

Identifying the Real Problem for an Academic Institution

Today, we'll entertain the real problem USM faces with its latest violation of NCAA rules and it is not "...how tuition, living expenses and other fees were paid for 'Prop 48'..." "student athletes."

Ask yourself, are USM "student athletes" better athletes and better academically prepared and smarter athletes than the "student athletes" at University of North Carolina—Chapel Hill? The answer is USM "student athletes" are not better athletes and they are not better academically prepared. Everyone is aware that USM gets what's left after the bigger, better schools get the pick of the litter.

So, here's what's going on at other schools:

"The [revelations from](#) the report on the academic-fraud scandal at the University of North Carolina at Chapel Hill have been startling: More than 3,000 students over a period of 18 years were awarded grades and credit for nonexistent courses."

Where are the "no show" or basket-weaving courses at USM? Sports Management, maybe?

"The bachelor of science degree program in [sport management](#) offers professional preparation in sport management." Related BS degrees are "Exercise Science," "Recreation," "Sport Coaching," etc.

Let's take a look at a [course description](#): "200. Leisure and Recreation in Society. 3 hrs. A study of the significance of play, recreation and leisure in contemporary society and the evolution of organized leisure service programs."

After you read the description of the sports management program and the classes offered there, it seems fair to ask what "help" do USM "student athletes" get with their academic work? When they "graduate," can they read, write, and calculate interest cost on a car loan?

Perhaps a more meaningful and troubling question is whether faculty and administrators at USM look the other way while students are steered to "no-show classes that would keep underprepared and unmotivated players eligible" to play?