



Graduate School of Education

Rutgers, The State University of New Jersey

Learning and Teaching  
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**05:300:402 Special Topics in Education: Identity Development of the Student-Athlete  
Spring 2021**

Monday 7:40 pm – 9:00 pm

**\*Classes will be held via Zoom each week**

Instructor: Dr. Carissa (Conroy) Liverpool	Email: cconroy@scarletknights.com
Phone Number: (732) 354-6962	Location: 130 College Avenue Gym
Office Hours: By Appointment	Prerequisites or other limitations: <i>Freshmen status and instructor approval</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: connect with your Athletic Academic Advisor

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Description**

**Learning goals:**

Students will:

- Develop an understanding of leadership, psychosocial and identity development theories and how these theories apply to contemporary student-athletes
- Identify common student-athlete welfare and identity struggles that may impact academic and athletic success during college
- Increase awareness of human diversity, cultures, values and beliefs pertaining to the student-athlete experience

- Develop an understanding of the influence student-athletes have on campus culture, and therefore the importance of social responsibility and civic engagement
- Develop an understanding of how athletic engagement, campus engagement, civic engagement and personal values relate to identity development
- Enhance personal leadership skillsets

**Course catalog description:**

This course will introduce leadership, educational psychosocial and identity development theories pertaining to college student development. Students will apply theory to case studies and assignments pertaining to two distinct identity spheres: student and athlete. This course will enable students to understand the complex identities of the contemporary student-athlete and equip students with theoretical underpinnings to apply to their own personal college success and education.

**Other description of course purposes, context, methods, etc.:**

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.

**Required texts:**

Elmore, T. Habitudes: The Art of Self Leadership.

AVAILABLE AT BOOKSTORE OR ON AMAZON

**Grading policy:**

**Evaluation of Written Work:**

Attendance	50 points
Participation	50 points
Quiz 1	10 points
Quiz 2	10 points
Written Assignment 1	10 points
Quiz 3	10 points
Quiz 4	10 points
Written Assignment 2	10 points
Quiz 5	10 points
Quiz 6	10 points
Written Assignment 3	10 points
Quiz 7	10 points

Quiz 8	10 points
Written Assignment 4	10 points
Quiz 9	10 points
Quiz 10	10 points
Written Assignment 5	10 points
Quiz 11	10 points
Quiz 12	10 points
Written Assignment 6	10 points
Quiz 13	10 points
Final Written Assignment	10 points

**TOTAL 300 points**

<b>270-300+</b>	<b>A</b>
<b>240-269</b>	<b>B</b>
<b>239-210</b>	<b>C</b>
<b>Less than 210</b>	<b>F</b>

**Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/academic-integrity-policy/> for a full explanation of policies.

**Web site:** Canvas.rutgers.edu

**Course Requirements**

**Attendance Policy**

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.

## Summary of Requirements

CRITERIA	Exemplary	Proficient	Unsatisfactory
<b>Class Preparation</b>	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.
<b>In-Class Participation</b>	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.
<b>Attendance</b>	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.

## Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1. January 25 <sup>th</sup> (Academics & LDSP)	<ul style="list-style-type: none"> <li>• Class Expectations</li> <li>• Parking,</li> <li>• Bus Schedule,</li> <li>• Navigating Campus,</li> <li>• Writing,</li> <li>• Class Blocks,</li> <li>• Learning Styles,</li> <li>• Respectful, Interpersonal Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 1</li> </ul>
2. February 1 <sup>st</sup> (Sport Psychology)	<ul style="list-style-type: none"> <li>• Overview of Unit Services,</li> <li>• Identity as a Student-Athlete,</li> <li>• Personal Relationships,</li> <li>• Yoga and Essential Oils,</li> <li>• Wellness,</li> <li>• Mental Health,</li> <li>• CAPS Intro</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 1: The Iceberg</li> <li>• Quiz 2</li> <li>• Written Assignment 1</li> </ul>
3. February 8 <sup>th</sup> (Academic Integrity & Conduct)	<ul style="list-style-type: none"> <li>• Ethical Decision Making,</li> <li>• Plagiarism,</li> <li>• Intro to Jackie and Loren from Student Affairs,</li> <li>• Intro to Kevin Pitt "How to Stay on the Right Side of the Code of Conduct"</li> <li>• Core Values</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 2: The Starving Baker</li> <li>• Quiz 3</li> </ul>

4. February 15 <sup>th</sup> (Sports Health)	<ul style="list-style-type: none"> <li>• Dealing with Injury,</li> <li>• Personal health,</li> <li>• Physiological Effects of Drugs and Alcohol,</li> <li>• Personal Sexual Health,</li> <li>• Legalization of Marijuana</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 3: The Golden Buddah</li> <li>• Quiz 4</li> <li>• Written Assignment 2</li> </ul>
5. February 22 <sup>nd</sup> (Sports Nutrition)	<ul style="list-style-type: none"> <li>• Overview of Unit Services,</li> <li>• Fueling for Performance at APC (Cooking Demo),</li> <li>• Navigating the Dining Hall and Grocery Store,</li> <li>• Body Image</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 4: Thermostat or Thermometer</li> <li>• Quiz 5</li> </ul>
6. March 1 <sup>st</sup> (LDSP)	<ul style="list-style-type: none"> <li>• Overview of Unit Services,</li> <li>• Major Exploration,</li> <li>• Campus Career Services,</li> <li>• Conflict Resolution,</li> <li>• Cultural Intelligence,</li> <li>• Intro Sue Pye, Keywuan Caulk</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 5: Fun House Mirror</li> <li>• Quiz 6</li> <li>• Written Assignment 3</li> </ul>
7. March 8 <sup>th</sup> (Sports Performance)  (no class on March 15 <sup>th</sup> due to Spring Recess)	<ul style="list-style-type: none"> <li>• Overview of Unit Services,</li> <li>• Basics of Periodization Training (Pre-Season, In Season, Off Season)</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 6: The Over-sized Gift</li> <li>• Quiz 7</li> </ul>
8. March 22 <sup>nd</sup> (Compliance)	<ul style="list-style-type: none"> <li>• Overview of Unit Services</li> <li>• Activity on Ethical Decision Making and Student-Athlete Scenarios</li> <li>• Intro to Danielle Myricks</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 7: Personal Laptop</li> <li>• Quiz 8</li> <li>• Written Assignment 4</li> </ul>
9. March 29 <sup>th</sup> (Financial Literacy)	<ul style="list-style-type: none"> <li>• SAAC Panel of Upperclassmen,</li> <li>• Preparation for Next Steps,</li> <li>• Financial Literacy</li> <li>• (Housing, Credit Cards, Budgeting)</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 8: Pop Quiz</li> <li>• Quiz 9</li> </ul>
10. April 5 <sup>th</sup> (Academics)	<ul style="list-style-type: none"> <li>• Overview of Unit Services</li> <li>• Class Selection</li> <li>• Academic Advising</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 9: Emotional Fuel</li> <li>• Quiz 10</li> <li>• Written Assignment 5</li> </ul>
11. April 12 (Career Exploration and Success)	<p>Additional and more details:</p> <ul style="list-style-type: none"> <li>• Overview of Unit Services,</li> <li>• Major Exploration,</li> <li>• Campus Career Services,</li> <li>• Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 10: Opportunity Statue</li> <li>• Quiz 11</li> </ul>
12. April 19 (Sports Nutrition)	<p>Additional and more details:</p> <ul style="list-style-type: none"> <li>• Unit Services,</li> <li>• Fueling for Performance at APC (Cooking Demo),</li> <li>• Navigating the Dining Hall and Grocery Store,</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 11: Discipline Bridge</li> <li>• Image 12: The Half-Hearted Kamikaze</li> </ul>

	<ul style="list-style-type: none"> <li>• Body Image</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 12</li> <li>• Written Assignment 6</li> </ul>
13. April 26 (Sport Psychology)	<p>Additional and more details:</p> <ul style="list-style-type: none"> <li>• Unit Services,</li> <li>• Identity as a Student-Athlete,</li> <li>• Personal Relationships,</li> <li>• Yoga and Essential Oils,</li> <li>• Wellness,</li> <li>• Mental Health,</li> <li>• CAPS Intro</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• Image 13: Drivers and Passengers</li> <li>• Quiz 13</li> </ul>
14. May 3 (Leadership and Wrap Up)	<ul style="list-style-type: none"> <li>• Course Wrap Up</li> <li>• Holistic Development of the Athlete</li> <li>• Leadership Development of the Athlete</li> <li>• Habitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on Canvas</li> <li>• No Quiz</li> <li>• Final Written Assignment</li> </ul>