
The final assignment will be a scenario-like case study and will require you to present both an analysis and a solution to a problem.
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WSU Safety
The Campus Safety Plan, which can be found at http://safetyplan.wsu.edu, contains a comprehensive listing of University policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. All faculty, staff, and students are encouraged to visit this web site as well as the University emergency management web site at http://oem.wsu.edu/Emergencies to become familiar with the campus safety and emergency information provided.

Accommodation of Disability
Pullman Campus - Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Distance Degree Course - Reasonable accommodations are available for students with a documented disability. WSU Online and the Access Center work together to provide reasonable accommodations for students who have documented disabilities and who are registered both with WSU Online and the Access Center. WSU Online's liaison to the Access Center will assist you in getting started. To begin this process, contact WSU Online (800-222-4978 or distance@wsu.edu). We strongly recommend that you notify us as soon as possible. All accommodations must be approved through the Access Center.
Access Center, 217 Washington Building, PO Box 642322, Pullman, WA 99164-2322, 509-335-3417
INSTRUCTOR INTERACTION - for online courses
The instructor will make every effort to be in the course space 3 times each week (Mon-Fri) and to respond to questions within 36 hours (Mon-Fri). Grades for essays, editorials, and analyses will be posted within 10-14 days after the due date. Grades for all other assignments will be posted within 7-10 days of the due date.
If you have any questions, please follow this process:
1. Go to the Discussion Board and select the “Questions for the Instructor” discussion forum.
2. Scan the list of previous questions posted to see if your question has already been asked.
If your question has not yet been asked, post it. The instructor will respond within 48 hours and, in some cases, a classmate may also provide the answer.

THE GROUND RULES: A few words About Scholarly Online Discussion:
One of the concerns in distance education is that the student learns in isolation and does not receive the personalized attention that they might in the campus-based classroom. While we don't physically meet together in a classroom, it does not mean that our students are isolated from each other or from the teaching team. The instructor strives to maintain communication and contact with all students in this online course. But perhaps even more important is supporting ongoing scholarly discussion of the material we are learning. Weekly discussion is a central and graded element in this course. Please read the Ground Rules below before engaging in discussions.
- Be open-minded to learning new information and/or another point of view.
- Maintain confidentiality regarding information discussed in class.
- Participate! Share your relevant knowledge, thoughts, and ideas with others for constructive class discussion.
- Use appropriate language; no put-downs. Address differences directly and positively. Respect one another's opinions, beliefs, and ideas.
- Posts should not be meant to offend or be hostile to a particular person or belief.
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   - a student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
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## GRADING

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<th>Points</th>
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Lesson 1 – Course Introduction and Overview

- Watch Introduction video — To view this media, select Media Center
  - Course Terminology
- Review course Syllabus
- Complete personal intro/bio and post picture
- Read
  - FSB President's Study: Cost and Financing of ICA, Knight Commission 2009
    - http://www.knightcommissionmedia.org/images/President_Survey_FINAL.pdf
  - Clotfelter, "Strange Bedfellows" pp. 3-22
  - Clotfleter, "Priorities" pp. 23-42
- Participate in discussion
- Take the quiz

Overview
This lesson is an introduction and overview of the course. The short video from the Course Developer explains course goals and expectations, as well as gives you an understanding of why the course was developed as it is and recommendations for you to be successful. Please take time to carefully review the syllabus to familiarize yourself with all course materials, format, and the instructor's expectations. To begin creating an online learning community, you will complete a personal introduction/bio to introduce yourself to your fellow course participants. This lesson assigns several readings, a short quiz, and participation in a discussion forum.

Learning Objectives
By the end of this lesson students will:
- Understand the format and expectations of the course.
- Be introduced to the course developer/instructor and to each other.
- Be introduced to the enterprise of higher education.
- Describe their stance on big time college athletics.

Introduction/Bio and Picture
Please take a moment and complete the Personal Bio and Introduction worksheet. This worksheet allows you to introduce yourself to the other people associated with this course. Also, please attach an "appropriate" photo of yourself. Your responses may help guide class discussion or provide a framework for your opinion or position. Some of the questions are simply meant to help us get to know each other and if you do not feel comfortable answering those questions, they are marked as optional.
Submit your completed personal bio and introduction to the appropriate drop box in the Assignments folder. You will be able to open and read the introductions from all your classmates. My completed worksheet is posted here, not only to introduce myself but also to provide a sample for you to use as you complete your own worksheet.

Discussion
Posts will be evaluated on the timing of your participation, as well as the depth, insight, and quality of your contribution. Posts must also be written in a professional manner (be respectful of others’ opinions) and written with proper grammar and spelling. You are meant to participate at least three different times.
This particular question is meant to help me gauge your current stance on Big Time ICA, but your comments should also refer to, and expand upon, insights from the three assigned readings.
What are your arguments (for or against) the salary paid to football coaches at "big time" universities?

1. Post your response to this question on the "Lesson 1" discussion forum located in the Discussion Board folder.

2. Respond to at least two other posts, stating why you agree or disagree with each student's position.

Quiz #1
Go to the Assessment folder to complete the quiz for this lesson.
Lesson Two – Historical Perspectives of ICA and the BIGness of college athletics

- Watch
  - Saneholtz video "Historical Perspectives of ICA" — To view this media, select Media Center
    - Marcia Saneholtz is the former Senior Associate Athletic Director at Washington State University. She retired after more than 25 years of service. In this interview, Saneholtz discusses her personal background as well as the transition of women's programs from AIAW (Association of Intercollegiate Athletics for Women) to the NCAA.
  - Lesson 2 PowerPoint (optional)
- Read
  - Covell, "A Historical Perspective on ICA" pp. 1-25
  - Clotfelter, "The Bigness of Big Time" pp. 43-66
- Create a cartoon panel
- Participate in discussion

Overview
This lesson highlights key developments of intercollegiate athletics and introduces you to the (much debated) role of intercollegiate athletics in higher education.

Learning Objectives
By the end of this lesson students will:
- Understand the historical elements that have influenced the development of intercollegiate athletic management.
- Learn how schools determine the appropriate role of intercollegiate athletics on their campus.

Comic Cartoon Panel
For this assignment, you will access your creativity and a fun, easy-to-use cartoon-creation application called ToonDoo. Go to the ToonDoo website and follow the steps to create your own comic panel (ToonDoo Maker). You'll need to first create a free account to establish a username and password; then log in. The help wiki (under Etc.) has a lot of information if you need support to use this program. Using the cartoon program, create a three-to-five panel cartoon to depict your answer to this question: How are the challenges faced by the NCAA and/or its member organizations in both the early and middle years of the 20th century different from (or not) those faced by the organization and/or its membership today?
Post a copy of the cartoon or the link to view it to the appropriate drop box located in the Assignments folder.

Discussion
Participate in this lesson's discussion by responding to this prompt and questions:
With regard to the shift from participation-based programs toward institution-maintained programs, has the overall result been positive or negative? Discuss management differences between current ICA programs and current intramural sport or university club programs. Identify any advantages (or disadvantages) of having intercollegiate athletic programs run by students rather than by professional managers. What model of management do you prefer in the university setting? Why?
  1. Post your response on the "Lesson 2" discussion forum located in the Discussion Board folder.
  2. Respond to at least two posts.
Lesson Three – Governing Bodies of Intercollegiate Sport

- Read
  - Covell, "The Role of the NCAA" pp. 28-68
  - eReserve, Hums, MacLean, & Chelladurai (2009), pp. 170-188
    - To access this eReserve, use the password and instructions explained in "How to Access eReserves" on the Course Information page.
- Research AD Characteristics and Patterns
- Participate in discussion
- Individual essay question

Overview
This lesson describes the managerial structure and administrative role of several associations that govern intercollegiate athletics.

Learning Objectives
By the end of this lesson students will:
- Understand the evolution of governance in ICA.
- Learn the structure of current day ICA governing bodies (NAIA, NJCAA, NCAA).
- Understand the nature of the NCAAs three divisional classifications.
- Understand the structure of and various managerial roles unique to the National Collegiate Athletic Association (NCAA).
- Understand how the “Principles of Conduct” influence how the organization fulfills its purpose and mission.

Investigation Assignment
For this assignment, you will investigate the background of someone who holds the position of Director of Athletics.

Instructions
1. Research three athletic directors (ADs) from any conference across the nation. Start by going to the program website and select their name. Then use a search engine for additional information. Choose:
   - one from a FBS program
   - one from a FCS program
   - one from a D-II or D-III or NAIA program
2. Summarize the AD's biography information in a Word document using this sample template.
3. Be sure to create a header in your file that includes your name, as shown in this sample submission.
4. Submit your completed assignment to the appropriate drop box located in the Assignments folder by the due date listed on the Course Schedule. Note that this assignment is due on Wednesday.
5. Review the research submitted by three of your peers.

Discussion
Beginning Wednesday after the research assignment has been submitted, review the research from three other students, comparing and contrasting your investigation findings with those of your peers. Then participate in this discussion by responding to the questions below. Your discussion post should include:
- Reflections on assigned readings (Clotfelter, Covell, or Hums) and, when possible, reference the page number
- Observations you have based on your review of assignments posted by other students

REMEMBER, you are meant to check back and add to the discussion at least times. The second and third posts may support or argue a point made by another posting, or spark discussion in another direction.
Consider the association, conference, or division of the program as you respond to these questions:
- What characteristics exist among ADs based on their program affiliation?
- What patterns exist among ADs based on their program affiliation?
- Is this pattern or characteristic a trend or a requirement for the position?
- What factors influence any observed patterns?
• *Are there issues or concerns?*
  1. Post your response on the "Lesson 3" discussion forum located in the Discussion Board folder.
  2. Respond to at least two posts.

**Essay #1**

Write an essay that address this question:

*Of the NCAA's 16 Principles of Conduct for ICA, which three are the most critical to ensuring positive participation experiences for student athletes and why?*

Submit your response to the appropriate drop box located in the Assignments folder.
Lesson Four - Institutional / Departmental Mission and Goals

- Read
  - Covell: "Institutional and Departmental Missions and Goals," pp 98-122
  - Covell: "Departmental Organizational Structure," pp 126-153
  - eReserve: Hums, MacLean & Chelladurai (2009), pp 192-199
    - To access this eReserve, use the password and instructions explained in "How to Access eReserves" on the Course Information page.

Overview

Students will investigate the organizational structure and the institution and department mission statement of three programs (one FBS, one FCS, and one NAIA or DII or DIII).

Learning Objectives

By the end of this lesson students will:

- Understand the key differences in the philosophy of FBS, FCS, NAIA, and D-II, III programs.
- Be aware of the relationship between ICA vision, mission, and goals as they relate to the institution's and the chosen divisional classification.
- Be aware of various environmental factors and the influence on ICA management choices.

Assignment: Mission Statement

Identify three universities (other than those described in the assigned readings) – one FBS, one FCS, and either a D-II, D-III, or NAIA school. Look up the mission statement of each institution and also the mission statement of the athletic program. Also, find the organizational chart for the institution (or the program). Make a note: who does the director of athletics and/or director of compliance report to? According to the assigned reading, a (departmental) mission statement should identify the focus of the business and the mission should answer these questions: (a) What do we hope to do and why do we exist? (b) What do we hope to do down the road? (c) What is our philosophy?

The answers to these questions will vary, not only based on the school, but also based on the divisional classification the school has chosen, and the make-up/expectations of the stakeholders. (Think about who they might be.)

You will generate two documents for this assignment. Be sure your name, lesson number, and date is in the header of each document.

1. Create a table and submit it to the appropriate drop box in the Assignments folder. [15 points]
   Compile information in a table format like the sample below (use this table template, formatted in Word, or create something similar). Once your research is done and you have filled in the table with the necessary information, use your findings to answer the questions below.

2. Create another Word document: Copy and paste the questions below into your new file and respond to each question. Refer to the table you created. Consider and incorporate readings (Covell; Clotfelter; Hums) and the Saneholtz video in your answers. [20 points]
   a. Is there congruency between the institution mission statement and the department mission statement? If so, in what way do they align? If not, is there cause for concern, conflict, or a potential problem?
   b. Is "more" better in a mission statement? What seems most important from your perspective?
   c. Is there anything missing from any of the mission statements? If you were to add something or rewrite the statement in some way, what would you add?
   d. What are the most noteworthy differences among the Divisions? Are those differences institutional or departmental?
   e. What environmental factors may influence the focus or philosophy of each program?
   f. What did you observe about the organizational chart with respect to (a) who the AD reports to, and (b) who the director of compliance reports to?

NOTES: I suggest you use this template for your table. Keep the columns this same width so that you can make an easy comparison between different programs. The answers can be in the form of notes, and while they need to be comprehensible, they need not be complete sentences.
Lesson Five – The Conference

- Read Covell, pp 72-93
- Assignment: Essay 2

Overview
Having examined the structure of the national governing bodies, as well as institutional and departmental management structures, this lesson reviews the final piece of the administrative picture: the role of the conference.

Students will demonstrate their understanding of ICA governing bodies and management systems by completing an essay assignment that incorporates material from lessons 1-5.

Learning Objectives
By the end of this lesson students will:
- Understand the operational importance of conferences for intercollegiate managers.
- Be familiar with the tasks and responsibilities performed by conference personnel.
- Demonstrate comprehension of material covered thus far in the course.

Assignment: Essay 2
Each of the questions will be scored on a 5-point scale. Five is outstanding; four is good and above average; three is average; two below average; one poor; and a zero will be given for no response.

Here are the guidelines for completing this assignment:
- Respond to all eight essay questions.
- You may use your books as resources.
- You will have a maximum time limit of 2 hours and 40 minutes (20 minutes per question) to complete all eight responses.
- Time begins as soon as you enter the essay exam. You will not be able to log out and then log back in to complete the answers; therefore, set aside one block of time to complete the questions.
- It is not necessary to cite references using APA format, but referring to readings as support for your answer is important for some questions. Having said that, some questions ARE opinion based and a different form of backing for your opinion (experience-based or other) is also encouraged.
- The answer length varies, but most questions can be answered in a few short paragraphs.
- You will be graded on grammar, syntax, and spelling in addition to the quality of your responses.

To access the essay questions, go to Assessments. Select Lesson 5 - Essay 2 Assignment.
Lesson Six – College Finances: A general overview

- **Read**
  - Press release about the Cougar Ticket Priority System
  - FBS President’s Study: Cost and Financing of ICA, Knight Commission, 2009, pp 14-23; pp 37-40
  - Covell: Finances, pp 158-206

- **Optional Resource**
  - The NCAA produces a number of significant and very detailed reports on financial aspects of intercollegiate athletics. These data and analyses are posted on the NCAA website. This information is a useful option if you want specific information about revenues and expenses and different NCAA Divisions. Finances of Intercollegiate Athletics, 2004-2010.

- **Discussion**: Role of the stakeholder
- **Case study**: Covell case study 6A or 6B

**Overview**
Students will be introduced to the revenues and expenses that impact intercollegiate athletics.

**Learning Objectives**
By the end of this lesson students will:
- Be aware of the connection between competitive success and revenue generation.
- Be aware of the eight (8) factors that contribute to the rise in coaching salaries and the significant differences based on "the market."
- Be aware of the influence of institutional goals and philosophy on administrative decisions made by the director of athletics (division/affiliation, salaries, marketing strategies).

**Discussion and Case Study**

**Part 1 - Discussion**
Some say that as departments and programs focus too heavily on profits and the wins needed to generate them, they become further estranged from the university as a whole. However, the mindset of administrators at Big Time schools seems to be “If athletics are worth having, it is worth paying for.” Consider your stance as you answer this prompt.

*Stakeholder and donor influence appears to play an ever-increasing role in the landscape of intercollegiate sport. Discuss the role of the stakeholder in Big Time athletics from any angle you choose.*

Here are some ideas:
- Who are the stakeholders?
- How are they influenced or how are they influential?
- The Ticket Priority System rewards some donors while leaving others out in the cold. Do you agree with the strategy? What are the advantages and disadvantages to implementing such a program? When might an administrator choose to use this strategy?

**Part 2 - Case Study**
In your Covell textbook, respond to either case study 6A or 6B. Each has two questions following the case. Address both questions for the case study you choose, either 6A or 6B. Submit your response to the drop box in Assignments.
Lesson Seven – The Uses of BigTime College Sport

- Read
  - Clotfelter: Consumer Good, Mass Obsession pp. 69-93
  - Clotfelter: Commercial Enterprise pp. 94-124
  - Clotfelter: Institution Builder pp. 125-152
- Assignment - Finances: Comparison of Programs

Overview
In this lesson you will select three programs – one FBS, one FCS, and one Division I without football – and compare and contrast several (financial and budget-related) characteristics about the programs.

Learning Objectives
By the end of this lesson students will:
- Discover that a wealth of information about the budgets of ICA programs is available to them!
- Create a table of data about three different programs and discover that “the source of income [in college athletics] differ markedly up and down the competitive food-chain” (Clotfelter, 2010, p.95).
- Be able to describe sport and its role as ‘an institution builder.’

Assignment - Financial Comparison of Programs
A. Select and compare three programs – one FBS, one FCS, and one Division I without football. To get started, refer to assignment resources # 1 and # 2 to help you choose the three programs you want to compare.

B. Using EACH of the resources #1, #3, and #4 to create a detailed table of information to be used to answer the assigned questions. Use this template table. Please ADD additional rows and information as you deem useful, but do not delete any of the existing cells (fill in the information requested).

C. Answer the assigned questions, complete the table, and post both documents to the appropriate drop box in the Assignments folder.

Assigned Questions
Answer the following questions. Support your answers by referring to information associated with assigned readings from this lesson, data from the table you complete, and information gleaned from your review of resources #5 and #6. Additionally, you may refer to threaded discussion and readings from lesson 6.

1. Using insights from the resource described above, discuss Clotfelter’s notion of The Kookiness Factor and Consumer Good. How does Clotfelter’s perspective apply to the programs you reviewed? How does the information you gathered support Clotfelter’s portrayal of ICA? Does it vary by program? Explain and support your answers.

2. How does the commercial enterprise of athletics differ from the business industry that is not ICA? (Specifically refer to Clotfelter pp.80-93, data from your tables, and other sources you may choose to incorporate.)

3. Clotfelter (2011) states that “the source of income differ markedly up and down the competitive food-chain” (p.95). What does he mean? What are the primary components of income and expense? How is Clotfelter’s quote and his discussion of the ‘haves-and-have-nots’ demonstrated in your data.

4. What does Clotfelter mean by the phrase sport is an “Institution Builder?” How do the programs you examined fit into Clotfelter’s portrayal of BigTime ICA as an “Institution Builder”?

Assignment Resources
It should go without saying that one resource is the assigned reading: Clotfelter pp. 69-152.

1. Refer to NCAA website: [http://catalog.proemags.com/publication/0affe96d#0affe96d/1](http://catalog.proemags.com/publication/0affe96d#0affe96d/1) for 2009-2010 NCAA Membership Report Information that may be of interest listed by Division:
   - p. 72-84 Lists programs by division
   - p. 14-16; 20-21 Facts about Divisions
   - p. 25-28 2009-2010 Year in Review – Revenues and Expenses
p. 35 Revenue Distributions by Conference

2. Crawford’s word document titled ‘Reference Information by Division’ provides overview criteria for membership to different NCAA divisional categories.

3. Refer to the US Department of Education website http://ope.ed.gov/athletics. This is an interactive website. You can retrieve information (by institution, by division, by governing body, or by conference). Data is available on individual institutions or an aggregate of institutions.

4. Refer to USA Today’s database:
   - What NCAA schools spend on athletics. http://www.usatoday.com/sports/college/ncaa-finances.htm. This page has extensive links to articles and an interactive database where one can browse by school and compare standardized categories of revenues and expenses.

5. A breakdown of 2010-11 NCAA Revenue:

6. A breakdown of 2010-11 NCAA Expenses:
Lesson Eight - Finance Assignment

- Read
  - "FBS President’s Study: Cost and Financing of ICA," Knight Commission 2009
    - http://www.knightcommissionmedia.org/images/President_Survey_FINAL.pdf

- Assignment: Essay 3

Overview
After completing the assigned reading, you will demonstrate your understanding of the financial challenges and implications associated with ICA by responding to a four-part essay assignment that incorporates material from lessons 6-8.

Learning Objectives
By the end of this lesson students will:
- Be familiar with the claims Presidents make about financial challenges in ICA
- Demonstrate an understanding of the (internal and external) factors that influence financial decisions associated with ICA.

Assignment: Essay 3
Complete the essay questions and submit this assignment by the due date listed on the course schedule. There is no time limit, only a deadline for submission. Submit your completed responses to the Lesson 8 - Essay #3 drop box in Assignments.
Although this is not a discussion assignment, all students will be able to read essays submitted by their peers. My rationale for permitting access by other students is that I think it is important to stay in tune with the perspective of others and everyone may not have the same "take" on this trend.
- Each answer is worth 10 points.
- Answer essay questions I, II, III, and IV below.
- You may use your books and other materials as a resource.
- You will be graded on grammar, syntax, and spelling.
- It is not necessary to cite references using APA format, but referring to readings as support for your answer is important; as always, personal and professional experiences may also be used as backing.

Consider this quote:
"While the 'have nots' continue to complain about cost containment and too much commercialization in intercollegiate athletics and the NCAA asserts it is powerless to do anything, the 'haves are the ones pushing the carousel because they generate the revenue to offset the huge financial liability created by buyouts and lucrative coaches' salaries." (Wieberg & Upton in Karcher, 2009, p.3).

Answer these questions. Each answer is worth 10 points.

I.  Revisit the findings by the Knight Commission’s FBS President’s Survey on ICA finances. Compare the findings from the President’s Survey (what the presidents say) to the findings by Karcher (2009) (what the presidents do). Then, reflect on the mission of the higher education as a whole (as suggested by Covell, Clotfelter, the NCAA, and the typical FBS university mission statement). Taking all of the parts into consideration, explain the paradox.

II. Is the issue isolated to only Big Time programs? Or just to football? Support your answer.
III. Describe the internal and/or external factors that influence the seemingly endless trend of increase in coaches’ compensation. What features cause the cost to be so high?
IV. Given everything that you have read in the past weeks, what is your opinion about cost containment in ICA? Has the issue taken on a life of its own? Is ICA spending a problem that can be reigned in or is it a simple fact of life? Make a prediction for what this scenario will look like in ten years. If you predict change (in any way), explain who the power-brokers are; who will most-influence the change (or lack of change), and why?
Lesson Nine – Editorial Response

- **Read** - These eight editorials were published in *The Chronicle of Higher Education* in response to the questions: "What the hell happened to college sports and what should we do about it?" The prompt continued, "No wonder they call it big-time sports. College athletics programs pull in about $106 billion in revenue annually. But the challenges facing college sports may outweigh any dollar amount. What would you change, if you could?" (December 11, 2011). *The Chronicle* asked several innovative thinkers these questions. Use the links to read each commentary.
  - "Don't Treat Players Like Gladiators," by Oscar Robertson
  - "Bust the Amateur Myth," by Frank Deford
  - "Get Out of Show Business," by William C. Friday
  - "Eliminate the Profit Motive," by C. Thomas McMillen
  - "Share the Wealth," by Harry Edwards
  - "Tie Money to Values," by Nancy Hogshead-Makar
  - "Kiss the BCS Goodbye," by Richard H. Thaler
  - "Exempt the NCAA From Antitrust," by Len Elmore

- There is no discussion this week. Please read each other's editorials.

**Overview**

*What would you change, if you could?* *The Chronicle of Higher Education* posed the question to innovative thinkers who are purported to know and care about sports. Their responses are provided via the links above.

**Learning Objectives**

By the end of this lesson students will use knowledge acquired in recent lessons to guide their response to a published editorial. The objective is to utilize the student’s (new) knowledge and respond (refute or support) the editorial professionally and articulately.

**Assignment: Editorial Response**

After reading all eight editorials, write a response to two of the pieces; a response that you could conceivably send to the *Chronicle* after reading the original editorial.

Specifics: Write one response from your own perspective. Write the other response from the viewpoint of the President of the NCAA.

Submit each response to the Lesson 9 - Editorial Response #1 or #2 drop boxes in Assignments. Students will have the opportunity to review the editorials written by their peers.
Lesson Ten – Compliance and Recruiting

- Read
  - Covell: Recruiting, pp 212-246
  - NCAA Recruiting and Eligibility FAQ document
  - NCAA Guide for College-Bound Student Athletes, pp. 6, 7, 11, 12, 19-23
  - Optional (depending on your choice of discussion questions)
    - University of Cincinnati Public Infractions Report, September 29, 2011
- Discussion: Eligibility and Recruitment

Overview
In this lesson, you will investigate the impact and boundaries of ICA RECRUITING: “any solicitation of a prospective student-athlete or a prospective student-athlete’s relatives by an institutional staff member or by a representative of the institution’s athletic interests for the purpose of securing the prospective student-athlete’s enrollment and ultimate participation in the institutions intercollegiate athletics program” (NCAA Division I Manual, 2008, p.79).

Learning Objectives
By the end of this lesson students will:
- Be aware of the important role of recruiting as it relates to image, resource acquisition, and perceived success of a college athletic program.
- Be familiar with the many environmental factors that influence recruiting (from both the coach and the prospect’s perspective).
- Be aware of the rules and restrictions that govern the recruiting process and the eligibility of college athletes.

Discussion
There are six prompts to choose from. Each student is required to respond to TWO of the prompts with an original post. Additionally, please make TWO reply posts to different topics than the two prompts you chose for your original posts.

**Qualifier vs Non-Qualifier**
in your discussion, include the following:
- what does it mean to be a qualifier or a non qualifier?
- why do you think this designation exists?
- why do you think the criteria/definition varies by division?
- as a coach, how would this rule influence your recruiting – why might you recruit a non-qualifier?

**Recruiting Rules (Two Topics)**
respond to either topic a or b, but not both:

**Topic a - Recruiting Rules from the Perspective of the Recruiting Coach.** describe one of the rules (that has not already been discussed), explain what (you think) is the impetus for the rule, then discuss the “pros” and “cons” from your perspective as a coach.

**Topic b - Recruiting Rules from the Perspective of the Recruit.** describe one of the rules (that has not already been discussed), explain what (you think) is the impetus for the rule, then discuss the “pros” and “cons” from the perspective of the student.

**Is Recruiting Too Restrictive?**
can the case be made that current recruiting bylaws are too restrictive, and that schools and coaches should be able to expend whatever resources they wish to attract top prospects?

**Perspective**
Based on the perspectives described in covell (2010), including those of practitioner stefanie pemper, the case study of blue-chip-recruit darrell scott, and comments by writer john mcphie, what is your recommendation for how a coach might balance the competitive nature and ethical considerations of recruiting? what are the priorities?
who benefits?
Are current recruiting restrictions more advantageous for prospects or for schools and coaches? (Support your response.)

Compliance Infractions Analysis
Review the file “University of Cincinnati Public Infractions Report September 29, 2011.” In your discussion, include the following:

- What is your reaction to these violations?
- Do you agree with the penalties imposed (why or why not)?
- Aside from the obvious desire to get a competitive edge, what makes infractions like these common?
- Who is ultimately responsible for actions described in this case? In your opinion, what is the solution?
Lesson Eleven – Compliance and Eligibility

- Read Covell: Compliance Enforcement, pp. 250-268
- Download the NCAA 2011-2012 Manual
- Download the "Boise State University Public Infractions Report" for use in the discussion
- Discussion: Boise State University infractions

Overview
The assigned Covell reading will provide an overview of the rules of compliance and enforcement relating to coaching, recruiting, and student athlete eligibility. As part of this lesson, you will use the NCAA Manual to complete a certification test similar to the one required of all coaches and staff that interact with student athletes in intercollegiate sport. Additionally, you will review the NCAA Infraction Committee report on the Boise State University Public Infractions from September 2011 and then you will participate in the discussion.

Learning Objectives
By the end of this lesson students will:

- Learn about current rules meant to enforce and impact the management of intercollegiate athletic departments.
- Demonstrate knowledge of NCAA rules by completing a quiz.
- Learn how the NCAA Infractions Committee evaluates and rules on an alleged violation, when you review the public report on the Boise State University infractions case.

Quiz # 2
This is an open book quiz (use the NCAA manual). This quiz is similar to the NCAA's coaches certification exam; all coaches must pass this exam annually and earn a score of 90% or higher in order to be certified to recruit prospects. The quiz contains 30 multiple choice and true/false questions. To access the quiz, go to the Assessments link in the main Map menu.

Discussion
The report by the NCAA Infractions Committee regarding Boise State University athletics is 73 pages long (but it is a quick, outline-formatted-read) that reviews 18 violations committed by BSU. The scenario is a stunning example of lack of institutional control. It is shocking, not only to read the numerous violations, but to read the interviews between outside counsel and the BSU personnel. It is worthwhile to review the two appendices (chronological outline and corrective actions by the institution), and it is important to review the Infractions Committee rationale for penalties.

I have tried numerous times to hone-in on some specific questions to guide the discussion, and the breadth of options is overwhelming. I considered the institutional control piece, the "principles of conduct" or a review of Covell's exhibit 8.1; the practitioner perspectives; sanctions versus the pressure to succeed - the options are endless.

That said, the discussion is wide open this week. The rule is that you have to reveal your initial reaction to the BSU case, then make a connection between the findings by the infraction committee and some key point discussed in Covell (2010). Please make one original post and at least two follow up responses to others' posts.
Lesson Twelve – Academic Standards

- Read
  o Covell: "Academic Standards," pp. 272-299
    - This article is available online by searching the WSU library journal article database. If you do not know how to find articles using this database, follow the instructions explained in "How to Use the WSU Libraries and Online Databases" on the Course Information page.
  o Remaining Eligible: Differences by Division
  o NCAA’s Calculating the APR from the NCAA website
  o APR Data – Averages, Trends, Penalties 2011 APR trends 2011 – NCAA research
- Assignment: Essay 4
- Discussion: APR

Overview
The criteria for (and administration of) Academic Eligibility of student athletes remains an ongoing debate among athletes, coaches, school presidents, professors, politicians, and social critics. This lesson provides an overview of Academic Standards, from the evolution of NCAA mandated academic standards to the complexities of current day academic requirements.

Learning Objectives
By the end of this lesson students will:
- Be knowledgeable about the historical evolution of academic eligibility as it pertains to intercollegiate athletics and the student athlete.
- Be aware of the environmental factors and stakeholder input that influences eligibility standards.
- Be able to make the distinction between initial eligibility and continuing academic eligibility and be aware of the specific elements that are used to determine eligibility in both areas (initial eligibility and continuing academic eligibility).
- Understand the nuances of how the NCAA measures student athlete graduation rate, academic progress rate (APR), and coaches’ graduation rate.

Assignment - Essay 4
There are two options to choose from. Select and complete one these options and submit it to Lesson 12 - Essay #4 drop box located in the Assignments folder.
The objective of this assignment is to examine specific details about the APR for the program(s) and or sport(s) of your choice. Resources to guide this investigation include:
1. APR Data – Averages, Trends, Penalties 2011 APR trends 2011
3. Readings and resources assigned with this lesson
4. Personal insights, practical knowledge, or other resources you may find

Option 1
Select one sport to be examined. Select 8 different schools to research. Examine the APR scores for the sport you selected.
- In your analysis, explain your motive for selecting the sport you chose.
- Explain your motive for selecting the schools/programs you chose.
- How do the schools you chose compare to each other? (By conference or division or expectation, by results, by year of data, penalties, etc.)
- How to the APR scores compare?
- Create a table in a word document that best summarizes this data and include that table in your analysis.

Your task: Write an analysis summarizing, comparing, contrasting, and/or speculating about the APR results discovered in the sport you investigated. Refer to the assigned readings and resources in your writing.
Option 2
Select one program to be examined. Then choose 8 different sports sponsored by that program (balance out the gender 4-4).

- In your analysis, explain your motive for selecting the program and the sports you chose.
- How do the sports you chose compare to each other? (By gender, by team size, by scholarship [head count or equivalency], other variables.)
- How do the sports you chose compare to each other by APR (penalties, other)?
- Create a table in a word document that best summarizes this data and include that table in your analysis.

Your task: Write an analysis summarizing, comparing, contrasting, and or speculating about the APR results discovered in the sport you investigated. Refer to the assigned readings and resources in your writing.

Discussion
The discussion for this lesson is meant to be just that – a discussion. You do not need to make references to course material unless you choose to. I am hopeful that over the course of recent lessons you have developed your own philosophy about intercollegiate sport and its role in higher education. However, your discussion will be graded on the depth of your responses.

Choose from the six prompts provided; make two original posts and two response posts.

1. Consider bylaw 14.4.3.2 (fulfillment of percentage of degree requirements). Discuss the one positive influence and one negative influence of this legislation that, thus far, has not been used in an original post. In your comment, provide in-depth discussion – how or why is the requirement a benefit or limitation?

2. Consider bylaw 14.4.3.1.4 (designation of a degree program). Discuss one positive influence and one negative influence of this legislation that thus far has not been used in an original post. In your comment, provide in-depth discussion – how or why is the requirement a benefit or limitation?

3. It is believed that eligibility was a bigger problem for football student-athletes than retention, a data trend that continued with the 2009-10 APRs. A news item on the NCAA website May 24, 2011 suggests a new rule (effective August 2011) should boost APRs in football. The rule requires players to earn nine credit hours in every fall term or be suspended for the first four games the following fall. If the student-athlete earns 27 credit hours before the start of the next fall, he can (once in a career) earn back all four games. For the remaining seasons, he can earn back two games if he earns the 27 credit hours by the end of summer session. http://www.ncaa.org/wps/wcm/connect/public/ncaa/resources/latest+news/2011/may/new+rule+should+boost+aprs-in+football Discuss the positive influence or the negative influence of this legislation that thus far has not been used in an original post. In your comment, provide in-depth discussion – how or why is the requirement a benefit or limitation?

4. Former NCAA President Brand said the implementation of APR legislation would “mark a time when we held not only our students but our athletic teams and our institutions accountable for having student athletes progress academically in a timely way” (Pennington, 2004, in Covell, 2010, p.285). The NCAA has been tracking APR data for several years – based on information you have learned in this lesson, how is Brand’s statement (in)accurate?

5. Some schools have received poor APR scores and administrators/coaches affiliated with those programs have stated that the poor performance was the result of “class warfare.” Is there any truth to this statement? How so, and what could be done about it?

6. Consider the unique academic challenges of baseball (case study 9.1). Is it a good idea for rules (about academic progress or progress toward degree) to be unique to a specific sport? Why or why not?
Lessons 13, 14, 15, & 16 have yet to be posted on the web, so their format is not the same as those listed above – however the lesson plan itself aligns with the curriculum and the syllabus.

<table>
<thead>
<tr>
<th>April 9</th>
<th>Lesson 13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>We will discuss the well-being of student athletes as it pertains to academics and life skills.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this unit students will have investigated several committee and university self-study reports and will have an understanding of the history of student services, the need for balance between academics, sport, and the individual; and learn about the implementation of programs (and evaluation of programs) to ensure student athlete well being.</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Threaded discussion prompt # discussion recommendations made by the Free-write about points of interest that you were not aware of regarding services for student athletes and why those services or the recommendations are important.</td>
</tr>
<tr>
<td><strong>Essay # 5</strong></td>
<td>Threaded discussion: Various groups and committees are worried that student-athletes are prevented from majoring in the academic area that they would like and instead are encouraged or even required to major in less rigorous academic majors. Discuss the arguments being used on both sides of this issue.</td>
</tr>
<tr>
<td>Date</td>
<td>Lesson Fourteen</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 16</td>
<td><strong>Lesson 14: Gender and Diversity Issues</strong></td>
</tr>
<tr>
<td>Overview</td>
<td>Students will review the implementation of Title IX Law and learn about the impacts of the ruling. Students will review a summary report documenting data about the impacts of Title IX over the past 37 years; they will watch a debate; and read assigned articles.</td>
</tr>
</tbody>
</table>
| Learning Objectives | By the end of this unit students will  
- understand historical developments that influenced the need for gender equity legislation;  
- be aware of key court cases that shaped the nature of gender equity legislation;  
- have compared the number of sport participants and administrative and coaching positions held, based on gender and race;  
- be able to demonstrate awareness about the current number of sport participants and the current number of administrative and coaching positions held (based on gender and race) - compared to recent years and compared to the implementation of Title IX;  
- be able to assess whether intercollegiate athletic programs are in compliance with current gender equity standards and requirements |
| Assignment | Read Covell Title IX and Gender Equity pp. 330 - 348                          |
| Assignment | Review Acosta and Carpenter report (40 pgs)  
Acosta & Carpenter 1977-2012  
http://www.acostacarpenter.org/ |
| Assignment | Review Lapchick – College Sport, Racial and Gender Report Card 2010 (67 pages)  
pdf 14e saved in lesson 14 |
<p>| Assignment | Review video clips (insert) of Christina Hoff-Sommer; Cathy Claussen; Marcia Saneholtz. |
| Discussion | Threaded discussion – prompt                                                   |
| Assignment | QUIZ # 3                                                                      |</p>
<table>
<thead>
<tr>
<th>April 23</th>
<th><strong>Lesson Fifteen</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Lesson 15: SWOT Analysis</strong></td>
</tr>
<tr>
<td>Overview</td>
<td>Students will review PP lecture and video link about SWOT Analysis</td>
</tr>
</tbody>
</table>
| Learning Objectives | By the end of this unit …  
- students will understand the characteristics of internal and external influences on decision making as they relate to Strengths, Opportunities, Weaknesses, and Threats |
| Assignments | Review PP lecture “The SWOT Analysis as it relates to decision making” linked to unit web page  
Review video link – linked to web page |
| Discussion | Prompt |
| April 30 | **Lesson Sixteen – FINAL EXAM – Case Study with SWOT Analysis**  
- The exam will require students to incorporate concepts learned during the past fifteen weeks; student will explain and justify their position/solution (by using a SWOT analysis). |
Hello everyone...

Does anyone know when Grad Studies meets? If they are meeting before we meet next Thursday, I'd like to request that we take an electronic vote on these items so they can be moved to grad studies ASAP (per Deb Sellon's request). If not, then we can handle these items at the next meeting:

1. Review of complete syllabus for item #338
2. Review of item #348

Thanks!!!

Chris

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I have attached the COMPLETE syllabus for SpMgt 569.
I apologize, I thought the course schedule had been included with the original document.

If the committee refers to the grading table (early pages of the syllabus) that lists the assignments and their point values, I have noted the lessons by number where those assignment can be found (in the event you need to cross check to be sure they are all there);

Your second email indicated you saw the note about the thesis option accepting any 7 of the 8 courses
Otherwise I think you have all of the information you requested

MANY, MANY Thanks!!!!

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