Rutgers, The State University of New Jersey

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: Freshmen status and instructor approval |
| Mode of Instruction:                    | Permission required: |
| ___ Lecture                             | _X_ No |
| ___ Seminar                             | _Yes |
| ___ Hybrid                              | Directions about where to get permission numbers: connect with your Athletic Academic Advisor |
| ___ Online                              | |
| ___ Other                               | |

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10</td>
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<tr>
<td>Quiz 2</td>
<td>10</td>
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<tr>
<td>Written Assignment 1</td>
<td>10</td>
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<td>Quiz 3</td>
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<td>Quiz 4</td>
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<td>Written Assignment 2</td>
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<td>Quiz 5</td>
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<td>Quiz 6</td>
<td>10</td>
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<tr>
<td>Written Assignment 3</td>
<td>10</td>
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<tr>
<td>Quiz 7</td>
<td>10</td>
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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

270-300+ A
240-269 B
239-210 C
Less than 210 F

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Class Preparation</td>
<td>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.</td>
<td>Displays some understanding of the specific topic or under discussion. Responses are vague and show little preparation for class.</td>
<td>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.</td>
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<tr>
<td>In-Class Participation</td>
<td>Proactively participates in class environment. Discussions are respectful of others' ideas, opinions and feelings and assist in clarification of other participants' perspectives.</td>
<td>Participates in the class environment. Dialogue with class colleagues is respectful of others' ideas, opinions and feelings.</td>
<td>Does not comply with established group best practices for learning. Does not adhere to the ground rules of respect, confidentiality, and professionalism.</td>
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<tr>
<td>Attendance</td>
<td>Has attended all class sessions with 0 unexcused/excused absences.</td>
<td>Has attended the majority of classes, but has one unexcused absence or excused absence which has not been made up.</td>
<td>Has missed more than two class sessions.</td>
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<td>Has made up any work for pre-arranged, excused absences</td>
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<td>Has more than two absences without supporting documentation</td>
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<td>Has not completed any makeup or extra credit work.</td>
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Course Schedule by Week

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics to be Covered</th>
<th>Assignments &amp; Readings</th>
</tr>
</thead>
</table>
| 1. January 25th (Academics & LDSP) | • Class Expectations  
• Parking,  
• Bus Schedule,  
• Navigating Campus,  
• Writing,  
• Class Blocks,  
• Learning Styles,  
• Respectful, Interpersonal Communication | • Quiz 1  
• Readings on Canvas  
• Image 1: The Iceberg  
• Quiz 2  
• Written Assignment 1 |
| 2. February 1st (Sport Psychology) | • Overview of Unit Services,  
• Identity as a Student-Athlete,  
• Personal Relationships,  
• Yoga and Essential Oils,  
• Wellness,  
• Mental Health,  
• CAPS Intro |  
• Readings on Canvas  
• Image 1: The Iceberg  
• Quiz 2  
• Written Assignment 1 |
| 3. February 8th (Academic Integrity & Conduct) | • Ethical Decision Making,  
• Plagiarism,  
• Intro to Jackie and Loren from Student Affairs,  
• Intro to Kevin Pitt "How to Stay on the Right Side of the Code of Conduct"  
• Core Values |  
• Readings on Canvas  
• Image 2: The Starving Baker  
• Quiz 3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 4. February 15th (Sports Health) | • Dealing with Injury,  
• Personal health,  
• Physiological Effects of Drugs and Alcohol,  
• Personal Sexual Health,  
• Legalization of Marijuana | | • Readings on Canvas  
• Image 3: The Golden Buddha  
• Quiz 4  
• Written Assignment 2 |
| 5. February 22nd (Sports Nutrition) | • Overview of Unit Services,  
• Fueling for Performance at APC (Cooking Demo),  
• Navigating the Dining Hall and Grocery Store,  
• Body Image | | • Readings on Canvas  
• Image 4: Thermostat or Thermometer  
• Quiz 5 |
| 6. March 1st (LDSP) | • Overview of Unit Services,  
• Major Exploration,  
• Campus Career Services,  
• Conflict Resolution,  
• Cultural Intelligence,  
• Intro Sue Pye, Keywan Caulk | | • Readings on Canvas  
• Image 5: Fun House Mirror  
• Quiz 6  
• Written Assignment 3 |
| 7. March 8th (Sports Performance) | • Overview of Unit Services,  
• Basics of Periodization Training (Pre-Season, In Season, Off Season) | | • Readings on Canvas  
• Image 6: The Over-sized Gift  
• Quiz 7 |
| 8. March 22nd (Compliance) | • Overview of Unit Services  
• Activity on Ethical Decision Making and Student-Athlete Scenarios  
• Intro to Danielle Myricks | | • Readings on Canvas  
• Image 7: Personal Laptop  
• Quiz 8  
• Written Assignment 4 |
| 9. March 29th (Financial Literacy) | • SAAC Panel of Upperclassmen,  
• Preparation for Next Steps,  
• Financial Literacy  
• (Housing, Credit Cards, Budgeting) | | • Readings on Canvas  
• Image 8: Pop Quiz  
• Quiz 9 |
| 10. April 5th (Academics) | • Overview of Unit Services  
• Class Selection  
• Academic Advising | | • Readings on Canvas  
• Image 9: Emotional Fuel  
• Quiz 10  
• Written Assignment 5 |
| 11. April 12 (Career Exploration and Success) | Additional and more details:  
• Overview of Unit Services,  
• Major Exploration,  
• Campus Career Services,  
• Conflict Resolution | | • Readings on Canvas  
• Image 10: Opportunity Statue  
• Quiz 11 |
| 12. April 19 (Sports Nutrition) | Additional and more details:  
• Unit Services,  
• Fueling for Performance at APC (Cooking Demo),  
• Navigating the Dining Hall and Grocery Store, | | • Readings on Canvas  
• Image 11: Discipline Bridge  
• Image 12: The Half-Hearted Kamikaze |
<table>
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>13. April 26</td>
<td>Additional and more details: Unit Services, Identity as a Student-Athlete, Personal Relationships, Yoga and Essential Oils, Wellness, Mental Health, CAPS Intro</td>
<td>Quiz 12, Written Assignment 6</td>
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<tr>
<td>14. May 3</td>
<td>Course Wrap Up, Holistic Development of the Athlete, Leadership Development of the Athlete, Habitudes</td>
<td>Readings on Canvas, No Quiz, Final Written Assignment</td>
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