

**COLLEGE OF EDUCATION
Seattle University
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The College of Education's Conceptual Framework

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

Syllabus

***SDAD 576: Leadership and Governance in Postsecondary Education*
(3 credits)**

Pigott 308; class meets 6:00-8:40 p.m.
Winter 2012
Mondays, 1/9-3/5/2012
Angel Site for Course: <http://angel.seattleu.edu/angel>

Instructor:
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Course Description (From the *Graduate Bulletin*)

Examines various models for the organization and governance of institutions of higher learning in the United States. Explores many of the ways in which leadership is exercised in postsecondary education. Challenges students to reflect on current issues through a variety of case studies that place students in the roles of key decision-makers in a variety of institutions.

Additional Course Description

This quarter the course will challenge students to reflect on issues such as curriculum revision, academic freedom, diversity, the mission of higher education, responding to crisis, intercollegiate athletics and the presidency. The primary instructional method will be the case study.

Aspects of the College of Education's conceptual framework of "preparing ethical and reflective professionals for quality service in diverse communities" will be addressed through several of the cases.

Like all core courses in the program in Student Development Administration, this course will incorporate the major programmatic themes of the broader program: understanding student clientele, understanding and fostering diversity, ethics and values, and environment and culture.

Course Goals

To provide students with a solid background in how postsecondary institutions are organized, administered and governed.

To help students learn how to distinguish among the institutional cultures of different types of institutions.

To examine the major components of institutions of higher education, with emphasis on the roles of the faculty and of the college presidency.

To explore many of the current issues facing contemporary colleges and universities and to consider their impact on the future of the academy.

To place students in the roles of decision-makers at various levels in different types of institutions so they will be better prepared to grapple with the educational, political and ethical issues of the contemporary institution of higher learning.

SDA Learning Outcomes Addressed

The following learning outcomes of the SDA master's program are addressed through this course:

1. Working successfully in teams;
2. Understanding of students and student issues;
3. Understanding and fostering diversity;
4. Responding to ethical dilemmas utilizing appropriate judgment; and
5. Communicating effectively, orally and in writing.

Students with Disabilities:

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in Loyola 100, (206) 296-5740.

Texts and Course Materials: Required

Albach, P.G., Berdahl, R.O., & Gumport, P.J. (Eds.) (2011). *American higher education in the twenty-first century: Social, political, and economic challenges* (3rd ed.). Baltimore: Johns Hopkins. (Selected chapters)

Brown, D.G. (Ed.) (2005). *University presidents as moral leaders*. Washington, D.C.: Praeger. (E-book available from Lemieux Library. Hard copies may also be available over the Internet from various book sites.)

McClellan, G.S., & Stringer, J. (Eds.) (2009). *The handbook of student services administration* (3rd ed.). San Francisco: Jossey-Bass. (Selected chapters)

The Chronicle of Higher Education (2012). Current issue to be read weekly during the course. Students are required to read the lead articles and the “Point of View” essay each week. Other aspects of the *Chronicle* are up to each student to determine. It is available free in full text from the Lemieux Library web site.

Specific chapters for the Albach, Berdahl and Gumport book are listed on the class schedule later in this syllabus. The Brown book is to be read on the student’s own schedule, but in time to serve as a resource for the “campus crisis” paper draft due on February 6. The McClellan and Stringer book is required for all students who enter the SDA master’s program fall 2009 or after. Other students may check it out from the Lemieux Library. Only four chapters are required in this course.

Texts and Course Materials: Recommended

Students who do not have the following resources may find them helpful for class discussions and the written assignments:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Bolman, L.G., and Deal, T.E. (2008). *Reframing organizations* (4th ed.). San Francisco: Jossey-Bass.

The bibliography included as part of the syllabus lists several articles and book chapters as recommended readings.

Course Instructional Methods

The instructional methods, strategies, and techniques to be utilized in this course include intentional classroom participation and discussion, faculty lectures, case study preparation and discussion, study groups, writing teams, readings in higher education, and self-reflection.

Course Requirements

Readings:

It is essential that students read all of the assignments prior to the class session for which they are listed. Since this is not a lecture course, but one that depends on the contributions of each class participant, much of the class will draw on students' responses to materials in the readings.

Class Participation:

Class attendance and participation are crucial to a successful class. Students are expected to prepare for class in advance, reflect on the assigned material, and participate actively in class discussions. Students are encouraged to discuss the cases with other students outside of class.

All class members will propose to the instructor how they would like participation to be measured for them in this class. This will allow students to experiment with different modes of participation. Once agreed to by the instructor, their proposal will constitute a contract for their participation in the class. Some of the options for participation proposals include:

1. A participation portfolio, chronicling the ways in which they have participated,
2. A participation journal, highlighting the things learned about themselves and others during the class sessions,
3. A self-assessment proposal, or
4. Any reasonable proposal of the student's creation that allows the student to meet the participation goals of the class.

This procedure allows all students to customize the way in which "participation" applies to them. Regardless of the method chosen, all students are expected to make active verbal contributions to small and large group discussions. Students should propose the ways in which the accomplishments of their participation contract are to be measured: by the instructor, by peers, by self-appraisal, or by a combination. At individual students' initiative, a post-course conference with the instructor is an option for all students. At this conference, the student's participation, as well as the instructor's contributions, can be mutually examined.

Measuring student participation is not an exact science. Since participation accounts for a substantial part of the course grade, it is important that students reflect on how their participation should be assessed. Measurement methodology for contract fulfillment **MUST** be a component of the participation proposal submitted by students.

Students may define "participation" in different ways from other students in the class. However, the instructor must agree to the definition used. For students who would like a starting point, the instructor's definition of participation includes the following components:

- Demonstration of a clear understanding of assigned readings and topics
- Demonstration of adequate preparation for classes
- Demonstration of respect for others' opinions

- Sharing knowledge and opinions with others during class discussions, thus contributing to the group learning experience
- Active listening

Each student's participation plan is due to be posted on the Angel site no later than January 23. *APA format is not required for the participation plan.*

Passive attendance, lack of adequate preparation and/or lack of verbal contributions to entire class discussions on a regular basis may result in the lowering of your participation grade by the instructor.

Students are asked to silence their cell phones during class and to refrain from emailing, surfing or texting during class. Students who use any technology for non-class activities during class may be asked to leave the class.

Students who miss more than two class sessions will need to complete additional assignments, or receive a maximum grade of "C-" in the course.

Crisis Opinion Paper:

The tragedies of the mass shootings at Virginia Tech in the spring of 2007 and Northern Illinois University in the winter of 2008 caused many universities to reflect on just how prepared they would be for a major crisis on their own campuses. The reality is that experienced university administrators have usually faced a major campus crisis sometime in their career, although likely not as dramatic or life threatening as the ones at Virginia Tech and Northern Illinois.

A resource for understanding some of the recent campus crises universities have faced is David Brown's book, *University presidents as moral leaders*. The presidents who contributed their thoughts to this book describe specific issues they have faced that lend themselves to the extraction of important principles about leadership in the academy, especially in challenging times.

Each student should pick a recent (from the last five years) crisis faced by a college or university. Do not pick one of those described in the Brown book. You should describe why this was a crisis for the institution and critique how well you feel the institution (and especially its president) responded to it. The result of this analysis should be a paper of between 4-6 pages. You should feel free to use your own subjective forms of analysis; however, all papers must include abundant references to principles extracted from the Brown book.

Bring copies of your draft for your writing team on February 6. Your draft will be critiqued by your writing team and returned to you in time for you to complete your paper by its final due date of February 13, 2012. In addition to writing your paper, you will be assigned a small number of your classmates' papers to read and you will be expected to come to class prepared to discuss them, as well as your own. *APA style, Option 4 is required for this assignment.*

Point of View Essays:

One of the best ways to stay current in the field of higher education is to read *The Chronicle of Higher Education* on a regular basis. Students will be expected to read the *Chronicle* weekly. One of the regular features of the paper is the "Point of View" column. This column features essays by a wide variety of educators, and others interested in education, on topics of interest to them. Students should read the current week's essay as part of their reading preparation for each class.

Each student should pick an issue of special interest related to the content of the course, whether or not it has been covered in the course, and write an essay similar to those submitted to the *Chronicle* for publication on the "Point of View" page. Drafts of the essay will be discussed and critiqued in writing groups. Copies of your rough draft should be turned in to the other members of your writing group by February 20. The final essays are due on February 27. *APA style, Option 3 is required for this assignment.*

Essay Handouts:

As part of the learning associated with the original essays, each student will prepare a one-page handout (one copy for each person in the class, including the instructor) to distribute to their classmates about the issue they chose and the position they took on it, along with any policy recommendations that flow out of their analysis. Discussion of the essays will be a main activity on March 5. The handout will not be graded.

Ungraded Writing Assignments

In addition to the essay handout, there are ungraded writing assignments for this class. They are the rough drafts of the two writing assignments, and a compilation of your own personal "canon." The rough drafts should conform to the same APA style that is required for the final paper (see above). APA style is not required for the canon assignment. These assignments will be discussed in class in more detail.

Students are expected to produce professional writing for these assignments and to adhere to all submission deadline dates.

Student Self-Evaluation:

Part of the College of Education's mission is to prepare reflective professionals. Among other goals, this course has been planned to stimulate your reflection on the issues related to the leadership and governance of colleges and universities. You will be encouraged to reflect on your own learning through class discussions, and through the study questions provided each week. As a final, culminating reflective piece, you are asked to prepare a self-evaluation of your learning in this course.

To prepare your self-evaluation, think back on what you have learned through this course this quarter. Since the beginning of the course what new understandings do you have about the way the higher education enterprise works? Has your view of effective leadership in postsecondary education undergone a revision since the course began? Can you recognize different models of organizational functioning? Are you more familiar with governance issues from the standpoint of college presidents and faculty? Are you more conversant with higher education issues? And what have you learned about yourself through our class discussions, particularly of the cases?

Please write a short narrative (no more than two pages) to turn in on the final evening of class. Focus on one or more meaningful things you have learned in this course this quarter. Hopefully, this assignment will be a continuation of your learning in the course rather than a mere recounting of it. Perhaps it will encourage you to make self-reflection a regular feature of all of your significant learning experiences.

Once you have completed your self-evaluation, award yourself up to 10 points for what you have learned in this course. The points you award will be added to your point total for the course. If you would like a copy of your self-evaluation returned to you after the course is over, please submit a duplicate copy, as one copy will be placed in a file for the instructor to utilize in improving the course each time it is offered.

APA format is not required for this assignment.

Study Group Discussions on Readings:

For classes two through eight, students will be provided with study questions to guide their reflection and class preparation. They will be divided into study groups to discuss the questions and their implications for the case for that week. Students are expected to spend one hour per week discussing the study questions and the case, prior to class. Students may choose to meet in person at a time and place of their choosing. The purpose of the study groups is to enrich our analysis and discussion of the readings. Participation in the study groups will be factored in to the course grade.

Leadership & Governance Online:

Students are encouraged to electronically "visit" the campuses we are studying on the Internet. Perusing these and other home pages will add depth to your understanding of the institutions we are analyzing.

Messages will be sent to the class by the instructor via e-mail. Be sure to check your e-mail regularly, especially the day before class and the day of class in case last-minute notices are posted related to the upcoming class. Please note that e-mails sent to and from the class are private and confidential. They are available only to those enrolled in this class and forwarding e-mails sent to the class is not permitted without permission of the instructor and/or the author of the e-mail.

This course utilizes real issues in higher education as a means to help students understand the milieu of higher education and also to formulate their own thinking about these important topics. Much of the class is organized to discuss case studies, but we will not always be able to conclude our conversations in class. In that event, you are encouraged to continue discussion of the cases outside of class, and to challenge the positions taken by others.

The instructor encourages you to take advantage of our shared technology and to send your reflections to others in the class. It is your active participation that will determine how successful this class will be.

Student Evaluation:

Final letter grades will be determined by totaling the points received on each of the assignments and applying the scale below:

<u>Due Date</u>	<u>Assignment</u>	<u>Points</u>
01/09-03/05/12	Classroom Participation	40
01/09-03/05/12	Reading and study group discussion on reading	20
02/13/2012	Campus crisis paper	15
02/27/2012	"Point of View" Essays	15
03/05/2012	Student Self-Evaluation	<u>10</u>
	Total	<u>100</u>

Grading Scale:

100-95= A	91-88= B+	79-78= C+	69 or below= F
94-92 = A-	87-83= B	77-73= C	
	82-80= B-	72-70= C-	

Instructor judgment will prevail in all borderline grading decisions.

Late Work:

Written work will be accepted up to two weeks late. However, it will be lose ten percent of its potential value each weekday it is late (including holidays), up to a maximum of fifty percent of value each week. This stipulation does not apply to written work due on the last day of class, which must be handed in on that night. Any late assignments must be handed in by March 5 in order to receive any credit.

Instructor Judgment in Grading

Passive attendance, persistent tardiness, lack of adequate preparation and/or lack of verbal contributions to entire class discussions on a regular basis may result in the lowering of your course grade by the instructor.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC INTEGRITY POLICY, which includes the issue of plagiarism:

As this course is part of a curriculum that prepares people to become professional educators, academic honesty is a sacred value. Consequently, students who violate the university's Academic Integrity Policy (including plagiarism) will be subject to a failing grade in this course. Students in the SDA master's program may also be placed on probation or dismissed from the master's program.

The Academic Integrity Policy of the university is available using the following URL, which opens a College of Education web page where there is a hotlink to the policy document with the name "Academic Integrity 2011-3":

<https://www.seattleu.edu/registrar/Policies.aspx>

Academic Grading Grievance--Procedure for Challenging Course Grades:

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

A copy of this academic grading grievance policy and procedure document can be using the following URL which opens a College of Education web page where one can access the document through a hotlink named "Academic Grading Grievance 2004-07":

<https://www.seattleu.edu/registrar/Policies.aspx>

Professional Conduct Policy

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the Professional Conduct policy can be found using the following URL which opens a College of Education web page where there is a hotlink named "Professional Conduct 2011-2":

<https://www.seattleu.edu/registrar/Policies.aspx>

Snow Closures

Seattle University makes every effort to decide about a snow closure by 6 a.m. so that an announcement of a closure or non-standard operating hours can be publicized by 6:30 a.m. To make sure information is readily available, announcements will be posted in many places.

- The first place to get updates on snow delays or closures will be the university home page (www.seattleu.edu) and the Hotline (206-296-2200).

- Information also will be sent out via an email to all faculty, staff and students.
- Postings will be made on *The Commons* (<http://www.seattleu.edu/commons/>), the university Facebook and Twitter accounts.

Weather conditions can change so please look for the latest updates throughout the day.

In all cases, faculty and students should use their best judgment about how safe it is to travel based on the conditions near their homes. Students will not be penalized for an absence if the weather conditions would make it dangerous for them to travel to class. In the unlikely event that the university is open but the instructor is unable to travel to campus safely, he will announce this by sending an email to the class and also by putting it on his office voice mail greeting.

Radio and TV outlets typically report on our closures, though we cannot guarantee the timeliness of those reports. A.M. radio stations KIRO 710 and KOMO 1000 and FM stations KPLU 88.5 and KUOW 94.9 air snow closure announcements. Local television stations KOMO, KING, KIRO, KONG, KCPQ and Northwest Cable News also announce school closure notifications.

Information is typically posted on television web sites and will also be listed on <http://www.schoolreport.org>. (Students, faculty and staff may register for free e-mail notifications for SU at <http://www.schoolreport.org>.)

SDAD 576: Leadership & Governance in Postsecondary Education in the U.S.
 Winter 2012
TENTATIVE CLASS SCHEDULE

Dates	Topics	ABG Book	Other Readings and Assignments	Case Studies
January 9, 2012	Welcome, overview, history & scope of higher ed. in United States		Read syllabus; form study groups	
January 16, 2012	MLK Day—No Class			
January 23, 2012	Importance of mission and history; financing; independent institutions; curriculum issues	Chs. 2, 3 & 12	<i>Post participation plan on Angel; read Ch. 2 (M & S); form writing teams</i>	Locke College Case
January 30, 2012	The federal & state role; the multiversity	Chs. 5 & 6	Read Ch. 22 (M & S)	University of Colorado System Case
February 4, 2012	Leadership in Student Affairs		Read Ch. 23 (M & S)	Tentative Case: Monsignor
February 6, 2012	Community Colleges	Ch. 11	Read Brown book; “Crisis” opinion paper draft due -- Bring copies to class for writing team	Miami-Dade Community College
February 13, 2012	The Canon & Campus Crisis I	Chs. 15 & 17	<i>Canon due; King article (handout); final “Crisis” opinion paper due</i>	Texas A & M Bonfire Case
February 20, 2012 Class will be held	Presidents’ Day: Campus Crisis II; promotion and tenure of faculty	Ch. 9	<i>Rough draft of P.O.V. essay due--Bring copies to class for writing team</i>	
February 27, 2012	Academic freedom; accreditation	Ch. 4 & 8	<i>Point of View essay due</i>	Catholic University of America Case
March 5, 2012	Governing intercollegiate athletics; essays; course wrap-up		Branch article (link on Angel); <i>SSE’s and participation plan products due</i>	Athletics Case

SDAD 576: *Leadership and Governance in Postsecondary Education*

Bibliography

Overview of Course Material

The following books are recommended for students who want a general overview of leadership and governance in postsecondary education.

- Altbach, P.G., Berdahl, R.O., & Gumpert, P.J. (Eds.) (2011). *American higher education in the twenty-first century* (3rd ed.). Baltimore: The Johns Hopkins University Press.
- Bensimon, E.M., & Neumann, A. (1993). *Redesigning collegiate leadership: Teams and teamwork in higher education*. Baltimore: Johns Hopkins.
- Bergquist, W.H., and Pawlak, K. (2008). *Engaging the six cultures of the academy*. San Francisco: Jossey-Bass.
- Birnbaum, R. (1992). *How academic leadership works: Understanding success and failure in the college presidency*. San Francisco: Jossey-Bass.
- Birnbaum, R. (1991). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.
- Brint, S. (Ed.). (2002). *The future of the city of intellect: The changing American university*. Stanford, CA: Stanford University Press.
- Brown II, M.C. (Ed.). (2000). *Organization and governance in higher education* (5th ed.). Boston, MA: Pearson Custom Publishing.
- Cloud, R.C., & Kater, S. T. (Eds.) (2008). *Governance in the community college*. New Directions for Community Colleges, no. 141. San Francisco: Jossey-Bass.
- Giamatti, A.B. (1988). *A free and ordered space: The real world of the university*. New York: W.W. Norton and Co.
- Hutchins, R.M. (1936). *The higher learning in America*. New Haven, CN: Yale University Press.
- Kerr, C. (2001). *The uses of the university* (5th ed.). Cambridge, MA: Harvard University Press.
- Rhodes, F.H.T. (2001). *The creation of the future: The role of the American university*. Ithaca, N.Y.: Cornell University Press.
- Veblen, T. (1993). *The higher learning in America*. New Brunswick, N.J.: Transaction Publishing.

Recommended Reading for Individual Class Sessions (Organized Topically by Class Session)

History of Postsecondary Education in the United States:

Boyer, E.L. (1987). *College: The undergraduate experience in America*. New York: Harper and Row.

Brubacher, J.S. (1958). *Higher education in transition: An American history: 1636-1956*. New York: Harper.

Rudolph, F. (1962). *The American college and university: A history*. New York: Knopf.

Veysey, L.R. (1965). *The emergence of the American university*. Chicago: The University of Chicago Press.

Independent & Religiously Affiliated Institutions

Fitzgerald, P.A. (1984). *The governance of Jesuit colleges in the United States: 1920-1970*. Notre Dame, IN: University of Notre Dame Press.

Marsden, G.M. (1994). *The soul of the American university: From Protestant establishment to established nonbelief*. New York: Oxford University Press.

College and University Mission

Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, N.J.: Princeton University Press.

Hirt, J.B. (2009). The importance of institutional mission. In G.S. McClellan & J. Stringer (Eds.), *The handbook of student affairs administration* (3rd ed.) (pp. 19-40). San Francisco: Jossey-Bass.

Townsend, B.K., & Dougherty, K.J. (Eds.). (2006). *Community college missions in the 21st century*. New Directions for Community Colleges, No. 136. San Francisco: Jossey-Bass.

Community Colleges

Cloud, R.C., & Kater, S. T. (Eds.) (2008). *Governance in the community college*. New Directions for Community Colleges, no. 141. San Francisco: Jossey-Bass.

Cohen, A.M., & Brawer, F.B. (2008). *The American community college* (5th ed.). San Francisco: Jossey-Bass.

O'Banion, T. (1997). *A learning college for the 21st century*. Phoenix, AZ: The Oryx Press.

Campus Crisis

Jablonski, M., McClellan, G., & Zdziarski, E. (2008). *In search of safer communities: Emerging practices for student affairs in addressing campus violence*. New Directions for Student Services, Special Supplement. San Francisco: Jossey-Bass.

Miser, K.M., & Cherrey, C. (2009). Responding to campus crisis. In G.S. McClellan & J. Stringer (Eds.), *The handbook of student affairs administration* (3rd ed.) (pp. 602-622). San Francisco: Jossey-Bass.

The Multiversity

Kerr, C. (2001). *The uses of the university* (5th ed.). Cambridge, MA: Harvard University Press.

Fiscal Pressures and Accountability

Mallory, S.L., & Clement, L.M. (2009). Accountability. In G.S. McClellan & J. Stringer (Eds.), *The handbook of student affairs administration* (3rd ed.) (pp. 105-119). San Francisco: Jossey-Bass.

Schuh, J.H. (2009). Fiscal pressures on higher education and student affairs. In G.S. McClellan & J. Stringer (Eds.), *The handbook of student affairs administration* (3rd ed.) (pp. 81-104). San Francisco: Jossey-Bass.

Politics of Higher Education

Mortimer, K.P., & Sathre, C.O. (2007). *The art and politics of academic governance: Relations among boards, presidents, and faculty*. Westport, CT: Praeger.

Rosenzweig, R.M. (1998). *The political university: Policy, politics, and presidential leadership in the American research university*. Baltimore: Johns Hopkins.

Stringer, J. (2009). The political environment of the student affairs administrator. In G.S. McClellan & J. Stringer (Eds.), *The handbook of student affairs administration* (3rd ed.) (pp. 425-446). San Francisco: Jossey-Bass.

The Canon

Gates, Jr., H.L. (1992). *Loose canons: Notes on the culture wars*. New York: Oxford University Press.

Smith, P. (1990). *Killing the spirit: Higher education in America*. New York: Viking.

Promotion and Tenure

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

Academic Freedom

Hofstadter, R. (1955). *Academic freedom in the age of the college*. New York: Columbia University Press.

Metzger, W.M. (1955). *Academic freedom in the age of the university*. New York: Columbia University Press.

Poch, R.K. (1993). *Academic freedom in American higher education: Rights, responsibilities and limitations*. ASHE-ERIC Higher Education Report No. 4. Washington, D.C.: The George Washington University, School of Education and Human Development.

Intercollegiate Athletics

King, C.R., & Springwood, C.F. (Eds.) (2001). *Team spirits: The Native American mascots controversy*. Lincoln, NB: University of Nebraska Press.

Lapchick, R.E., & Slaughter, J.B. (Eds.). (1989). *The rules of the game: Ethics in college sport*. New York: Macmillan.

Sack, A.L., & Staurowsky, E.J. (1998). *College athletes for hire: The evolution and legacy of the NCAA's amateur myth*. Westport, CN: Praeger.

Thelin, J.R. (1994). *Games colleges play: Scandal and reform in intercollegiate athletics*. Baltimore: Johns Hopkins.

