**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** EDLD 7920

**Course Title:** Administrative Internship

**Credit Hours:** Variable, 1-6 semester hours

**Prerequisites:** Departmental approval

**Corequisites:** None

**Date Syllabus Prepared:** January 28, 2011

**Texts:** None

**Course Description:** Opportunities for interns to internalize and employ administrative skills learned during graduate course work. (*Auburn University Undergraduate and Graduate Bulletin, 2008-2009).*

**Course Objectives and Content:**

**Title IX Internship**

Objective: To provide a comprehensive examination of the compliance by Auburn University athletics in respect to topic areas as assigned from the “laundry list” of Title IX. The “laundry list” includes:

• Provision and maintenance of equipment and supplies;

• Scheduling of games and practice times;

• Travel and per diem expenses;

• Opportunity to receive tutoring and assignment and compensation of tutors;

• Opportunity to receive coaching, and assignment and compensation of

coaches;

• Provision of locker rooms, practice and competitive facilities;

• Provision of medical and training services and facilities;

• Provision of housing and dining services and facilities;

• Publicity;

**Course Objectives and Content (continued)**

• Support services; and

• Recruiting.

Each intern will be required to complete an evaluation and submit a report on two of the areas as assigned by Meredith Jenkins, Senior Associate Athletics Director/ Senior Women’s Administrator.

Per the NCAA Gender Equity Manual, the interns will follow the same guidelines as established by the Office of Civil Rights:

The availability, quality and kinds of benefits, opportunities and treatment provided to members of both sexes must be assessed within each of these areas. Compliance can only be established if the men’s overall program and the women’s overall program are equal in effect. The law does not mandate identical benefits, opportunities or treatment in each area but rather provides that where members of one sex enjoy more favorable treatment in one area, such benefit must be “offset” by treatment in another area that favors members of the other sex. The OCR Athletics Investigator’s Manual sets forth the three-step methodology used by the OCR to assess compliance in this area.

Step 1. As described more fully below, each treatment area has a list of facts to be evaluated. OCR investigators will “obtain and analyze information under each of the factors” and “determine for each factor whether the benefits or services provided favor the men’s program, favor the women’s program, are the same or, if different, have a negative effect on students of one sex.”

Step 2. Once the first step is completed, the investigator will make an overall determination for that one program component (for example, equipment and supplies) as follows. Are factors that favor one sex “offset” by factors favoring the other sex? Offsetting factors “need to have the same relative impact within the particular program component (for example, not providing socks to a team is less significant than not providing uniforms). Thus, disparities need not necessarily be equal in number to offset each other, such as two factors favoring men are offset by two factors favoring women.” Where there is no adequate offset, the OCR will find a disparity for that program component that favors one sex over the other.

Step 3. After analyzing each of the program component areas, the OCR will then consider “the number and significance of disparities in the program components in which nonequivalence was found and compare the disparities favoring the men’s program with those disparities favoring the women’s program.” Compliance is found where the disparities offset each other. Where greater disparities exist on one side and the “difference results in lack of equal opportunity for one sex,” the investigator will find overall noncompliance.

The key questions that must be asked in each of the treatment areas are the following:

• Are the benefits provided to students equally available?

• Is a benefit being provided to one sex, but not the other? If so, why?

**Course Objectives and Content (continued)**

• Is the under-represented sex denied or limited any benefit that is provided

to the other sex? If so, why?

For each “laundry list” item, the students will complete the checklist and the areas of review included in the NCAA Gender Equity Manual. Upon completion of the review, the student will prepare a report to summarize their findings.

**Course Calendar and Course Requirements:**

The students will provide a one-page report to Meredith Jenkins three times during the semester on the progress they have made on examining their two “laundry list” areas. The reports will be due on January 31, February 28 and March 28. At the conclusion of the study, the student will prepare a comprehensive report outlining their findings and their assessment of compliance to Title IX on their two “laundry list” topics. The final report is due April 27.

**Grading and Evaluation:**

In consultation with Meredith Jenkins, Senior Associate Athletics Director/ Senior Women’s Administrator, the instructor shall award grades on the following qualitative scale:

Excellent = A

Very Good = B

Marginal = C

Unacceptable = F

**Class Policy Statements:**

Auburn University, Office of the Provost

A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

B. Excused absences: Students are granted excused absences from class for the following

reasons: illness of the student or serious illness of a member of the student’s immediate

family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour

exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**Class Policy Statements (continued)**

F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

Auburn University College of Education

G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below: o Engage in responsible and ethical professional practices

o Contribute to collaborative learning communities

o Demonstrate a commitment to diversity

o Model and nurture intellectual vitality

**Instructor:**

Olin L. Adams III earned his Ph.D. in Higher Education at Ohio University (Athens, Ohio). He also holds the M.B.A. in Accounting, *cum laude*, from Mount Saint Mary’s College (Emmitsburg, Maryland) and the A.B. in History from Centre College (Danville, Kentucky).

Adams joined the faculty of EFLT at Auburn in Fall 2000, following 10 years on the Accounting faculty at Ohio University. Licensed as a C.P.A. by the State of Maryland, he practiced accounting in that state for eight years prior to pursuing an academic career.

Adams’ primary research interests are the business affairs of higher education and of intercollegiate athletics. He has conducted two national studies of managerial accounting practices in four-year institutions. Adams also has published research on leading issues in higher education finance, cost control in higher education, the business model in intercollegiate athletics, and the tax exempt status of intercollegiate athletics. His continuing research includes studies of the changing revenue structure in public higher education institutions, the NCAA system of revenue and cost management, cost control in intercollegiate athletics, and the costs and benefits of college football stadium expansion. Adams serves as chair of the sport management minor at Auburn.

Adams is the son of Juanita V. Adams and the late Olin L. Adams, Jr. His father was a veteran of World War II, with service in the Army Air Corps. He received his doctorate from the University of Maryland and served as a school superintendent for 31 years in five districts across four states. Adams’ mother remains active in her community garden and women’s clubs. Her second cousin, Fred M. Vinson, was chief justice of the United States from 1946 until his death in 1953.

Adams grew up in the Midwest and Knoxville, Tennessee. At Centre he was a sports writer for the campus newspaper, public address announcer for home football games, and official scorer at home basketball games. Adams’ outside interests today include exercise, college athletics, and Thoroughbred horse racing. He enjoys the music of Frank Sinatra and Elvis Presley.

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