University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **HELEAD 730 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) NCAA Governance and Compliance

**25-Character Abbreviation:** NCAA Gov&Compliance

**Sponsor(s):** Dr. Kristina Navarro

**Department(s):** HPERC /C&I

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments: HPERC

**Programs Affected:** **MSE-PD (Higher Education Leadership and Higher Education Athletics Administraton emphases)**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** None

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** C&I

**Instructor:** Dr. Kristina Navarro

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

The Higher Education Leadership program continues to experience increases in the number of students desiring graduate courses in athletics administration. This is a new course that will be used to develop the Higher Education Athletics Administration MSE-PD emphasis. Graduate students in the MSE-PD forthcoming emphasis in Higher Education Athletics Administration emphasis are able to take this 700 level course to fulfill elective credit requirements.

**Relationship to program assessment objectives:**

This serves as a new MSE-PD graduate 700 level class. This graduate course will assist in efforts to meet student need.

The table below shows relevant student learning outcomes from the MSE-PD assessment matrix and identifies each student learning outcome that is Introduced, Developed, and/or Applied in this course.

|  |  |
| --- | --- |
| **VOICE** | **I-Introduced**  **D-Developed**  **A-Applied** |
| Present evidence that student can communicate effectively to achieve desired outcomes in the professional setting | **D, A** |
| **RESEARCH** |  |
| Locate and critically read relevant professional research | **D, A** |
| Analyze research in the appropriate professional fields and apply it to practice | **D, A** |
| **PRACTICE** |  |
| Evaluate own assumptions, perspectives and values related to professional practice | **A** |
| Create a plan for ongoing professional development | **A** |

**Budgetary impact:**

The new course would be accomplished as part of load for a current member of the graduate faculty and graduate coordinator (Dr. Kristina Navarro), or on a case by case basis with an adjunct faculty member possessing a terminal degree who has been approved by the C&I Department as a member of the graduate faculty.

**Course description:** (50 word limit)

The course will introduce students to the governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3. Students will apply athletic conference rules, NCAA rules and institutional policies to practitioner settings in higher education athletics leadership.

**If dual listed, list graduate level requirements for the following: Not Applicable**

1. **Content** (e.g., What are Additional presentation/project requirements?) Not Applicable

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? ) Not Applicable

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Not Applicable

**Course objectives and tentative course syllabus:**

Students should gain an in-depth understanding of:

1. The governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3
2. The athletic conference rules and institutional policies that govern intercollegiate athletics.
3. The process of examining and interpreting compliance policies and applying these to practical situations.

Students who complete this course will:

1. Develop an understanding of how to engage in meaningful discourse regarding the key issues in intercollegiate athletics and higher education governance and compliance
2. Apply and appreciate the complex rules and regulations which exist to govern intercollegiate athletics
3. Apply critical ethical issues when enforcing compliance requirements
4. Examine and interpret compliance policies and apply them to practical situations

**University of Wisconsin-Whitewater**

**College of Education and Professional Studies**

**HELEAD 730**

**NCAA Governance and Compliance**

**Instructor:** Dr. Kristina M. Navarro

HPERC, C&I-HELEAD

**Contact Info:** [navarrok@uww.edu](mailto:navarrok@uww.edu)

**Office Hours:** Monday 2-4pm, Wednesday 12-1pm, 2-4pm

**Course Description:**

The course will introduce students to the governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3. Students will apply athletic conference rules, NCAA rules and institutional policies to practitioner settings in higher education athletics leadership.

**Prerequisite:** Graduate status

**Learning Outcomes and Course Objectives:**

Students should gain an in-depth understanding of:

1. The governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3
2. The athletic conference rules and institutional policies that govern intercollegiate athletics.
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**Required Readings:**

1. Comeaux, E. (2014 ). *Introduction to intercollegiate athletics in American higher education.* Baltimore, MD: John Hopkins University Press.

2. NCAA Division I manual

3. NCAA Division II manual

4. NCAA Division III manual

5. D2L readings and class handouts

**Recommended Textbooks**

1. American Psychological Association. (2009). *Publication manual of the American* *Psychological association* (6thed.). Washington, DC: Author.

**Dynamics of Class:**

The pace of the course will be rapid, but students are expected to read and study all assigned readings before the specified class period, noting questions, and issues to discuss in class. Course content will be covered with a variety of differentiated instruction methods: lecture, guest lecturers, discussion, critiques, group work, simulations, and student presentations. Students should ask the instructor immediately if they have questions at any time on assignments or expectations.

**Accommodations:**

Students with disabilities will be fully included in this course. Please inform the professor if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be maintained.

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**General Course Requirements:**

Successful completion of in-class assignments is necessary to fulfill the requirements of this course. Due dates and expectations for course assignments are included in this syllabus. As a matter of fairness and courtesy to everyone in the class, there will be penalties associated with late papers and incompletes (except in reference to emergencies, professional development, or prior approved situations). Work later than one week will not be accepted.

All assignments should be double-spaced and written in paragraph format with 12 size font. When designated by instructor, formal written assignments should be prepared and submitted in accordance with format standards of the American Psychological Association (APA), 6th edition. If you are not familiar with the APA citation and referencing standards, please review the manual.

**Course Grade Policy**

**Total Points Possible: 400**

**Letter Grade Percentage**

**A 94-100**

**A- 90-93**

**B+ 87-89**

**B 83-86**

**B- 80-82**

**C+ 77-79**

**C 73-76**

**C- 70-72**

**D+ 67-69**

**D 63-66**

**D- 60-62**

**F 59 and below**

**Graded Activities and Assignments:**

**1) Class Participation (100 points)**

Class participation is essential for successful completion of the course.Students are expected to demonstrate, during both online discussion and assignments, that they have read the materials and are familiar with the course content. It is expected you stay on track with the assigned readings, modules and activities.

**Please note:**

\*\*Late work will not be accepted unless there is an emergency situation.

\*\* Professional development and emergency situations must be communicated to the instructor and supported with documentation as soon as possible in order for them to warrant additional time.

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| **CRITERIA** | **Exemplary** | **Proficient** | **Unsatisfactory** |
| **Class Preparation** | Displays an understanding of the specific topic or under discussion in a group and/or small group setting. Has clearly prepared by completing assigned reading. | Displays some understanding of the specific topic or under discussion. Responses are vague and show little preparation for class. | Displays little understanding of the specific topic under discussion. Does not participate in the class small group discussions. Clearly has not engaged in course activities and assigned readings. |
| **In-Class Participation** | Proactively participates in class environment. Discussions are respectful of others' ideas, opinions and feelings and assist in clarification of other participants' perspectives. | Participates in the class environment. Dialogue with class colleagues is respectful of others' ideas, opinions and feelings. | Does not comply with established group best practices for learning. Does not adhere to the ground rules of respect, confidentiality, and professionalism. |
| **Attendance** | Has attended all class sessions with 0 unexcused/ excused absences.  Has made up any work for pre-arranged, excused absences | Has attended the majority of classes, but has one unexcused absence or excused absence which has not been made up. | Has missed more than two class sessions.  Has more than two absences without supporting documentation  Has not completed any makeup or extra credit work. |
| **TOTAL POINTS \_\_\_\_\_\_\_\_\_\_** | | | |

**2) Contemporary Article Review (100 points)**

Students will select a current article which discusses a NCAA violation by an institution, administrator, coach or student-athlete to review. The review will briefly describe the factual situation, identify the NCAA rule(s) violated, discuss the procedural aspects of the factual situation and discuss the resolution, penalty and impact on the institution, administrator, coach or student-athlete. The student should give their opinion on how the rule was interpreted and enforced.

**3) Higher Education Article Review (100 points)**

Students will select, review, and discuss an article in a higher education journal that discusses an NCAA rule. The review should summarize the article briefly and analyze it in relation to course materials on the same topic. Be sure you give a full citation to the article read, including author, title, publication, date, and page #.

Summary – Is a full citation given for the article? Is the article clearly summarized? Is the author’s main argument clearly explained? Is it clear how the article connects to the topics of the course?

Analysis and Implications – Does the analysis clearly explain how the article relates to course content? Does the analysis reveal a grasp of the course content? Your job is to explain the author’s reasoning, explain how it furthers our understanding of the issue (or not) in relation to course content, give your opinion about the article, and describe the implications.

**Project with Class Presentation (100 points)**

The student will complete an essay and a PowerPoint presentation that will be presented in class. The instructor will give the student a factual situation which describes possible NCAA rules violations. The student will: 1) analyze the factual situation, 2) identify any possible NCAA rule violations, 3) discuss the procedural aspects to possibly resolve the issues, 4) discuss possible penalties, 5) discuss the potential impact(s) on those involved, and 6) discuss any ethical considerations and/or possible rule changes that might help to avoid the situation in the future. You may complete the project as an individual or with a partner(s). Groups may be no larger than 3 persons.

**Weekly Course Content:**

**\*\*Note: The instructor reserves the right to modify class activities. The dates of assigned course readings will remain constant.**

|  |  |
| --- | --- |
|  | |
| **Week #** | **Topic/Assignments** | | **Readings** |
| 1 | **Welcome & Course Overview** | | **Required Readings**:  D2L Articles |
| 2 | **Introduction to Intercollegiate Athletics Governance and Compliance** | | **Required Readings:**  NCAA Bylaws Division I, II and III overview |
| 3 | **NCAA Division I, II and III Governance Overview** | | **Required Readings:**  NCAA Manual overview |
| 4 | **NCAA Division I Compliance, Bylaw Interpretation** | | **Readings:**  NCAA Division 1 Manual |
| 5 | **NCAA Division II Compliance, Bylaw Intepretation** | | **Required Readings:**  NCAA Division II Manual |
| 6 | **NCAA Division III Compliance, Bylaw Interpretation** | | **Required Readings:**  NCAA Division III Manual |
| 7 | **Athletic Conference Governance and Compliance** | | **Required Readings:**  D2L Readings |
| 8 | **Ethical Considerations of Athletic Governance and Compliance Policies** | | **Required Readings:**  Comeaux Chapter 1-3 |
| 9 | **Competing Governance Policies** | | **Required Readings:**  Comeaux Chapter 4-7 |
| 10 | **Group Discussion - Application of Policies and Compliance Models--What Would You Do Differently** | | **Required Readings:**  Class Handouts-D2L |
| 11 | **Best Practices in Practitioner Settings**  **Guest Speaker – Director of Compliance** | | **Required Readings:**  D2L Handouts |
| 12 | **The Changing Landscape of Athletics Governance and Compliance** | | **Required Reading:**  Comeaux Chapter 8-10 |
| 13 | **Higher Education Institution Athletic Governance and Compliance** | | **Required Readings:**  Comeaus Chapters 11-14 |
| 14 | **Higher Education and Athletics Relationships: Governance and Compliance** | | **Required Readings:**  Comeaux Chapters 15-20 |
| 15 | **Presentations** | | **Due: Final Paper and Presentation** |
| 16 | **Presentations** | | **Due: Final Paper and Presentation** |

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Buysse, J. A., & Wolter, S. (2013). Gender representation in 2010 NCAA Division I media guides: The battle for equity was only temporarily won. *Journal of Issues in Intercollegiate Athletics*, *6*, 1-21.

Colombo, J. D. (2010). NCAA, Tax Exemption, and College Athletics, The. *U. Ill. L. Rev.*, 109.

Eckard, E. W. (2010). NCAA athlete graduation rates: Less than meets the eye. *Journal of Sport Management*, *24*(1), 45-58.

Farmer, A., & Pecorino, P. (2010). Is the coach paid too much?: Coaching salaries and the NCAA cartel. *Journal of Economics & Management Strategy*, *19*(3), 841-862.

Fountain, J. J., & Finley, P. S. (2011). Academic clustering: A longitudinal analysis of a Division I football program. *Journal of Issues in Intercollegiate Athletics*, *4*, 24-41.

Groza, M. D. (2010). NCAA conference realignment and football game day attendance. *Managerial and Decision Economics*, *31*(8), 517-529.

Johnson, J. E., Wessel, R. D., & Pierce, D. (2012). The influence of selected variables on NCAA academic progress rate. *Journal of Issues in Intercollegiate Athletics*, *5*(1), 149-171.

Lawrence, J. H. (2009). Faculty perceptions of intercollegiate athletics. *New Directions for Institutional Research*, *2009*(144), 103-112.

Lapchick, R., Hoff, B., & Kaiser, C. (2010). The 2010 Racial and gender report card: College Sport. *The Institute for Diversity and Ethics in Sport*.

Morgan, B. D. (2010). Oliver v. NCAA: NCAA's No Agent Rule Called Out, but Remains Safe. *Sports Law. J.*, *17*, 303.

National Collegiate Athletic Association. (2010). Student-athlete ethnicity: 1999–2000 to 2008–2009. NCAA student-athlete ethnicity report.

Paule, A. L., & Gilson, T. A. (2010). Current collegiate experiences of big-time, non-revenue, NCAA athletes. *Journal of Intercollegiate Sport*, *3*(2), 333-347.

Rogers, M., & Ryan, R. (2006). Navigating the Bylaw Maze in NCAA Major-Infractions Cases. *Seton Hall L. Rev.*, *37*, 749.

Smith, R. K. (2000). Brief History of the National Collegiate Athletic Association's Role in Regulating Intercollegiate Athletics, A. *Marq. Sports L. Rev.*, *11*, 9.

Washington, M., Forman, P., Suddaby, R., & Ventresca, M. (2005). Strategies and struggles: The governance of US collegiate athletics. *Qualitative organization research*, *1*, 113-137.

Weston, M. (2011). NCAA sanctions: Assigning blame where it belongs. *Boston College Law Review*, *52*.

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**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

**University of Wisconsin-Whitewater**

**College of Education and Professional Studies**

**HELEAD 730**

**NCAA Governance and Compliance**

**Instructor:** Dr. Kristina M. Navarro

HPERC, C&I-HELEAD

**Contact Info:** [navarrok@uww.edu](mailto:navarrok@uww.edu)

**Office Hours:** Monday 2-4pm, Wednesday 12-1pm, 2-4pm

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**Course Grade Policy**

**Total Points Possible: 400**

**Letter Grade Percentage**

**A 94-100**

**A- 90-93**

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**D 63-66**

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**F 59 and below**

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| **TOTAL POINTS \_\_\_\_\_\_\_\_\_\_** | | | |

**2) Contemporary Article Review (100 points)**

Students will select a current article which discusses a NCAA violation by an institution, administrator, coach or student-athlete to review. The review will briefly describe the factual situation, identify the NCAA rule(s) violated, discuss the procedural aspects of the factual situation and discuss the resolution, penalty and impact on the institution, administrator, coach or student-athlete. The student should give their opinion on how the rule was interpreted and enforced.

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Students will select, review, and discuss an article in a higher education journal that discusses an NCAA rule. The review should summarize the article briefly and analyze it in relation to course materials on the same topic. Be sure you give a full citation to the article read, including author, title, publication, date, and page #.

Summary – Is a full citation given for the article? Is the article clearly summarized? Is the author’s main argument clearly explained? Is it clear how the article connects to the topics of the course?

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**\*\*Note: The instructor reserves the right to modify class activities. The dates of assigned course readings will remain constant.**

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