SYLLABUS

CEP 507 Philosophy, Principles & Organization of Athletics in Education
(revised: February 2014)

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Available at Stony Brook Campus Book Store.

New York State Public High School Athletic Association Handbook 2012-2014. Be sure to save as on your computer for consistent access.
(May be downloaded online at http://www.nysphsaa.org/handbook/)


and


(May be purchased through Amazon or directly from website at www.leadershipchallenge.com. Type ISBN into the search box for easy location)

Note: If you are viewing the NYSPHSAA Handbook, for assignments, refer to the actual pages on the document, not the pages listed at the top of the file viewer.

Recommended Reading:


Acosta, R. Vivian & Carpenter, Linda, J., Women in Intercollegiate Sport; A Longitudinal Study 29 Year Update, 1977-2006


Griffin, P. “Reasons why coaches need to address homophobia in sport,” GLSEN Education Department Resource (1999).
Contact Info: Email: Julia.Muller@stonybrook.edu

Virtual Office Hours: By Appointment

Course Goals:

The goals of this course include:
- To introduce students to the key administrative responsibilities in athletics, including responsibilities assigned to coaches and those charged with the overall administration of an interscholastic/intercollegiate athletics program.
- To provide opportunities to explore and reflect upon specific skills, techniques and theories of supervision in sport.
- To develop a practical understanding of the role governance organizations play in athletics and legal issues and requirements impacting the administration of sport programs.

Student Learning Objectives:

- Students will demonstrate their understanding of the relevant theories and application of such through their informed responses to questions/topics through active participation in relevant class discussions.
- Students will exhibit their knowledge of key administrative principles through class assignments which will be reflective of practice required for success in the field.
- Students will analyze self directed and assigned research applicable to course content, and utilize the class discussion board as a means to share their findings with course participants.

Grading Schema/Assessment:

- 40% - Class Participation/Quality of Online Postings
  - 5 possible points each week
    - 3 quality postings on 3 different days (1 point each)
    - One of these posts should respond/react to another’s post (1 point)
    - One of these posts should include research from a reputable resource, other than the textbook, followed by a citation (1 point).
- 20% - Final Exam
  - Students will complete a take-home final exam, during the final week of the course which will examine all key components and major topic areas of the course.
- 40% - Written Assignments
o 10% - Leadership Practices Inventory
  - Students will be required to complete the Kouzes and Posner Leadership Inventory and submit a two page reaction to results provided by the instructor. The purpose of this assignment will be to consider current behaviors and utilize feedback to enhance performance.

o 10% - Group Case Study
  - Students will be assigned to a small group to review, discuss and make recommendations for action in a case study relevant to gender/sexual orientation in sport. Groups will be required to create a short power point presentation that will provide an overview and plan of attack for dealing with the scenario. Grades will be assigned based on presentation and assessment of participation by members within the group.

o 10% - Proposed Budget
  - Students will create a mock sports budget, utilizing online and other resources to reflect realistic costs. Students will be assessed on both the financial presentation and narrative explaining the through process in developing the budget.

o 10% - Title IX Reaction Paper
  - Students will select one of two assigned readings pertaining to Title IX and Gender Equity and respond in a 2-3 reaction paper, focusing on components of the law about which they had been unaware.

Grading:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<td>D</td>
<td>65-67</td>
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<td>F</td>
<td>BELOW 65</td>
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**NOTE:** Do not use total of possible points as a means of determining how well you are doing for the class – each assignment is worth a different percentage and grades will be calculated at the end of the course.

Major Topics related to course and student learning objectives:
- Review of NY State Coaching Requirements
- Organization of Interscholastic and Intercollegiate Athletics
- Behavior and Ethics in Athletics
- Leadership – Theory and Practice
- Business, Budgeting and Legal Issues in Sport
- Gender Equity and Title IX
Course Requirements

- **Acceptable Posting Parameters:**
  - Adds to the content of the course
  - Uses references from assigned articles/textbook readings
  - Comments/questions for students and/or instructor
  - Note: Additional details are available through the Class Discussion Grading Policy.

- **Acceptable Written Assignments Parameters:**
  - Must be sent to the instructor via the assignments panel (for assistance go to EEP Resources; it's at the bottom of the menu in your course. Click on Using Blackboard, then scroll down until they see "How to Use the Assignment Manager.")
  - Document must be submitted as micro-sof word document or saved in a rich text format.
  - APA Style for citing Research
  - Written assignments are due on Sunday by 12pm.

Course Outline:

**Week 1**
Topics:

- Course Introduction
  - Goals & Objectives
  - Expectations
  - Video Introductions
  - Q&A About Course Materials

**Week 2**
Topics:

- NYS Coaching Requirements
  - Regulations of the Commissioner of Education
    - Duration of Competition
    - Age
    - Registration
  - Sport First Aid, CPR & AED
  - S.A.V.E. Requirement
  - Temporary Coaching License
Application Process
Professional Coaching Certificate Application Process

Assignment:
- Reading: Handbook 38-52.
- Gather institutional Code of Conduct for later review and discussion

Discussion:
- Instructor/Student Introductions
  - Current/Previous Coaching Experience
  - Professional Position
  - Educational/Competitive Background

**Weeks 3**
Topics:
- Organization of Interscholastic Athletics
  - NYSPHSAA, Section & League Structure
  - Federation Structure
  - Classification of Schools
  - Eligibility Rules
  - Modified Rules
- Organization of Intercollegiate Athletics
  - NCAA Divisional Structure
  - Committee Structure
  - Legislative Process

Assignments:
- Reading: Handbook pages 53-105, 110-111, 130-141, 162-167. Review sport standards specific to sport(s) you will be coaching.

Discussion:
- Importance of Eligibility Requirements
- Becoming Part of the System/Committee Involvement

**Weeks 4**
Topics:
- Record Keeping
  - Roster Management
  - Time & Attendance
  - Pre-Season Physicals & Record Keeping
- Facilities Management
  - Safety Inspections
  - Facilities Development

Assignments:
- Reading:
  - Hypes, Michael G., "Planning and designing facilities: from a high school football field to a professional stadium, successful facilities development
 o Janssen, J., "Addition by Subtraction: sometimes the only way to improve your team is to take something away from it". *Coach and Athletic Director.* 79.10 (Aug. 2010) p16.

Discussion:
 - Choosing your team (coaches, athletes, managers) wisely - what factors do you consider?
 - Ensuring a safe environment to support positive experiences - whose job is it anyway?

**Week 5**
Topics:
 - Behavior in Athletics
  - Coaching/Professional Ethics
  - Student-Athlete Code of Conduct/Participation Agreements
  - NYS Education Framework: Citizenship, Character, Competence, Civility
  - Managing Relationships
  - Sportsmanship
  - Student-Athlete Welfare
  - Hazing/Bullying

Assignments:
 - Reading: Martens Chapter 6,7,8 and Handbook pages 105-109, 124, 127-136, 158-159.
 - Quiz: NYSPHS Structure & Eligibility Requirements (Completed by Saturday, 9/29 by 5pm)
 - Submit Leadership Practices Instruments – Self & Other (Referred to as LPI - Completed by Saturday, 9/29 by 5pm)

Discussion:
 - Evaluation of School’s Code of Conduct
 - Importance of Professional Ethics
 - Responses to Unethical Behavior

**Week 6**
Topics:
 - Leadership in Athletics
  - Selecting & Evaluating Staff
  - Pre-Season Preparation
  - Team Selection
  - Contest Management
  - Categories of Coaches
Criteria for Successful Coaches, Coaching Concerns & Evaluation of Personnel

Assignments:
- Reading: Martens Chapter 18

Discussion:
- Kouzes & Posner’s Practices of Exemplary Leadership
- Examples in News of Strong/Weak Leadership in Athletics
- John Wooden’s Pyramid

**Week 7**
Topics:
- Gender Equity – Title IX
- Homophobia & Heterosexism in Sport

Assignments:
- Reading: Martens Chapter 5, Online Articles on Title IX & Homophobia
- Written: 2 page reaction paper to Title IX Article
- Podcasts as assigned

Discussion:
- L.G.B.T. Assignment

**Week 8**
Topics:
- ABCs of Budget Preparation & Evaluation
- Legal Issues in Athletics
- Business Aspects
- Equipment Management
  - Purchasing
  - Collection/Maintenance/Reconditioning

Assignments:
- Reading: Martens Chapter 20
- Written: Sample Sports Budget

Discussion:
- Legal Cases/Lawsuits in Sports

**Week 9**
Topics:
- Post-Secondary Participation
  - College Recruiting
  - Scholarships/Financial Aid
  - NCAA Eligibility
    - Divisions I, II, III
Assignments:
- Reading: NCAA Guide for the College Bound Student-Athlete
- Quiz: Initial Eligibility & the NCAA Clearinghouse

Discussion:
- Assisting Student-Athletes through the Recruitment Process
- Preparing Student-Athletes for the “Next Level” of Competition

**Week 10**

Topics:
- Course Review & Exam Study Guide
- Current Issues in Sports

Discussion:
- Funding Sports Programs
  - “Pay for Play”
  - Impact of Austerity
- Parental Involvement
  - “Helicopter Parents”
- Booster Clubs
  - Friends or Foes?

Assignment:
- Final Exam – Weeks 2 through 9
I - Academic Honesty

Intellectual honesty is the cornerstone of all academic and scholarly work. Therefore the University views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to the SPD Committee on Academic Standing, which keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student (and not properly referenced) is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any questions about the proper acknowledgement of sources, be sure to ask your instructor who can advise you about various electronic tools available to assist you in self-screening your work. Refer to page 12 of the online SPD Student Handbook for further Information on Academic Honesty and associated Grievance Procedures. (http://www.stonybrook.edu/spd/assets/pdf/f05handbook.pdf)

II - Stony Brook University Disability Support Services Statement

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (631) 632-6748 or dss@notes.cc.sunysb.edu or visit their website at http://studentaffairs.stonybrook.edu/dss/. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

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

III - Critical Incident Management:

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