

ACADEMIC ATHLETIC JOURNAL

The Official Journal Publication of the
National Association of Academic Advisors for Athletics

N4A

FALL 2009 VOL. 20, NO.1

ISSN 0897-165X

National Association of Academic Advisors for Athletics

Academic Athletic Journal 2009

Volume 20, Number 1

Guidelines for Authors	ii
Membership and Subscriptions	iii
Articles	
HEARING FROM STUDENT-ATHLETE PEER EDUCATORS Sarah McMahon	1
FROM CENTER TO MARGIN: EXAMINING SOCIALIZATION AND STEREOTYPES TO UNRAVEL THE STUDENT-ATHLETE EXPERIENCE OF AFRICAN AMERICAN WOMEN Jennifer E. Bruening, Min Yong Lee, John Borland, & Sungho Cho	29
A CASE STUDY OF A STUDENT-ATHLETE WITH LEARNING ISSUES: A PROFESSIONAL DEVELOPMENT TOOL FOR ATHLETIC ACADEMIC ADVISORS Adrienne Leslie-Toogood, Emmett Gill, & Taunya Marie Tinsley	69
GENDER AS AN INDICATOR OF ACADEMIC PROGRESS AND GRADUATION FOR NCAA D- I ATHLETES B. David Ridpath, Robert Zullo, Navreet Gill	98

Submission Guidelines for the *Academic Athletic Journal*

AUDIENCE

The primary audience of the *Academic Athletic Journal* is the membership of the N4A: the paid professionals providing counseling, life skills, and academic support services to student-athletes.

PURPOSE: The primary purpose of the journal is to assist its readers in providing the best possible counseling, advising, and life skills services to student-athletes. Toward that end, articles should add new knowledge, challenge existing opinion, and for explain the implications of research. The arguments should be well-grounded in theory or research and clearly related to practice. Articles should be original and stimulating, written in a clear and concise style. Where applicable, authors should strive for methodological and statistical soundness, while avoiding unnecessary technical excursions.

SUBJECT MATTER: Relevant topics include, but are not limited to, the following: historical overviews of topics related to student-athletes; reviews of publications related to student-athletes; practical applications of theoretical or research-based conclusions; research on student athletes and on professionals working in support service capacities, including a full discussion of results and implications.

Do not submit a manuscript that has been previously published, is scheduled for publication elsewhere, or is being considered for publication elsewhere.

REVIEW PROCESS: All manuscripts will be reviewed through the blind review process and by at least three members of the editorial review board. Their comments will be sent to the authors along with recommendations for acceptance, rejection, or revision.

MANUSCRIPT FORMAT AND STYLE GUIDELINES: Manuscripts should be prepared utilizing the format and style described in the fifth edition of the American Psychological Association Publication Manual. Articles should be 1250-5000 words in length (i.e., roughly 5-20 pages of typed, double-spaced text) with ample margins for comments. Amplify the text with appropriate headings, sub headings, figures, and reference citations. The references and all figures and tables should be typed on separate pages in accordance with the APA Publication Manual. Submissions that deviate substantially from Publication Manual format will be returned to the authors.

Authors should avoid sexist language at all times and terms such as subject when describing research participants.

Manuscripts must include the following:

- (1) A separate title page with the names and institutional affiliations of the authors.
- (2) An abstract of 75 -150 words that briefly summarizes the major points of the paper. The abstract should be typed on a separate page and appear after the title page.
- (3) A brief biographical sketch for each author. Sketches may be combined on one page, but must appear on a page separate from manuscript text.
- (4) A cover letter briefly describing the nature of the manuscript. Include relevant telephone and electronic mail addresses.

Submit an electronic copy of the manuscript to AAJ Editor, newton.jackson@unf.edu
E. Newton Jackson, Jr., Ph.D. You may call at (904) 620-2990

Upon final acceptance of the manuscript for publication, authors should provide an electronic version of the manuscript in MS Word.

JOURNAL EDITOR

E. Newton Jackson, Jr., Ph.D. University of North Florida

ASSOCIATE EDITOR

Fritz Polite, Ph.D. University of Tennessee

BOOK REVIEW EDITOR

Akilah Carter, Ph.D. Texas A & M University

EDITORIAL REVIEW BOARD

Ketra Armstrong, Ph.D.	California State Univ., Long Beach
Angela K. Beale, Ph.D.	Adelphi University
Britt W. Brewer, Ph.D.	Springfield College
Joe Briggs, Esq.	Georgetown University/NFLPA
Natasha Brison, Esq.	Georgia State University
Paul A. Cotton, Ph.D.	Research Consultant
Allen Cornelius, Ph.D.	Springfield College
Ed Etzel, Ph.D.	West Virginia University
Will M. Goins, Ph.D.	Higher Education Consultant
Trina Kudlacek, Ed.D.	University of Hawaii Manoa
Christopher A. Janson, Ph.D.	University of North Florida
Delise O'Meally, M.B.A , J.D.	NCAA
Danielle Mincey, Ph.D.	Claffin University
Abigail C. Mobley, Ph.D.	Florida Memorial University
Vincent Mumford, Ed.D	University of Central Michigan
Jerome Quarterman, Ph.D.	Howard University
Don Reed, Ph.D.	Iowa State University
Deborah Rifenburg, Ed.D	University of New Mexico
Rob Sellers, Ph.D.	University of Michigan
Clarence Stewart, Ed.D	Bowie State University
Peter Titlebaum, Ed.D	University of Dayton
Derek Van Rheenen, Ph.D	University of California, Berkeley

Assistants:

Charles A. Lonsdale, J.D.	University of North Florida
Janet Withers	University of North Florida

Membership and Subscription Information

MEMBERSHIP INFORMATION

To inquire about becoming an N4A member or to change a mailing address, please contact the organization's central office:

Teresa Evans-Hunter, Executive Director, N4A National Office Campus Box 8509,
240 Jeter Dr., 300 Case Academic Center, NC State Univ., Raleigh, NC, 27695
Phone: 919-513-1007 Email: Teresa.Evans-Hunter@nfoura.org

SUBSCRIPTIONS FOR N4A MEMBERS

- A one-year subscription (two publications) is included in the annual dues of all N4A members.
- All Mailings for members and non-members outside of North America require a surcharge of \$4.

SUBSCRIPTIONS FOR NON-MEMBERS

For those who are not members of the N4A, the following rates apply: Individual: \$20.
Student: \$13. Institution: \$30

SUBSCRIPTION REQUESTS

Your request for a subscription should include your name, address, and a check made payable to the **N4A**. Mail your request to:

N4A Office, National Office, Campus Box 8509, 240 Jeter Dr., 300 Case Academic
Center, NC State Univ., Raleigh, NC, 27695

REPRINT REQUESTS

Copies of articles appearing in back issues of the AAJ are available for a charge of \$5 per article. Checks should be made payable to N4A. Mail your request to:

N4A Office, National Office, Campus Box 8509, 240 Jeter Dr., 300 Case Academic
Center, NC State Univ., Raleigh, NC, 27695

HEARING FROM STUDENT-ATHLETE PEER EDUCATORS: A
QUALIATATIVE STUDY OF THE IMPACT OF PARTICIPATION IN AN
INTERPERSONAL VIOLENCE PEER EDUCATION GROUP

Sarah McMahon, Ph.D.

Center on Violence Against Women & Children
School of Social Work, Rutgers University

Abstract

Peer education offers an empowering strategy for addressing the issues of sexual assault and domestic violence in student-athlete communities. This study explores how student-athlete peer educators serve as social change agents in the student-athlete community in formal and informal ways, and how participation in a peer education group impacts their own knowledge, behaviors and attitudes. Fourteen student-athlete peer educators from a large, public northeastern school were interviewed about their experiences. Results indicate that participation in the group had a positive impact on their own knowledge, attitudes and behaviors as well as their ability to influence others in their community. Implications for administrators working with student-athletes are discussed, as well as directions for future research.

From Center to Margin: Examining Socialization and Stereotypes to Unravel the Student-Athlete Experience of African American Women

Jennifer E. Bruening
Min Yong Lee
John Borland
Sungho Cho

University of Connecticut
University of Connecticut
Springfield College
Bowling Green State University

Abstract

The current study examined the effect of socialization and stereotypes on college athletes. Grounded in previous interview data gathered from African American female college athletes, a survey was designed, pilot tested, and administered to athletes (N=584) at seven Division I institutions, selected based on broad-based success from Top 35 finishes in the NACDA/Sears' Director's Cup standings from 2000-2003. The institutions were geographically diverse and athletes of both genders were purposively sampled in ten different sports. Analysis focused on White men, White women, African American men, and African American women. No factors yielded interaction effects ($p < .003$) between race/ethnicity and gender. However, seven factors revealed significant differences. Athletic administrators serve to gain a better understanding of the experiences of the athletes who compose their organizations through the results of the current study.

N.B. African American/Black and European American/White are used interchangeably throughout this article.

A Case Study of a Student-Athlete with Learning Issues: A Professional Development Tool for Athletic Academic Advisors

Adrienne Leslie-Toogood, Ph.D.

Canadian Sports Centre Manitoba

Emmett Gill, Ph.D.

The State University of New Jersey

Taunya Marie Tinsley, Ph.D.

California University of Pennsylvania

Abstract

Academic Progress Rates are a real-time assessment of collegiate sports teams' academic performance and is the covenant upon which the entire academic-reform structure rests. As such academic support departments have reinforced their academic support services, including the management of student-athletes with learning disabilities. This article is a case study of an African-American student-athlete with a learning issue. The case study is guided by systems and multicultural developmental theories and is an ideal professional development tool for athletic advisors and other student-athlete development personnel. The conclusions drawn from structured interviews of five campus professionals indicate that a systematic approach to identifying risks as well as an understanding of campus systems and policies can aid in the student-athlete's continuing eligibility and graduation.

Gender as an Indicator of Academic Progress and Graduation for NCAA Division I Athletes

B. David Ridpath
Assistant Professor
Ohio University School of Recreation and Sport Sciences

Robert Zullo
Assistant Professor
James Madison University
Department of Kinesiology

Navreet Gill
Sports Administration Graduate Student
Ohio University

ABSTRACT

This study determines if NCAA Division I athlete characteristics of graduation can be generalized via researched based conclusions to male and female athletes, specifically in the sport of basketball. Previous studies by the researchers have identified seven factors that significantly affect the probability of graduation for NCAA Division I athletes. One of the constructs analyzed that current and previous research demonstrates that has significance on academic persistence and graduation for NCAA Division Athletes is gender. The athletic conference analyzed, the Mid-American Conference (MAC), grants admission exceptions to athletes below the academic profile of a typical freshman. The study identifies factors regarding gender, academic persistence, and graduation from college using Vroom's (1964) expectancy theory of motivation as a theoretical basis for the study. The population analyzed is a proportional stratified sample of senior athletes (n=358). The analysis of the data indicate that information from the literature, and gleaned from the analysis of athletes in the conference, is applicable to MAC athletes, revealing that gender, with or without influences from other variables, can have a significant impact, positively and negatively on the graduation of a college athlete (male or female) and these conclusions can be applicable even outside the MAC.